School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arlanza Elementary School	33-66977-6031512	October 9, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All of Arlanza Elementary School's site goals fall under each of the three Alvord Unified School District LCAP goals. In Goal 1 - Conditions of Learning - Arlanza targets student achievement in the areas of ELA/Literacy, Mathematics, and English Language Development. In Goal 2 - Pupil Outcomes - Arlanza targets parent engagement/involvement and differentiating instruction via small group instruction. In Goal 3 - Engagement - Arlanza targets chronic absenteeism, school suspension, and all stakeholder connectedness to the school.

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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).

Due to the pandemic, the last available survey information comes from the 2018-2019 school year. The California Healthy Kids Survey was administered to all 5th grade students, staff, and parents in the Spring of 2019.

In analysis of STUDENT responses, the following summary points can be made:

- 79% of 5th graders feel adults are fair most/all of the time
- 83% of students overall possess school motivation
- 87% of students feel an adult at home cares about their school work
- 91% of students make positive choices at school
- 25% of students report perpetrating violence (hit, said mean things, spread rumors, etc.)

The most challenging data indicates 35% of student have been teased about body image; this amounts to roughly one in 3 students. Actions to remediate this challenge can be found in Goal 3 of the SPSA.

Classroom Observations

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

Unannounced classroom visits by administration
Guests from other schools
Parent observations
District and county personnel
Support staff (RSP, BIAs, special education aid occupational therapists, Wylie counselor, Counselor)
peer observation via instructional rounds
student tutors

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

Arlanza teachers (TK-5) administer the following state and local assessments: Preschool Early Literacy Indicators (PELI, TK only), i-Ready Reading and Math Diagnostics (K-5), Basic Phonics Skills Test-II and IV (BPST-IV, 1-5), Running Records (1-5), English Language Proficiency Assessments for California (ELPAC, TK-5), and the summative California Assessment of Student Performance and Progress in English Language Arts and Math (CAASPP, 3-5).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Data from PELI (TK only), i-Ready (K-5), BPST-IV (1-5), CFAs, and Running Records are used to modify instruction and improve student achievement. Results from the initial and summative ELPAC and the summative CAASPP (3-5) are used to set long-term goals for student achievement and determine when extensive intervention may be warranted. The process of analyzing multiple measures assists teachers in determining specific areas in which students need targeted support so teachers can then plan instruction, differentiation and intervention that will positively impact student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at Arlanza, both certificated and classified, meet the requirements for highly qualified staff according to ESEA legislation.

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

All teachers are fully credentialed and no teacher is mis-assigned. All teachers at Arlanza received overview training of the district's recently-adopted ELA curriculum, Wonders, which is used as a resource in teaching ELA standards within the Reading Workshop framework. Additionally, Arlanza teachers and instructional support staff are receiving ongoing professional development focused on the implementation of Teachers College Reading and Writing Project (TCRWP) units of study in reading (K-5), writing (K-5) and phonics (K-2). Teachers are also participating in research and investigation of mathematical practices, including Cognitively Guided Instruction, Number Talks, and fact fluency.

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

Staff development at Arlanza is planned thoughtfully and carefully around the needs of teachers. Topics include data analysis, first best instruction, content-specific concepts/skills/strategies, balanced literacy components, Number Talks, Standards for Mathematical Practice (SMP), ELA/ELD and Math Frameworks, Common Core State Standards, and collaboration. During grade level collaboration and staff development times focused on data analysis, teachers use qualitative class and grade level data to identify trends within student achievement. With this information and knowledge of Common Core standards, grade level teams identify research-based instructional strategies that will target individual students as well as grade level areas of need. Grade level teams design and deliver first best instruction lessons for Common Core State Standards, determining the instructional and engagement strategies to use during instruction. Professional development is provided by the Principal and Assistant Principal.

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

The school principal and assistant principal, both content experts, assist teachers with improving instructional and management practices in all content areas. Additionally, Arlanza has a full time Literacy Teacher who supports all teachers in foundational skills instruction and reading comprehension, both directly with students and as a support to teachers' instruction. Arlanza will be pursuing the addition of an instructional coach during the 2020-2021 school year and beyond to support the increased focus on learning loss as a result of the pandemic.

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

Teachers meet weekly in grade level teams during Early Release Tuesdays. During these collaborations, teachers study the CCSS and the ELA/ELD Framework, Math Framework, and/or Math Progressions document; review student data to develop goals for student achievement on priority Common Core Standards; agree on research-based instructional strategies to facilitate instruction of CCSS; and identify "at-risk" students to plan immediate interventions through strategic grouping of students during Independent Daily Reading (IDR), Independent Daily Writing (IDW), and/or math block. In addition, teachers cognitively plan lessons, study the ELA/ELD Framework, and determine research-based strategies to meet the needs of EL students.

Teaching and Learning

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

Curriculum and materials aligned to the Common Core State Standards (CCSS) are used for core instruction and intervention. All units of study follow Common Core State Standards. Collaboration days are structured to provide time to cognitively plan among grade level teams and administration. Administration collaborates with and interactively coaches teachers in the instruction of CCSS standards for ELA and Mathematics.

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

In accordance with the state framework, a minimum of 30 minutes of Language Arts instruction for Transitional Kindergarten and Kindergarten, 2 hours for grades 1-3, and 2.5 hours fro grades 4-5 are ensured each day. Math instruction is 30 minutes in TK and K and 1 hour in grades 1-5, exceeding state framework recommendations.

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

Arlanza teachers follow the Common Core Standards for English Language Arts/Literacy and Mathematics. Intervention for at-risk learners is provided through universal access, Independent Daily Reading (IDR) or Independent Daily Writing (IDW) or Independent Daily Math (IDM) during the instructional day. Additionally, At-Risk Long-Term English Learners (At-Risk L-TELs) in grades 3-5 have been identified and offered extended learning opportunities that focus specifically on targeted language acquisition instruction and practice in reading, writing, listening, and speaking.

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

All Arlanza teachers and students have full access to standards-based core curriculum materials.

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

Arlanza follows the California ELA/ELD Framework and CCSS as adopted by the California State Board of Education in Reading/Language Arts, Mathematics, Science and Social Studies. These standards direct District and school goals, objectives, and expected learning outcomes toward mastery. In accordance with the directive by district administration, Common Core standards are the focus of instruction with core adopted materials used as the vehicle to reach mastery.

Arlanza students are given complete access to all grade-specific, standards-based, appropriately-aligned and district-adopted materials, including all textbooks. Each student is provided with his/her own textbook for the core content subjects. Teachers use district-adopted and approved supplemental resources to assist student mastery toward the standards. Teachers have access to foundational skills instructional and student materials. Writing instruction is aligned to Common Core Standards. As a result of Williams' lawsuit compliance and through curriculum inventory surveys, it has been established that all staff have Teacher's Editions, materials to differentiate instruction, and other resources that are needed to fully implement the Reading Language Arts, Mathematics, Social Studies, and Science programs.

Opportunity and Equal Educational Access

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

All teachers provide targeted, specific intervention for at-risk students during the instructional day. Designated English Language Development (D-ELD) is provided to EL students at their proficiency level 30 minutes daily. Intervention and enrichment are offered to students during the instructional day during Independent Daily Reading (IDR), Independent Daily Writing (IDW), and math block. Students identified as long-term English learners (L-TELs) are invited to participate in extended learning opportunities after school, which are designed to increase students' English language proficiency across reading, writing, listening, and speaking. Teachers work with individuals or small groups of students to explicitly instruct on targeted skills as revealed on formative assessments such as DIBELS, Running Records, BPST-IV, formative assessments, and teacher observation.

Evidence-based educational practices to raise student achievement

Arlanza provides multiple learning opportunities for students that are not meeting identified standards. Teachers differentiate instruction, provide small group instruction during IDR/IDW/math block and work with individual, underperforming students to provide grade level or developmentally appropriate instruction as necessary. Within the regular program, teachers differentiate and develop strategies to address the specific needs of each student according to the Common Core State Standards, English Language Proficiency Assessment for California (ELPAC), PELI, DIBELS, running records, informal observations and checklists, CAASPP, teacher/grade level developed common assessments, and other local assessments. Teachers are afforded time in grade level meetings for review of student data and ongoing dialogue of best practices.

Other services provided by the regular program to assist underperforming students include:

- Language Assessment Center (LAC) - interpretation, translations and initial testing for placement
- Resource Specialist Program (RSP) - assist Special Education students to meet IEP goals
- Speech and Language Pathologist (SLP) - serves Special Education students with speech/language needs
- Student Success Team (SST) - systematic intervention process based on strengths and develops and action plan for an individual student; teacher, administrators, instructional coach, Counselor, Psychologist, and any other personnel involved with students meets to address the individual academic and behavioral needs of students to determine Tier III interventions
- Health Center - provides a nurse on call and a part time health assistant at the site
- Instructional Support Services - identification of essential standards, curriculum support and staff development priorities
- Library Assistant - assists students in locating and checking out library materials
- Psychologist - supports and tests students for qualification in Special Education
- Counselor - supports and resources students and parents for social/emotional needs that, when met, will support student academic achievement
- Materials Center - insures that each teacher has the core curriculum components needed for instruction

We have established a data calendar to review data (attendance, behavior, academics) in order to monitor all students' needs. A pyramid of interventions has been developed to assist all students in achieving academic, behavior, and social-emotional outcomes.

Stakeholders have agreed to the following theory of action to guide our practices:

As we continue to change the Arlanza narrative,

we will foster a community of practice,

commit to honest communication,

and be vulnerable in interactions with others.

If we work to establish the core value of integrity;

If we work to develop a culture of clear and honest communication;

If we are willing to be vulnerable; and

If we focus on the needs of others,

Then we will build a true community that meets the needs of all through and MTSS Framework.

Parental Engagement

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

Arlanza is fortunate to employ the services of a full-time Community Worker. The Community Worker assists with recruitment of members for SSC and ELAC and helps train parent leaders for those committees. For the 2020-2021 school year, the Community Worker will schedule classes and workshops for parents through Arlanza's Parent University Program. The following resources are available to all parents:

- RtI/SST process
- 504 plans
- behavior contracts
- phone calls/home visits
- parent workshops
- parent involvement/family nights
- elementary school counselor

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 and the community are very involved at Arlanza. Parents are involved through three specific groups: School Site Council (SSC), Action Teams for Partnership (ATP), and the English Learners' Advisory Committee (ELAC). School Site Council is a decision-making body that helps in the planning, implementation and evaluation of consolidated applications. The School Site Council works hard to make important decisions that affect student achievement. ATP is comprised of parent and staff members, and is organizing and articulating goals for the school. ELAC is an advisory council; they are presented with information regarding the consolidated application and are able to give input so that ELs at Arlanza can continue to achieve.

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials and technology are purchased to support core programs through first best instruction and intervention.

Fiscal support

The instructional program at Arlanza is supported by funding from: Title I, LCFF-LI, and LCFF-EL. In addition to the site allocation of funding, district funds also support the instructional program. This year AUSD supported our school with a full-time literacy teacher to work with at-risk readers, and music instructors at various grade levels. The district also supported the principal with administrative help by funding and filling an assistant principal position part-time.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through monthly meetings, leadership, SSC, and ELAC review data and provide input on actions related to goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.38%	0.76%	0.41%	2	4	2
African American	1.15%	1.34%	0.81%	6	7	4
Asian	%	%	0.61%			3
Filipino	0.19%	0.38%	0.41%	1	2	2
Hispanic/Latino	95.59%	94.26%	95.13%	498	493	469
Pacific Islander	0.19%	0.19%	0.41%	1	1	2
White	2.30%	2.49%	2.03%	12	13	10
Multiple/No Response	%	0.19%	0.2%		1	0
			Total Enrollment	521	523	493

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	114	94	83
Grade 1	76	89	73
Grade 2	83	83	93
Grade3	78	82	85
Grade 4	95	78	83
Grade 5	75	97	76
Total Enrollment	521	523	493

Conclusions based on this data:

1. Overall enrollment has decreased by 28 students in 3 years. This trend mirrors the district's trend in decreasing enrollment.
2. Third grade has maintained the most consistent enrollment.
3. The majority of students enrolled belong to the Hispanic/Latino subgroup.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	386	380	287	74.1%	72.7%	58.2%
Fluent English Proficient (FEP)	16	16	85	3.1%	3.1%	17.2%
Reclassified Fluent English Proficient (RFEP)	34	14	90	8.1%	3.6%	23.7%

Conclusions based on this data:

1. The reclassification rate of English Learners reached an all-time high in 2019-2020, with nearly 24% of all English Learners (K-5) identified as R-FEP.
2. The English Learner population is decreasing each year, in part due to reclassification rates.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	76	87	95	75	86	95	75	86	96.9	98.7	98.9
Grade 4	73	94	81	70	92	77	70	92	77	95.9	97.9	95.1
Grade 5	110	79	99	107	79	97	107	79	97	97.3	100	98
All Grades	281	249	267	272	246	260	272	246	260	96.8	98.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.	2378.	2392.	8.42	9.33	9.30	21.05	18.67	19.77	17.89	25.33	26.74	52.63	46.67	44.19
Grade 4	2425.	2433.	2447.	8.57	7.61	18.18	15.71	25.00	22.08	32.86	28.26	22.08	42.86	39.13	37.66
Grade 5	2443.	2471.	2463.	7.48	8.86	11.34	17.76	25.32	18.56	28.04	26.58	31.96	46.73	39.24	38.14
All Grades	N/A	N/A	N/A	8.09	8.54	12.69	18.38	23.17	20.00	25.74	26.83	27.31	47.79	41.46	40.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.58	8.00	11.63	35.79	37.33	55.81	52.63	54.67	32.56
Grade 4	11.43	8.70	16.00	42.86	57.61	46.67	45.71	33.70	37.33
Grade 5	10.28	13.92	15.46	45.79	53.16	50.52	43.93	32.91	34.02
All Grades	11.03	10.16	14.34	41.54	50.00	51.16	47.43	39.84	34.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	9.33	9.30	33.68	38.67	43.02	55.79	52.00	47.67
Grade 4	5.71	6.52	13.33	52.86	52.17	60.00	41.43	41.30	26.67
Grade 5	10.28	18.99	12.37	43.93	45.57	52.58	45.79	35.44	35.05
All Grades	9.19	11.38	11.63	42.65	45.93	51.55	48.16	42.68	36.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.47	17.33	10.47	54.74	58.67	67.44	35.79	24.00	22.09
Grade 4	7.14	13.04	19.74	60.00	67.39	67.11	32.86	19.57	13.16
Grade 5	6.54	12.66	4.12	61.68	62.03	65.98	31.78	25.32	29.90
All Grades	7.72	14.23	10.81	58.82	63.01	66.80	33.46	22.76	22.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.68	14.67	8.14	50.53	50.67	54.65	35.79	34.67	37.21
Grade 4	12.86	10.87	16.00	52.86	64.13	62.67	34.29	25.00	21.33
Grade 5	11.21	16.46	13.40	44.86	37.97	46.39	43.93	45.57	40.21
All Grades	12.50	13.82	12.40	48.90	51.63	53.88	38.60	34.55	33.72

Conclusions based on this data:

1. The percentage of students meeting and/or exceeding standard in ELA/Literacy has steadily increased over the last 3 years.
2. Across all four claims, the percentage of students scoring "below standard" has decreased steadily over the last 3 years.
3. Writing is Arlanza's weakest ELA claim, with 57.31% of students above/at/near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	76	87	95	76	87	95	76	87	96.9	100	100
Grade 4	73	94	81	73	93	78	73	93	78	100	98.9	96.3
Grade 5	110	79	99	106	79	98	106	79	98	96.4	100	99
All Grades	281	249	267	274	248	263	274	248	263	97.5	99.6	98.5

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2375.	2385.	5.26	5.26	3.45	16.84	13.16	24.14	25.26	30.26	25.29	52.63	51.32	47.13
Grade 4	2429.	2424.	2432.	4.11	5.38	6.41	15.07	15.05	16.67	41.10	38.71	38.46	39.73	40.86	38.46
Grade 5	2444.	2462.	2444.	3.77	5.06	4.08	15.09	18.99	10.20	22.64	25.32	25.51	58.49	50.63	60.20
All Grades	N/A	N/A	N/A	4.38	5.24	4.56	15.69	15.73	16.73	28.47	31.85	29.28	51.46	47.18	49.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	9.21	9.20	26.32	30.26	36.78	63.16	60.53	54.02
Grade 4	13.70	9.68	8.97	26.03	26.88	30.77	60.27	63.44	60.26
Grade 5	9.43	13.92	4.08	24.53	29.11	27.55	66.04	56.96	68.37
All Grades	10.95	10.89	7.22	25.55	28.63	31.56	63.50	60.48	61.22

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.74	10.53	8.05	36.84	31.58	48.28	48.42	57.89	43.68
Grade 4	10.96	11.83	11.54	43.84	36.56	51.28	45.21	51.61	37.18
Grade 5	5.66	7.59	5.10	31.13	34.18	33.67	63.21	58.23	61.22
All Grades	10.22	10.08	7.98	36.50	34.27	43.73	53.28	55.65	48.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.37	11.84	10.34	50.53	44.74	51.72	42.11	43.42	37.93
Grade 4	6.85	9.68	11.54	38.36	43.01	46.15	54.79	47.31	42.31
Grade 5	4.72	6.33	5.10	40.57	48.10	39.80	54.72	45.57	55.10
All Grades	6.20	9.27	8.75	43.43	45.16	45.63	50.36	45.56	45.63

Conclusions based on this data:

1. The percentage of students not meeting standard has decreased 9.82% over the last 3 years.
2. 54.43% of students are above and/or at/near in the Communicating Reasoning claim.
3. Concepts and Procedures is Arlanza's weakest with 39.52% scoring above/at/near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1426.3	1407.2	1436.6	1422.9	1402.1	1370.4	84	64
Grade 1	1459.6	1438.7	1463.3	1450.9	1455.3	1426.1	58	49
Grade 2	1484.9	1463.5	1480.8	1460.7	1488.5	1465.6	62	48
Grade 3	1492.1	1494.7	1480.6	1495.7	1502.9	1493.0	59	51
Grade 4	1518.4	1524.5	1509.8	1521.0	1526.6	1527.5	68	50
Grade 5	1530.3	1535.8	1524.8	1532.7	1535.3	1538.4	43	56
All Grades							374	318

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	1.56	29.76	43.75	27.38	34.38	*	20.31	84	64
1	36.21	2.04	32.76	24.49	*	61.22	*	12.24	58	49
2	38.71	6.25	40.32	39.58	19.35	39.58	*	14.58	62	48
3	*	11.76	37.29	52.94	30.51	29.41	18.64	5.88	59	51
4	26.47	36.00	48.53	38.00	20.59	14.00	*	12.00	68	50
5	44.19	26.79	39.53	50.00	*	17.86	*	5.36	43	56
All Grades	31.55	13.84	37.70	41.82	22.19	32.39	8.56	11.95	374	318

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.29	12.50	35.71	43.75	13.10	26.56	*	17.19	84	64
1	46.55	10.20	32.76	32.65	*	48.98	*	8.16	58	49
2	58.06	20.83	27.42	47.92	*	14.58	*	16.67	62	48
3	25.42	35.29	42.37	39.22	22.03	19.61	*	5.88	59	51
4	47.06	50.00	41.18	34.00	*	4.00	*	12.00	68	50
5	62.79	51.79	27.91	33.93	*	10.71		3.57	43	56
All Grades	45.45	29.87	35.03	38.68	13.10	20.75	6.42	10.69	374	318

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.81	0.00	16.67	20.31	45.24	56.25	14.29	23.44	84	64
1	27.59	0.00	20.69	10.20	27.59	51.02	24.14	38.78	58	49
2	30.65	2.08	32.26	29.17	27.42	45.83	*	22.92	62	48
3	*	3.92	22.03	27.45	38.98	50.98	28.81	17.65	59	51
4	16.18	18.00	45.59	36.00	25.00	30.00	*	16.00	68	50
5	25.58	7.14	39.53	21.43	25.58	58.93	*	12.50	43	56
All Grades	22.19	5.03	28.61	23.90	32.62	49.37	16.58	21.70	374	318

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	4.69	38.10	79.69	*	15.63	84	64
1	55.17	26.53	32.76	61.22	*	12.24	58	49
2	64.52	22.92	35.48	66.67		10.42	62	48
3	37.29	15.69	44.07	70.59	18.64	13.73	59	51
4	38.24	46.00	55.88	42.00	*	12.00	68	50
5	55.81	12.50	39.53	83.93	*	3.57	43	56
All Grades	51.34	20.44	41.18	68.24	7.49	11.32	374	318

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.52	23.44	50.00	56.25	15.48	20.31	84	64
1	46.55	8.16	44.83	73.47	*	18.37	58	49
2	58.06	12.50	37.10	66.67	*	20.83	62	48
3	30.51	56.86	57.63	37.25	*	5.88	59	51
4	58.82	62.00	38.24	28.00	*	10.00	68	50
5	65.12	73.21	32.56	23.21	*	3.57	43	56
All Grades	47.59	39.62	44.12	47.17	8.29	13.21	374	318

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	15.48	0.00	67.86	78.13	16.67	21.88	84	64
1	36.21	4.08	34.48	53.06	29.31	42.86	58	49
2	35.48	8.33	46.77	64.58	17.74	27.08	62	48
3	*	0.00	47.46	76.47	40.68	23.53	59	51
4	*	14.00	66.18	64.00	22.06	22.00	68	50
5	32.56	8.93	51.16	75.00	*	16.07	43	56
All Grades	22.73	5.66	53.74	69.18	23.53	25.16	374	318

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	28.13	35.71	45.31	14.29	26.56	84	64
1	22.41	2.04	56.90	71.43	20.69	26.53	58	49
2	33.87	2.08	59.68	77.08	*	20.83	62	48
3	28.81	7.84	55.93	78.43	*	13.73	59	51
4	52.94	22.00	42.65	66.00	*	12.00	68	50
5	39.53	17.86	55.81	76.79	*	5.36	43	56
All Grades	39.04	14.15	49.73	68.24	11.23	17.61	374	318

Conclusions based on this data:

1. 3-5th grade students' overall mean scale scores increased from 17-18 to 18-19.
2. Over 55% of all English Learners are a level 3 or 4 on the ELPAC overall in 18-19.
3. The reading domain is Arlanza's weakest domain with 5.66% of all students scoring well-developed in 18-19. This is largely due to the high percentage of English Learners reclassifying and no longer being included in ELPAC testing.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
523	**95.8**	**72.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	380	72.7
Homeless	22	4.2
Socioeconomically Disadvantaged	501	95.8
Students with Disabilities	41	7.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.3
American Indian	4	0.8
Filipino	2	0.4
Hispanic	493	94.3
Two or More Races	2	0.4
Pacific Islander	1	0.2
White	13	2.5

Conclusions based on this data:

1. SES student subgroup is at 95.8%.
2. Hispanic/Latino subgroup is at 94.3%.
3. Homeless student subgroup is at 4.2%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. The suspension rate improved in 18-19, changing the indicator from yellow to green.
2. The mathematics indicator points to a needed area of improvement.
3. The chronic absenteeism indicator points to a needed area of improvement.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
33.3 points below standard	33.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.3 points	Increased ++4.1 points	1
244	196	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
70.1 points below standard	34.1 points below standard	109.3 points below standard
Increased ++8.1 points	Increased ++6.7 points	Maintained -1.6 points
16	236	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 35.6 points below standard Increased ++5.1 points 229	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.9 points below standard Declined -8.8 points 144	49.2 points above standard Declined -7.3 points 52	31 points below standard Increased Significantly ++15.1 points 48

Conclusions based on this data:

1. The dashboard indicates Arlanza's status as yellow and increased, but does not tell adequately the tremendous growth students are making in ELA/Literacy.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
61.9 points below standard	63.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.2 points	Declined -4.1 points	1
244	196	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
96 points below standard	63.6 points below standard	127.7 points below standard
Declined -11.9 points	Declined -3.2 points	Maintained ++2.4 points
16	236	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 63.5 points below standard Maintained -1.6 points 229	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.5 points below standard Declined -11.9 points 144	6.4 points below standard Declined Significantly -17.3 points 52	57.1 points below standard Increased ++5.5 points 48

Conclusions based on this data:

1. An overall slight decline in Mathematics performance indicates a focused effort on math is required site wide.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.2 making progress towards English language proficiency
Number of EL Students: 241
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2	26.5	2.9	52.2

Conclusions based on this data:

1. Arlanza's English Learner Progress rate is HIGH at 55.2%.
2. 44 ELs decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.2	9.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1	Increased +1.3	3
569	405	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
23.5	11	9.7
Increased +7.3	Increased +0.6	Increased +1.5
34	544	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	4	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
11.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +1.4	3	2	Declined -20
536			13

Conclusions based on this data:

1. The overall absenteeism rate is unacceptable at 11.2%.
2. Students identified as homeless have a very challenging chronic absenteeism rate at 23.5%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
1	0.7	Less than 11 Students - Data Not
Declined -0.5	Increased +0.5	3
596	418	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Green	Blue
0	0.9	0
Declined -5.3	Declined -0.7	Maintained 0
37	560	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 9	Less than 11 Students - Data 4	Less than 11 Students - Data 1	Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
1.1	Less than 11 Students - Data 4	Less than 11 Students - Data 2	0
Maintained -0.2 559			Maintained 0 15

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.6	1

Conclusions based on this data:

1. Our suspension rate decreased overall, and our discipline procedures are fair.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Arlanza endeavors to improve student achievement in the areas of: English Language Arts/Literacy, Mathematics, and English Language Development (ELD).

Identified Need(s)

In English Language Arts, areas of need include: continued professional development and instructional planning in reading, writing, and phonics content and pedagogy; refinement of systematic intervention via small-group instruction within the school day; development of extended learning opportunities (intervention) after the school day; continued classroom and school library collection-building, including culturally relevant and high student-interest titles.

In Mathematics, areas of need include: continued professional development and instructional planning in mathematics content and pedagogy, including site-wide routines and procedures that foster number sense, mathematical fluency, include the use of appropriate manipulatives and tools, and leverage the Standards for Mathematical Practice (SMP).

In English Language Development (ELD), areas of need include: professional development and instructional planning on strategies and routines within Designated ELD (D-ELD) and integrated ELD (I-ELD) across all content-area instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts State Measure: CAASPP - Distance from the Measure (grades 3-5) Local Measure: iReady Diagnostic - Overall Placement (K-5) Local Measure: iReady Diagnostic - Lexile Measure (K-5)	2020-2021 Baseline Data State Measure: CAASPP - Distance from the Standard (DFS) Spring 2019 DFS: -33.3 Local Measure: iReady Diagnostic - Overall Placement Diagnostic #1 - Beginning of Year (BOY) K: Tier 1 - 100%; Tier 2 - 0%; Tier 3 - 0% 1: Tier 1 - 83%; Tier 2 - 17%; Tier 3 - 0% 2: Tier 1 - 62%; Tier 2 - 37%; Tier 3 - 2%	2020-2021 Outcome Data State Measure: As indicated by Spring 2021 CAASPP, the Distance from the Standard (DFS) will decrease by at least 5 points DFS: -28.3 or less Local Measure: As indicated by the iReady Diagnostic - Overall Placement Diagnostic #3 - EOY of Year (EOY), all grades, K-5, will increase the percentage of students placing in Tier 1 by at least 5% from BOY to EOY. Similarly, all grades will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3: Tier 1 - 32%; Tier 2 - 47%; Tier 3 - 21% 4: Tier 1 - 47%; Tier 2 - 14%; Tier 3 - 39% 5: Tier 1 - 23%; Tier 2 - 38%; Tier 3 - 40% Local Measure: iReady Diagnostic - Lexile Measure Diagnostic #1 - Beginning of Year (BOY) Grade Level Average K: BR230 1: BR334 2: 269 3: 342 4: 491 5: 566	decrease the percentage of students placing in Tier 2 or Tier 3 by at least 5% from BOY to EOY: K: Tier 1 - 100%; Tier 2 - 0%; Tier 3 - 0% 1: Tier 1 - 88%; Tier 2 - 12%; Tier 3 - 0% 2: Tier 1 - 67%; Tier 2 - 32%; Tier 3 - 0% 3: Tier 1 - 37%; Tier 2 - 42%; Tier 3 - 16% 4: Tier 1 - 52%; Tier 2 - 9%; Tier 3 - 34% 5: Tier 1 - 28%; Tier 2 - 33%; Tier 3 - 35% Local Measure: As indicated by the iReady Diagnostic - Lexile Measure Diagnostic #3 - End of Year (EOY), all grades, K-5, will increase their average grade level lexile score by at least 100 lexiles from BOY to EOY: K: BR130 1: BR234 2: 369 3: 442 4: 591 5: 667
Mathematics State Measure: CAASPP - Distance from the Measure (grades 3-5) Local Measure: iReady Diagnostic - Overall Placement (K-5)	2020-2021 Baseline Data State Measure: CAASPP - Distance from the Standard (DFS) Spring 2019 DFS: -61.9 Local Measure: iReady Diagnostic - Overall Placement Diagnostic #1 - Beginning of Year (BOY) K: Tier 1 - 100%; Tier 2 - 0%; Tier 3 - 0% 1: Tier 1 - 83%; Tier 2 - 12%; Tier 3 - 0% 2: Tier 1 - 51%; Tier 2 - 46%; Tier 3 - 3%	2020-2021 Outcome Data State Measure: As indicated by Spring 2021 CAASPP, the Distance from the Standard (DFS) will decrease by at least 5 points DFS: -56.9 or less Local Measure: As indicated by the iReady Diagnostic - Overall Placement Diagnostic #3 - EOY of Year (EOY), all grades, K-5, will increase the percentage of students placing in Tier 1 by at least 5% from BOY to EOY. Similarly, all grades will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3: Tier 1 - 34%; Tier 2 - 47%; Tier 3 - 19% 4: Tier 1 - 31%; Tier 2 - 30%; Tier 3 - 39% 5: Tier 1 - 19%; Tier 2 - 21%; Tier 3 - 60%	decrease the percentage of students placing in Tier 2 or Tier 3 by at least 5% from BOY to EOY: K: Tier 1 - 100%; Tier 2 - 0%; Tier 3 - 0% 1: Tier 1 - 93%; Tier 2 - 7%; Tier 3 - 0% 2: Tier 1 - 72%; Tier 2 - 27%; Tier 3 - 0% 3: Tier 1 - 42%; Tier 2 - 37%; Tier 3 - 11% 4: Tier 1 - 57%; Tier 2 - 4%; Tier 3 - 29% 5: Tier 1 - 33%; Tier 2 - 28%; Tier 3 - 30%
English Language Learners State Measure: English Learner Progress Indicator (ELPI)	20202-2021 Baseline Data State Measure: Spring 2019 English Learner Progress Indicator (ELPI) As measured by ELPAC, 55.2% of all English Learners made adequate progress towards English language proficiency	55% or greater of English learners will make adequate progress towards English proficiency as measured by the 2020-2021 English Learner Progress Indicator (ELPI).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Articulations
ELA, Math, & ELD - Administration will support teachers with planning and delivery of Common Core State Standards instruction for ELA/Literacy within the Workshop framework, Common Core State Standards instruction for Mathematics within the Cognitively Guided Instruction (CGI) framework, and English Language Development standards within and across all content-area instruction. Support will be provided to teachers and support staff through analysis of student achievement data, targeted professional development, instructional planning (whole class and small group), and instructional rounds with feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4560	Title I 1000-1999: Certificated Personnel Salaries 19 classroom teachers x 2 monthly articulations = 38 full-day subs @ 120.00/day
1052	Title I 3000-3999: Employee Benefits fixed costs for 38 full-day subs @ 120.00/day

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Reclassification
Supplies to recognize and honor academic and linguistic achievements of English learners who reclassify as Fluent English Proficient (R-FEP)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff Professional Development
Staff REGISTRATION for virtual professional development events and PUBLICATIONS centered on refining instructional practice across all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I 5800: Professional/Consulting Services And Operating Expenditures
4000	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Materials and Supplies
Additional books, supplies, materials to supplement common core instruction in all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24322	Title I 4000-4999: Books And Supplies
9949	LCFF-LI 4000-4999: Books And Supplies
6000	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Assistant
Supplement students' and families' literacy development by providing access to rich informational and narrative text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,716	Title I 2000-2999: Classified Personnel Salaries .3762 FTE (site Title I) / .6238 FTE (district-funded) = 1.0 FTE

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology
Laptops, carts, iPads, cases, laminator, poster maker, and necessary film, paper rolls, and toner to provide supplemental digital teaching and learning experiences (virtual tours, video streaming, etc.) and create supplemental instructional materials for teaching and learning (instructional posters, etc.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Copier Leases
Supplemental copiers for the preparation of teaching and learning materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

8499	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL Facilitator Stipend
EL facilitator to monitor, document, and support development of English proficiency with English learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3441	LCFF-EL 1000-1999: Certificated Personnel Salaries ELF Stipend
814	LCFF-EL 3000-3999: Employee Benefits fixed costs for ELF stipend

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Leadership
Additional hours and substitute release time for leadership to analyze student data, SPSA goals, and contribute to 2020-2021 plans for continuing to improve student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1898	Title I 1000-1999: Certificated Personnel Salaries

	additional hours @ 7 teachers x 7 hours each = 49 hours; 6 teachers x 1 full-day sub = 7 subs @ 120.00/day
449	Title I 3000-3999: Employee Benefits fixed costs for additional hours @ 7 teachers x 7 hours each = 49 hours; 6 teachers x 1 full-day sub = 7 subs @ 120.00/day

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Books
Classroom and school library books to expand book collection to include digital and hard copy titles that are high student-interest and culturally relevant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 4000-4999: Books And Supplies digital and hard copy book titles

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk learners

Strategy/Activity

Extended Learning Opportunities
Teachers provide after school and/or summer extended learning opportunities to at-risk learners as measured by CAASPP, BPST, DIBELS, and/or running records.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Title I

	1000-1999: Certificated Personnel Salaries NTE 100 hours @ $48.05/hour
2768	Title I 3000-3999: Employee Benefits fixed costs for 486 hours @ $48.05/hour

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

Community Worker
Additional hours for community worker to provide support to at-risk students and families as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 2000-2999: Classified Personnel Salaries NTE 60 hours
842	Title I 3000-3999: Employee Benefits fixed costs on NTE 60 hours

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Will be reviewed during the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Will be reviewed during the 2020-2021 school year.

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

Will be reviewed during the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Arlanza endeavors to improve student outcomes by increasing student and parent access to academic support and information, including institutions of higher learning and careers and to prepare students with the necessary skills for success in college and/or career.

Identified Need(s)

Arlanza will increase student outcomes and student readiness for college and career through the fostering of a college and career culture (including college/career week), refining student access to responsive intervention, and continuing parent education and support opportunities through workshops, conferences, and classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of live parent training offerings	During the 2019-2020 school year, Arlanza offered 6 major parent trainings	During the 2020-2021 school year, Arlanza will host a minimum of 8 parent trainings on various parent-selected topics.
Number of asynchronous parent training offerings	Prior to this school year, asynchronous parent trainings were not offered.	By June 2021, Arlanza will make available a minimum of 6 asynchronous parent training opportunities that will be listed in a virtual viewing library accessible virtually by all parents and community members.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

CABE Conference
Parents and support staff will attend the 2021 Annual CABE conference to learn of additional ways to support English learners in the classroom and at home.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Workshops, Trainings, Events
Additional hours to research, plan, and present workshops and trainings to parents on topics related to academics, social/emotional health, nutrition, college and career readiness, etc.
Childcare to support parent attendance and participation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6900	Title I 1000-1999: Certificated Personnel Salaries NTE 115 hours
1592	Title I 3000-3999: Employee Benefits fixed costs on NTE 115 hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Half-Time Liaison
Additional hours for certificated teachers to provide support to the Expanded Learning program with coaching in the areas of academics, homework support, classroom management, and facilities use.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3240	Title I 1000-1999: Certificated Personnel Salaries NTE 54 hours
748	Title I 3000-3999: Employee Benefits fixed costs on NTE 54 hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College and Career Week
Host a school wide college and career week filled with activities and guest speakers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
350	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

Flexible Student Grouping
Utilize Google Docs to create and maintain record of student groupings for reading and/or math mall group interventive instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Purchase translation technology to replace outdated "Talk and Listen" kits; translation kits will ensure parents' accessibility to on-campus events through primary language support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4740	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Will be reviewed during the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Will be reviewed during the 2020-2021 school year.

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

Will be reviewed during the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Arlanza endeavors to improve student engagement by improving school attendance, maintaining student behavior, and improving students', parents', and staffs' perceptions regarding school climate and connectedness.

Identified Need(s)

In spite of broad efforts to improve the percentage of students chronically absent, the percentage grew 1.0% from 17-18 to 18-19.
The suspension rate rose slightly, and Arlanza believes our progressive discipline policy is fair.
All stakeholders' sense of school connectedness can increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - California Dashboard	2018-2019 California Dashboard indicates 11.2% of students are identified as Chronically Absent. This is a 1.0% increase (up from 10.2%) from the 2017-2018 school year.	Fall 2021 California Dashboard will indicate a decline of at least 2.0% in the overall percentage of students identified as chronically absent - 9.2% or less overall.
Suspension - California Dashboard	2018-2019 California Dashboard indicates 1.0% of students were suspend during the school year. This is a 0.6% decrease(down from 1.6%) from the 2017-2018 school year.	Fall 2021 California Dashboard will indicate at least a maintained status of low (green) at a 1.0% suspension rate or lower.
California CalSCHLS Survey for STUDENTS California CalSCHLS Survey for STAFF California CalSCHLS Survey for PARENTS	Spring 2019 California CalSCHLS Survey for STUDENTS indicates 69% of students feel connected to school most or all of the time. Spring 2019 California CalSCHLS Survey for STAFF (11 respondents) indicates 78% of staff agree or strongly agree Arlanza is a supportive and inviting place to work.	By Spring 2020, California CalSCHLS Survey for STUDENTS will indicate 80% or more of students feel connected to school most or all of the time. By Spring 2021, California CalSCHLS Survey for STAFF will have responses from ALL staff. Additionally, the survey will indicate 85% of staff agree

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring 2019 California CalSCHLS Survey for PARENTS indicates 70% of parents feel welcome to participate at the school.	or strongly agree Arlanza is a supportive and inviting place to work. By Spring 2021, California CalSCHLS Survey for PARENTS will indicate 75% of parents feel welcome to participate at the school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Interpretation
Support parent involvement by providing primary language support via interpretation kits and additional hours for interpretation at parent-teacher conferences, meetings, workshops, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF-EL 2000-2999: Classified Personnel Salaries NTE 120 hours
1010	LCFF-EL 3000-3999: Employee Benefits fixed costs on NTE 120 hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Connectedness

Implement HOUSES across campus for all students and staff; 4 Houses - Ambitious, Amicus, Fidelis, Fortem - will meet at least monthly during assemblies to foster a sense of community and shared responsibility.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Peace Ambassadors
Peer program to foster student responsibility, safety, and leadership

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
350.00	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

Attendance
Incentives for improved/good attendance: brag tags, certificates, popsicles, popcorn, pencils, principals' store, HERO targeted treasure box; Saturday School for targeted students with at-risk to severe chronic attendance

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Attendance 4000-4999: Books And Supplies incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Red Ribbon Week Activities to promote a safe and drug-free school environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Connectedness:
Improve the campus aesthetic and increase college-going and character education climate by adding messaging and symbolism through the addition of college flags, banners, signs, murals, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Will be reviewed during the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Will be reviewed during the 2020-2021 school year.

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

Will be reviewed during the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High School Graduation and College Readiness

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$224,240.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$187,436.00

Subtotal of additional federal funds included for this school: $187,436.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Attendance	$1,500.00
LCFF-EL	$20,305.00
LCFF-LI	$14,999.00

Subtotal of state or local funds included for this school: $36,804.00

Total of federal, state, and/or local funds for this school: $224,240.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	20,305.00	0.00
LCFF-LI	14,999.00	0.00
Title I	187,436.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
LCFF-EL	20,305.00
LCFF-LI	14,999.00
Title I	187,436.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,039.00
2000-2999: Classified Personnel Salaries	31,216.00
3000-3999: Employee Benefits	9,275.00
4000-4999: Books And Supplies	136,211.00
5000-5999: Services And Other Operating Expenditures	9,499.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,500.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	3,441.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,000.00
3000-3999: Employee Benefits	LCFF-EL	1,824.00
4000-4999: Books And Supplies	LCFF-EL	11,040.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-LI	14,999.00
1000-1999: Certificated Personnel Salaries	Title I	28,598.00
2000-2999: Classified Personnel Salaries	Title I	28,216.00
3000-3999: Employee Benefits	Title I	7,451.00
4000-4999: Books And Supplies	Title I	108,672.00
5000-5999: Services And Other Operating Expenditures	Title I	8,499.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	195,110.00
Goal 2	18,570.00
Goal 3	10,560.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Michelle Pierce	Principal
Rebbecca Cook	Classroom Teacher
Cynthia Gonzalez	Classroom Teacher
Andrea Trevino	Classroom Teacher
Noreen Neal	Other School Staff
Monica Cardenas	Parent or Community Member
Gerardo Casillas	Parent or Community Member
Erica Cruz	Parent or Community Member
Yolanda Guerra	Parent or Community Member
Laura Soriano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 2, 2020.

Attested:

Principal, Michelle Pierce on 10/9/2020

SSC Chairperson, Rebbecca Cook on 10/9/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

ARLANZA ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT POLICY
2019-2021

PART I: GENERAL EXPECTATIONS

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed Common Core State Standards (CCSS), while developing academic and life skills.

Arlanza Elementary School agrees to implement the following statutory requirements:

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

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

- that parents play an integral role in assisting their child's learning.
- that parents are encouraged to be actively involved in their child's education at school.
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and are members of advisory committees to assist in the education of their child.
- the carrying out of other activities, such as those described in section 1118 of the Elementary and Secondary Education Act (ESEA).

ESCUELA PRIMARIA ARLANZA
PÓLITICA DE PARTICIPACIÓN ESCOLAR DE PADRES
2019-2021

PARTE I: EXPECTATIVAS GENERALES

La meta del programa de participación de padres es permitirles que en cooperación como socios completos trabajen hacia la misión de asegurar que cada estudiante dominará o excederá los estándares académicos del estado, al mismo tiempo que desarrollan habilidades de vida y académicas.

La Escuela Primaria Arlanza está de acuerdo en implementar los siguientes estatutos como requisitos:

- La escuela junto con los padres desarrollará y distribuirá a los padres de los estudiantes participantes una pólitica Escolar de Participación de Padres en la que ambas partes estén de acuerdo.
- La escuela notificará a los padres acerca de la pólitica Escolar de Participación de Padres en un formato uniforme, fácil de entender y de ser posible se distribuirá en el idioma que los padres entiendan.
- La escuela, periódicamente pondrá al día la pólitica a Escolar de Participación de Padres para cubrir los cambios en las necesidades de los padres y de la escuela.
- La escuela adoptará el Acuerdo Escuela-Padres como un componente de la Política Escolar de Participación de Padres.
- La escuela está de acuerdo en regirse por la definición de los siguientes estatutos de participación de padres y producirán programas, actividades y procedimientos de acuerdo con esta definición.

Participación de los Padres significa, la colaboración de los padres para mantener la comunicación entre ellos y la escuela de manera regular en cuanto a lo que se relacione al aprendizaje académico de los estudiantes y otras actividades escolares, asegurando que:

- los padres tengan una participación integral ayudando en el aprendizaje de sus hijos.
- los padres sean motivados para que participen activamente dentro de la escuela en la educación de sus hijos.
- los padres sean socios activos en la educación de sus hijos y que sean incluidos, cuando sea apropiado, en la toma de dediciones y que sean miembros de los comités consejeros para ayudar en la educación de sus hijos.
- la realización de otras actividades, tales como las que se describen en la sección 1118 de Ley de Educación Primaria y Secundaria (ESEA).

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

1. Arlanza Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    - Input from parents will be given at School Site Council (SSC), English Learner Advisory Council (ELAC) and Principal's Coffee meetings.
    - The revised policy will be shared by administration at Back to School Night and during the annual Title I parent informational meeting.

2. Arlanza Elementary School will take the following actions to distribute to parents of participating children the School Parental Involvement Policy:
    - The policy will be distributed by teachers on Back-to-School Night.
    - Additional copies of the policy will be available in the main office by request.

3. Arlanza Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
    - The policy will be updated every two years.
    - Review of school academic achievement, parental concerns, and safety issues will be activities that prompt review of the policy.

4. Arlanza Elementary School will convene an annual Title I meeting to inform parents:
    - That their child's school participates in Title I.
        1. Meetings will be held in the evening and morning to accommodate parents.
        2. Meeting notices will be sent home with all students.
        3. Parent incentives will be used to encourage meeting attendance.
    - About the requirements of Title I.
    - Of their rights to be involved.

5. Arlanza Elementary School will hold a flexible number of meetings at varying times, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
    - Child care will be provided for meetings when applicable.
    - Meetings and workshops will be offered in the morning and evening to accommodate all parents.
    - Special contact (telephone calls or written notices) will be made to invite hard to reach parents.
    - Reminder calls will be made to students' homes utilizing the District's automated call system the night before.

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DENTRO DE LA PÓLITICA ESCOLAR DE PARTICIPACIÓN DE PADRES

1. La Escuela Primaria Arlanza tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo mutuo de su Pólitica de Participación Escolar de Padres y del Plan Escolar, cuando sea apropiado, de una manera organizada, continua y a tiempo bajo la sección 1118(b) de ESEA:
    - Los padres ofrecerán sus opiniones durante las reuniones del Concilio Escolar (SSC), Comité Consejero para Aprendices del Idioma Inglés (ELAC) y Café con el Director.
    - Una vez revisada, la PÓLITICA Escolar será compartida por la directora durante la Noche de Regreso a Clases y durante la reunión de información de los padres del Título I anual

2. La Escuela Primaria Arlanza tomará las siguientes acciones para distribuir la Pólitica de Participación Escolar de Padres a los padres de los estudiantes participantes.
    - Será distribuida a clases por los profesores en la noche de regreso a la escuela.
    - Habrá copias adicionales disponibles en la oficina escolar por solicitud.

3. La Escuela Primaria Arlanza actualizará periódicamente su Pólitica Escolar de Participación de Padres para cubrir los cambios dentro de las necesidades de los padres y de la escuela.

    - La Pólitica se actualizará cada dos años.
    - Revisión de los logros académicos escolares, preocupaciones de los padres y asuntos de seguridad, son actividades que promoverán la revisión de la Política escolar.

4. La Escuela Primaria Arlanza organizará una reunión Titulo I anual para informar a los padres:
    - Que la escuela de sus hijos participa en Título I.
        1. Las reuniones se llevarán a cabo en las tardes y mañanas para que sean accesibles a todos los padres.
        2. Los avisos de la reunión serán enviados a casa con todos los estudiantes.
        3. Se usarán incentivos para motivar la asistencia de los padres a las reuniones.
    - Acerca de lo requisitos de Título I.
    - Acerca de los derechos de participar.

5. La Escuela Primaria Arlanza tendrá un número flexible de reuniones a diferentes horas, cuidado de niños y/o visitas a los hogares pagadas con los fondos de Título I, siempre y cuando este servicio esté relacionado con la participación de padres.
    - Se ofrecerá cuidado de niños en las reuniones cuando sea necesario.
    - Reuniones y talleres se ofrecerán en la mañana y en la tarde para acomodar a todos los padres.
    - Se hará contacto de manera especial (por teléfono o avisos por escrito) para invitar a los padres que son difíciles de localizar.
    - Se harán llamadas a las casas de estudiantes, la noche anterior para recordarles de la junta de padres usando el sistema automatizado del distrito.

6. Arlanza Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
    - Parents will receive a notice and agenda of SSC and ELAC meetings a minimum of 72 hours in advance.
    - Results of annual state testing will be mailed home in a timely manner.

7. Arlanza Elementary School will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet during any combination of the following events:
    - Back to School Night
    - Parent Teacher Conferences
    - Annual Title I Meeting
    - Parent Council Meetings (SSC, ELAC)
    - Principals' and Counselor's Coffee
    - Parent Trainings (i.e. Parent University, Grade Level Workshops, etc.)

8. Arlanza Elementary School will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
    - Parent Council Meetings (i.e. SSC, ELAC,)
    - Principals' Coffee Meetings
    - Parent Trainings (i.e. Parent University, Grade Level Workshops, etc.)
    - Parent Teacher Association (PTA) Meetings

9. Arlanza Elementary School will submit to the district any parent comments of the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
    - School-wide plan will be shared with parents during SSC and ELAC parent meetings.
    - If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the State and Federal Programs Department.
    - All efforts will be made to revise the plan so that it meets with the satisfaction of all parents.

10. Arlanza Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
    - Arlanza will use the Listen and Talk kits to help translate meetings.
    - Arlanza will sends home flyers in English and Spanish.
    - Translators will be provided by the site or district during Back to School Night, and when there is a parent conference, IEP, workshop, training, or meeting scheduled.
    - Arlanza has ramps in all portable classrooms so the disabled will be able to get into the classrooms easily.
    - For our migratory students, Arlanza will update the student records and make sure the CUM records follow the student to their new school.

6. La Escuela Primaria Arlanza proveerá información actual acerca de los programas de Título I para los padres de los estudiantes participantes cuando sea necesario:
    - Los padres recibirán un aviso y agenda de las reuniones de SSC y ELAC por lo menos con 72 horas de anticipación.
    - Los resultados anuales de los exámenes estatales se enviarán por correo a casa de manera oportuna.

7. La Escuela Primaria Arlanza proporcionará una descripción y explicación del currículo (plan de estudios) usando en la escuela, las formas de evaluación académica usadas para medir es progreso y los niveles de dominio que se espera que los estudiantes logren durante cualquier combinación de estos eventos:
    - Noche de Regreso a Clases
    - Conferencias de Padres y Maestros
    - Reunión Anual de Título I
    - Reuniones de Concilio para Padres (SSC, ELAC)
    - Café con las directoras y consejera
    - Talleres de padres (Parent University, Talleres de grado etc.)
8. La Escuela Primaria Arlanza proveerá, cuando lo soliciten, oportunidades para reuniones regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responderá a dichas sugerencias lo más pronto posible:
    - Reuniones de Concilio para Padres (SSC, ELAC)
    - Reuniones de Café con las Directoras y la Consejera
    - Talleres de padres (Parent University, Talleres de grado etc.)
    - Reuniones de la Asociación de Padres y Maestros (PTA)

9. La Escuela Primaria Arlanza presentará al distrito cualquier cometario de los padres en caso de que el plan escolar bajo la sección (1114) (b) (2) no sea satisfactorio para los padres de los estudiantes participantes.
    - El Plan Escolar será compartido con los padres durante las reuniones para padres de SSC y ELAC.
    - En caso de de algún padre exprese no estar satisfecho en cuanto al contenido del plan escolar, los comentarios serán dirigidos a la Oficina Programas del Estado y Federales.
    - Se harán todos los esfuerzos para revisar el plan, de manera que sea del agrado de los padres.

10. La Escuela Primaria Arlanza tomará las siguientes acciones para proporcionar acceso y oportunidades para los padres con habilidades limitadas en el idioma inglés, con discapacidades y con estudiantes migratorios.
    - Arlanza usará el equipo de traducción simultánea durante las reuniones.
    - Arlanza enviará a casa avisos en inglés y español.
    - La escuela o distrito proporcionará los servicios de traductores durante las Noches de Regreso a la Escuela, y cuando haya conferencias de padres, PEI, talleres, entrenamientos o juntas programadas.
    - Arlanza cuenta con rampas en todos los salones provisionales para que los discapacitados puedan entrar y salir fácilmente.
    - Para nuestros estudiantes migratorios, Arlanza actualiza los registros de los estudiantes y se asegura de que los archivos (CUM) sigan a los estudiantes a su nueva escuela.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Arlanza Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - Parent Trainings (i.e. Parent University, Grade Level Workshops, etc., provided by the Community Worker, counselor, grade level teachers, administration, district employees, members of the Action Team for Partnership (ATP) team and/or outside agencies.
    - Family Involvement Nights (focuses may include: Movie Nights, Reading Nights, Math Nights, Science Nights, Art Nights, Physical Fitness Nights, Festivals, etc).

2. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
    - Parent input will be given regarding the Student/Parent/School Compact.
    - The Student/Parent/School Compact will be distributed by teachers during fall Parent-Teacher Conferences. Additional copies of the policy will be available in the main office for students who enroll after Parent-Teacher Conference Week.
    - The Student/Parent/School Compact will be signed by all stakeholders indicated on the compact during Parent-Teacher Conferences.

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:
    - Common Core State Standards.
    - California's student academic achievement standards.
    - State and District assessments.
    - Requirements of Title I.
    - Monitoring their child's progress.
    - Working with educators.

    Examples will include:
    - Parent workshops
    - Parent trainings
    - Parent-Teacher conferences
    - Annual Title I meeting
    - Back To School Night presentations
    - Conference attendance (i.e. CABE, etc.)

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Offering parent trainings (i.e. Parent University, Grade Level Workshops, etc.)

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA QUE LOS ESTUDIANTES TENGAN LOGROS ACADEMICOS ALTOS

1. La Escuela Primaria Arlanza desarrollará la capacidad de la escuela y de los padres en una fuerte participación para asegurar la efectiva participación de los padres y para apoyar una sociedad entre los participantes escolares, padres y comunidad para mejorar los logros académicos de los estudiantes a través de las siguientes actividades específicamente descritas a continuación:
    - Talleres de adiestramiento y académicos para padres (i.e. Talleres de padres (Parent University, Talleres de grado etc.) proporcionados por una trabajadora de la comunidad, consejeros, maestros por nivel de grado la administración , los empleados del distrito , los miembros del equipo de acción para la Sociedad de las personas (ATP)y/o otras agencias.
    - Noche de Participación Familiar (el enfoque puede incluir: Noches de Pelicula, Noches de Lectura, de Matemáticas, de Ciencias, de Arte, Noches de Condición Física, Festivales, etc.)
2. La escuela incorporará el Acuerdo Escuela-Padres, como componente de su Pólitica Escolar de Participación de Padres:
    - Los padres darán sus opiniones en cuanto al Acuerdo entre Estudiantes/ Padres /Escuela.
    - Los maestros distribuirán El Acuerdo entre Estudiantes/ Padres /Escuela durante las conferencias de otoño entre los padres y los maestros. Copias adicionales de la política estarán disponibles en la oficina principal para los estudiantes que se inscriban después de la semana de conferencias de padres y maestros.
    - El acuerdo entre el estudiante, los padres y la escuela será firmado por todas las partes interesadas que se encuentran en el acuerdo durante las conferencias de padres y maestros.
3. La escuela, con la ayuda del distrito, proporcionará ayuda a los padres de los estudiantes inscritos, en la comprensión de temas tales como los que se mencionan a continuación, responsabilizándose de las acciones descritas en este párrafo:
    - El contenido académico de los estándares del Estado
    - Los estándares del Estado de California para los logros académicos de los estudiantes
    - Evaluaciones académicas del Estado y locales, incluyendo avaluaciones alternas
    - Los requisitos de Título I
    - Como monitorear el progreso de sus hijos
    - Como trabajar con los educadores

    Los ejemplos incluirán:
    - Talleres Para Padres
    - Entrenamientos y/o talleres para padres
    - Conferencias de padres y maestros
    - Reunión Anual Título I
    - Presentaciones durante la Noche de Regreso a Clases
    - Asistencia a Conferencias (CABE, etcétera)
4. La escuela, con la ayudad del distrito, proporcionará materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos, tales como entrenamiento en alfabetización y uso de tecnología, según sea necesario para fomentar la participación de padres por medio de:
    - Entrenamiento y/o talleres para padres (Parent University, Talleres de grado)

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Professional development trainings regarding parent engagement.
    - Action Team for Partnerships (ATP) participation and training.
    - Regular communication with the onsite Community Worker.
    - Providing reference materials and books made available in the Parent Resource Center.

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:
    - Transitional Kindergarten (TK) and Kindergarten Bridge Nights to be held each year for incoming TK and kindergarten students and their parents/caregivers.
    - Communication will occur between Arlanza Elementary, its TK and kindergarten teachers, and the staff of Head Start.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school's parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - All school-wide notices will be sent home in English and Spanish.
    - Announcements will be displayed on the school office bulletin boards, outside bulletin boards, etc. where they can be visible to most students and parents. If available, announcements will also be phoned home to parents using the District's automated call system.
    - Upcoming events will be stated verbally during morning announcements for students.
    - Students will be encouraged to remind their parents of upcoming events.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from the parent council meetings.

This policy was adopted by the Arlanza Elementary School Site Council (SSC) on March 21, 2019 and will be in effect for the period of the 2019-2020 and 2020-2021 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 31. Arlanza Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

5. La escuela, con la ayuda del distrito y de los padres, educará a sus maestros, personal de servicios a estudiantes, directores y otros empleados en como pedir ayuda, comunicarse y trabajar con los padres como socios igualitarios en el valor y utilidad de las contribuciones de los padres y en como implementar y coordinar programas para formar lazos de unión entre los padres y las escuelas por medio de:
    - Entrenamientos de desarrollo profesional relacionados con la participación y sociedad con los padres
    - Equipo de Acción para las Asociaciones participación y la formación (ATP)
    - Comunicación regular con la trabajadora comunitaria escolar
    - Proveer materiales de referencia y libros disponibles en el Centro de Recursos para Padres.

6. La escuela, hasta donde sea posible y apropiado, coordinará e integrará los programas y actividades de participación de padres con el programa preescolar *Head Start*, programas para padres y maestros, preescolar pública y otros programas así como conducir otras actividades que los motiven y apoyen a participar a mayor escala en la educación de sus hijos por medio de:
    - La Kinder Transicional y Kinder Noches de Puente se llevará a cabo cada año para los nuevos estudiantes de TK y kindergarten y sus padres/guardianes.
    - La comunicación tendrá lugar entre la Escuela Primaria Arlanza, las maestras de TK y Kindergarten y el personal de *Head Start*.

7. La escuela, hasta donde sea posible y apropiado, ejecutará las siguientes acciones para asegurar que la información relacionada con la escuela y programas para padres, reuniones y otras actividades, sean mandadas a los padres de los estudiantes participantes en un formato uniforme y fácil de entender, incluyendo un formato alternativo si se solicita y hasta donde sea posible en el idioma que los padres puedan entender:
    - Todos los avisos de la escuela se enviarán a casa en inglés y en español
    - Los anuncios se exhibirán en los tableros de noticias en la oficina y de afuera, etc., en donde estén visibles para la mayoría de los estudiantes y padres. Si está disponible, los anuncios también serán se llamará a los padres usando el sistema telefónico automatizado del Distrito.
    - Se informará de eventos futuros verbalmente en las mañanas durante la sesión de avisos para estudiantes.
    - Se recomendará a los estudiantes que les recuerden a sus padres acerca de los eventos futuros.

PARTE IV: ADOPCIÓN

Esta ó Escolar de Participación de Padres ha sido desarrollada en equipo y de acuerdo con padres de estudiantes participando en programas Título I, Parte A, según la evidencia de las minutas del las reuniones del concilio de padres.

Esta Pólitica fue adoptada por el Concilio Escolar de la Escuela Primaria Arlanza (SSC) el 21 de marzo del 2019 y estará en efecto durante el período de los años escolar 2019-2020 y 2020-2021. La escuela distribuirá esta Pólitica a todos los padres de estudiantes participantes en Título I, Parte A, el 31 de diciembre o antes. Estará disponible para la comunidad local en la misma fecha. La notificación de la Escuela Primaria Arlanza para los padres se hará en un formato uniforme y fácil de entender y de ser posible se proveerá a los padres una copia de la Pólitica en el idioma que puedan entender.

Arlanza Elementary School
TITLE I STUDENT/PARENT/SCHOOL COMPACT
2019-2021

The staff of Arlanza Elementary exists to ensure that each student will progress towards mastering or exceeding state standards and/or IEP goals, while developing academic and life skills in a nurturing and safe environment. Students will participate in ongoing formal, informal, and authentic assessments. We will work collaboratively to examine the data and implement programs that meet the needs of individual students.

	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	ARLANZA STAFF RESPONSIBILITIES
STUDENT LEARNING	I will: • Believe and hold high expectations for myself. • Know the grade level standards I am expected to learn. • Attend school every day and be on time and prepared. • Actively participate in class by listening and trying my best to demonstrate my learning. • Complete all assignments and homework on time and with my best efforts. • Read at home daily. • Attend tutoring and/or other interventions when offered. • Seek opportunities to learn outside of school.	I will: • Hold high expectations for my child's academic progress. • Know the grade level standards my child is expected to learn. • Get my child to school on time every day. • Support my child's learning by monitoring homework progress and completion. • Sign and return all papers requiring a signature. • Provide a quiet place for my child to do homework and read daily. • Read to/with my child daily. • Ensure that my child takes advantage of extended learning opportunities including tutoring and/or other interventions. • Talk with my child every day. • Limit my child's non-academic television, computer and video game use. • Attend parent trainings such as: Grade Level Workshops, Parent Workshops, etc.	We will: • Hold high expectations for all students. • Know and teach the Common Core State Standards and deliver high-quality, engaging, and differentiated instruction for all students. • Offer assistance and interventions to meet the needs of all students. • Participate in staff development activities to help students meet grade level content standards. • Provide meaningful homework activities, with clear directions, to reinforce learning in class. • Encourage parents to read to/with their children every day. • Provide Universal Access and Intervention instruction to meet the needs of all students. • Collaborate with grade level teams, COST, SST, and/or support staff to analyze data and identify students in need of interventions.
COMMUNICATION	I will: • Communicate with teachers and my parents about my learning and any problems I may experience. • Tell my teacher if I don't understand an assignment or my homework. • Greet people with kind words and use good manners with others. • Raise my hand before speaking. • Bring home papers that are sent home and share them with my parents. • Return all papers to my teacher when they are due.	I will: • Contact my child's teacher when I am concerned about my child's progress or would like to come in to observe or volunteer. • Participate in the decisions affecting my child's education. • Attend school events such as: Back-to-School Night, Parent-Teacher Conferences, Family Involvement Nights, Principal's Coffee, Annual Title I meeting, Open House, etc. • Read and sign all school communication papers and return calls and/or messages from the school (when appropriate). • Talk with my child about the dangers of alcohol, drugs, and weapons.	We will: • Provide parents with reports of their child's progress and the school's overall performance. • Provide ongoing communication with parents/guardians through notes, phone calls, meetings, etc. regarding student progress, behavior, school programs, events, etc. • Meet with the student and his/her parents/guardians to discuss academic progress. • Communicate or provide translation to parents in a language they understand
ACCOUNTABILITY	I will: • Be respectful, responsible, and safe. • Follow all school and classroom rules and respect myself, other students, adults and school property. • Be a positive role model for others and demonstrate good character. • Learn, understand and respect cultural differences of others. • Set personal goals for learning and achievement and do my best to achieve them. • Encourage and offer assistance to peers and siblings in learning. • Resolve conflicts peacefully.	I will: • Encourage my child to: be respectful, responsible, and safe. • Review the school and classroom rules with my child. • Help my child and his/her teacher set personal goals for learning and achievement of grade level content standards. • Become involved in the Parent-Teacher Association (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC) and/or other advisory groups. • Attend parent meetings, trainings, and workshops.	We will: • Hold all students to the expectations of: being respectful, responsible, and safe. • Share classroom and school rules with students and parents. • Help students set personal goals for learning and achievement of grade level standards. • Provide and attend staff development meetings and outside opportunities that focus on enhancing classroom instruction and professional growth. • Attend ongoing collaboration meetings with fellow teachers and support staff to discuss effective teaching practices, student progress and needs, school programs and resources, etc. • Encourage and provide parent trainings and workshops geared towards helping parents support their child's learning at home.

Teacher Signature: _____ Date: _____ Principal Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____ Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Updated 5/2019

Escuela Primaria Arlanza
ACUERDO TÍTULO I ENTRE ESTUDIANTES/PADRES/MAESTROS
2019-2021

Los empleados de la Escuela Primaria Arlanza existen para asegurar que cada estudiante progrese hacia dominar o exceder los estándares del estado y/o las metas del PEI, mientras que desarrollan habilidades académicas y de la vida diaria en un ambiente seguro que fomenta la educación. Los estudiantes participarán en continuas evaluaciones formales, informales y auténticas. Trabajaremos en colaboración para examinar los datos e implementar programas que cubran las necesidades individuales de los estudiantes.

	RESPONSABILIDADES DE LOS ESTUDIANTES	RESPONSABILIDADES DE PADRES/GUARDIANES	RESPONSABILIDADES DEL PERSONAL DE ARLANZA
APRENDIZAJE DEL ESTUDIANTE	Yo: • Creeré en y mantendré altas expectativas para mí mismo. • Estaré informado de los estándares a nivel de grado que se espera que aprenda. • Asistiré a la escuela puntualmente todos los días y estaré preparado. • Participaré activamente en la clase escuchando y haciendo mi mejor esfuerzo demostrando lo que he aprendido. • Haré mi mejor esfuerzo para completar a tiempo todos mis trabajos y tareas. • Leeré en casa todos los días • Asistiré a tutorías y/u otras intervenciones cuando sean ofrecidas. • Buscar oportunidades de aprendizaje fuera de la escuela	Yo: • Mantendré altas expectativas para el progreso académico de mi hijo/a. • Estaré informado de estándares de nivel de grado que se espera que mi hijo/a aprenda. • Llevaré a mi hijo/a a la escuela diariamente y con puntualidad. • Apoyaré el aprendizaje de mi hijo/a monitoreando el progreso de sus tareas y al completarlas. • Firmaré y regresaré todos los papeles que lo requieran. • Proporcionaré un lugar tranquilo para que mi hijo/a haga la tarea y lea diariamente. • Leeré para /con mi hijo/a todos los días. • Aseguraré que mi hijo/a aproveche las oportunidades del la extensión de aprendizaje incluyendo tutoría y/o intervenciones. • Hablaré con mi hijo/a todos los días. • Limitaré a mi hijo/a el tiempo no académico de TV, computadora y uso de juegos de video. • Asistir a los talleres para padres tales como, Talleres de grado, clases de Padres, etc.	Nosotros: • Tendremos altas expectativas para todos los estudiantes. • Estaremos informados y enseñaremos el contenido de los estándares del estado y proporcionaremos una instrucción de alta calidad, interesante y diferenciada para todos los estudiantes. • Ofreceremos ayuda e intervenciones para cumplir con las necesidades de todos los estudiantes. • Participaremos en actividades de desarrollo profesional para ayudar a que los estudiantes cumplan con el contenido de los estándares de nivel de grado. • Proporcionaremos actividades de tarea con propósito e instrucciones claras para reforzar el aprendizaje en clase • Motivaremos a los padres para que todos los días lean con su hijo/a. • Proporcionaremos Acceso Universal de Instrucción de Intervención para cubrir las necesidades de todos los estudiantes. • Colaborar con los equipos de grado, COST, SST, y / o personal de apoyo para analizar los datos e identificar a los estudiantes en necesidad de • intervenciones.
COMUNICACIÓN	Yo: • Les diré a mis maestros y padres acerca de mi aprendizaje o de cualquier problema que tenga. • Le diré a mi maestro si no entiendo algún trabajo o tarea. • Saludaré a las personas correctamente y demostraré educación a los demás. • Levantaré la mano antes de hablar. • Llevar a casa los papeles enviados por la escuela y compartirlos con mis padres. • Regresar todos los papeles a mi maestro/a en la fecha indicada.	Yo: • Contactaré al maestro de mi hijo/a cuando tenga alguna preocupación en cuanto a su progreso o para observar o ser voluntario. • Participaré en las decisiones que tengan que ver con la educación de mi hijo/a. • Asistiré a los eventos escolares tales como: Noche de Regreso a Clases, Conferencias de Padres y Maestros, Noches Familiares, Café con el Director, Junta Anual de Título I, Noche de Exhibición Escolar, etc. • Leeré y firmaré todos los papeles de comunicación y regresaré llamadas y/o mensajes escolares (cuando sea apropiado). • Hablaré con mi hijo/a acerca de los peligros del alcohol, drogas y armas.	Nosotros: • Proporcionaremos a los padres reportes del progreso de su hijo/a y del desempeño general escolar. • Proporcionaremos comunicación continua con los padres/ guardianes a través de notas, llamadas por teléfono, reuniones, etc., en cuanto al progreso, conducta, programas escolares, eventos etc. • Nos reuniremos con los estudiantes y sus padres/guardianes para hablar del progreso académico. • Comunicaremos y proporciona-remos a los padres con traducción en su idioma.
DESARROLLO DE CAPACIDADES	Yo: • Se respetuoso, responsable y seguro. • Seguiré todas las reglas del salón de clases y de la escuela, respetaré a otros estudiantes, adultos, a mí mismo y la propiedad escolar. • Seré un modelo positivo para los demás y demostraré buen carácter. • Aprenderé, entenderé y respetaré las diferencias culturales de los demás. • Me pondré metas de aprendizaje y logros y haré mi mejor esfuerzo para lograrlas. • Motivaré y ofreceré mi ayuda a mis compañeros y hermanos para que aprendan. • Resolveré conflictos en forma pacífica.	Yo: • Animar a mi hijo/a a: ser respetuoso, responsable y segura • Revisaré con mi hijo/a las reglas del salón de clases y de la escuela. • Ayudaré a mi hijo/a y a su maestro a establecer metas personales para el aprendizaje y logro del contenido de los estándares de nivel de grado. • Participaré en la Asociación de Padres y Maestros (PTO), Comité Consejero para Aprendices del Idioma Inglés (ELAC) Concilio Escolar (SSC) y/u otros comités consejeros. • Asistiré a los talleres para Padres.	Nosotros: • Mantener todos los estudiantes a las expectativas de: ser respetuoso, responsable y seguros. • Compartiremos con los padres y estudiantes los reglamentos escolares y del salón de clases. • Ayudaremos a los estudiantes a fijar metas personales de aprendizaje para el logro del contenido de los estándares a nivel de grado. • Proveeremos y asistiremos a reuniones de desarrollo profesional y a otras oportunidades que se concentren en el mejoramiento de la instrucción en el salón de clases y de crecimiento profesional. • Motivaremos y proporcionaremos entrenamientos y talleres en sociedad con los padres encaminados a ayudarlos para que apoyen el aprendizaje de su hijo/a en casa. • Colaboraremos con los equipos de nivel de grado, de datos, de apoyo estudiantil y/o personal de apoyo para analizar la información e identificar a los estudiantes que necesiten de intervención • Asistiremos a continuas reuniones de colaboración con colegas y personal de apoyo para hablar de prácticas de enseñanza efectivas, progreso y necesidades de los estudiantes, programas escolares y recursos, etc. • Fomentar y proporcionar capacitación para padres y talleres dirigidos a ayudar a los padres apoyar el aprendizaje de sus hijos en el hogar.

Firma de Maestro/a: _____ Fecha: _____ Firma del Directora: _____ Fecha: _____

Firma de Padre/Guardián: _____ Fecha: _____ Firma de Padre/Guardián: _____ Fecha: _____

Firma de Estudiante: _____ Fecha: _____

Updated 5/2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Collett Elementary School	33669776031520	October 28, 2020	November 19, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Collett's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local program includes: reviewing and analyzing accurate data, receiving input from all parties that are vested in the plan including input from members of the community, creating strategic goals based on data, formulating strategies to achieve goals and allocating monies on expenditures that support the goals and improve overall student achievement and well being.

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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).

Collett plans to conduct Parent, Student, and Teacher surveys during the 2020-2021 school year.

Classroom Observations

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

The Principal and Assistant Principal made scheduled and unscheduled classroom visits on a weekly basis, that in the entirety of a month covered all classrooms on site. Posted daily schedules, targeted objectives, student engagement, and academic instruction based on CCCSS have been observed on theses visits.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

Data from DIBELS, Common Formative Assessments, SBAC and ELPAC are used to assess site strengths and areas in need of improvement. This information is used to guide staff development and instructional needs. Based on data, instructional strategies may be adjusted or changed to increase student achievement and some students may be targeted for additional research based interventions. Additionally, teachers work together to develop, utilize and analyze common assessments to ensure learning is occurring and to make instructional adjustments as needed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

DIBELS, SBAC, IAB's, Common Formative assessment, ELPAC, and teacher created assessment results are entered into the EADMS system and accessible for review by all teachers. At the site level, grade level meetings allow for discussion of assessment results to guide instruction and share instructional strategies in order to better meet students' needs. Grade levels are working together to develop Common Assessments. This information is shared with SSC to assist in evaluating programs and updating the SPSA to better meet the academic needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet the requirements for highly qualified staff.

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

All Collett teachers are fully credentialed and no teachers are mis-assigned. All teachers have attended CCCSS training and AVID training.

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

On-going site staff development is based on current data and is aligned to the implementation of California Common Core State Standards

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

The Instructional Coach provides regular support for teachers in collaborative meetings, in one-on-one lesson studies, and by providing demonstration lessons.

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

Teachers collaborate bi-monthly during Early Release Tuesdays to discuss student progress, effective strategies for implementing the core curriculum, possible interventions for students, organization of ELD/Enrichment, cognitive planning of lessons, discussion of the needs of specific students, and to develop effective instructional plans.

Teaching and Learning

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

The teachers focus on grade level standards using the provided curriculum to support instruction. Supplementary materials are used that support grade level standards and academic growth.

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

The site has made a priority of ensuring a block of time for Language Arts during the morning (1 hour for Kinder, 2.5 hours for 1st – 3rd, 2 hours for 4-5). Teachers are expected to adhere to the time requirements for mathematics in their daily schedules as well.

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

The site follows the District's pacing guide for both Language Arts and Math. Daily schedules include specific times set aside to provide intervention for At Risk Students.

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

All students have access to the core materials for their grade level.

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

The UPO's or Units of Study have been designed by teachers from the Rigorous Curriculum Designed Program and used by all teachers. Wonders, a basal ELA program, is available to supplement the UPO's.

Opportunity and Equal Educational Access

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

Teachers identify struggling students based on data from assessments and classroom observation of progress in acquiring skills. Students struggling to meet standards are provided with additional help in the classroom. Teachers analyze student performance data to identify instructional gaps and skills that need to be re-taught. Resources from the core program and from supplemental programs are used to help students acquire the skills they are lacking. Their progress is tracked through regular assessment and monitoring.

Evidence-based educational practices to raise student achievement

As stated above, student performance and products are analyzed to identify instructional gaps and skills that need to be re-taught. Student progress is tracked through regular assessment and monitoring. Additionally, a high priority is placed on first-best instruction. The first time a concept is taught it needs to be done so with excellence and effectiveness. Staff development has focused around important instructional concepts such as maximizing student engagement, utilizing effective strategies for English Learners and at-risk students, building academic language, and utilizing effective scaffolding. Additionally, intervention blocks are made available to students providing them with more time and opportunities to learn important concepts and skills.

Parental Engagement

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

The site has a District funded “Half-Time” after school program that provides tutoring, homework help, and enrichment to over 100 students five days a week from 3:00 – 6:00 pm. and from 1:45-6:00 p.m. on minimum days.

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)

Collett involves the family and community in a number of ways. A full-time counselor is available to meet with students, parents, and small groups and also offers classroom presentations throughout the school year as well as parent trainings. Parent Trainings and Workshops are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Night and Open House are held each year to keep the parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are always invited to monthly award ceremonies, Attendance Incentive Activities, and evening events such as Kinder Camp, Reading Night, Science Night, Math Night, Movie Night, Parent Involvement week, Career Day, Vehicle Day, and Trunk or Treat Night. In addition, School Site Council, PTA, ELAC and ATP also offer parents an opportunity to become involved with the school. These advisory groups provide the site with assistance in planning, implementing, and evaluating consolidated application programs.

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards (ESSA) – The site uses categorical funds in many ways to help underperforming students meet standards. These resources are used to purchase supplementary materials that are used by classroom teachers to provide student interventions. Categorical funds are used to purchase technology that is used by underperforming students to access skills and concepts with which they need more practice and assistance. The site may also use categorical funds to pay for intervention materials. Categorical funds also pay for personnel such as the site’s Instructional Coach.

Fiscal support

Collett makes every attempt to maximize the resources provided to it in compliance with the purpose of the funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During SSC, ELAC, ATP, Leadership, and Staff meetings, the SPSA is listed on the agenda as a discussion item. SSC, ELAC, ATP, and staff members have the opportunity to learn, discuss, and provide input about the plan. Data, budgets, expenditures, strategies, and programs are reviewed, discussed, and updated as needed based on the data and discussions.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.17%	0%	2	1	0
African American	6.86%	7.09%	9.57%	41	41	54
Asian	3.18%	2.77%	3.37%	19	16	19
Filipino	1.84%	1.9%	1.24%	11	11	7
Hispanic/Latino	76.92%	79.93%	77.48%	460	462	437
Pacific Islander	1.17%	1.04%	1.06%	7	6	6
White	8.36%	6.4%	6.21%	50	37	35
Multiple/No Response	%	%	1.06%			0
			Total Enrollment	598	578	564

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	112	114	109
Grade 1	91	92	92
Grade 2	111	85	91
Grade3	90	110	79
Grade 4	88	88	102
Grade 5	106	89	91
Total Enrollment	598	578	564

Conclusions based on this data:

1. As of May 2020, the student population is at 564 students, which has continued the decline from the last two years at 578 and 564 respectively.

2. As of May 2020,witrhin the student population, Hispanic/Latino students are the largest represented group at 77.48% of the school population.
White and Asian students have declined to 6.21% and 1.06% respectively, and African America students have increased to 9.57% making them the second most significant population on campus.

3. Since most of the students are identified as Hispanic/Latino or African American, 87.2% combined, their academic achievement should be the focus when reviewing and analyzing data.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	256	213	150	42.8%	36.9%	26.6%
Fluent English Proficient (FEP)	17	21	53	2.8%	3.6%	9.4%
Reclassified Fluent English Proficient (RFEP)	20	24	49	7.1%	9.4%	23.0%

Conclusions based on this data:

1. English Learner students have declined in numbers over the past three years from 45.8% in 2016-2017 to 36.9% in 2018-2019.
2. Reclassified Fluent English Proficient students have increased each year over the past three years.
3. The data indicates that Collett has a strong English Learner Program that is garnering success in reclassification which in turn is lowering the number of students identified as English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	87	103	86	86	100	86	86	100	100	98.9	97.1
Grade 4	101	88	82	99	88	82	99	88	82	98	100	100
Grade 5	116	95	84	114	95	84	114	95	84	98.3	100	100
All Grades	303	270	269	299	269	266	299	269	266	98.7	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2389.	2411.	19.77	10.47	17.00	19.77	17.44	27.00	17.44	33.72	24.00	43.02	38.37	32.00
Grade 4	2423.	2430.	2435.	12.12	14.77	12.20	22.22	18.18	24.39	21.21	19.32	23.17	44.44	47.73	40.24
Grade 5	2468.	2453.	2476.	14.04	7.37	10.71	20.18	22.11	28.57	23.68	22.11	23.81	42.11	48.42	36.90
All Grades	N/A	N/A	N/A	15.05	10.78	13.53	20.74	19.33	26.69	21.07	24.91	23.68	43.14	44.98	36.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	12.79	17.00	36.05	53.49	53.00	47.67	33.72	30.00
Grade 4	11.11	14.77	14.63	44.44	46.59	40.24	44.44	38.64	45.12
Grade 5	15.79	7.37	17.86	47.37	49.47	47.62	36.84	43.16	34.52
All Grades	14.38	11.52	16.54	43.14	49.81	47.37	42.47	38.66	36.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	9.30	14.00	41.86	43.02	55.00	39.53	47.67	31.00
Grade 4	13.13	12.50	10.98	41.41	45.45	54.88	45.45	42.05	34.15
Grade 5	21.93	11.58	14.29	40.35	40.00	50.00	37.72	48.42	35.71
All Grades	18.06	11.15	13.16	41.14	42.75	53.38	40.80	46.10	33.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.44	12.79	12.00	61.63	62.79	72.00	20.93	24.42	16.00
Grade 4	17.17	11.36	4.88	50.51	62.50	70.73	32.32	26.14	24.39
Grade 5	14.91	7.37	8.33	54.39	61.05	66.67	30.70	31.58	25.00
All Grades	16.39	10.41	8.65	55.18	62.08	69.92	28.43	27.51	21.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	11.63	15.00	40.70	54.65	47.00	40.70	33.72	38.00
Grade 4	14.14	13.64	10.98	46.46	55.68	59.76	39.39	30.68	29.27
Grade 5	19.30	20.00	15.48	42.11	40.00	47.62	38.60	40.00	36.90
All Grades	17.39	15.24	13.91	43.14	49.81	51.13	39.46	34.94	34.96

Conclusions based on this data:

1. The percentage of students in the Standard Exceeded and Standard Met categories both increased over the previous year.
2. The strongest performances were in Listening with 73.57% scoring Above, At, or Near Standard, Reading with 66.35% scoring Above, At or Near Standard, and Research/inquiry with 65.04% scoring Above, At or Near Standard. The weakest performance was in Writing with 55.91% scoring Above, At or Near Standard.
3. Based on these scores, Writing is the most deficit of the four tested categories and requires further data analysis to determine which Targets within the category that students performed lowest.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	87	103	86	87	102	86	87	102	100	100	99
Grade 4	101	88	82	100	88	82	100	88	82	99	100	100
Grade 5	116	95	84	115	95	84	115	95	84	99.1	100	100
All Grades	303	270	269	301	270	268	301	270	268	99.3	100	99.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2399.	2409.	11.63	4.60	8.82	29.07	29.89	30.39	20.93	24.14	30.39	38.37	41.38	30.39
Grade 4	2435.	2442.	2434.	4.00	6.82	2.44	20.00	21.59	18.29	44.00	34.09	46.34	32.00	37.50	32.93
Grade 5	2464.	2454.	2467.	7.83	4.21	3.57	20.00	15.79	17.86	23.48	28.42	35.71	48.70	51.58	42.86
All Grades	N/A	N/A	N/A	7.64	5.19	5.22	22.59	22.22	22.76	29.57	28.89	36.94	40.20	43.70	35.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.74	20.69	22.55	31.40	34.48	35.29	41.86	44.83	42.16
Grade 4	14.00	19.32	10.98	38.00	35.23	41.46	48.00	45.45	47.56
Grade 5	15.65	8.42	14.29	26.96	34.74	35.71	57.39	56.84	50.00
All Grades	18.27	15.93	16.42	31.89	34.81	37.31	49.83	49.26	46.27

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.12	13.79	14.71	43.02	45.98	49.02	41.86	40.23	36.27
Grade 4	6.00	5.68	3.66	48.00	51.14	46.34	46.00	43.18	50.00
Grade 5	9.57	5.26	5.95	39.13	40.00	48.81	51.30	54.74	45.24
All Grades	9.97	8.15	8.58	43.19	45.56	48.13	46.84	46.30	43.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	8.05	23.53	46.51	54.02	46.08	34.88	37.93	30.39
Grade 4	11.00	11.36	10.98	46.00	45.45	48.78	43.00	43.18	40.24
Grade 5	6.96	4.21	10.71	46.09	37.89	47.62	46.96	57.89	41.67
All Grades	11.63	7.78	15.67	46.18	45.56	47.39	42.19	46.67	36.94

Conclusions based on this data:

1. The percentage of students in the Standard Exceeded and Standard Met categories continued to score within the 20-30 percentile range with students scoring 27.98% in the combined categories in the 2018-2019 school year. The Nearly Met category indicates growth within the last three years and the percentage of students scoring in the Standards Not Met category has declined over the three year period.
2. Students are progressing out of the Standards Not Met category and into the Nearly Met category, but the number of students within the two categories is 71.98% which is over 2/3 of the students. This indicates that students are not being successful in Mathematics as measured by the SBAC. Concepts and Procedures is the lowest of the three areas assessed with a 53.73% of the students scoring Above, At or Near Standards. Problem Solving and Modeling/Data Analysis was close behind with 56.71% of students scoring Above, At or Near Standard. The strongest category was Communicating Reasoning with 63.06% of students scoring Above, At or Near Standard.
3. According to the data, students can communicate their reasoning better than applying the concepts and procedures. Further analysis of the data is needed to determine strengths and weaknesses within the categories to identify targets for instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1403.2	1415.6	1414.4	1432.7	1377.2	1375.7	39	36
Grade 1	1481.5	1420.4	1481.3	1430.4	1481.0	1410.0	35	27
Grade 2	1482.8	1488.9	1483.2	1493.3	1482.0	1483.7	47	32
Grade 3	1493.2	1487.8	1489.9	1493.9	1496.2	1481.1	35	30
Grade 4	1514.8	1532.7	1520.1	1538.6	1509.0	1526.3	30	26
Grade 5	1519.4	1570.8	1509.8	1594.8	1528.6	1546.4	36	27
All Grades							222	178

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	8.33	30.77	44.44	*	41.67	*	5.56	39	36
1	48.57	7.41	42.86	33.33	*	37.04	*	22.22	35	27
2	44.68	15.63	40.43	53.13	*	28.13	*	3.13	47	32
3	*	20.00	51.43	46.67	31.43	20.00	*	13.33	35	30
4	*	38.46	43.33	38.46	*	19.23	*	3.85	30	26
5	*	55.56	58.33	37.04	*	7.41	*	0.00	36	27
All Grades	30.18	23.03	44.14	42.70	18.47	26.40	7.21	7.87	222	178

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.46	22.22	28.21	44.44	*	27.78	*	5.56	39	36
1	62.86	25.93	31.43	25.93	*	29.63		18.52	35	27
2	61.70	34.38	25.53	53.13	*	9.38	*	3.13	47	32
3	*	40.00	51.43	40.00	*	10.00	*	10.00	35	30
4	53.33	61.54	*	30.77	*	7.69	*	0.00	30	26
5	44.44	88.89	47.22	11.11	*	0.00		0.00	36	27
All Grades	48.20	43.82	35.14	35.39	11.71	14.61	4.95	6.18	222	178

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	*	16.67	46.15	63.89	*	13.89	39	36
1	31.43	3.70	40.00	25.93	*	29.63	*	40.74	35	27
2	31.91	9.38	44.68	40.63	*	37.50	*	12.50	47	32
3		6.67	34.29	26.67	34.29	36.67	31.43	30.00	35	30
4	*	7.69	46.67	42.31	*	42.31	*	7.69	30	26
5	*	11.11	47.22	22.22	*	62.96	*	3.70	36	27
All Grades	18.47	7.30	38.29	28.65	25.68	46.07	17.57	17.98	222	178

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.85	11.11	35.90	80.56	*	8.33	39	36
1	71.43	40.74	*	40.74	*	18.52	35	27
2	63.83	31.25	31.91	65.63	*	3.13	47	32
3	*	13.33	65.71	60.00	*	26.67	35	30
4	50.00	30.77	46.67	61.54	*	7.69	30	26
5	44.44	25.93	55.56	74.07		0.00	36	27
All Grades	52.25	24.72	42.79	64.61	4.95	10.67	222	178

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.90	27.78	46.15	66.67	*	5.56	39	36
1	71.43	7.41	*	70.37	*	22.22	35	27
2	72.34	43.75	*	53.13	*	3.13	47	32
3	45.71	80.00	40.00	10.00	*	10.00	35	30
4	63.33	88.46	*	11.54	*	0.00	30	26
5	52.78	96.30	41.67	3.70	*	0.00	36	27
All Grades	57.21	55.62	33.78	37.64	9.01	6.74	222	178

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.10	88.89	*	11.11	39	36
1	42.86	18.52	48.57	40.74	*	40.74	35	27
2	44.68	9.38	42.55	75.00	*	15.63	47	32
3		10.00	65.71	53.33	34.29	36.67	35	30
4	*	7.69	66.67	76.92	*	15.38	30	26
5	*	18.52	63.89	74.07	*	7.41	36	27
All Grades	22.52	10.11	57.66	69.10	19.82	20.79	222	178

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	30.56	46.15	33.33	*	36.11	39	36
1	*	7.41	65.71	59.26	*	33.33	35	27
2	23.40	3.13	68.09	84.38	*	12.50	47	32
3	*	6.67	62.86	80.00	*	13.33	35	30
4	*	19.23	63.33	69.23	*	11.54	30	26
5	41.67	14.81	52.78	81.48	*	3.70	36	27
All Grades	25.23	14.04	59.91	66.85	14.86	19.10	222	178

Conclusions based on this data:

1. According to the data, 65.7% of all English learners in grades K-5 scored at a level 3 or 4 in Overall Language Student achievement on the ELPAC indicates Oral Language is stronger than Written Language with 79.2% of all students scoring a level 3 or 4 in Oral Language compared to 36% of all students scoring a level 3 or 4 in Written Language.

2. Broken down into Domains, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 10.11% of all students scoring Well Developed, 69.1% of all students scoring Somewhat/Moderately Developed, and 20.79% of all students scoring at the Beginning level.

3. Based on given data, the Reading Domain has a large quantity of students scoring in the Somewhat/Moderately Developed category. Focus should be placed on this group with first best instruction and targeted interventions in order to move them to the Well Developed category.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
578	**86.2**	**36.9**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	213	36.9
Foster Youth	2	0.3
Homeless	9	1.6
Socioeconomically Disadvantaged	498	86.2
Students with Disabilities	55	9.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	7.1
American Indian	1	0.2
Asian	16	2.8
Filipino	11	1.9
Hispanic	462	79.9
Two or More Races	4	0.7
Pacific Islander	6	1.0
White	37	6.4

Conclusions based on this data:

1. A large portion, 89.8% of the 598 students at Collett are Socioeconomically Disadvantaged. 42.8% of the Student population are English Learners and 0.8% are Foster Youth. The Academic Performance and Academic Engagement of all students, with the exception of the English Learner category that was not measured by the Dashboard, placed in the Orange category. Conditions and climate fell within the Yellow section of the Dashboard gauge.

2. No indication on the proximity of the other levels is given so it cannot be determined from the given data what is needed to progress to the next level of the Dashboard measurement.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. The Overall Performance places English Language Arts, Mathematics, and Chronic Absenteeism within the Orange section of the gauge. The Suspension Rate measured in the Yellow section of the gauge, while English Learner Progress, College/Career and Graduation Rate were not measured on the Dashboard.
2. The Orange level of Chronic Absenteeism is most likely correlated to the Orange levels in English Language Arts and Mathematics, since the students who are chronically absent are not receiving the necessary instruction to score within the Above Standard or Standard Met levels on the SBAC.
3. Focus on raising the Dashboard level of Chronic Absenteeism to the Yellow level or higher would most likely generate an increase of student performance in English Language Arts and Math as measured by the SBAC assessment.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
27 points below standard	30.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.6 points	Increased ++11.9 points	2
262	118	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	31.4 points below standard	87.2 points below standard
6	Increased ++12.9 points	Maintained -1.1 points
	232	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
59.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.1 points	1	10	6
18			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
29.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.7 points below standard
Increased ++12.6 points	1	4	Increased Significantly ++22.6 points
205			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.7 points below standard	33.5 points above standard	25 points below standard
Increased ++10.3 points	Declined -4.3 points	Increased ++11.3 points
79	39	142

Conclusions based on this data:

1. When the English Language Arts Performance data is disaggregated into Student Groups, the Dashboard rating for All Students showed a slight decline and measured in the Orange range. Socioeconomically Disadvantaged maintained scores and measured in the Orange range. English Learners showed an increase and measured in the Yellow range. Although Students with Disabilities was not measured on the dashboard, the data still shows the students maintained their levels.Focus on the Socioeconomically Disadvantaged group of students is needed to increase performance in English Language Arts.

2. When the same data is disaggregated into Race/Ethnicity, only the Hispanic group received a performance rating, which showed that students maintained and measured at an Orange level. Although the other Race/Ethnicity groups were not measured on the Dashboard, the data shows that White students maintained while the African American students declined significantly. Although the African American population did not receive a rating on the Dashboard, the decline of that group's scores is significant enough to become a focus in raising English Language Performance.

3. The comparison data for English Learners divulges that Current English Learners Maintained, while Reclassified English Learners and English Only students declined. The Current English Learners have maintained their scores, but are still a focus group that requires extra support, The fact that Reclassified English Learners and English Only student groups declined may indicate a false sense of proficiency based on language that needs to be addressed.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
41.4 points below standard	42.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.5 points	Increased ++7.1 points	2
262	118	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	43.7 points below standard	101.5 points below standard
6	Increased ++5.4 points	Declined -11.6 points
	232	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
66.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.6 points	1	10	6
18			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
44.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.9 points below standard
Increased ++4 points	1	4	Increased ++13.4 points
205			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.5 points below standard	5.4 points above standard	41.3 points below standard
Maintained ++1.5 points	Increased ++7.3 points	Increased ++3.7 points
79	39	142

Conclusions based on this data:

1. When the Mathematics Performance data is disaggregated into Student Groups, the Dashboard rating for All Students declined, while English Learners and Socioeconomically Disadvantaged, and Students with Disabilities maintained their levels. All three groups rated in the Orange category of the Dashboard.
2. When the same data is disaggregated into Race/Ethnicity, only the Hispanic group received a performance rating, which showed that students increased and measured at a Yellow level. Although the other Race/Ethnicity groups were not measured on the Dashboard, the data shows that White students declined, but were less points below standard than the Hispanic group. The African American group declined significantly and scored well below the Hispanic students which makes the African American group one of the focus groups to increase Mathematic proficiency.
3. The comparison data for English Learners divulges that Current English Learners Maintained, while Reclassified English Learners and English Only students declined. The Current English Learners have maintained their scores, but are still a focus group that requires extra support, The fact that Reclassified English Learners declined 23.8 points to fall 1.9 points below standard and English Only student groups declined 5.7% to fall to 46.8 points below standard may indicate a false sense of proficiency based on language that needs to be addressed.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61 making progress towards English language proficiency
Number of EL Students: 136
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7	24.2	3.6	57.3

Conclusions based on this data:

1. Based on the data presented, 74.3% of students scored at a Level 4 Well Developed and Level 3 Moderately Developed.
2. 44.1% are Moderately Developed and scoring at a Level 3. Targeting this group of students could increase the number of students in the Well Developed category with scores at a Level 4.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. There is no data for his section; therefore no conclusions can be made.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.9	4.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.3	Declined -2.9	4
614	221	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	10.8	8.5
10	Declined -1.9	Increased +2
	530	71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
19.1	Less than 11 Students - Data Not Displayed for Privacy	0	0
Declined -3.6	1	Declined -5.3	Declined -8.3
47		16	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
9.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.4
Declined Significantly -3.2	5	6	Increased +7.5
489			39

Conclusions based on this data:

1. Chronic absenteeism has increased for all students placing Collett in the Orange section of the Dashboard with 12.2% of all students being chronically absent. Of the groups that were measured, the increase in students absenteeism came mainly from the Socioeconomically Disadvantaged category with an increase of 0.7% and an Orange rating on the Dashboard.
2. Of the Race/Ethnicity groups that were measured on the Dashboard, African Americans increased chronic absenteeism 4.5% to a level of 22.7% chronic absenteeism and placed in the Red category. Hispanics increased chronic absenteeism by 0.8% and placed in the Orange category on the Dashboard.
3. Based on this data, attention needs to be given to the African American population to determine why such an increase occurred and what can be done to lower the percentage of students who are chronically absent within that group.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. There is no data for his section; therefore no conclusions can be made.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.6	1.3	Less than 11 Students - Data Not
Increased +0.5	Increased +1.3	4
640	227	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0	1.6	2.7
Declined -4.3	Increased +0.5	Increased +1.5
15	547	75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
3.9	Less than 11 Students - Data 1	0	0
Declined -2.1		Maintained 0	Maintained 0
51		17	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
1.2	Less than 11 Students - Data 9	Less than 11 Students - Data 6	5
Increased +0.6			Increased +3.1
505			40

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1	1.6

Conclusions based on this data:

1. An overall increase in suspensions occurred in the 2018-2019 school year for most identified Student Groups and Race/Ethnicity Groups.
2. According to the data, African American students are suspended at a higher percentage rate of their total population at Collett than other groups. More information is required in order to determine why this group is being suspended at a higher rate and what can be done to lower the suspension rate for this group.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Students will increase their proficiency towards grade level standards in English Language Arts by improving 5%, from 40% meeting or exceeding standards to 45%, as measured by Spring 2021 CAASPP ELA summative assessment results.

Students will increase their proficiency towards or above grade level standards in Reading using the following 5-tiered system as measured by the iReady Diagnostic Assessment:

- Students three or more grade levels below: increase 5%
- Students two grade levels below: increase 3.5%
- Students one grade level below: increase 3%
- Students on/at grade level: increase 2.5%
- Students above grade level: increase 2%

Students will increase their proficiency towards grade level standards in Mathematics by improving 4%, from 28% meeting or exceeding standards to 34%, as measured by Spring 2021 CAASPP Math summative results.

Students will increase their proficiency towards or above grade level standards in Math using the following 5-tiered system as measured by the iReady Diagnostic Assessment:

- Students three or more grade levels below: increase 5%
- Students two grade levels below: increase 3.5%
- Students one grade level below: increase 3%
- Students on/at grade level: increase 2.5%
- Students above grade level: increase 2%

12 of the 117 English Learners enrolled at Collet during the 2020-2021 school year will be reclassified as English Proficient by June 2021.

SSC informed that all services will resume once COVID-19 State directives are lifted or reduced. Distance learning services will continue to be offered during state and locally directed school closure.

Identified Need(s)

According to the data Collett's Reclassified English Learners and English Only students' scores have declined in both ELA and Math, which requires a review of the support these students are receiving. Areas in greatest need of improvement based on the available SBAC data are: Writing in ELA, Concepts and Procedures in Math. The greatest area of need for English Language Learners is reading according to the available ELPAC data. This is the first implementation of the iReady Diagnostic Assessment at Collett therefore, no prior data is available from previous years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The following indicators have been used to set these goals: CAASPP summative assessment for ELA CAASPP summative assessment for Math ELPAC Assessment/Reclassification criteria iReady Diagnostic Assessment-Reading and Math	ELA Baseline: Based on CAASPP data from the ELA SBAC assessment from the Spring of 2019, 40% of students performed at meeting or exceeding standards. 24% performed are near meeting standard and 36% did not meet standard. Math Baseline: Based on CAASPP data from the Math SBAC assessment from the Spring of 2019, 28% of students performed at meeting or exceeding standards. 37% performed are near meeting standard and 35% did not meet standard. EL Baseline: Based on reclassification data from the 2019-2020 school year, 19 of 144 EL students were reclassified, or 13%. Please note that due to COVID-19 there is no CAASPP data available for 2019-20 school year.	ELA/Reading Goals: There will be an increase in the percentage of students who score in the Standard Exceeded and Standard Met categories of the CAASPP summative assessment in both ELA and Math. Students in all 5 tiers will show improvement on the iReady Diagnostic Test by the third administration. We will continue to monitor all students academic achievement data and target those students identified as at-risk to determine next steps for instruction and or intervention. We will administer and collect iReady data 3 times per year to monitor their progress towards literacy. Students identified as at-risk in grades K-5 will be provided targeted intervention by the Literacy Specialist. These goals will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing beginning, middle and end of year iReady data from 2020-2021. Grade level achievement data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated growth on the iReady diagnostic test when comparing beginning of year and end of year iReady data from 2020-2021. In addition, student achievement on the 2020-21 CAASPP summative assessment for ELA for grades 3 -5, will be evaluated to determine if the goal was met. Math Goals:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		We will monitor all students academic achievement using the I-Ready Math Diagnostic tool which will be administered to all students in grades 1 - 5, three times throughout the year. We used the beginning of year assessment to determine a baseline. We will use the mid-year assessment to check progress and the end-of-year assessment to evaluate if students in all 5 tiers showed improvement on the iReady Diagnostic Test by the third administration. Student achievement on the 2020-21 CAASPP Math for grades 3 -5, will be evaluated to determine if the goal was met. ELL Goal: To monitor the success of this goal we will work with our EL Facilitator and staff to use ELPAC data, grades and CAASPP data to determine if additional students are to be reclassified during the 2020-21 school year. Our next round of reclassification occurs in January after first semester ends. We will use first semester grades and COVID-19 criteria to see if more students qualify for reclassification.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support for teachers and paraprofessionals with the implementation of the CCCSS and assist with utilizing supplemental materials to increase student achievement in ELA, Math and ELD. Support may include: co-teaching of lessons, walkthroughs, cognitive planning, and professional development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
114,648.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Instructional Coach
41,755.00	Title I 3000-3999: Employee Benefits Instructional Coach
300.00	Title I 4000-4999: Books And Supplies Materials and supplies to facilitate Instructional Coach's mentoring

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental literature and informational articles to support ELA CCCSS in classrooms grades TK-5.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF-LI 5000-5999: Services And Other Operating Expenditures 10 A to Z Reading Program site licenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL facilitator to collect data, monitor reclassified EL students, prepare and submit documentation for EL students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3441.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL facilitator
1684.00	LCFF-EL 3000-3999: Employee Benefits EL Facilitator

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials to support the instructional process and provide supplemental materials that supports student achievement of the CCSSS

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1270.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Duplo maintenance contract
1475.00	Title I 5000-5999: Services And Other Operating Expenditures Minolta copier maintenance contract special projects lease
4387.00	Title I

	5000-5999: Services And Other Operating Expenditures Minolta copiers maintenance contracts
0.00	Title I 5000-5999: Services And Other Operating Expenditures Toner cartridges
0.00	Title I 5000-5999: Services And Other Operating Expenditures Ink cartridges for classroom printers
1270.00	Title I 5000-5999: Services And Other Operating Expenditures Complete Business Systems maintenance contract
896.67	Title I 4000-4999: Books And Supplies Materials to support implementation of CCSS
2487.73	LCFF-LI 4000-4999: Books And Supplies Desktop computers for Office
0.00	Title I 4000-4999: Books And Supplies Chrome books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide designated times for teachers and administration to discuss student data in ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
560.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to provide release time for teachers to participate in Data Chats with administration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Release days for teachers to administer ELPAC testing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4200.00	LCFF-EL 1000-1999: Certificated Personnel Salaries ELPAC assessments
405.00	LCFF-EL 2000-2999: Classified Personnel Salaries ELPAC assessments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development opportunities through grade level release days to analyze data and plan for all students in an effort to enhance student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2940.00	Title I 1000-1999: Certificated Personnel Salaries 1 grade level release day

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Provide professional development opportunities through release days for Special Education Autism teachers to analyze data and plan for Special Education students based on IEP goals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
560.00	Title I 1000-1999: Certificated Personnel Salaries 1 release day for the Special Education Autism teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a full release day for the leadership team to analyze data and plan school wide activities and strategies to increase student achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
980.00	Title I 1000-1999: Certificated Personnel Salaries Leadership release day

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Access software programs that target English language development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCFF-EL 4000-4999: Books And Supplies 3 iPads for EL students to access software programs to increase English language proficiency

650.00	LCFF-EL 4000-4999: Books And Supplies 3 OSMOs for EL iPads to increase English language proficiency

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental materials to support student achievement of the CCSSS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies Quickword Books for 1st grade
1975.41	LCFF-LI 4000-4999: Books And Supplies Support materials for the CCSS
3500.00	LCFF-LI 4000-4999: Books And Supplies 7 iPads to support student access to CCSS in ELA and Math
1575.00	LCFF-LI 4000-4999: Books And Supplies 7 OSMOs for iPads to support student access to CCSS in ELA and Math
1216.00	Title I 4000-4999: Books And Supplies Niki folders TK-3

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide an additional assessment through their STAR program, provide an incentive for students to read by accumulating points, and provide a alternative way for teachers to assess students' comprehension abilities above and below as well as within their grade level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 5000-5999: Services And Other Operating Expenditures Renaissance Products licenses purchased for every student on campus.

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Kindergarten- Third Grade Students

Strategy/Activity

Provide supplemental informational reading aligned with the CCCSS to improve student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 5000-5999: Services And Other Operating Expenditures Scholastic News Magazine will be provided weekly

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

AVID Note Taking strategies in the subjects of English Language Arts and Mathematics will continue to be evident in 100% of classrooms throughout the 2020-2021 school year.

The AVID WICOR instructional strategy of writing will be evident in English Language Arts in 100% of classrooms by May 2021.

Identified Need(s)

Based on available data, Collett's students have less than 50% of their students demonstrating they are capable of meeting CCSSS as measured by the CAASPP summative assessment. Organization of information, note taking in ELA and Math and writing are vital skills for students to be College and Career Ready and meet the rigors of CCSSS and needs to be a focus of instruction to propagate student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom observations done by Administrative Personnel will measure the usage of the AVID note taking strategy. Writing samples, including note taking examples, quick writes and learning logs from each classroom will be uploaded to a shared Google Drive.	All staff has attended AVID training and knows the note taking procedure for their grade level. 100% of classrooms at Collett utilized AVID note taking strategies during the 2019-2020 school year. All staff has attended the AVID write path training and is familiar with the aspects of WICOR.	100% of classrooms, will exhibit the usage of AVID Note Taking Strategies. 100% of classrooms will demonstrate the use of writing to learn as a strategy through samples of AVID note taking, quick writes and learning logs.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental materials and supplies necessary to implement AVID strategies throughout all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2597.05	AVID 4000-4999: Books And Supplies Supplemental Materials for AVID Curriculum
1402.95	AVID 4000-4999: Books And Supplies Student year planners for implementing organizational strategies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th grade students

Strategy/Activity

Provide a field trip to all current 5th grade students to tour Arizona Middle School to prepare students fro their next step toward College and Career Readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	AVID 5000-5999: Services And Other Operating Expenditures Bus transportation to Arizona Middle School

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	incentive materials to promote College and Career Readiness by decreasing chronic absenteeism

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

The chronic absenteeism rate will decrease by .5% by June 2021. Suspensions will decrease from 16 to 8 or by 50% by June 2021.

Identified Need(s)

An increase in chronic absenteeism and suspensions demonstrates a need for a research-based positive behavioral program to be implemented at Collett. An increase in chronic absenteeism and suspensions expresses a need for Collett to increase appropriate behavior. Character Counts is the research-based, positive behavioral program, selected to be used to increase engagement and provide a structured system that addresses the identified needs. Using Character Counts as a program also offers the possibility of increasing positive interactions with parents through various incentive celebratory opportunities for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students displaying appropriate behavior as measured by the number of "Caught Having Character" slips awarded for exemplary behavior issued during the 2020-2021 school year.	263 "Caught Having Character" slips awarding exemplary behavior have been awarded during the 2019-2020 school year. 20 in Kindergarten, 38 in first grade, 37 in second grade, 112 in third grade, 20 in fourth grade, and 36 in fifth grade.	The Character Counts program will be implemented campus-wide. The implementation of this program will lead to an increase in the number of "Caught Having Character" slips issued for exemplary behavior.
The total number of suspensions as indicated by the Aeries Discipline Dashboard.	The suspension rate increased by 1% last year. 16 total suspensions were issued during the 2019-2020 school year.	The Character Counts program will be implemented campus-wide. The suspension rate will decrease due to the implementation of this program.
The overall Chronic Absenteeism percentage as indicated by the Aeries Attendance Dashboard as of June 2021.	The Chronic Absenteeism percentage for the 2019-2020 school year was 12.13%.	The Chronic Absenteeism percentage will decrease to 11.63% or less with the incentive to be on campus in order to earn "Caught Having Character" slips and possibly earn a tangible award for being

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries perfect attendance reports generated every 6 weeks. Aeries attendance reports generated monthly.		randomly selected from the cache of "Caught Having Character" slips. The number of students listed on the perfect attendance report will increase. The attendance percentage for each classroom will increase monthly.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Night activities to increase positive interactions with parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400.00	Title I 4000-4999: Books And Supplies Books and supplies utilized to promote and facillitate family nights including take home support materials
300.00	LCFF-LI 4000-4999: Books And Supplies Provide science boards to students who desire to participate in the Science Fair
68.50	Title I 4000-4999: Books And Supplies Materials for Science Night
1442.40	Title I 1000-1999: Certificated Personnel Salaries Employee extra hours to plan and facilitate Family Nights for ELA and Math

351.50	Title I 4000-4999: Books And Supplies Books for Parents ELA Night
721.20	Title I 1000-1999: Certificated Personnel Salaries Employee extra hours to plan and facilitate Family Night for Science
103.95	Title I 2000-2999: Classified Personnel Salaries ELA Night extra hours
125.00	Title I 4000-4999: Books And Supplies Kinder pack supplies for Kinder camp (Scholastic)
655.34	Title I 4000-4999: Books And Supplies Kinder camp parent supplies (Southwest)
	Title I 4000-4999: Books And Supplies Math Manipulatives NASCO

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Perfect Attendance Challenges-Monthly and every 6 weeks during second semester

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Attendance 4000-4999: Books And Supplies incentive materials to promote College and Career Readiness by decreasing chronic absenteeism

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development to provide teachers, support staff and parents with effective strategies to work with at-risk students, to support learning at home and increase achievement for at-risk students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE registration support staff/teachers
525.00	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE registration parents
200.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures mileage/parking
	Title I 1000-1999: Certificated Personnel Salaries RCOE School Counselor Leadership Network
	Title I 5000-5999: Services And Other Operating Expenditures Mileage For RCOE Counselor Leadership Network
	Title I 1000-1999: Certificated Personnel Salaries 8 Teachers attending conferences at RCOE
	Title I 1000-1999: Certificated Personnel Salaries Subs for teacher RCOE conferences
	Title I 5000-5999: Services And Other Operating Expenditures Mileage for the conferences

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Hold ATP Meetings to encourage inclusiveness and connectedness in aiding student achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
116.12	Title I 2000-2999: Classified Personnel Salaries Extra hours to attend ATP meetings after hours
178.32	Title I 1000-1999: Certificated Personnel Salaries Extra hours to attend ATP meetings after hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Hold English Learner Advisory Committee meetings to address issues that concern EL academic achievement and College and Career Readiness

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
350.00	LCFF-EL 4000-4999: Books And Supplies Provide refreshments for parents and community members attending the monthly ELAC meetings

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide translation services for parents of EL students in order to actively participate in site functions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
846.00	LCFF-EL 2000-2999: Classified Personnel Salaries extra hours for bilingual to provide translation services
340.00	LCFF-EL 3000-3999: Employee Benefits extra hours for bilingual to provide translation services

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of the "Character Counts" program campus-wide.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2045.86	LCFF-LI 4000-4999: Books And Supplies Purchasing of Character Counts Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide books in English and students' home languages for parents and students to access quality literature

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750.00	LCFF-EL

	4000-4999: Books And Supplies purchase multi cultural multi lingual books for parents and students to check out and use at home

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$210,395.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$175,150.00

Subtotal of additional federal funds included for this school: $175,150.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Attendance	$1,500.00
AVID	$5,000.00
LCFF-EL	$15,591.00
LCFF-LI	$13,154.00

Subtotal of state or local funds included for this school: $35,245.00

Total of federal, state, and/or local funds for this school: $210,395.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	15,591.00	0.00
LCFF-LI	13,154.00	0.00
Title I	175,150.00	0.00
Attendance	1500.00	0.00
AVID	5000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	15,591.00
LCFF-LI	13,154.00
Title I	175,150.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	129,670.92
2000-2999: Classified Personnel Salaries	1,471.07
3000-3999: Employee Benefits	43,779.00
4000-4999: Books And Supplies	24,647.01
5000-5999: Services And Other Operating Expenditures	9,602.00
5800: Professional/Consulting Services And Operating Expenditures	1,225.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	4,000.00
5000-5999: Services And Other Operating Expenditures	AVID	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,641.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,251.00
3000-3999: Employee Benefits	LCFF-EL	2,024.00
4000-4999: Books And Supplies	LCFF-EL	3,250.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,225.00
4000-4999: Books And Supplies	LCFF-LI	11,884.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,270.00
1000-1999: Certificated Personnel Salaries	Title I	122,029.92
2000-2999: Classified Personnel Salaries	Title I	220.07
3000-3999: Employee Benefits	Title I	41,755.00
4000-4999: Books And Supplies	Title I	4,013.01
5000-5999: Services And Other Operating Expenditures	Title I	7,132.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,675.81
Goal 2	5,000.00
Goal 3	11,719.19

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Ann Vandercook	Principal
Nancy Loftus	Classroom Teacher
Roberta Cornejo	Classroom Teacher
Patricia Hopkins	Classroom Teacher
Kristine Galvan	Other School Staff
Francine Van Berkum	Parent or Community Member
Pete Adame	Parent or Community Member
Selene Coria	Parent or Community Member
Suzanne Guidero	Parent or Community Member
Erin Bonnet	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Action Team for Partnership

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

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

This SPSA was adopted by the SSC at a public meeting on October 28, 2020.

Attested:

Principal, Ann Vandercook on October 28, 2020
SSC Chairperson, Patricia Hopkins on October 28, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

COLLETT ELEMENTARY SCHOOL
2020-2021 Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Collett Elementary School agrees to implement the following statutory requirements:

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

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - *that parents play an integral role in assisting their child's learning;*
  - *that parents are encouraged to be actively involved in their child's education at school;*
  - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
  - *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1) Collett will take the following action to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   - *Input from parents will be requested at School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), Action Team for Partnership (ATP), and Principal information meetings*

2) Collett will take the following actions to make copies available to parents of participating children and the local community, the School Parental Involvement Policy:
   - *The policy will be available on the school website and distributed to all parents at the beginning of the school year*
   - *The copies of the policy will be made available in the main office upon request*

3) Collett will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
   - *Updated annually in conjunction with revisions in the Single Plan for Student Achievement, including input from SSC, ELAC, ATP and Collett teachers and staff*
   - *Review of school academic achievement, parental concerns, and safety issues will be activities that prompt review of the policy*

4) Collett will convene an annual meeting to inform parents of the following:
   - *That their child's school participates in Title I*
   - *About the requirements of Title I*
   - *Of their rights to be involved*
   - *About the school's participation in Title I*
     - *Annual meeting will be held at a time determined to accommodate parents*
     - *Meeting notices will be sent home with all students in English and Spanish*
     - *Meeting notices in English and Spanish will be available on the school website and the digital marquee signboard*
     - *Spanish Interpreters will be made available during meetings*

5) Collett will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement:
   - *Child care will be provided for all meetings*
   - *Meetings and workshops will be offered during the school day and evening to allow all parents the opportunity to attend*
   - *Special contact will be made to invite hard-to- reach parents*
   - *Additional trainings will be considered based on parent recommendations through parent meetings (SSC, ELAC and Principal information meetings)*

6. Collett will provide timely information about Title I programs to parents of participating children in a timely manner:
    - *Parents will receive notice of SSC and ELAC meetings a minimum of 72 hours in advance*
    - *Notices and agendas will be posted outside the front office, and school marquee 72 hours in advance*

7. Collett will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
    - *California Common Core State Standards*
    - *Rigorous Curriculum Design- Unit Planning Organizers*
    - *California Assessment of Student Performance (CAASPP)*
    - *English Language Proficiency Assessments for California (ELPAC)*
    - *Read 180 (for SDC)*
    - *Preschool Early Literacy Inventory (PELI)*
    - *Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)*
    - *Common Formative Assessments*
    - *Naglieri Nonverbal Ability Test (NNAT2)*
    - *Physical Fitness Test (for 5th grade)*
    - *National Assessment of Educational Progress (NAEP)*

8. Collett will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
    - *Parent Council Meetings (i.e. SSC, ELAC, PTA, ATP)*
    - *Principal informational messages*

9. Collett will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
    - *School wide plan will be shared with parents during SSC, ELAC, ATP and Principal information meetings*
    - *If any parent comments indicate dissatisfaction regarding the school wide plan content, the comments will be sent directly to the principal who will then forward it to the appropriate district office*
    - *All efforts will be made to revise the plan so that it meets with the satisfaction of all parents*

10. Collett will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
    - *All school-home communications will be in English and Spanish*
    - *Translators will be provided for all parent meetings*
    - *Collett facilitates parent attendance at the annual California Association of Bilingual Educators*

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Collett will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - *Back to School night*
    - *Annual Title 1 parent meeting*
    - *Regular parent meetings (SSC, ELAC, PTA, ATP)*
    - *Principal informational messages*
    - *Academic Family Nights*
    - *Parent-Teacher conferences*
    - *Parent Involvement Week*
    - *Parenting workshops*
    - *College Rally*
    - *100 Mile Club*
    - *Perfect Attendance Incentive Activities*
    - *Open House*
    - *TK/Kinder Camps*
    - *Awards Assemblies*

2. The school will incorporate the teacher-student-parent compact as a component of its School Parental Involvement Policy:
    - *Parent input will be given regarding the* teacher-student-parent *compact*
    - *The* teacher-student-parent *compact will be provided to all parents at the beginning of the school year*
    - *The* teacher-student-parent *compact will be reviewed and signed by all stakeholders indicated on the compact*

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - *the State's academic content standards*
    - *the State's student academic achievement standards*
    - *the State and local academic assessments including alternate assessments*
    - *the requirements of Title I*
    - *how to monitor their child's progress*
    - *how to work with educators*

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - *ATP- Action Team for Partnerships -Meetings*
    - *Principal informational messages*

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - *Professional Development trainings for teachers regarding effective use of paraprofessionals to support core instruction and meet the needs of emerging EL students*
    - *Research-based, ongoing Professional Development trainings for paraprofessionals to assure they are highly-qualified*

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - *Transitional Kindergarten Camp & Kindergarten Camp to be held at the beginning of the year for incoming Kindergarten students and their parents/ caregivers to provide them with an overview of the TK/Kindergarten standards and expectations.*

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - *All event notices sent home, automated telephone calls and electronic messages will be in English and Spanish*
    - *Announcements will be displayed on the school website, school marquee and office bulletin boards*
    - *Announcements will be written in English and Spanish*

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from the parent council meetings. This policy was adopted by Collett Elementary School on May 18, 2020, and will be in effect for the period of the 2020-2021 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2020. It will be made available to the local community on or before October 30, 2020. Collett Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

ESCUELA PRIMARIA COLLETT
Política de Participación Familiar 2019-2020

PARTE I. EXPECTATIVAS GENERALES

La Escuela Primaria Collett está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres/tutores y distribuirá a los padres/tutores de los alumnos participantes una Política de Participación Escolar Familiar con la que ambas partes estén de acuerdo.
- La escuela notificará a los padres/tutores acerca de la Política de Participación Escolar Familiar en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres/tutores hablen.
- La escuela tendrá la Política de Participación Escolar Familiar disponible para la comunidad.
- La escuela proveerá acceso y oportunidad a los padres/tutores limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La escuela periódicamente actualizará la Política de Participación Escolar Familiar para cubrir las necesidades cambiantes familiares y de la escuela.
- La escuela adoptará el Acuerdo Maestro-Estudiante-Padre como un componente de su Política de Participación Escolar Familiar.
- La escuela está de acuerdo en ser regida por los requisitos legales de la definición de la participación escolar familiar y realizará programas, actividades y procedimientos de acuerdo con esta definición:

  La participación familiar significa, la participación de los padres/tutores/tutores de manera regular, recíproca y con comunicación significativa que se relaciona al aprendizaje académico de los alumnos y otras actividades, incluyendo el asegurar que:
  - *los padres/tutores forman parte integral para ayudar en el aprendizaje de sus niños;*
  - *se anime a los padres a participar activamente en la educación de sus hijos en la escuela;*
  - *los padres/tutores son socios mayoritarios en la educación de sus hijos y están incluidos, cuando sea apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de sus hijos;*
  - *se sigue adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN ESCOLAR FAMILIAR

1) Collett tomará la siguiente acción para incluir a los padres/tutores en el desarrollo y acuerdo común de la Política de Participación Escolar Familiar y el plan escolar, si se considera aplicable, de manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:
   - *Los padres/tutores darán sus opiniones en las juntas del Concilio Escolar (SSC), Comité Consejero para Aprendices del Idioma Inglés (ELAC), Equipo de Acción para Colaboración (ATP) y en las juntas informativas con el Director.*

2) Collett tomará las siguientes acciones para tener copias disponibles de la Política de Participación Escolar Familiar para los padres/tutores con hijos participantes y a la comunidad local:
   - *La política estará disponible en el sitio web escolar y se distribuirá a todos los padres/tutores al principio del año escolar.*
   - *Copias de la política estarán disponibles en la oficina principal al solicitarlas.*

3) Collett periódicamente actualizará la Política de Participación Escolar Familiar para cubrir los cambios en las necesidades de los padres/tutores y de la escuela:
   - *Actualización anual en combinación con las revisiones en el Plan Singular para Logros Estudiantiles, incluyendo información de SSC, ELAC, ATP maestros y personal escolar de Collett.*
   - *El repaso de los logros académicos, preocupaciones de padres/tutores y asuntos de seguridad serán las actividades que iniciaran la revisión de la política.*

4) Collett conducirá una junta anual para informar a los padres/tutores de lo siguiente:
   - *Que la escuela de sus niños participa en el programa Título I*
   - *Acerca de los requisitos de Título I*
   - *De su derecho de participar*
   - *Acerca de la participación de la escuela en Título I*
     - *La junta anual se conducirá en un horario determinado de manera que sea conveniente para los padres/tutores*
     - *Se enviarán los avisos a casa con todos los estudiantes en ambos idiomas, inglés y español*
     - *Los avisos de la junta en inglés y español estarán disponibles en el sitio web escolar y en la marquesina digital.*
     - *Tendremos disponible interpretación en español durante las juntas.*

5) Collett tendrá un número flexible de juntas en horarios variables y proveerá cuidado para niños pagado por los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres/tutores:
   - *Se proveerá cuidado para niños en todas las juntas.*

- *Las juntas y entrenamientos se llevarán a cabo en la mañana y en la tarde para acomodar a todos los padres/tutores.*
- *Se hará contacto especial para invitar a aquellos padres/tutores que son difíciles de localizar.*
- *Se considerarán entrenamientos adicionales en base a las recomendaciones de los padres/tutores en las juntas de padres (SSC, ELAC y juntas informativas con el Director)*

6) Collett proporcionará información de manera oportuna sobre programas de Título I a los padres/tutores de niños que participan:
   - *Los padres/tutores recibirán un aviso de las juntas de SSC y de ELAC con un mínimo de 72 horas de anticipación*
   - *Se exhibirán los avisos y las agendas afuera de la oficina escolar y en la marquesina con por lo menos 72 horas de anticipación*

7) Collett proporcionará a los padres/tutores de los hijos que participan una descripción y explicación del currículo utilizado en la escuela, los documentos de evaluación académica utilizados para medir el progreso del estudiante y los niveles de habilidad que se espera que logren.
   - *Estándares Básicos Comunes del Estado de California*
   - *Diseño de Currículo Riguroso - Organizadores de Planeación de Unidades*
   - *California Assessment of Student Performance (CAASPP)*
   - *English Language Proficiency Assessments for California (ELPAC)*
   - *Read 180 (para SDC)*
   - *Preschool Early Literacy Inventory (PELI)*
   - *Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)*
   - *Common Formative Assessments*
   - *Naglieri Nonverbal Ability Test (NNAT2)*
   - *Physical Fitness Test (para 5º)*
   - *National Assessment of Educational Progress (NAEP)*

8) Collett proveerá para los padres/tutores de hijos participantes, si lo solicitan, oportunidades para juntas regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
   - *Juntas de Concilio de Padres (Tales como: SSC, ELAC, PTA, ATP)*
   - *Mensajes informativos del Director/a*

9) Collett presentará al distrito cualquier cometario de los padres/tutores si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres/tutores de los niños que participan:
   - *El plan escolar será compartido con los padres/tutores durante las juntas de padres SSC, ELAC, ATP y juntas informativas con el Director*
   - *Si hay algún comentario de los padres/tutores que indique insatisfacción con el contenido del plan escolar, sus comentarios serán enviados directamente al director/a quien luego mandara sus comentarios al departamento apropiado del distrito escolar*
   - *Se harán todos los esfuerzos para revisar el plan de manera que sea de la satisfacción de todos los padres/tutores*

10) Collett tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres/tutores con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
   - *Toda la comunicación con los hogares será en inglés y en español*
   - *Se proveerán traductores para todas las juntas de padres*
   - *Collett patrocina la asistencia anual de padres/tutores a la Asociación de Educadores Bilingües de California*

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA ALTOS LOGROS ACADÉMICOS DE LOS ESTUDIANTES

1. Collett aumentará la capacidad de los padres/tutores y estudiantes para lograr una sólida participación escolar de padres/tutores, para asegurar la participación efectiva de padres/tutores y para apoyar la sociedad entre la escuela participante, los padres/tutores y la comunidad para mejorar los logros académicos de los estudiantes, por medio de las siguientes actividades específicas descritas a continuación:
   - *Noche de Regreso a la Escuela*
   - *Junta Anual de Título I*
   - *Juntas regulares para padres/tutores (SSC, ELAC, PTA, ATP)*
   - *Mensajes informativos del Director/a*
   - *Noches Familiares Académicas*
   - *Conferencias de Padres/tutores y Maestros*
   - *Semana de Participación Familiar*
   - *Talleres para Mejor Educar a los Hijos*
   - *Club de 100 Millas 100*
   - *Actividades de Incentivos por Asistencia Perfecta*
   - *Noche de Exhibición Escolar*

- *TK/Kinder Camps*
- *Asambleas de Premiación*

2. La escuela incorporará el Acuerdo Maestro-Estudiante-Padre, como componente de su Política de Participación Escolar Familiar.
   - *Los padres/tutores opinarán en cuanto al Acuerdo Maestro-Estudiante-Padre*
   - *El Acuerdo Maestro-Estudiante-Padre será proveído a todos los padres/tutores al principio del año escolar*
   - *El Acuerdo Maestro-Estudiante-Padre será revisado y firmado por todas las personas interesadas indicadas en el acuerdo*

3. Con la ayuda del distrito, la escuela proveerá asistencia a los padres/tutores de los niños atendidos por la escuela para que entiendan temas tales como los siguientes, asumiendo responsabilidad de las acciones descritas en este párrafo --
   - Los estándares del estado para el contenido académico
   - Los estándares del estado para el logro académico de los estudiantes
   - Las evaluaciones estatales y locales incluyendo las evaluaciones alternativas.
   - Los requisitos de Título I
   - Cómo monitorear el progreso de sus hijos
   - Cómo trabajar con el personal docente:

4. Con la ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a los padres/tutores a trabajar con sus hijos para mejorar sus logros académicos tales como: entrenamiento en alfabetización y el uso apropiado de tecnología para fomentar la participación escolar de los padres/tutores con:
   - *Juntas de Equipo de Acción para Colaboración (ATP)*
   - *Mensajes informativos del Director/a*

5. Con ayuda del distrito y de los padres/tutores, la escuela educará a sus maestros, al personal de servicios estudiantiles, directores y demás personal escolar, en cómo alcanzar, comunicarse y trabajar junto con los padres/tutores como socios equitativos en el valor y utilidad de sus contribuciones y en cómo, implementar y coordinar programas para padres/tutores y crear lazos entre los padres/tutores y la escuela, por medio de:
   - *Entrenamiento de Desarrollo Profesional para maestros en cuanto al uso efectivo de paradocentes para apoyar la instrucción básica y cubrir las necesidades de todos los estudiantes*
   - *Entrenamientos continuos basados en la investigación para el desarrollo de paradocentes para asegurar que son altamente calificados.*

6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación escolar de padres/tutores en programas y actividades con los programas *Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program,* escuelas preescolares públicas y otros programas así como conducir otras actividades, tales como, centros de recursos para padres/tutores que los motiven y apoyen para que participen más profundamente en la educación de sus hijos con:
   - *Campamento de Kinder de Transicion y Kinder, el cual tendrá lugar al principio del año escolar para los estudiantes de nuevo ingreso y sus padres/tutores/tutores para proporcionarles una visión general de los estándares y expectativas de TK/ Kindergarten.*

7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres/tutores, juntas y otras actividades, sea enviada a los padres/tutores de los estudiantes participantes en un formato uniforme y comprensible, incluyendo, si son solicitados, formatos alternativos y cuando sea posible en el idioma que los padres/tutores puedan entender:
   - *Todas las notificaciones de eventos serán enviadas a casa, por medio del sistema automatizado de llamadas, y por otros medios de mensajes electrónicos en inglés y en español*
   - *Los avisos serán publicados en el sitio web escolar, exhibidos en la marquesina de la escuela y en el tablero para boletines informativos de la oficina escolar.*

PARTE IV. ACEPTACIÓN

La Política de Participación Escolar Familiar ha sido desarrollada mutuamente con y en acuerdo con los padres/tutores de los niños que participan en programas Título I, Parte A, como se demuestra en las minutas de las juntas de concilios de padres/tutores. Esta Política fue aprobada por la Escuela Primaria Collett el 18 de mayo del 2020 y estará vigente durante los años escolares 2020-2021. La escuela distribuirá ésta Política a todos los padres/tutores de niños que participan en Título I, Parte A en o antes del 31 de agosto de 2020. Estará disponible para la comunidad local en o antes del 30 de octubre de 2020. La Escuela Primaria Collett hará la notificación de la Política en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma natal de los padres/tutores.

2020-2021 COLLETT ELEMENTARY SCHOOL TITLE I TEACHER-STUDENT-PARENT COMPACT

The Teachers' Pledge:

I understand the importance of the school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide high-quality curriculum and instruction.
- I will teach all essential grade level standards and discuss/make standards available to students and parents.
- I will maintain communication regarding my students' progress in class, make myself available to parents and provide opportunities for parents to observe in the classroom if they wish.
- I will be aware of the individual needs of each student.
- I will provide a safe, positive, healthy learning environment at Collett.
- I will treat all students with equality and respect.
- Homework will reflect concepts taught in class.

The Student's Pledge:

My education is important to me. It helps me develop the tools I need to become a successful, productive person. I am the one responsible for my own success and I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- I will be responsible for my own behavior.
- I will respect the rights of others.
- I will follow all school rules.
- I will learn how to access/become aware of my grade level standards through my teacher.
- I will complete daily classwork and all homework in a timely manner.
- I will read daily, by myself or with an adult, outside of the school day.
- I will deliver information between school and home.
- I will arrive at school on time each day and be prepared for a full day of learning.

The Parent/Guardian's Pledge:

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities.

- I will attend Parent Conferences, Back-to-School Night and Open House.
- I will actively support the school/district discipline and attendance policies.
- I will sign and return all papers requiring a parent/guardian signature.
- I will participate in parent advisory groups and in parent education opportunities and volunteer in my child's classroom to the best of my ability.
- I will ask my child's teacher for grade level standards to know what my child is expected to learn during the school year to be proficient.
- I will monitor and assist with the completion of daily schoolwork and homework.
- I will read to my child or have my child read to me every day.
- I will provide appropriate materials and a quiet place for my child to study.
- I will communicate with teachers or administrators.
- My child will attend school on time each day and be prepared for a full day of learning.

----------**Cut on dotted line and return signature portion to school**----------

Collett Elementary School * Title I Teacher/Student/Parent Compact * 2020-2021

Parents: Discuss this compact with your child before signing.

Parent Signature: _____ Date: _____

Student Signature: _____ Grade: _____

Teacher Signature: _____

ACUERDO DE TÍTULO 1 2020-2021 ENTRE MAESTROS-ALUMNOS-PADRES/TUTORES DE LA ESCUELA PRIMARIA COLLETT

Compromiso de Maestros:

Entiendo que la experiencia escolar es muy importante para cada alumno así como mi papel como maestro/a y modelo. Por lo tanto estoy de acuerdo en cumplir con las siguientes responsabilidades:

- Proveeré un currículo e instrucción de alta calidad.
- Enseñaré todos los estándares esenciales al nivel de grado y hablaré de ellos y/o los tendré disponibles para los alumnos y padres.
- Mantendré comunicación con los padres en cuanto al progreso del alumno en clase, estaré disponible y proveeré oportunidades para que observen en el salón de clase si así lo desean.
- Estaré consciente de las necesidades individuales de cada alumno.
- Proveeré un ambiente de aprendizaje sano, seguro y saludable en Collett.
- Trataré a todos los alumnos con igualdad y respeto.
- La tarea reflejará los conceptos enseñados en el salón de clase.

Compromiso de Alumnos:

Mi educación es muy importante para mí. Me ayuda a desarrollar las habilidades que necesito para ser una persona exitosa y productiva. Sé que soy responsable de mi propio éxito y debo esforzarme para lograrlo. Por lo tanto, estoy de acuerdo en cumplir con las siguientes responsabilidades:

- Seré responsable por mi propia conducta.
- Respetaré los derechos de los demás.
- Seguiré todas las reglas escolares.
- Aprenderé como obtener/conocer los estándares de nivel de grado por medio de mi maestro.
- Diariamente, completaré de manera oportuna todo el trabajo en el salón de clase y la tarea.
- Después del día escolar, diariamente leeré, solo o con un adulto.
- Entregaré cualquier información entre la escuela y el hogar.
- Diariamente, llegaré a la escuela a tiempo y estaré preparado para un día de aprendizaje.

Compromiso de Padres/Tutores:

La educación de mi hijo es muy importante. Mi participación en su educación afectará directamente su rendimiento y actitud. Por lo tanto, estoy de acuerdo en cumplir con las siguientes responsabilidades:

- Asistiré a las Conferencias para Padres, Noche de Regreso a la Escuela y Noche de Exhibición Escolar.
- Apoyaré activamente las políticas de disciplina y asistencia escolar del distrito y de la escuela.
- Firmaré y regresaré todos los documentos que requieran la firma del padre/tutor.
- En la medida de mis posibilidades, participaré en grupos asesores de padres, oportunidades de educación para padres/tutores y seré voluntario en el salón de mi hijo.
- Preguntaré al maestro cuáles son los estándares de nivel de grado para saber lo que se espera que mi hijo aprenda durante el día escolar para estar a nivel competente.
- Diariamente, observaré y ayudaré a mi hijo a completar el trabajo del salón de clase y la tarea.
- Diariamente, leeré para mi hijo o le pediré que lea.
- Proveeré los materiales apropiados y un lugar tranquilo en el que mi hijo pueda estudiar.
- Según sea necesario, mantendré la comunicación con los maestros o administradores escolares.
- Diariamente, mi hijo asistirá puntualmente a clases y estará preparado para un día de aprendizaje.

----------Corte en la línea punteada y regrese a la escuela la sección de firmas ----------

Escuela Primaria Collett *Acuerdo de Título I 2020-20221 entre maestros, padres/tutores y alumnos*

Padres/Tutores: Antes de firmar, hablen con sus hijos acerca de este acuerdo.

Firma del Padre/Tutor: _____ Fecha: _____

Firma del Alumno: _____ Grado: _____

Firma del Maestro: _____

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Elementary School	33669776031538	May 28, 2020	TBD

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Summary of plan:

ACTIONS TO IMPROVE CONDITIONS OF LEARNING (ELA, MATH, ELD)

- focus on targeted professional learning by admin and instructional coach to support teachers and paraprofessionals
- instruction in ELA focused on a balanced literacy approach incorporating the reading workshop model
- instruction in math focused on conceptual understanding of mathematics through Cognitively Guided Instruction (CGI) and number sense routines
- instruction in ELD focused on actively engaging students in acquiring structures of the English language
- provide technology to improve access to online resources and support
- supply supplemental instructional materials to support work

ACTIONS TO IMPROVE PUPIL OUTCOMES (COLLEGE AND CAREER READINESS)

- expose students to institutions of higher learning
- provide information to students and parents on colleges and universities in addition to career choices
- prepare students for higher learning by providing support with organization of supplies and materials
- train teachers on AVID strategies

ACTIONS TO IMPROVE ENGAGEMENT (SAFE AND DRUG FREE ENVIRONMENT)

- present students with lessons on character development
- provide social/emotional supports and access to mental health services
- provide a variety of opportunities for parent involvement and engagement
- provide improved communication with parents
- promote a healthy, drug-free lifestyle
- provide support for students and their parents to improve attendance
- create a positive school climate

All site goals are aligned with District LCAP goals.

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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).

No survey data for 2019-2020 school year is available due to COVID-19 school closure.

For the 2018-2019 school year, 62% of 5th grade students completed the California Healthy Kids Survey (CHKS). This report provides data to assist schools in fostering safe and supportive school climates, social-emotional competencies, engagement in learning. It is a tool that informs efforts to prevent youth health-risk behaviors, address barriers to academic achievement and promoting positive youth development, resilience, and well-being. In regards to the 2018-2019 data collected, over 80% of participants felt: academically motivated, that adults in school were caring, that adults held high expectations for school, that parents were involved, that social and emotional supports for learning were present, there was an anti-bullying climate, felt safe at school, and that students are treated with respect. In regards to school connectedness, 76% of students felt connected to the school most or all of the time and 55% felt they had meaningful participation in their education.

During the 2018-2019 school year, seven parents completed the California School Parent Survey (CSPS). This report provides data to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that it should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. In regards to 2018-2019 data collected, 57% of respondents shared that Foothill promotes academic success for all students, 43% felt the school is a safe place for their child, 86% felt that Foothill motivates students to learn, 43% shared that the school really cares about students, and 57% feel the school provides opportunities for meaningful student participation.

In 2018-2019, 11 staff members took the California School Staff Survey (CSSS). This report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. 90% of respondents stated that Foothill is welcoming to, and facilitates, parent involvement and provides adequate counseling and support services. Although 89% of staff felt that Foothill is a supportive and inviting place for students to learn, only 40% reported to believe that every student can succeed and 67% responded that every student can be a successful. 70% of participants responded that their working environment is supportive and inviting and is a safe place for staff and students, while 40% of respondents felt that discipline is handled fairly.

Classroom Observations

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

Based on weekly observations conducted during the 2019-2020 school year by administration and instructional coach, instructional practices in English Language Arts (ELA), math, and English Language Development (ELD) were determined to be an area needing additional support. During

classroom observations, inconsistencies within and across grade levels were observed. Our dashboard data from the state of California confirmed these findings. As a result, administration and the instructional coach have increased time spent in classrooms, instructional feedback, and support to all teachers that correlate to the professional learning opportunities teachers have attended. Additional opportunities to delve deeper into the work (including the modeling of lessons) was determined to be an area of next steps. It should be noted that since implementing introductory instructional practices in ELA and math that evidence of early implementation of new instructional practices to improve student achievement have been observed. There continues to be a need for further professional learning in each of these areas in addition to ELD and classroom management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

- In Transitional Kindergarten, the Preschool Early Literacy Indicators (PELI) is administered to TK students three times a year (beginning, middle, end of the year) to measure pre-literacy and oral language skills needed for kindergarten.
- Acadience (DIBELS) is administered to students in grades K-5, three times a year (beginning, middle, end of the year) to measure, assess, and monitor the acquisition of early literacy skills.
- English Language Proficiency Assessments for California (ELPAC) summative test is administered to all English Learners in the spring of each year to measure progress towards English proficiency. English learners enrolling for the first time in a California school are also administered the Initial ELPAC within 30 days of enrollment.
- California Assessment of Student Performance and Progress (CAASPP) is administered to all third through fifth graders in the spring of each year to measure students' acquisition of grade level standards in English Language Arts and mathematics.
- California Science Test is administered to all fifth grade students in the spring of each year to measure students' acquisition of grade level standards in science.
- Physical Fitness Test is administered to all fifth grade students in the spring of each year to measure each student's participation and improvement in physical fitness skills taught.

Data generated from these assessments is analyzed by administration and instructional coach (during weekly planning sessions), teachers (during twice monthly grade level collaborations and monthly staff meetings), and paraprofessionals (during monthly paraprofessional meetings). Furthermore, data is reviewed by Foothill's English Language Advisory Council (ELAC) and School Site Council (SSC) on a monthly basis. Results of the data is used to monitor student progress in meeting grade level standards and therefore used to guide first-best instruction as well as to identify students at-risk of needing intervention support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Foothill also uses the Basic Phonics Skills Test (BPST) which measures sound-spelling relationships for single and multi-syllabic words which is administered to all kindergarten through second grade students in addition to students in third through fifth grade who score at the Below Benchmark and Well Below Benchmark level on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test. Other types of data collected throughout the school year include: teacher observation, anecdotal records, mid-lesson checks for understanding, review and analysis of classwork, and formative assessments (including, but not limited to, teacher created assessments, end of unit/module embedded assessments, TCRWP running records, etc.). These assessments are used by teachers, instructional coach, and administration team to monitor the effectiveness of instruction, determine student mastery of the Common Core State Standards (CCSS), determine next instructional steps, and establish need for further professional learning and support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent instructional staff at Foothill, both certificated and classified, meet the requirements for highly qualified staff.

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

All teachers at Foothill are fully credentialed and participate in monthly professional learning meetings, twice monthly grade level collaboration meetings, and multiple full-day professional learning meetings. All paraprofessionals participate in monthly on-site professional learning sessions and district provided professional learning opportunities specific to their job classification at various times throughout the year.

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

During grade level articulations and targeted professional learning opportunities, teachers use class and grade level data to identify trends in student achievement. Teachers use this information to plan for instruction and to identify areas of need.

Staff development opportunities that have/will take place during the 2020-2021 school year include:

- reading workshop, small group instruction (guided reading and strategy groups), and foundational skills instruction in language arts
- cognitively guided instruction (CGI), standards for mathematical practice (SMPs), counting collections, and number sense in math
- development of standards based lessons to align ELA and ELD standards for second language learners
- delivery of designated and integrated ELD
- use and development of common assessments
- Advancement Via Individual Determination (AVID) to enhance note-taking skills, improve organization, and promote college and career readiness
- CAASPP and ELPAC professional development on testing procedures, components and accommodations
- review and analysis of 2019-2020 Single Plan for Student Achievement (SPSA)
- paraprofessional training that is specific to individual's responsibilities with students

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

Instructional assistance and support for teachers include:

- professional learning meetings prior to the start of the school year on instructional initiatives in ELA and math,
- multiple full-day professional learning meetings during the school year presented by the instructional coach, administration, and content experts to support ELA and math instruction,
- demonstration lessons modeled by administration and instructional coach,
- instructional assistance provided to teachers by the site instructional coach and administration,
- seven teachers to participate in AVID professional learning,
- AVID lead teacher to presents AVID strategies at monthly professional learning meetings,
- EL lead teacher to present EL strategies at monthly professional learning meetings.

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

Teachers meet formally two times a month in grade level collaboration meetings. During these meetings, grade-level teachers meet (often with the support of the instructional coach) to analyze student data, discuss effective instructional strategies, plan lessons, research, and identify at-risk students in need of intervention support. Teachers are also provided with at least one full-day collaboration day throughout the year for grade specific needs and planning.

Teaching and Learning

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

Teachers cognitively plan standards-based lessons using ELA, ELD, and math frameworks, reading workshop units of study, McGraw-Hill's Wonders curriculum, the AUSD Coherent Guide to Core Mathematics, and additional resources that support the teaching of the Common Core State Standards (CCSS). The instructional coach collaborates, walks through classrooms, and supports teachers in all content areas. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback to teachers to ensure instruction is standards aligned and cognitively engaging.

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

Transitional kindergarten and kindergarten deliver a minimum of 90 minutes of language arts instruction each day, whereas first through fifth grades dedicate a minimum of 2.5 hours each day. Math instruction is 30 minutes daily in transitional kindergarten, 50 minutes in kindergarten, and 60-70 minutes in grades 1st -5th.

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

Differentiated instruction is provided to all students in all content areas. ELA intervention is embedded within the school day for all students through one-on-one support and small group instruction. A full-time elementary literacy teacher further supports first through fifth grade students who struggle with reading. Kindergarten students that demonstrate a need for additional support in ELA and/or math, participate in intervention outside of their regularly scheduled school day as well. Additionally, after school tutoring is provided for newcomers needing language support and for students needing additional support in math.

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

Foothill follows district and state regulations when providing standards based instructional materials to all students. All students are provided core district adopted materials which they have access to at all times, including the ability to take and use at home. Through curriculum inventory surveys and reviews by Riverside County Office of Education (RCOE), it has been verified that all students have access to core district adopted materials and all teachers have all core content instructional materials.

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

Foothill is following the rigorous academic Common Core State Standards (CCCSS) adopted by the California Board of Education. These standards guide district and school goals, objectives and expected learning outcomes for all students.

All Foothill students are given complete access to grade-specific standards-based, appropriately aligned, and district adopted materials (including textbooks and consumables). Each student is provided with his/her own set of textbooks/anthologies and practice books. Teachers use district adopted and supplemental resources to assist student mastery of the CCCSS. Supplemental resources to support instruction in language arts include: reading workshop units of study, decodeable readers, leveled classroom libraries, school-wide guided reading library, and Step Up to Writing resources. Supplemental resources in math include math manipulatives, Engage NY, Ready Common Core, Number Talks, Facts Wise instructional materials, and SVMI assessments. Interim assessments through CAASPP are available for language arts and math. All teachers have teachers' editions, supplemental materials and other resources to fully implement the CCCSS.

Opportunity and Equal Educational Access

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

The reading workshop structure for reading at Foothill provides authentic opportunities for differentiation and intervention support for underperforming students through small group instruction and conferring with students based on their specific area(s) of need.
Math instruction through Cognitively Guided Instruction (CGI) also provides opportunities for differentiation and incorporates small group instruction, conferring, and the regular use of manipulatives to support underperforming students. Additionally, number sense routines provide opportunities for increased differentiation and individualized teacher support.

English Language Development (ELD) is provided to English Learner (EL) students at their proficiency level for 30 minutes daily.

Evidence-based educational practices to raise student achievement

Foothill provides multiple opportunities for students that are not meeting grade level standards. Teachers differentiate instruction and provide small group instruction and intervention to students in their classroom. Within the regular instructional program, teachers provide interventions and use strategies to address specific student needs based on results of CAASPP, ELPAC, BPST, SVMI assessments, TCRWP running records, interim assessments, PELI and Acadience (DIBELS).

Kindergarten teachers provide additional support for at-risk students after school hours.

Other services provided by the regular program to assist under-performing students include:

- Resource Specialist Program (RSP) teacher and assistant: assist special education students to meet IEP goals as well as at-risk students in general education identified for assistance through the Student Success Team (SST) process,
- Speech and Language Pathologist and assistant: serve special education students with speech/language needs as well as at-risk students in general education identified for assistance through the Student Success Team (SST) process,
- Elementary Literacy Teacher: provides additional intervention and targeted support for students that demonstrate a need for remediation in reading.
- Coordination of Student Services Team (COST): review team to provide suggestions and support to classroom teachers as a final step before student referral to SST team.
- Student Success Team (SST): systematic intervention process to develop an action plan for individual student success based on student's strengths and targeted areas in need of improvement.
- Library Assistant: assists students in locating and checking out library materials,
- Psychologist: supports staff working with students with behavioral difficulties and tests students for qualification into special education,
- Counselor: supports students by providing character development lessons and provides assistance to students and their families due to social, emotional, or behavioral difficulties,
- The Health Center: provides a nurse on-call and a full-time health assistant at school site,
- Attendance Monitoring Program: Collaboration between teachers, counselor, administration, attendance clerk, and other site support personnel ensures students are attending school on a regular basis and obtaining adequate instructional minutes. Intervention support is provided to students and families to help improve attendance.

Parental Engagement

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

During the 2020-2021 school year, Foothill will provide the following resources and opportunities to involve parents in their child's learning at school and empower them to support learning at home:

- Parent University: Eight sessions led by the assistant principal, instructional coach, counselor, and community program representatives are presented to parents to teach and supply resources that support student learning and achievement while at home.
- Parent Committees: Strategies that support parents in decision making, learning at home, communicating, volunteering, etc., at Foothill are provided to parents during School Site Council (SSC), English Learner Advisory Committee (ELAC), Action Teams for Partnership (ATP), and Principal's Coffee.
- Parent Involvement Days/Week: Parents participate in activities that support a positive school culture and learning at home.
- Family Tuesdays: Parents are invited to attended classroom lessons and learn with their child(ren) at school.
- Science Fair Information Meetings: Parents of 4th and 5th grade students are invited to learn how to support their child(ren) in completing their science fair project using the scientific method. Materials and resources for completing the project are provided to all families.
- Family Nights: All students and families are invited to family nights scheduled throughout the year that support learning at home and cover topics such as science, math, literacy, art, and health/fitness.
- Parent Involvement Socials: Events are scheduled throughout the year to provide parents with opportunities to socialize with administration, staff, and other parents to establish and strengthen home-school connections and a positive school culture.
- Mental Health Services: Referrals to mental health services is available for all students and families in need.
- Alvord Cares: District program to help families with basic needs such as food, shoes, clothing, toiletries and other basic necessities.

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 are involved primarily through four parent groups:

Parent Teacher Association (PTA):Sponsors multiple activities and events throughout the year including: book fairs, assemblies, Fall Festival, and annual spring dance. Additional fundraising events are planned by PTA throughout the year.
School Site Council (SSC): Decision making body that analyzes and assesses program effectiveness and assists in the evaluation and monitoring of the Single Plan for Student Achievement (SPSA).
Action Teams for Partnership (ATP): A partnership between parents and staff that monitors and develops an action plan for parent and community engagement. ATP's goal of increasing student achievement is done through multiple family nights and activities throughout the year where learning experiences can be replicated at home.
English Language Advisory Committee (ELAC): An advisory council that provides input and recommendations to SSC about programs, services, and opportunities offered to support English Learner (EL) students in the acquisition of the English language

Local elected officials and representatives often attend site parent groups to present information on community events and resources in addition to offering their support to parents.

Funding

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

Categorical funds are used to provide the following resources, supports, and services that enable under-performing students to meet standards:

- Professional learning opportunities focused on research-based strategies to improve teaching and learning,
- Supplemental instructional materials to support research-based instructional practices in core content areas,
- Technology to provide students access to online resources and to develop students' technical skills,
- Supplies and materials to facilitate parent involvement activities that increase parent connectedness and support learning at home,
- Instructional coach to provide support to teachers and paraprofessionals with the implementation of research-based instructional practices.

Fiscal support

The district fiscally supports Foothill by providing three (3.5 hour) Spanish Bilingual Instructional Assistants (BIAs) and one (4 hour) library technician.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Administration consults with School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to review data, goals, actions, etc. on the Single Plan for Student Achievement (SPSA) on a monthly basis. Staff members are also consulted to review and provide input to the SPSA during monthly paraprofessional meetings and certificated staff and leadership team meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities identified through our needs assessment include the need for professional development to address gaps in learning in core content areas, supplemental instructional materials to support instruction, and technology to support students in developing technical skills and accessing digital resources. Site administration is working with the district office and the county office of education to develop an improvement plan and coordinate expenditures that will meet the needs of all students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.35%	0.36%	1	2	2
African American	1.07%	1.06%	1.44%	6	6	8
Asian	2.32%	1.59%	1.44%	13	9	8
Filipino	0.36%	0.35%	0.54%	2	2	3
Hispanic/Latino	91.62%	92.92%	92.81%	514	525	516
Pacific Islander	%	%	0%			0
White	3.74%	3.19%	3.24%	21	18	18
Multiple/No Response	0.18%	0.18%	0.18%	1	1	0
			Total Enrollment	561	565	556

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	108	111	110
Grade 1	94	80	93
Grade 2	89	86	85
Grade3	94	92	84
Grade 4	98	91	100
Grade 5	78	105	84
Total Enrollment	561	565	556

Conclusions based on this data:

1. There is steady school-wide enrollment.
2. Steady enrollment in ethnic groups.
3. Continuing to be predominantly Hispanic population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	337	317	242	60.1%	56.1%	43.5%
Fluent English Proficient (FEP)	12	17	73	2.1%	3.0%	13.1%
Reclassified Fluent English Proficient (RFEP)	8	17	71	2.3%	5.0%	22.4%

Conclusions based on this data:

1. For the first time in recent years, English learners account for a minority of our student population.
2. There was a significant increase in the percentage of students who were reclassified from 2018-2019 to 2019-2020 (17.4% increase).
3. There was a significant increase in the percentage of students who were Fluent English Proficient from 2018-2019 to 2019-2020 (2.7% increase).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	91	93	92	90	91	92	90	91	95.8	98.9	97.8
Grade 4	87	103	87	86	103	87	86	103	87	98.9	100	100
Grade 5	89	82	106	89	80	105	89	80	105	100	97.6	99.1
All Grades	272	276	286	267	273	283	267	273	283	98.2	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2395.	2393.	10.87	15.56	16.48	15.22	22.22	14.29	29.35	23.33	31.87	44.57	38.89	37.36
Grade 4	2413.	2424.	2447.	12.79	15.53	17.24	19.77	17.48	28.74	17.44	16.50	24.14	50.00	50.49	29.89
Grade 5	2474.	2439.	2440.	12.36	8.75	10.48	26.97	18.75	17.14	26.97	25.00	20.00	33.71	47.50	52.38
All Grades	N/A	N/A	N/A	11.99	13.55	14.49	20.60	19.41	19.79	24.72	21.25	25.09	42.70	45.79	40.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.22	13.33	13.19	34.78	44.44	45.05	50.00	42.22	41.76
Grade 4	9.30	13.59	20.69	48.84	47.57	49.43	41.86	38.83	29.89
Grade 5	14.61	10.00	9.52	55.06	41.25	40.95	30.34	48.75	49.52
All Grades	13.11	12.45	14.13	46.07	44.69	44.88	40.82	42.86	40.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.87	13.33	13.19	36.96	45.56	43.96	52.17	41.11	42.86
Grade 4	16.28	13.59	21.84	41.86	33.98	44.83	41.86	52.43	33.33
Grade 5	13.48	13.75	13.33	50.56	37.50	43.81	35.96	48.75	42.86
All Grades	13.48	13.55	15.90	43.07	38.83	44.17	43.45	47.62	39.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.52	15.56	8.79	69.57	57.78	60.44	23.91	26.67	30.77
Grade 4	10.47	13.59	10.34	51.16	54.37	70.11	38.37	32.04	19.54
Grade 5	19.10	8.75	11.43	61.80	57.50	43.81	19.10	33.75	44.76
All Grades	11.99	12.82	10.25	61.05	56.41	57.24	26.97	30.77	32.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.22	15.56	15.38	48.91	50.00	50.55	35.87	34.44	34.07
Grade 4	13.95	14.56	14.94	44.19	48.54	58.62	41.86	36.89	26.44
Grade 5	17.98	13.75	12.38	48.31	40.00	40.95	33.71	46.25	46.67
All Grades	15.73	14.65	14.13	47.19	46.52	49.47	37.08	38.83	36.40

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	91	92	94	90	91	94	90	91	97.9	98.9	98.9
Grade 4	86	104	87	86	104	87	86	104	87	100	100	100
Grade 5	88	82	106	88	81	106	88	81	106	100	98.8	100
All Grades	270	277	285	268	275	284	268	275	284	99.3	99.3	99.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2396.	2393.	7.45	11.11	10.99	18.09	24.44	25.27	27.66	17.78	19.78	46.81	46.67	43.96
Grade 4	2424.	2421.	2435.	6.98	9.62	4.60	20.93	16.35	21.84	33.72	27.88	37.93	38.37	46.15	35.63
Grade 5	2477.	2454.	2442.	14.77	7.41	5.66	19.32	17.28	11.32	26.14	27.16	24.53	39.77	48.15	58.49
All Grades	N/A	N/A	N/A	9.70	9.45	7.04	19.40	19.27	19.01	29.10	24.36	27.11	41.79	46.91	46.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.51	15.56	24.18	35.11	36.67	25.27	56.38	47.78	50.55
Grade 4	17.44	14.42	10.34	29.07	24.04	40.23	53.49	61.54	49.43
Grade 5	21.59	12.35	8.49	31.82	34.57	30.19	46.59	53.09	61.32
All Grades	15.67	14.18	14.08	32.09	31.27	31.69	52.24	54.55	54.23

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.64	21.11	12.09	38.30	27.78	42.86	51.06	51.11	45.05
Grade 4	9.30	7.69	13.79	39.53	37.50	40.23	51.16	54.81	45.98
Grade 5	13.64	6.17	2.83	42.05	38.27	33.96	44.32	55.56	63.21
All Grades	11.19	11.64	9.15	39.93	34.55	38.73	48.88	53.82	52.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.77	17.78	15.38	46.81	48.89	48.35	40.43	33.33	36.26
Grade 4	10.47	12.50	8.05	39.53	37.50	52.87	50.00	50.00	39.08
Grade 5	14.77	8.64	6.60	44.32	44.44	37.74	40.91	46.91	55.66
All Grades	12.69	13.09	9.86	43.66	43.27	45.77	43.66	43.64	44.37

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1428.9	1418.6	1439.4	1425.1	1404.5	1403.0	53	47
Grade 1	1464.8	1444.0	1463.3	1450.5	1465.8	1437.0	51	36
Grade 2	1500.6	1493.1	1506.8	1501.9	1494.0	1483.7	63	48
Grade 3	1499.1	1475.4	1493.7	1464.2	1504.0	1486.1	58	49
Grade 4	1507.3	1500.9	1501.5	1492.5	1512.4	1508.8	57	38
Grade 5	1504.2	1511.0	1498.7	1500.4	1509.1	1521.2	42	50
All Grades							324	268

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.74	12.77	26.42	29.79	26.42	42.55	*	14.89	53	47
1	37.25	5.56	43.14	44.44	*	33.33	*	16.67	51	36
2	50.79	16.67	34.92	50.00	*	27.08	*	6.25	63	48
3	24.14	6.12	29.31	30.61	27.59	44.90	18.97	18.37	58	49
4	26.32	18.42	36.84	36.84	21.05	21.05	*	23.68	57	38
5	42.86	16.00	*	28.00	*	42.00	*	14.00	42	50
All Grades	36.42	12.69	32.10	36.19	18.83	35.82	12.65	15.30	324	268

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.51	14.89	30.19	34.04	*	38.30	*	12.77	53	47
1	49.02	13.89	33.33	41.67	*	38.89	*	5.56	51	36
2	71.43	43.75	17.46	35.42	*	16.67	*	4.17	63	48
3	39.66	10.20	25.86	40.82	18.97	28.57	*	20.41	58	49
4	43.86	28.95	28.07	39.47	21.05	15.79	*	15.79	57	38
5	52.38	22.00	*	42.00	*	26.00	*	10.00	42	50
All Grades	50.00	22.39	25.62	38.81	14.81	27.24	9.57	11.57	324	268

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.42	6.38	26.42	40.43	33.96	34.04	*	19.15	53	47
1	27.45	0.00	43.14	27.78	*	38.89	*	33.33	51	36
2	38.10	8.33	33.33	39.58	17.46	37.50	*	14.58	63	48
3	*	8.16	27.59	12.24	27.59	55.10	31.03	24.49	58	49
4	*	7.89	29.82	34.21	31.58	23.68	24.56	34.21	57	38
5	*	6.00	33.33	20.00	*	48.00	33.33	26.00	42	50
All Grades	24.07	6.34	32.10	28.73	23.46	40.30	20.37	24.63	324	268

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.72	12.77	39.62	78.72	*	8.51	53	47
1	58.82	30.56	37.25	63.89	*	5.56	51	36
2	69.84	41.67	28.57	52.08	*	6.25	63	48
3	29.31	8.16	48.28	57.14	22.41	34.69	58	49
4	35.09	15.79	52.63	65.79	*	18.42	57	38
5	45.24	10.00	35.71	78.00	*	12.00	42	50
All Grades	49.07	19.40	40.43	66.04	10.49	14.55	324	268

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.08	17.02	52.83	65.96	*	17.02	53	47
1	52.94	11.11	33.33	75.00	*	13.89	51	36
2	69.84	43.75	22.22	52.08	*	4.17	63	48
3	50.00	28.57	36.21	51.02	*	20.41	58	49
4	57.89	39.47	33.33	44.74	*	15.79	57	38
5	59.52	36.00	26.19	48.00	*	16.00	42	50
All Grades	54.01	29.85	33.95	55.60	12.04	14.55	324	268

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.26	75.47	78.72	*	17.02	53	47
1	35.29	11.11	43.14	58.33	21.57	30.56	51	36
2	46.03	10.42	36.51	68.75	17.46	20.83	63	48
3	*	4.08	46.55	51.02	39.66	44.90	58	49
4	*	5.26	56.14	57.89	33.33	36.84	57	38
5	26.19	12.00	35.71	60.00	38.10	28.00	42	50
All Grades	25.31	7.84	49.07	62.69	25.62	29.48	324	268

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.60	44.68	28.30	29.79	*	25.53	53	47
1	41.18	8.33	49.02	61.11	*	30.56	51	36
2	36.51	12.50	57.14	75.00	*	12.50	63	48
3	22.41	10.20	60.34	79.59	*	10.20	58	49
4	35.09	23.68	50.88	55.26	*	21.05	57	38
5	38.10	12.00	35.71	74.00	26.19	14.00	42	50
All Grades	37.96	18.66	47.84	63.06	14.20	18.28	324	268

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2019-2020 school year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
565	**91.7**	**56.1**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	317	56.1
Foster Youth	2	0.4
Homeless	10	1.8
Socioeconomically Disadvantaged	518	91.7
Students with Disabilities	96	17.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.1
American Indian	2	0.4
Asian	9	1.6
Filipino	2	0.4
Hispanic	525	92.9
Two or More Races	2	0.4
White	18	3.2

Conclusions based on this data:

1. The majority of our students (91.7%) come from a socioeconomically disadvantaged environment.
2. 17% of our population is comprised of students with disabilities.
3. 56.1% of students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Chronic absenteeism has improved. Performance band has moved from red in 2018 to yellow in 2019.
2. ELA/Math performance band has maintained in the orange category.
3. Overall performance in the suspension rate is meeting standards, but all other areas are below standard.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
41.1 points below standard	52.2 points below standard	0 Students
Maintained ++2.6 points	Increased ++3 points	
277	182	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	45.4 points below standard	141.6 points below standard
6	Maintained ++0.3 points	Maintained ++2.4 points
	259	60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
4		3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	7.7 points below standard
Maintained ++1.2 points	1		11
258			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.5 points below standard	43.4 points above standard	22.3 points below standard
Declined Significantly -16 points	Declined -14.8 points	Maintained -1.2 points
130	52	92

Conclusions based on this data:

1. Out of 277 students who took the SBAC assessment, overall performance increased by 2.6 points, which is 41.1 points below the state standard.
2. Out of 182 English Learners who took the SBAC assessment, overall performance increased by 3 points, which is 52.2 points below the state standard.
3. Reclassified English Learners had the highest scores at 43.4 points above the state standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
59.3 points below standard	66.5 points below standard	
Declined -4.7 points	Declined -5.9 points	
275	181	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	62.6 points below standard	140.5 points below standard
6	Declined -6.3 points	Increased ++8.9 points
	257	59

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 60.3 points below standard Declined -5 points 256	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color 46.5 points below standard 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.6 points below standard Declined Significantly -20.8 points 129	3.4 points above standard Declined -14.6 points 52	47.5 points below standard Declined -4.1 points 91

Conclusions based on this data:

1. Reclassified English Learners had the highest scores at 3.4 points above the state standard.
2. Students with Disabilities are 140.5 points below standard, but showed the highest increase, 8.9 points, over previous year's scores.
3. All students who took the Smarter Balance Assessment Consortium (SBAC) assessment are 59.3 points below standard and have maintained their performance at the orange level from the year prior.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.4 making progress towards English language proficiency
Number of EL Students: 216
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.3	34.2	2.3	36.1

Conclusions based on this data:

1. Overall, 38.4% of our English Learners (83 students) have progressed at least one ELPI level or maintained a ELPI Level 4.
2. Fifty-nine students (27% of ELs) decreased one ELPI Level.
3. Seventy-four students (34% of ELs) maintained an ELPI Level of 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
10.1	5.2	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.7	Declined Significantly -4.5	4
593	330	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
9.1	10.1	13.7
Increased +1.9	Declined Significantly -4.2	Declined -1.4
11	554	117

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
16.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
12	2	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
9.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.5
Declined Significantly -3.6	3	0	Declined -7.9
544			21

Conclusions based on this data:

1. Our students with disabilities has the highest percentage of students with Chronic Absenteeism at 13.7%, down from 15.1% the previous year.
2. Overall, 10.1% of our student population falls into the Chronically Absent category, which is a 3.8% decrease from the year prior.
3. Homeless students were the only group to increase in their chronic absenteeism rate from 7.2% to 9.1%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
1.1	0.9	Less than 11 Students - Data Not
Declined Significantly -1.3	Increased +0.3	4
615	339	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0	1.2	2.5
Maintained 0	Declined Significantly -1.2	Declined -3
11	570	118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
12	3	9	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		No Performance Color
1.2	Less than 11 Students - Data		0
Declined -0.9	3		Declined -8.7
562			23

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.4	1.1

Conclusions based on this data:

1. Foothill's suspension rate decreased by 1.3% from 2.4% to 1.1%.
2. 1.1% of our student population (seven students) were suspended at least once throughout the school year.
3. Students with Disabilities represent the student group with the most significant decrease in school suspensions (3%) which came down to 2.5% from 5.5% the year prior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

School goals to improve conditions of learning are to improve student achievement in the areas of ELA, math, and ELD. Specifically, we are seeking to improve student literacy skills, improve conceptual understanding in math, and advance English learners' development in the areas of reading, writing, listening and speaking.

Identified Need(s)

In addressing Foothill's goal of Conditions of Learning, the following needs have been determined:

In the area of English Language Arts, it has been determined that areas in need of support include: an increase in reading time in classrooms, an increase in the amount of reading books inside each classroom, professional development in reading instruction, alignment of instructional practices across and within grade levels, systematic interventions to meet the diverse needs of all students, foundational skills instruction, small group instruction, conferring with students, goal setting with students, school-wide systems for analyzing data, and the development of common grade level assessments.

In the area of mathematics, the areas needing support are as follows: professional development in math instruction (particularly in the areas of conceptual understanding, number sense and Standards for Mathematical Practice), procurement and systemic use of manipulatives, alignment of instructional practices across and within grade levels, opportunities for students to solve problems independently, systematic interventions to meet the diverse needs of all students, school-wide systems for analyzing data, and the development of common grade level assessments.

Regarding English Language Development (ELD) instruction, there is need for the following: alignment of instructional practices across and within grade levels, professional development in Designated and Integrated ELD, interventions for newcomers to the country and students new the the English language, and development of a school-wide system for analyzing data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data normally used to form this goal is Acadience (DIBELS) average Lexile growth from the beginning of the school year to the End of the School Year. A 4 year comparison of Beginning of the Year average Lexile point value and a 4 year comparison of End of the Year	Lexile Levels When analyzing 4 years of Acadience (DIBELS) data (2015-2016, 2016-2017, 2017-2018 and 2018-2019), the average Lexile point growth from the beginning of the school year to the end of the	• By June 2021, we will increase the overall average Lexile growth from the beginning of the school year to the end of the school year for 1st through 5th

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
average Lexile point values are examined. In the 2019-2020 school year, we did not have End of Year data to analyze due to school closure. Additional data previously used to form this goal were results from English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) from the past two years. In the 2019-2020 school year, we did not have this data to analyze due to school closure.	school year had ranged from 207.6 to a high of 249.6. When looking at the trends throughout the four years the data breakdown is as follows: The year 2015-2016 showed a 249.6 point average Lexile growth (from 189.6 to 439.2) for 1st through 5th grade students from the beginning of the year to end. The year 2016-2017 showed a 207.6 point average Lexile growth (from 232.2 to 439.8) for 1st through 5th grade students from the beginning of the year to end. This was a 42 point drop in the average from the year prior. The year 2017-2018 showed a 247.8 point average Lexile growth (from 193.2 to 441) for 1st through 5th grade students from the beginning of the year to end. This was a 40.2 point increase from the year prior. The year 2018-2019 showed a 223.2 point average Lexile growth (from 255.8 to 479.0) for 1st through 5th grade students from the beginning of the year to end. This was a 24.6 point average drop from the year prior. We will use the same baseline data as a starting point because in the 2019-2020 school year we did not have this data to analyze due to school closure. CAASPP Results 3rd-5th grade student achievement on the 2018-2019	grade students to 250 points. • By June 2021, we will increase the percent of students at the "Standard met” and “Standard Exceeded" levels to 37% as measured by CAASPP data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA CAASPP shows that 34% of students scored in the Standard Met" or "Standard Exceeded" levels, and 66% of students scored at the "Standard Nearly Met" and "Standard Not Met" levels. The data shows a 1% increase in the overall percentage of students meeting or exceeding standards when comparing 2018 data to 2019. We will use the same baseline data as a starting point because in the 2019-2020 school year we did not have this data to analyze due to school closure.	
Data used to form this goal was the California Assessment of Student Performance and Progress (CAASPP) in math results for grades 3rd-5th from the previous three years (2016-2017, 2017-2018, 2018-2019). In the 2019-2020 school year, we did not have this data to analyze due to school closure.	3rd-5th grade student achievement on the 2018-2019 Math CAASPP shows that 26% of students scored at the "Standard Met" and "Standard Exceeded" levels and 74% of students scored at the "Standard Nearly Met" and "Standard Not Met" levels. The data shows a 3% decrease in the percentage of students meeting or exceeding standard when comparing 2018 data to 2019. We will use the same baseline data as a starting point because in the 2019-2020 school year we did not have this data to analyze due to school closure.	• By June 2021, at least 30% of student will score within the “Standards Met and Standards Exceeded” bands as measured by CAASPP data. • By June 2021, we will decrease the percentage of students at the “Standards Not Met” level to less than 44% as measured by CAASPP data.
Data used to form this goal were the reading, writing, and overall summative scores from the English Language Proficiency Assessment for California (ELPAC) in grades	TK-5th grade student achievement on the 2018-2019 summative ELPAC shows that 11% of students received an overall score of 4 ("Well Developed"), 38% of students	• By June 2021, at least 10% of students will score within the “Well-Developed” level in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-5th from the previous two years (2017-2018, 2018-2019). In the 2019-2020 school year, we did not have this data to analyze due to school closure.	received a score of 3 ("Moderately Developed"), 34% of students received a score of 2 ("Somewhat Developed"), and 17% of students received a score of 1 ("Beginning Stage"). Overall ELPAC data comparison from 2017-2018 to 2018-2019 shows: 21% decrease in students at Level 4 (38% to 11%) 6% increase in students at Level 3 (32% to 38%) 16% increase in students at Level 2 (18% to 34%) 5% increase in students at Level 1 (12% to 17%) Data for the Reading Domain: 22% decrease in students at the "Well Developed" level (29% to 7%) 14% increase in students at the "Somewhat/Moderately Developed" level (48% to 62%) 6% increase in students at the "Beginning Stage" (24% to 31%) Data in Writing Domain: 20% decrease in students the "Well Developed" level (39% to 19%) 12% increase in students at the "Somewhat/Moderately Developed" level (48% to 60%) 7% increase in students at the "Beginning Stage" (14% to 21%) We will use the same baseline data as a starting point because in the 2019-2020 school year we did not have this data to analyze due to school closure.	reading as measured by ELPAC data. • By June 2021, at least 22% of students will score within the “Well-Developed” level in writing as measured by ELPAC data. • By June 2021, we will decrease the percentage of students at the “Beginning and Somewhat Developed Stages” to less than 48% as measured by overall ELPAC scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA/Math/ELD

Instructional coach and administration will provide supports to teachers with the implementation of the reading workshop model for reading, the ELA/ELD frameworks, foundational skills instruction, Cognitively Guided Instruction (CGI), SVMI assessments, and the California Common Core State Standards (CCCSS). Support will be provided to teachers through: demonstration lessons, walk-through observations and feedback, assistance with cognitively planning, and providing targeted professional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
99980	Title I 1000-1999: Certificated Personnel Salaries Salary step and column
23060	Title I 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA/Math/ELD

Staff will acknowledge achievement in ELA, math, and ELD during student recognition ceremonies. Students will be provided rewards, medals, trophies, certificates, and awards for their academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF-LI 4000-4999: Books And Supplies Medals, trophies, certificates, rewards, and awards
481	LCFF-LI 1000-1999: Certificated Personnel Salaries
114	LCFF-LI 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math

Counting collections materials and supplies will be provided to all students with tools necessary to promote the acquisition of CCCSS, number sense, and the Standards for Mathematical Practice (SMPs).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math

Staff will provide after school tutoring for students in need of intensive math intervention as identified by state and local assessments. (150 hours = 2 sessions x 5 teachers/classes x 6 weeks x 2.5 hours/week)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Extra hours: 2 tutoring sessions x 5 teachers/session x 6 weeks x 2.5 hours/week = 150 hours x $48.08
1550	Title I 3000-3999: Employee Benefits Extra hours: 2 tutoring sessions x 5 teachers/session x 6 weeks x 2.5 hours/week = 150 hours x $48.08
2250	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administration will hold conferences with teachers to review data and set goals and targets for instruction in ELA, math, and ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1260	LCFF-LI 1000-1999: Certificated Personnel Salaries Sub for 3 days x 3 times a year
297	LCFF-LI 3000-3999: Employee Benefits Sub for 3 days x 3 times a year

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA/Math/ELD

Supplemental instructional materials, resources, and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of literacy and foundational skills to increase student achievement.

Supplemental instructional materials, resources, and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of conceptual understanding and application of math concepts to increase student achievement.

Supplemental instructional materials, resources, and supplies will be used to support first, best instruction, differentiation, intervention, and enrichment in ELD to improve student achievement the areas of reading, writing, speaking, and listening.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2508	LCFF-LI 4000-4999: Books And Supplies
6723	Title I 4000-4999: Books And Supplies YTD
911	LCFF-EL 4000-4999: Books And Supplies YTD

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Copy machine and maintenance will be used to support teachers in supplemental professional learning, collaboration, and instruction. Copies will be used for supplemental instructional support, articulation meetings, collaboration meetings, professional learning, and parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8300	Title I 5000-5999: Services And Other Operating Expenditures Per current documented costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will organize science fair, history day/fair, spelling bee, Read Across America and other academic events and activities to support student learning. Students will be recognized for their outstanding achievement in these areas (supplies, materials, contracts, and student recognitions).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
375	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th Grade Students

Strategy/Activity

Staff will arrange for 5th grade students to attend science camp to support learning in ELA/math/science (transportation, subs).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF-LI 5000-5999: Services And Other Operating Expenditures

	Transportation
560	LCFF-LI 1000-1999: Certificated Personnel Salaries Subs costs 1 x 4 days
80	LCFF-LI 3000-3999: Employee Benefits Subs costs 1 x 4 days

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers, administration, and certificated site support staff will participate in targeted professional learning opportunities, including in articulation days, meetings, trainings, workshops, conferences, and collaboration days for cognitive planning focused on CCCSS through the readers workshop model & TCRWP, ELA/ELD frameworks, foundational skills, small group instruction, CGI, application of Standards for Mathematical Practice (SMPs), supporting students with learning disabilities, and other research based instructional strategies to support students in meeting grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15120	Title I 1000-1999: Certificated Personnel Salaries
2160	Title I 3000-3999: Employee Benefits
6140	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA/Math/ELD

Professional development books and materials will be used to support the building of teacher capacity in learning research-based strategies that support effective instruction of the CCCSS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	Title I 4000-4999: Books And Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA

Phonics Units of Study and supporting organizational materials and supplies will provide teachers with tools to support the implementation of first best instruction in phonics and phonemic awareness to students in kindergarten through second grades.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA

Guided reading library will be organized and available for K-5th grade teachers to check out books to be used during small group instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will label all books with grade level equivalency to support students and staff in choosing books at students' independent reading level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administration, instructional coach, counselor and grade level leaders will participate in monthly leadership team meetings review plan and implement instructional program. Instructional coach will provide input to support teachers in implement and improving research-based instructional practices. Literacy teacher will provide input on literacy instruction and share strategies, resources, and data. TK teacher will provide input on on needs and progress of TK. Counselor will provide input on strategies and resources to support students with social/emotional difficulties that interfere with learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

5600	Title I 1000-1999: Certificated Personnel Salaries Leadership extra hours for IC, LT, TK, and counselor per budget tracking sheet
1325	Title I 3000-3999: Employee Benefits Leadership extra hours for IC, LT, TK, and counselor per budget tracking sheet

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent involvement/education events, such as Parent University, Family Nights, and parent/child learning at school (e.g. Family Tuesdays), will be planned and implemented to support parent understanding and awareness of instruction. Parents will be provided with materials and resources to support ELA, math, and ELD learning at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	Title I 1000-1999: Certificated Personnel Salaries Extra hours family nights 4 nights x 6 teachers x 2 hours = 48 hours
600	Title I 3000-3999: Employee Benefits Extra hours family nights
4500	Title I 4000-4999: Books And Supplies Parent engagement supplies and materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff will provide after school tutoring in the area of ELD to newcomer EL students, at-risk EL students (e.g. long term English learners aka LTELs) as identified by ELPAC and local ELD assessment data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3600	LCFF-EL 1000-1999: Certificated Personnel Salaries Beginning EL tutoring 2 teachers/classes x 20 weeks x 2.5 hours/week = 100 hours x $48.08
1200	LCFF-EL 2000-2999: Classified Personnel Salaries
1050	LCFF-EL 3000-3999: Employee Benefits Beginning EL tutoring
1000	LCFF-EL 4000-4999: Books And Supplies Beginning EL tutoring

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in Action Teams for Partnership (ATP) meetings to analyze and evaluate the effectiveness of our parent engagement program; plan and coordinate parent involvement events and activities; and promote parental involvement at school and parental instructional support at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	Title I 1000-1999: Certificated Personnel Salaries Extra hours 6 meetings x 3 teachers x 1 hour =18 hours
200	Title I 3000-3999: Employee Benefits Extra hours 6 meetings x 3 teachers x 1 hour =18 hours

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will provide students with real-world learning opportunities by organizing in person or virtual study trips to locations or providing instructional presentations by professionals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2024	LCFF-LI 5000-5999: Services And Other Operating Expenditures Transportation and registration/admission costs

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learner facilitator will support our EL program by monitoring EL student progress, Foothill's EL program, facilitating ELAC meetings, and reclassification for eligible students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4180	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Parents, bilingual assistants, and/or other support staff will attend regional CABE conference to learn strategies and increase the capacity and achievement of EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF-EL 5000-5999: Services And Other Operating Expenditures Registration and reimbursement costs

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff will recognize students achieving reclassification by providing banners documenting their achievement. Parents will be invited to celebrate this achievement at a celebration ceremony for the reclassified child.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF-EL 5000-5999: Services And Other Operating Expenditures Banners, awards, decorations, refreshments

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be assessed and identified as needing intervention using common grade level assessments, running records, BPST, and phonological awareness inventories.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coordination of Services Team (COST) and Student Success Team (SST) meetings will be held to build upon student strengths and develop action plans to address academic and/or behavioral concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF-LI 1000-1999: Certificated Personnel Salaries Hours for consulting teachers and subs for SST days
400	LCFF-LI 3000-3999: Employee Benefits Hours for consulting teachers and subs for SST days

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administration and instructional coach will conduct walk-throughs, provide feedback, and review PLC minutes for data analysis, cognitive planning, refinement of research based instructional strategies, and implementation of readers workshop, foundational skills instruction, and cognitively guided instruction (CGI) in order to ensure effective instruction of CCCSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Literacy teacher will provide support to at-risk students with the remediation of targeted foundational and literacy skills, four times per week for 20-30 minutes, for students in 1st-5th grade. (District funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will engage in individual goal setting conferences with students to monitor growth and progress to support students in reflecting, self-monitoring, and self-evaluating personal growth and progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will engage in ongoing communication with parents regarding student student progress and mastery of grade level academic standards in literacy/language arts, math, and ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will build comprehensive classroom libraries to meet the needs of students reading at all proficiency levels. Libraries will include books for independent reading, guided reading, read aloud, and shared reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I

Strategy/Activity 30

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in bi-monthly PLC meetings to analyze student achievement data and cognitively plan instructional strategies that support effective instruction and student learning in ELA, math, and ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 31

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Computers, digital licenses, technology, digital devices, and technology supplies will be used by teachers as a resource and scaffold for supplemental instructional support in ELA, math, and ELD. Staff will use technology to print reports and resources that supplement instruction. Students will use technology to improve digital literacy skills and access digital resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will plan events, such as TK/K Camp and middle school visits, to support students transition into school or a new school environment. Events will include parent sessions that raise awareness, educate, and provide strategies to support students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will develop common grade level assessments aligned with classroom instruction. Assessment results will be used to identify areas of need for students and will provide a basis for targeting students for re-engagement lessons, tutoring, or other supports or interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Bilingual Instructional Assistants (BIAs) will provide support in class to English learners during the school day, including primary language support to students at the Emerging level. BIAs will attend professional learning meetings provided by district office and school site to improve capacity to provide effective strategies to support English learners. (District funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 35

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Access to research-based computer programs and digital licenses will be provided to students to use as a supplemental support to develop vocabulary and language outside of the school setting. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Will be reviewed during the 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Will be reviewed during the 2020-2021 school year.

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

Will be reviewed during the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

School goals to improve pupil outcomes are to increase student information and access to institutions of higher learning and to prepare students with the skills necessary to make it to, and be successful in, a college or university.

Identified Need(s)

Foothill's identified needs to support Pupil Outcomes include increasing implementation of AVID strategies used in all TK-5th grade classrooms and increasing the quantity of AVID trained teachers. Additionally, we will work to expose students and their parents to college and career options as well as to provide information pertaining to various colleges and universities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quantity of teachers trained in AVID strategies.	As of the end of the 2019-2020 school year, 10 certificated staff members were AVID trained.	By June 2021, all 2nd-5th grade teachers will be AVID PATH trained.
Classroom implementation of AVID strategy of collecting parents signatures on as form of daily communication.	As of the end of the 2019-2020 school year, only 4th and 5th grade students collected adult communication signatures daily.	By June 2021, 50% of TK-3rd grade students will collect adult communication signatures daily.
Percentage of students visiting college campuses.	As of the end of the 2019-2020 school year, 50% of students visited college campuses.	By June 2020, 90% of classes will participate in in-person or virtual college field trips.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will organize events, such as College & Career Day and Vehicle Career Day to increase awareness of post-graduate opportunities, college entrance requirements, college-readiness, and career opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and support staff will be trained in using AVID strategies to improve student learning, organization, and support students in becoming college and career ready.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will have a lead AVID teacher to lead and support staff in implementation of AVID strategies and schoolwide AVID program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
760	Title I 1000-1999: Certificated Personnel Salaries Extra hours-10 and sub

140	Title I 3000-3999: Employee Benefits Extra hours-10 and sub
100	Title I 4000-4999: Books And Supplies Registration and mileage

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School will continue partnership with Riverside Arts Academy and Cal Baptist University to offer music instruction at Foothill and in a university setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will publicly display college symbolism and information throughout campus such as flags, bulletin board displays, slogans, signs, and songs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will focus on college readiness and the importance of higher education during daily lessons, morning announcements, and student recognition ceremonies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will organize in-person or virtual college campus study trips for students and parents to provide exposure and information on higher learning institutions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	AVID 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site counselor and local high school counselors will provide lessons for students on higher learning opportunities, financial aid, college entrance requirements, college-readiness, and career opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent University courses will be provided to parents to model importance and benefits of life-long learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use common signature collection on sheets, agendas, charts, or other home-school communication to ensure regular communication regarding students' academics and behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will provide students with organizational materials (e.g. agendas, planners, binders, school supplies storage, pencil pouches, etc...) to support students in becoming college and career ready.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	AVID 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Will be reviewed in 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Will be reviewed in 2020-2021 school year.

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

Will be reviewed in 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

School goals to improve engagement are to: improve student' attendance, decrease negative student behavior, and to improve students', parents', and staff's feeling about school climate and connectedness.

Identified Need(s)

Foothill's areas of identified needs for engagement fall within three categories: attendance, suspensions, and school climate. In regards to attendance, we need to increase Foothill's attendance rate and decrease our chronic absenteeism rate. For suspensions, we need to decrease the suspension rate. Needs pertaining to school climate include: improving students' feelings of safety and positive school climate, improving parents' feelings of connectedness to our school, and improving staff's opinion of the school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used as a metric of this goal is the schools attendance rate and chronic absenteeism rate (defined as students absent 10% or more of their enrolled days).	Analysis of the data indicates that Foothill's attendance rate decreased by 0.17%, from 95.48% to 95.31%, when comparing the 2018-2019 school year with the 2019-2020 school year. Analysis of the data indicates that Foothill chronic absenteeism rate increased by 4.4%, from 10.1% to 15.5% when comparing the 2018-2019 school year with the 2019-2020 school year. Both metrics are reflective from the first day of school to March 13, 2020, the last day we took attendance due to COVID-19 school closure.	By June 2021, overall attendance rate will increase to at least 95.97%. By June 2021, chronic absenteeism rate is expected to decrease by 3% from 15.5% to 12.5% when comparing the 2019-2020 and 2020-2021 school years.
Data used as a metric of this goal is the suspension rate.	Analysis of the data indicates that Foothill suspension rate remained the same, at 1.2%,	By June 2021, Foothill's suspension rate will be less than 0.7%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	between the 2018-2019 school year with the 2019-2020 school year. This metric is reflective from the first day of school to March 13, 2020, the last day school was in session due to the COVID-19 school closure.	
Data used as a metric of this goal is are the results of the 2020 California Healthy Kids Survey (CHKS).	No data to analyze for the 2019-2020 school year due to COVID-19 school closure.	By June 2021, at least 90% of 5th grade students will report feeling safe at school as reported by the California Healthy Kids Survey.
Data used as a metric of this goal are the results of the 2020 California School Parent Survey (CSPS).	No data to analyze for the 2019-2020 school year due to COVID-19 school closure.	By June 2021, we will increase the number of parents participating in the California School Parent Survey from seven respondents, to no less than 21. By June 2021, we will increase the percentage of parents feeling encouraged to be an active partner with the school in educating their child 71% to 80% as evidenced by the California School Parent Survey.
Data used as a metric of this goal are the results of the 2020 California School Staff Survey (CSSS).	No data to analyze for the 2019-2020 school year due to COVID-19 school closure.	By June 2021, we will increase the number of staff participating in the California School Staff Survey to no less than 20. By June 2021, we will increase the percentage of staff rating the school environment to be a supportive and inviting place from 70% to 85% as evidenced by the California School Staff Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will provide refreshments and childcare at parent meetings and workshops (e.g. SSC, ELAC, ATP, Family Nights, Principal's Coffee, Parent University).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies SSC, ATP, Family Nights, Principal's Coffee, Parent University Refreshments $200 per event
300	LCFF-EL 4000-4999: Books And Supplies ELAC Refreshments
1000	Title I 2000-2999: Classified Personnel Salaries Childcare

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will update school website with current school information and links to websites and resources to increase parent capacity to support learning at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
480	LCFF-LI 1000-1999: Certificated Personnel Salaries Extra hours 10

100	LCFF-LI 3000-3999: Employee Benefits Extra hours 10

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Interpreting and translation services will be provided to non-English speaking parents to support them in effectively understanding and participating in school meetings, events, workshops, and conferences. (Open house, BTSN, parent/teacher conferences, family nights)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2600	LCFF-EL 2000-2999: Classified Personnel Salaries Extra hours-parent translation (conferences, BTSN, Open House, family nights) 120 hours total
850	LCFF-EL 3000-3999: Employee Benefits Extra hours-parent translation (conferences, BTSN, Open House, family nights) 120 hours total

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff and students will participate in Red Ribbon Week activities to promote alcohol, tobacco, and other drug and violence prevention awareness. Students will be provided rewards and incentives for participating.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF-LI

	4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental resources, materials, awards, and incentives will be used by staff to promote and reinforce the importance of regular school attendance with students and parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Attendance 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor, administrators, and/or other staff will attend conferences to learn strategies and increase capacity to support, develop, and implement site plan for character development and better meet the social, developmental, and emotional needs of students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF-LI 5000-5999: Services And Other Operating Expenditures Registration and reimbursement costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administration will regularly meet with groups of classified staff (campus supervisors, office staff, custodians, and after school program facilitator), to ensure a safe and drug-free school environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF-LI 2000-2999: Classified Personnel Salaries Campus supervisor extra hours (4 staff x 10 months x 1 hour/meeting = 40 hours)
200	LCFF-LI 3000-3999: Employee Benefits Campus supervisor extra hours (4 staff x 10 months x 1 hour/meeting = 40 hours)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will meet with students and parents to discuss concerns regarding attendance, academics, and behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
0	

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student supervision staff will communicate with office staff and administration via handheld radios to ensure a safe, drug-free environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will provide families with information through bulletins, newsletters, email, text, ClassDojo, and other messaging applications on how to support and improve student learning, behavior, and emotional health at home.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will communicate academic and behavior expectations with parents at school events (BTSN, Open House, Title 1 meeting, parent conferences) and through communication applications (ClassDojo, Blackboard, Peachjar)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School counselor will provide classroom lessons to all students on positive character traits and anti-bullying to help students build positive character and to teach students how to respond in bullying situations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School counselor will provide individual, small group, and classroom counseling sessions to support teachers, parents, and students in a variety of areas such as character development, self-esteem, social skills, anger management, conflict resolution, attendance, and other topics as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Disaster preparedness information will be communicated with staff and students. Safety drills, such as fire drills, earthquake drills, and lock-down drills, will occur on a monthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will organize Anti-Bullying Week activities to raise awareness and educate students and parents on how to address bullying.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supervision of students will be provided 45 minutes prior to the beginning of the school day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Daily and monthly attendance reports will be provided to staff and students to increase awareness, accountability, promote goal setting, and monitor progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor will participate in leadership team meetings to discuss strategies, resources, and data regarding students with social, emotional, and behavioral concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance and discipline data will be shared and reviewed with parents groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will work in partnership with community organizations to provide students with counseling and mental health services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bimonthly contact with parents of students that are chronically or severely chronically absent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administration will establish other means of correction (where possible) in lieu of at-home suspensions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coordination of Services Team (COST) and Student Success Team (SST) meetings will be held to build upon student strengths and develop action plans to address academic and/or behavioral concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Establish School Safety Committee to review emergency disaster plans and ensure readiness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 25

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain, evaluate, and update site-wide student discipline protocols using common forms to document incidents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 26

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide interventions and supports to promote positive behavior expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Train staff on social and emotional learning to better meet the needs of our students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide school apparel to staff members to make them easily identifiable and create a safe environment for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1725	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide and promote workshops to support parents and staff in completing climate surveys. Provide incentives for parent participation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF-LI

	4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Will be reviewed in 2020-2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Will be reviewed in 2020-2021 school year.

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

Will be reviewed in 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$251,203.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$209,308.00

Subtotal of additional federal funds included for this school: $209,308.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Attendance	$1,500.00
AVID	$5,000.00
LCFF-EL	$18,891.00
LCFF-LI	$16,504.00

Subtotal of state or local funds included for this school: $41,895.00

Total of federal, state, and/or local funds for this school: $251,203.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	18891	0.00
LCFF-LI	16504	0.00
Title I	209308	0.00
AVID	5000	0.00
Attendance	1500	0.00
CSI	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	18,891.00
LCFF-LI	16,504.00
Title I	209,308.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	142,321.00
2000-2999: Classified Personnel Salaries	7,650.00
3000-3999: Employee Benefits	32,126.00
4000-4999: Books And Supplies	42,442.00
5000-5999: Services And Other Operating Expenditures	24,664.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	2,000.00
5000-5999: Services And Other Operating Expenditures	AVID	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,780.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,800.00
3000-3999: Employee Benefits	LCFF-EL	1,900.00
4000-4999: Books And Supplies	LCFF-EL	2,211.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,200.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	4,781.00
2000-2999: Classified Personnel Salaries	LCFF-LI	600.00
3000-3999: Employee Benefits	LCFF-LI	1,191.00
4000-4999: Books And Supplies	LCFF-LI	5,908.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,024.00
	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	129,760.00
2000-2999: Classified Personnel Salaries	Title I	3,250.00
3000-3999: Employee Benefits	Title I	29,035.00
4000-4999: Books And Supplies	Title I	30,823.00
5000-5999: Services And Other Operating Expenditures	Title I	14,440.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,648.00

Goal 2	6,400.00
Goal 3	12,155.00

School Site Council Membership

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

Israel Avila School Principal

Mariana Williamson, Jessica Quon, Julie Trujillo Classroom Teachers

Kristen Carroll Other School Staff

Connie Elick, Ana Banuelos, Maria Zapata, Alba Vasquez, Rosa Castro Parent or Community Members

Secondary Students

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2020.

Attested:

	Principal, Israel Avila on 5-28-20
	SSC Chairperson, Marina Williamson on 5-28-20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Escuela Primaria Foothill
TÍTULO 1 ACUERDO ENTRE ALUMNOS/ PADRES/ESCUELA
2020-2022

	RESPONSIBILIDADES DE LOS ALUMNOS	RESPONSIBILIDADES DE LOS PADRES/TUTORES	RESPONSABILIDADES DEL PERSONAL ESCOLAR
APRENDIZAJE DEL ALUMNADO	Me comprometo a: • Creer y tener altas expectativas para mí mismo. • Estar al tanto de los Estándares Básicos Comunes de nivel de grado que debo aprender y hacer mi mejor esfuerzo para lograrlos. • Asistir a la escuela diariamente: ser puntual, quedarme durante todo el horario escolar y estar preparado para aprender. • Participar activamente en la clase poniendo atención y haciendo mi mejor esfuerzo por demostrar mi aprendizaje y hacer preguntas cuando sea necesario. • Completar puntualmente y de la mejor manera posible todos los trabajos y actividades en casa. • Leer en casa diariamente durante por lo menos 20 minutos. • Asistir a tutoría y/u otras intervenciones cuando estén disponibles. • Buscar oportunidades de aprendizaje más allá de la escuela.	Me comprometo a: • Tener altas expectativas en cuanto al progreso académico de mi hijo. • Conocer las expectativas de estándares de nivel de grado de mi hijo y dialogarlas con él. • Dialogar sobre la importancia de la asistencia escolar y asegurarme de que mi hijo asista diariamente, sea puntual y esté presente durante todo el horario de instrucción. • Apoyar el aprendizaje de mi hijo monitoreando su progreso en el trabajo de clase además de las actividades en la casa. • Proporcionar a mi hijo un lugar tranquilo para que lea diariamente. • Leer para/con mi hijo diariamente. • Garantizar que mi hijo aproveche las oportunidades de ampliación de aprendizaje incluyendo tutoría y/u otras intervenciones. • Platicar con mi hijo diariamente. • Limitar el tiempo que mi hijo pasa usando televisión, computadora y videojuegos para actividades no académicas. • Asistir a capacitaciones y talleres para padres de familia. • Garantizar que mi hijo descanse bien y desayune.	Nos comprometemos a: • Tener altas expectativas para todos los alumnos. • Conocer y aplicar los Estándares Básicos Comunes Estatales e impartir enseñanza de alta calidad, interesante y diferenciada para todos los alumnos independientemente de sus necesidades o estilo de aprendizaje. • Proporcionar a los padres y alumnos acceso a los estándares. • Ayudar a los padres de familia a desarrollar habilidades y estrategias para fomentar el aprendizaje y desempeño de sus hijos. • Proveer actividades significativas con indicaciones claras para mejorar el aprendizaje en el hogar. • Aconsejar a los padres a leer para/con sus hijos diariamente. • Colaborar con los equipos de nivel de grado y apoyar al personal en la identificación y apoyo de los alumnos que necesitan intervenciones. • Revisar que las agendas y gráficas de comportamiento hayan sido firmadas por los padres/tutores. • Proporcionar un entorno de aprendizaje seguro, positivo y saludable en el salón de clases y en el plantel escolar.
COMUNICACIÓN	Me comprometo a: • Comunicarme con los maestros y con mis padres acerca de mi aprendizaje y todo problema que se me presente. • Avisarle a mi maestro cuando no entienda algún trabajo. • Levantar la mano antes de hablar. • Llevar a casa y mostrar a mis padres/tutores todo documento que se envíe conmigo. • Entregar toda hoja de trabajo a mi maestro puntualmente.	Me comprometo a: • Participar en las decisiones que afectan a la educación de mi hijo. • Asistir a eventos escolares tales como: Noche de Inauguración de Año Escolar, conferencias de padres y maestros, Noches Familiares, Café con el director, junta anual de Título 1, Exhibición Escolar, etc. • Asistir a talleres para padres y/o participar en PTA, ATP, ELAC y SSC cuando me sea posible. • Leer y firmar toda hoja con comunicados y regresar las llamadas y/o mensajes de la escuela. • Hablar con mi hijo acerca de los peligros del alcohol, drogas y armas. • Firmar y regresar toda hoja que requiera mi firma. • Comunicarme con los maestros o administradores para hablar del aprendizaje/progreso de mi hijo a medida que sea necesario.	Nos comprometemos a: • Proporcionar a los padres de familia reportes del progreso de sus hijos y del desempeño general de la escuela. • Mantener comunicación de manera continua con los padres/tutores por medio de notas, llamadas telefónicas, juntas etc., en relación con el progreso y comportamiento del alumno, programas y eventos escolares, etc. • Reunirnos con los alumnos para dialogar sobre el progreso académico. • Comunicarnos con los padres o proveerles servicios de traducción en el idioma que entienden. • Realizar conferencias de padres-maestros por lo menos una vez al año para dialogar sobre el rendimiento académico y el Acuerdo Título 1. • Proveer capacitaciones y talleres designados para ayudar a los padres a que apoyen a sus hijos con el aprendizaje en el hogar.
RESPONSABILIDAD	Me comprometo a: • Ser prudente, responsabilizarme de mis acciones, participar activamente y ser responsable. • Seguir todas las reglas escolares y de la clase y hacerme responsable de mi comportamiento. • Ser buen ejemplo y demostrar buen carácter. • Fijar metas personales para mi aprendizaje y desempeño y hacer todo lo posible por lograrlas. • Motivar y ayudar a mis compañeros en el aprendizaje y en el juego. • Resolver los conflictos pacíficamente. • Mostrar respeto a todo adulto en el plantel; seguir las indicaciones de manera amable y colaborativa. • Respetar los derechos y pertenencias de los demás. • Tratar a todos los alumnos y personal escolar con respeto. Reconocer las diferencias culturales, raciales, étnicas y religiosas. • Completar y entregar todos los trabajos puntualmente haciendo mi mayor esfuerzo. • Seguir la política de vestuario. • Permanecer libre de drogas, alcohol, tabaco y violencia.	Me comprometo a: • Aconsejar a mi hijo a ser: Prudente, responsabilizarse de sus acciones, participar activamente y ser respetuosos. • Repasar las reglas escolares y de la clase con mi hijo. • Estar consciente de los Estándares Básicos Comunes de nivel de grado y de las expectativas de mi hijo. • Asistir a la escuela con mi hijo en caso de que cometa un acto obsceno, diga de manera regular malas palabras o vulgaridades, interrumpa las actividades escolares o desafíe deliberadamente la autoridad del personal escolar.	Nos comprometemos a: • Hacer responsables a todos los alumnos de las expectativas para ser: prudentes, responsabilizarse de sus acciones, participar activamente y ser respetuosos, ejemplificando a su vez el mismo comportamiento hacia los alumnos y miembros del personal. • Informar a los alumnos y padres de familia sobre las reglas escolares y de la clase. • Proporcionar y participar en oportunidades de desarrollo profesional centradas en mejorar la instrucción en el salón de clases y desarrollo profesional. • Participar continuamente en juntas de colaboración con otros maestros y personal escolar de apoyo para dialogar sobre prácticas de enseñanza eficaces, progreso estudiantil, programas escolares, recursos etc. • Tener altas expectativas y crear relaciones solidarias y genuinas con todos los alumnos. • Tratar a todos los alumnos, padres de familia y personal escolar con equidad y respeto y reconocer las diferencias culturales, raciales, étnicas y religiosas.

Firma del maestro: _____ Fecha: _____ Firma del director/a _____ Fecha: _____

Firma del padre de familia/tutor: _____ Fecha: _____ Firma del padre de familia/tutor: _____ Fecha: _____

Firma del alumno: _____ Fecha: _____

Foothill Elementary School
TITLE 1 STUDENT/PARENT/SCHOOL COMPACT
2020-2022

	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	STAFF RESPONSIBILITIES
STUDENT LEARNING	I will: • Believe and hold high expectations for myself. • Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve them. • Attend school every day: arrive on time, stay all day, and be prepared to learn. • Actively participate in class by listening and trying my best to demonstrate my learning and ask for help when needed. • Complete all assignments and activities at home on time and with my best efforts. • Read at home daily for at least 20 minutes. • Attend tutoring and/or other interventions when offered. • Seek opportunities to learn outside of school.	I will: • Hold high expectations for my child's academic progress. • Know the grade level standards my child is expected to learn and discuss them with my child. • Discuss the importance of school attendance and ensure my child attends every day, on time, for the full instructional day. • Support my child's learning by monitoring my child's progress of work done in class in addition to activities done at home. • Provide a quiet place for my child to read daily. • Read to/with my child daily. • Ensure that my child takes advantage of extended learning opportunities including tutoring and/or other interventions. • Talk with my child every day. • Limit my child's non-academic television, computer and video game use. • Attend parent trainings and workshops. • Ensure my child is well rested and has eaten breakfast.	We will: • Hold high expectations for all students. • Know and teach the Common Core State Standards and deliver high-quality, engaging, and differentiated instruction for all students regardless of their needs or learning style. • Provide parents and students access to the standards. • Help parents develop skills and strategies to support their child's learning and achievement. • Provide meaningful activities, with clear directions, to reinforce learning at home. • Encourage parents to read to/with their children every day. • Collaborate with grade level teams and support staff to identify and support students in need of interventions. • Check that agendas and behavior charts have been signed by parent/guardian. • Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
COMMUNICATION	I will: • Communicate with teachers and my parents about my learning and any problems I may experience. • Tell my teacher if I do not understand an assignment. • Raise my hand before speaking. • Bring home papers that are sent home and share them with my parents/guardians. • Return all papers to my teacher when they are due.	I will: • Participate in the decisions affecting my child's education. • Attend school events such as: Back-to-School Night, Parent-Teacher Conferences, Family Nights, Principal's Coffee, the Annual Title 1 meeting, Open House, etc. • Attend parent workshops, and/or become involved in PTA, ATP, ELAC, and SSC when possible. • Read and sign all communication papers and return calls and/or messages from the school. • Talk with my child about the dangers of alcohol, drugs, and weapons. • Sign and return all papers requiring a signature. • Communicate with teachers or administrators as needed regarding my child's learning/progress.	We will: • Provide parents with reports of their child's progress and the school's overall performance. • Provide ongoing communication with parents/guardians through notes, phone calls, meetings, etc. regarding student progress, behavior, school programs, events, etc. • Meet with students to discuss academic progress. • Communicate or provide translation to parents in a language they understand • Hold Parent-Teacher conferences a minimum of once a year to discuss academic achievement and the Title 1 Compact. • Provide trainings and workshops geared towards helping parents support their child's learning at home.
ACCOUNTABILITY	I will: • Be **S**afe, **O**wn my Actions, **A**ctively Engage, and be **R**espectful. • Follow all school and classroom rules and be responsible for my own behavior. • Be a positive role model and demonstrate good character. • Set personal goals for learning and achievement and do my best to achieve them. • Encourage and assist peers in learning and play. • Resolve conflicts peacefully. • Show respect to all adults on campus; Follow all instructions in a polite and cooperative way. • Respect the personal rights and property of others. • Treat all students and staff with respect recognize cultural, racial, ethnic, and religious differences. • Complete and return all assignments on time with my best efforts. • Follow the dress code policy. • Be drug, alcohol, tobacco, and violence free.	I will: • Encourage my child to be: **S**afe, **O**wn Their Actions, **A**ctively Engaged, and **R**espectful. • Review the school and classroom rules with my child. • Be aware of the Common Core grade level standards and expectations for my child. • Attend school with my child in the event they have committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority.	We will: • Hold all students to the expectations of being **S**afe, **O**wning their Actions, being **A**ctively Engaged, and being **R**espectful while modeling the same behaviors towards students and staff. • Share classroom and school rules with students and parents. • Provide and attend professional development opportunities that focus on enhancing classroom instruction and professional growth. • Participate in ongoing collaboration meetings with fellow teachers and support staff to discuss effective teaching practices, student progress, needs, school programs, resources, etc. • Hold high expectations and form caring and genuine relationships with all students. • Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.

Teacher Signature: _____ Date: _____ Principal Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____ Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Updated 04/30/2020

Alvord Unified School District
FOOTHILL ELEMENTARY SCHOOL
Parental Involvement Policy
2020-2022

PART I. GENERAL EXPECTATIONS

Foothill Elementary School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools (SBE, 1994). The SBE listed six priorities (or types) of effective parent involvement programs: communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. These priorities provide a framework of shared responsibility between families and schools. Our school recognizes them as standards toward a committed and coordinated effort to empower parents to work cooperatively as full partners in working toward our mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Foothill Elementary agrees to implement the following statutory requirements:

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

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

  - *That parents play an integral role in assisting their child's learning;*
  - *That parents are encouraged to be actively involved in their child's education at school;*
  - *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
  - *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1. Foothill Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   - Input from parents at School Site Council (SSC), English Language Advisory Council (ELAC), Action Teams for Partnership (ATP) and Principal's Coffee meetings
   - School-Parent Compact (Title 1 Compact)
   - Class Dojo Parent Messages
   - Input from Leadership Team/Grade Levels
   - Review with parents at Annual Title 1 meeting and Back to School Night

2. Foothill Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - Policy sent home with registration materials via data confirmation
    - Policy will be reviewed at Annual Title 1 meeting and Back to School Night
    - Copies of the policy will be available in the main office
    - Policy will be posted on school website
    - Class Dojo School Story post

3. Foothill Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
    - SSC Meetings
    - ELAC Meetings
    - Principal's Coffee Meetings
    - ATP Meetings
    - Staff Meetings

4. Foothill Elementary School will convene an annual meeting to inform parents of the following:
    - That their child's school participates in Title 1
    - About the requirements of Title 1
    - Of their rights to be involved
    - About their school's participation in Title I:
        - Meetings will be held at various times to accommodate all parents
        - Meeting notices will be sent home with all students
        - Translation services will be made available for all written parent notices and meetings

5. Foothill Elementary School will hold a flexible number of meetings at varying times and will provide child care, paid for with Title I funding as long as these services relate to parental involvement:
    - Child Care will be offered for all meetings
    - Meetings and workshops will be held in the morning and evening to accommodate all parents
    - Class Dojo messages will be used to inform parents of meetings and events
    - Notices will go home with every student
    - Input from parents via SSC, ELAC, Parent Teacher Association (PTA), Action Team for Partnerships (ATP), and Principal's Coffee Meetings will be used to plan special events that are of interest to parents

6. Foothill Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
    - Flyers sent home in English and Spanish for SSC and ELAC meetings a minimum of 72 hours in advance
    - Flyer posted in school front office in English and Spanish for SSC and ELAC meetings a minimum of 72 hours in advance
    - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members
    - Results of annual state testing will be mailed home in a timely manner
    - Class Dojo messages

7. Foothill Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet during:
    - Back to School Night
    - Parent-Teacher Conferences
    - SSC, ELAC, ATP and Principal's Coffee Meetings
    - Parent University Workshops
    - Family Nights
    - Kinder Camp
    - Family Tuesday's
    - Parent Involvement Week

8. Foothill Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
    - SSC and ELAC meetings
    - PTA meetings
    - ATP meetings
    - Principal's Coffee Meetings
    - Parent-Teacher Conferences
    - Parent University Workshops
    - Parent Involvement Week

9. Foothill Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
    - School wide plan will be shared with parents, input will be gathered and considered during SSC and ELAC parent meetings
    - If any parent comments dissatisfaction regarding the school wide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Deputy Superintendent
    - All efforts will be made to revise the plan so that it meets with satisfaction of all parents.

10. Foothill Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
    - Notices/flyers sent home in English and Spanish
    - Class Dojo messages sent in home language
    - Translation services available for meetings and workshops
    - Family Nights
    - ELAC meetings
    - Principal's Coffee Meetings
    - Kinder Camp
    - Parent University Workshops
    - Family Tuesdays
    - Parent Volunteer Social
    - Parent Involvement Week
    - California Association of Bilingual Education (CABE) Conference
    - Child care offered for all meetings

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Foothill Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - Parent Volunteer Social
    - Parent workshops at a variety of times
    - Family Nights
    - Parent University Workshops
    - College and Career Events (Career Day/ Vehicle Career Day)
    - Parent-Teacher Conferences
    - Class Dojo messages
    - Annual Title 1 Meeting
    - Back to School Night
    - Open House
    - Kinder Camp
    - CABE Conference
    - Principal's Coffee Meetings
    - ELAC, SSC, ATP and PTA Meetings

- Student Study Team (SST) and Individualized Education Program (IEP) Meetings
- 100 Mile Club
- Family Tuesdays
- Parent Involvement Week

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
    - Parent input will be given regarding the school-parent compact
    - The school-parent compact will be sent home with registration materials and shared during Back to School Night, Parent Involvement Social, and at parent conferences held the first trimester of the school year
    - The school-parent compact will be signed by all stakeholders indicated on the compact
    - Copies of the school-parent compact will be available on the school website

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators:
    - Parent workshops at a variety of times
    - Parent -Teacher Conferences
    - Annual Title 1 Meeting
    - Back to School Night and Open House
    - CABE Conference
    - Parent University Workshops
    - Kinder Camp
    - Family Nights
    - Family Tuesdays
    - Parent Volunteer Social
    - Parent Involvement Week
    - ELAC, SSC, ATP, and PTA meetings
    - SST and IEP meetings
    - Awards Ceremonies (flag ceremonies, semester awards, etc.)
    - Class Dojo messages

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, healthy lifestyle training, and using technology, as appropriate, to foster parental involvement, by:
    - SST and IEP meetings
    - Parent workshops at a variety of times
    - Parent University
    - Kinder Camp
    - Family Nights
    - Family Tuesdays
    - Parent Involvement Week
    - 100 Mile Club
    - Parent-Teacher Conferences

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Professional Learning trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Kinder Camp to be held each spring for incoming kindergarten students and their parents/caregivers
    - State preschool available on-site
    - School library is available for parent use

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

    - All event notices will be sent home in English and Spanish
    - Announcements will be displayed on the school marquee, school office bulletin boards, and posted on Class Dojo School Stories and the school website. Announcements on school office bulletin boards will be written in English and Spanish.
    - Flyers and notices will be sent 72 hours before events. Students will be encouraged to remind their parents of upcoming events.
    - Classroom communications from teachers to parents including class newsletters, emails, etc.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from the parent council meetings.

This policy was adopted by the Foothill Elementary School on April 30, 2020, and will be in effect for the period of 2020-2022 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2020. It will be made available to the local community on or before October 2020. The Foothill Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language parents can understand.

Israel Avila

Israel Avila, Principal

4/30/2020

Date

Distrito Escolar Unificado Alvord
Escuela Primaria Foothill
Política de Participación Escolar de Padres
2020-2022

PARTE I. EXPECTATIVAS GENERALES

La política de participación de padres de la Escuela Primaria Foothill basada en la política de la Mesa Directiva de Educación de California, fue establecida para mejorar la participación de los padres en las escuelas (SBE, 1994). La política SBE enumera seis prioridades (o tipos) de programas de participación eficaz de padres: comunicación, educación de los hijos, aprendizaje estudiantil, voluntariado, toma de decisiones escolares y abogacía y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y escuelas. Nuestra escuela las reconoce como pautas hacia un comprometido y coordinado esfuerzo por capacitar a los padres para que trabajen en colaboración participando plenamente en nuestra misión de asegurar que cada alumno domine o exceda los estándares académicos estatales, desarrollando a su vez destrezas académicas y habilidades para la vida.

La Escuela Primaria Foothill está de acuerdo en implementar los siguientes estatutos:

- Junto con los padres de familia, la escuela desarrollará y distribuirá, a quienes tienen hijos que participan en el programa, una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que participan.
- La escuela notificará a los padres de familia acerca de la Política de Participación Escolar en un formato comprensible, uniforme y, en la medida de lo posible, se proveerá copia en un idioma que los padres entiendan.
- La escuela tendrá la Política de Participación Escolar de Padres disponible para la comunidad.
- La escuela proveerá acceso y oportunidad a los padres con habilidades limitadas en el idioma inglés, con discapacidades y con estudiantes migrantes.
- La escuela actualizará periódicamente la Política de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el acuerdo entre escuela y padres como un componente de su Política de Participación Escolar de Padres.
- La escuela está de acuerdo en regirse de acuerdo con la siguiente definición de estatutos de participación escolar de los padres y en que realizará programas, actividades y procedimientos de acuerdo con la misma:

  Participación escolar de los Padres se refiere a la aportación de los padres de manera regular, bilateral y con comunicación significativa que abarca el aprendizaje académico del estudiante y otras actividades escolares e incluye el procurar que:
  - *los padres desempeñen un papel esencial ayudando en el aprendizaje de sus hijos;*
  - *se anime a los padres a participar activamente en la educación de sus hijos en la escuela;*
  - *los padres sean aliados con plena participación en la educación de sus hijos y formen parte, según sea apropiado, de la toma de decisiones y de comités consejeros para ayudar en la educación de sus hijos;*
  - *se lleven a cabo otras actividades, tales como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMEMTARÁ LOS COMPONENETES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES

1. Para incluir a los padres de familia en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y, si aplica, el plan escolar, de una manera organizada, continua y oportuna de acuerdo con la sección 1118 (b) de ESEA, la Escuela Primaria Foothill tomará las siguientes acciones:
   - Obtener sugerencias de los padres en las juntas del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Equipo de Acción para Asociaciones Escolares (ATP) y Café con el Director.
   - Contrato entre la Escuela y los Padres (Contrato Título 1)
   - Mensajes para los padres de familia por medio de *ClassDojo*
   - Obtener sugerencias de parte del Equipo de Liderazgo/Niveles de Grado
   - Revisar con los padres en las juntas anuales de Título 1 y evento Noche de Inauguración de Año Escolar (*Back to School Night)*

2 Para distribuir la Política de Participación Escolar de Padres a la comunidad local y a quienes tienen hijos que participan en el programa, la Escuela Primaria Foothill tomará las siguientes acciones:
- Se enviará la política a casa junto con los materiales de inscripción por medio de confirmación de datos
- La política se repasará en las juntas anuales de Título 1 y la Noche de Inauguración de Año Escolar (*Back to School Night*)
- La política se distribuirá durante el evento Noche de Inauguración de Año Escolar
- Habrá copias de la política disponibles en la oficina escolar
- Habrá copias de la política disponibles en el sitio web de la escuela
- Publicación en la sección de Historias de *ClassDojo*

3. La Escuela Primaria Foothill actualizará periódicamente la Política Escolar de Participación de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
- Juntas de SSC
- Juntas de ELAC
- Juntas de Café con el Director
- Juntas de ATP
- Juntas del personal escolar

4. La Escuela Primaria Foothill organizará una reunión anual para proporcionar la siguiente información a los padres de familia:
- Que la escuela a la que asiste su hijo/a participa en el Título I,
- Acerca de los requisitos parar el Título I,
- Que tienen derecho a participar
- En cuanto a la participación de su escuela en el Título 1:
    - Las juntas se llevarán a cabo en diferentes horarios para ajustarse a las necesidades de los padres
    - Los avisos se enviarán a casa con todos los estudiantes
    - Habrá servicios de traducción disponibles para todas las juntas y notificaciones para padres enviadas por escrito

5. La Escuela Primaria Foothill tendrá una cantidad adaptable de juntas en diversos horarios y proveerá cuidado infantil usando fondos de Título I, siempre y cuando este servicio esté relacionado con la participación escolar de los padres:
- Se ofrecerá cuidado infantil en todas las juntas
- Las juntas y talleres se llevarán a cabo por la mañana y por la noche para ajustarse a las necesidades de los padres
- Se usará *ClassDojo* para enviar mensajes a los padres informándoles de juntas y eventos
- Se enviarán avisos a casa con cada alumno
- Las sugerencias de los padres obtenidas a través de juntas de SSC, ELAC, Equipo de Acción para Asociaciones Escolares (ATP), Asociación de Padres y Maestros (PTA), y Café con el Director se usarán para planear eventos especiales que sean de interés para los padres.

6. La Escuela Primaria Foothill proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
- Los avisos para las juntas SSC y ELAC se enviarán a casa en inglés y español con un mínimo de 72 horas de anticipación
- Los volantes con información sobre las juntas ELAC y SSC se publicarán en la oficina escolar en inglés y español con por lo menos 72 horas de anticipación
- Las agendas y minutas de las juntas ELAC y SSC se enviarán en inglés y español a los miembros participantes
- Los resultados de los exámenes estatales anuales se enviarán a casa por correo de manera oportuna

7. La Escuela Primaria Foothill proporcionará a los padres de los hijos que participan en el programa una descripción y explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del alumno y los niveles de habilidad que se espera que alcancen. Dicha información se proporcionará durante:
- Evento Noche de Inauguración del Año Escolar (*Back to School Night*)
- Conferencias de Padres y Maestros
- Juntas SSC, ELAC, ATP y Café con el Director
- Talleres de Universidad para Padres
- Noches Familiares
- Campamento para Kínder
- Martes Familiares
- Semana de Participación de Padres

8. Si los padres de los niños que participan en el programa lo solicitan, La Escuela Primaria Foothill proveerá oportunidades de juntas regulares para formular sugerencias y participar, según corresponda, en la toma decisiones relacionadas a la educación de sus hijos y responderá a toda sugerencia tan pronto como sea posible en:
    - Juntas SSC y ELAC
    - Juntas de la Asociación PTA
    - Juntas ATP
    - Juntas de Café con el Director
    - Conferencias entre Padres y Maestros
    - Talleres de Universidad para Padres
    - Semana de Participación de Padres

9. Si los padres de los alumnos que participan en el programa no están conformes con el plan escolar bajo la sección (1114)(b)(2), La Escuela Primaria Foothill presentará al Distrito todo cometario de los padres:
    - El plan escolar se revisará con los padres en las juntas SSC y ELAC
    - Si algún padre de familia dice estar en desacuerdo con el contenido del plan escolar, los comentarios se enviarán a la Oficina de Programas Estatales y Federales y al delegado del Superintendente
    - Se hará todo lo posible por modificar el plan para la satisfacción de todos los padres

10. La Escuela Primaria Foothill tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con habilidades limitadas en el idioma inglés, discapacidades y para aquellos con alumnos migrantes:
    - Los avisos/volantes se enviarán a casa en inglés y español
    - Los mensajes por medio de *ClassDojo* se enviarán en el idioma que se habla en el hogar
    - Se proveerán servicios de traducción para las juntas y talleres
    - Noches Familiares
    - Juntas de ELAC
    - Juntas de Café con el Director
    - Campamento para Kínder
    - Talleres de Universidad para Padres
    - Martes Familiares
    - Evento para padres voluntarios
    - Semana de Participación de Padres
    - Conferencias de la Asociación de Educación Bilingüe de California (CABE)
    - Se ofrecerá cuidado infantil en todas las juntas

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA UN ALTO NIVEL DE DESEMPEÑO ACADEMICO DEL ALUMNO

1. Para lograr una sólida participación de padres y para apoyar la alianza entre la escuela, padres de familia y comunidad para mejorar el desempeño académico de los alumnos, la escuela Primaria Foothill fomentará sus habilidades y las de los padres de familia por medio de las actividades descritas a continuación:

    - Evento para padres voluntarios
    - Talleres para padres en diversos horarios
    - Noches Familiares
    - Talleres de Universidad para Padres
    - Eventos de universidades y profesiones (Día de Profesiones/Día de Vehículos Utilizados en Profesiones)
    - Conferencias entre Padres y Maestros
    - Mensajes por medio de *ClassDojo*
    - Reunión Anual de Título 1
    - Noche de Inauguración de Año Escolar
    - Noche de Exhibición Escolar
    - Campamento para Kínder
    - Conferencia CABE
    - Juntas de Café con el Director
    - Juntas ELAC, SSC, ATP y PTA

- Equipo de Apoyo Estudiantil (SST) y Programa Individualizado de Educación (IEP)
- Club de Corredores *100 Mile*
- Martes Familiares
- Semana de Participación de Padres

2. La escuela incorporará el acuerdo entre padres y escuela como un componente de su Política de Participación Escolar de Padres:
   - Solicitáramos sugerencias de los padres en cuanto al acuerdo entre padres y escuela
   - El acuerdo se enviará a casa con los materiales de inscripción, se repasará en el evento Noche de Inauguración de Año Escolar (*Back to School Night*), evento para padres voluntarios y durante las conferencias de Padres y Maestros realizadas durante el primer trimestre del año escolar
   - El acuerdo deberá firmarse por todas las partes interesadas nombradas en él
   - El acuerdo entre padres y escuela estará disponible en el sitio web de la escuela

3. Con apoyo del Distrito, la escuela proveerá ayuda a los padres de los alumnos a quienes presta servicios, para que estos comprendan temas tales como: Los Estándares Estatales de Contenido Académico, los estándares estatales de rendimiento académico estudiantil, las evaluaciones académicas, incluyendo las alternas, estatales y locales, los requisitos de Título 1, monitoreo del progreso del alumno y como trabajar con los educadores. Esto se hará por medio de:
   - Talleres para padres de familia en diversos horarios
   - Conferencias entre Padres y Maestros
   - Reunión Anual de Título 1
   - Evento Noche de Inauguración de Año Escolar y Noche de Exhibición Escolar
   - Conferencia CABE
   - Talleres de Universidad para Padres
   - Campamento para Kínder
   - Noches Familiares
   - Martes Familiares
   - Evento para padres voluntarios
   - Semana de Participación de Padres
   - Juntas de ELAC, SSC, ATP y PTA
   - Juntas de SST y de IEP
   - Ceremonias de Reconocimiento (Ceremonias a la Bandera, reconocimientos a final de semestre, etc.)
   - Mensajes por medio de *ClassDojo*

4. Para ayudar a que los padres trabajen con sus hijos para mejorar su desempeño académico, la escuela proveerá, con ayuda del distrito y según sea apropiado, materiales e instrucción tales como: capacitación de lectoescritura, estilos de vida saludables y el uso de tecnología, para fomentar la participación escolar de los padres por medio de:
   - Juntas de SST y de IEP
   - Talleres para padres de familia en diversos horarios
   - Universidad para Padres
   - Campamento para Kínder
   - Noches Familiares
   - Martes Familiares
   - Semana de Participación de Padres
   - Club de Corredores *100 Mile*
   - Conferencias entre Padres y Maestros

5. Con ayuda del Distrito y de los padres, la escuela instruirá a sus maestros, al personal de servicios para alumnos, directores y otros miembros del personal, para que se comuniquen y trabajen en equipo con los padres de familia como aliados igualitarios en el valor y utilidad de sus contribuciones, en la implementación y coordinación de programas para padres y en el desarrollo de uniones entre los padres de familia y escuelas por medio de:
    - Capacitación de aprendizaje profesional para maestros y paradocentes en relación con la participación, comunicación y alianzas con los padres de familia.

6. En la medida posible y apropiada, la escuela coordinará e integrará la participación escolar de padres en programas y actividades con *Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program,* escuelas preescolares públicas y otros programas y realizará otras actividades tales como centros de recursos para padres, que los motiven y apoyen a participar con mayor plenitud en la educación de sus hijos por medio de:
    - Campamento para Kínder el cual se lleva a cabo cada primavera para los padres de familia/tutores y los alumnos de nuevo ingreso a Kindergarten
    - Programa Preescolar Estatal disponible en la escuela
    - Biblioteca Escolar disponible para uso de los padres

7. En la medida posible y apropiada, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, juntas y otras actividades, sean enviadas a los padres de familia en un formato uniforme y comprensible, e incluyendo, de ser solicitado y en la medida factible, formatos alternativos en el idioma que los padres entiendan:
    - Todos los avisos sobre eventos se enviarán a casa tanto en inglés como en español
    - Los anuncios se exhibirán en la marquesina escolar, en el tablero de anuncios de la oficina, se publicarán en la sección para Historias en el *ClassDojo* y en sitio web escolar. Los anuncios en los tableros de la oficina estarán escritos en inglés y español.
    - Los anuncios y folletos se enviarán a casa con 72 horas de anticipación. Se animará a los alumnos a que les recuerden a sus padres sobre los próximos eventos.
    - Comunicaciones del salón de clase de parte de los maestros para los padres incluyendo por medio de boletines escolares, correos electrónicos, etc.

PARTE IV. ADOPCIÓN DE LA POLÍTICA

La Política de Participación Escolar de Padres ha sido desarrollada en colaboración y con el acuerdo de los padres de alumnos que participan en programas Parte A del Título I, según se demuestra en la minuta de las juntas de concilios de padres.

Esta política fue adoptada por la Escuela Primaria Foothill el 30 de abril 2020 y estará vigente durante los años escolares entre el 2020 y 2022. La escuela distribuirá dicha política a todos los padres de alumnos que participan en la Parte A del Título I, a más tardar en octubre de 2020. También estará disponible para la comunidad local a más tardar en octubre 2020. La notificación de la Escuela Primaria Foothill para los padres de familia en cuanto a esta política, se hará en un formato comprensible, uniforme y, en la medida de lo posible, se proveerá copia en un idioma que los padres entiendan.

Israel Avila
Israel Ávila, Director

4/30/2020
Fecha

Alvord Unified School District
English Language Learners Services

ELAC Compliance Item Coversheet

School: Foothill Elementary EL Facilitator: Anita Jaramillo Month May 2020

Please attach copies of the following documentation from your ELAC meetings and upload them to your compliance folder **no later than 30 days after each meeting.** If you have any questions, please call the ELL office at Ext. 22-5094

- ✓ Copy of **ELAC Meeting flyer/announcement** English ☑ Spanish ☑
- ✓ Copy of **ELAC Agenda and Meeting Minutes** English ☑ Spanish ☑
- ✓ Copy of **Sign-In Sheet(s)**
- ✓ Copy of **any handouts**
- ✓ ELAC meeting **date:** May 27, 2020

Mark & date the compliance items covered at the ELAC meeting of attached documents

EL item #	Compliance Item	ELAC Meeting Date
1a	~~*Title III Newsletter distribution & discussion*~~	
4a	*Parent members are ELECTED by parents or guardians of English Learners: At EACH Meeting (5CCR 11308[b]; EC 62002.5)*	
1 & 4b	*Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 62002.5, 52176[b])* ***sign-in sheet***	5/27/2020
4c	*The ELAC has assisted in the development of the school's Needs Assessment*	
4c2 & 9	*Make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])*	5/27/2020
4d & 9	*The ELAC has advised the principal and staff on the school's program for English learners (EC 52176[c], 62002.5)*	
4d2	*The ELAC has advised the school site (SSC) on the development of the Single Plan for Student Achievement as it relates to English Learners. (EC 64001[a])*	5/27/2020
Support 4d & 4d2	*ELAC has been provided information on the Language census(CALPADS)*	
1 & 4e	*The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (EC 35147[c]; 5 CCR 11308[d])* ***min. 5 x***	
4.1	*ELAC parents have nominated & elected Officers*	
4.2 & 5	*ELAC has the opportunity to elect a member to the DELAC-English Learner parent advisory committee for the District. (5 CCR 11308[b])*	
Support for 4	*Bylaws discussed, revised, approved, submitted*	
4.1, 4.2, 5	*Provide parents with information and opportunity to attend CABE*	5/27/2020

Foothill Elementary School

ENGLISH LEARNER ADVISORY COMMITEE (ELAC) MEETING NOTICE

We would like to invite you to the English Learners Advisory Committee Meetings for 2019-2020. The English Learners Advisory Committee (ELAC) meetings focus on addressing the needs of our English Language Learners. These are parent group meetings in which the parents are given information/training about issues that relate to the instructional program for English Learners. The meetings are held in Spanish or with Spanish translation, as needed, and provide the opportunity for parents to give input on topics that affect their child learning English.

When: Wednesday, May 27, 2020

Where: Virtual Meeting online through Google Meet: An access code (for those who would like to join us on the video chat) and a phone number (for those that would like to join us via phone) will be sent through ClassDojo 30 minutes prior to our meeting.

Time: 11:00 a.m.

ELAC Meeting Dates for 2019-2020

~~September 12th~~
~~December 12th~~
~~March 12th~~

~~October 10th~~
~~January 16th~~
~~April 28th~~

~~November 14th~~
~~February 20th~~
May 27th

Foothill Elementary School

COMITÉ CONSEJERO PARA APRENDICES DEL IDIOMA INGLÉS (ELAC) AVISO DE REUNIÓN

Queremos invitarlos a las juntas del Comité Consejero para Aprendices del Idioma Inglés en el año 2019-2020. Las juntas del Comité Consejero para Aprendices del Idioma Inglés (ELAC) se enfocan en las necesidades de nuestros alumnos aprendices del idioma inglés. Estas son juntas de padres en donde se les presenta información y entrenamiento sobre temas relacionados con el programa de instrucción de los alumnos aprendices del idioma Ingles. Las juntas se conducen en español o se les provee intérprete en español si lo necesitan. Los padres tienen la oportunidad de dar su opinión sobre los temas que afectan el aprendizaje del inglés para sus hijos.

Cuando: miércoles, 27 de mayo 2020

Donde: Junta virtual en línea a través de Google Meet: Un código de acceso (para aquellos que deseen unirse con nosotros en la discusión por video) y un número de teléfono (para aquellos que deseen unirse con nosotros por teléfono) se enviarán a través de ClassDojo 30 minutos antes de nuestra reunión.

Time/Hora: 11:00 a.m.

Juntas de ELAC para el año escolar 2019-2020 son:

~~12 de septiembre~~	~~10 de octubre~~	~~14 de noviembre~~
~~12 de deciembre~~	~~16 de enero~~	~~20 de febrero~~
~~12 de marzo~~	~~28 de abril~~	27 de mayo

Alvord Unified School District
Foothill Elementary School
English Learners Advisory Committee

AGENDA
May 27, 2020

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands
One nation, under God, indivisible
With liberty and justice for all

I Introductory Procedures
1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items
1. Agenda
   a. Approval of minutes from meeting on April 28, 2020*
   b. Election of New ELAC members (EL4a *)
   (All new members need to be elected)

III. Discussion/Information
1. SSC Updates
2. SSC Feedback on ELAC Recommendations of SPSA Actions/Strategies
   - Conditions of Learning: ELA, math, ELD
   - Pupil Outcomes: College and Career
   - Engagement: Attendance, Suspensions, School Climate
   - Title I Student/Parent/Staff Compact
   - Title I Parent Involvement Policy
3. Updated SPSA Data and Input on Goals, Actions/Strategies (EL4d, 4d2 & 9)
   - Conditions of Learning: ELA, math, ELD
   - Pupil Outcomes: College and Career
   - Engagement: Attendance, Suspensions, School Climate
4. LCFF-EL Budget Discussion 2019-2020 (EL4d, 4d2 & 9)
5. LCFF-EL Budget Discussion 2020-2021 (EL4d, 4d2 & 9)
6. School Attendance (EL4c2 & 9)
7. CSI Report
8. ATP Report
9. DELAC Report
10. CABE

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: To Be Determined. August/September 2020
2. Adjournment

Distrito Escolar Unificado Alvord
Escuela Primaria Foothill
Comité Consejero para Alumnos
Aprendiendo Inglés

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AGENDA
27 de mayo 2020

I Procedimientos de introducción
1. Llamar al orden
2. Bienvenida/Registro de asistencia (EL 1 y 4b)
3. Saludo a la Bandera

II. Asuntos de Acción
1. Agenda
   a. Aprobación de la Minuta de la junta del 28 de abril 2020*
   b. Elección de nuevos miembros ELAC (EL4a)*
      (Todos los nuevos miembros deben ser elegidos)

III. Diálogo/Información
1. Actualización de SSC
2. Recomendaciones de SSC en cuanto a las recomendaciones de ELAC para Acciones y Estrategias de SPSA.
   - Condiciones de aprendizaje: ELA, matemáticas y ELD
   - Resultados estudiantiles: Universidad y profesiones
   - Participación: Asistencia escolar, suspensiones, entorno escolar
   - Acuerdo Título I entre alumnos, padres y personal escolar
   - Política de participación escolar de Título I
3. Actualización de datos y recomendaciones para las metas, acciones y estrategias para SPSA (EL4d, 4d2 y 9)
   - Condiciones de aprendizaje: ELA, matemáticas, ELD
   - Resultados estudiantiles: Universidad y profesiones
   - Participación: Asistencia escolar, suspensiones, entorno escolar
4. Diálogo del presupuesto LCFF-EL 2019-2020 (EL4d, 4d2 y 9)
5. Diálogo del presupuesto LCFF-EL 2020-2021 (EL4d, 4d2 y 9)
6. Asistencia escolar (EL4c y 9)
7. Reporte de CSI
8. Reporte de ATP
9. Reporte de DELAC
10. CABE

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

VI. Clausura

1. Próxima junta: Se anunciará. Agosto/septiembre 2020
2. Clausura

Alvord Unified School District
Foothill Elementary School
English Learners Advisory Committee

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MINUTES
May 27, 2020

I Introductory Procedures

1. Call to Order
   - The meeting was called to order at 11:12 a.m. by Ms. Elliott.
2. Welcome/Sign-In (EL 1 & 4b)
   - Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance
   - Pledge of Allegiance was led by Ms. Elliott

II. Action Items

1. Agenda
   a. Approval of minutes from meeting on April 28, 2020*
      Minutes from April were reviewed for approval.
      Under SPSA Input: Discussion Item 2: SPSA/SSC Input and Update, it was noted that "review of Conditions of Learning: English Language Arts" should have reflected "Conditions of Learning: English Language Arts, math, and ELD" as all three sections of Conditions of Learning were reviewed and discussed.
      No further amendments or changes were noted.
      Motion made by: Mrs. Palomares. Motion could not be seconded as Mrs. Palomares was the only member in attendance.
   b. Election of New ELAC members (EL4a *)
      (All new members need to be elected)
      No new members present.

III. Discussion/Information

1. SSC Updates
   Ms. Elliott informed parent member in attendance that SSC has received and reviewed ELAC's recommendations pertaining to Conditions of Learning, Pupil Outcomes, and Engagement on the Single Plan for Student Achievement (SPSA) in addition to the Title I Student/Parent/Staff Compact and Parent Involvement Policy.
2. SSC Feedback on ELAC Recommendations of SPSA Actions/Strategies
   - Conditions of Learning: ELA, math, ELD
   - Pupil Outcomes: College and Career
   - Engagement: Attendance, Suspensions, School Climate
   - Title I Student/Parent/Staff Compact
   - Title I Parent Involvement Policy
     a. Feedback from SSC regarding input shared by ELAC member during the April 28th meeting was shared.

Distrito Escolar Unificado Alvord
Escuela Primaria Foothill
Comité Consejero para Alumnos
Aprendiendo Inglés

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MINUTA
27 de mayo 2020

I Procedimientos de introducción
1. Llamar al orden
   - La Sra. Elliott llamó la junta al orden a las 11:12 AM.
2. Bienvenida/Registro de asistencia (EL 1 y 4b)
   a. Se dio la bienvenida a los padres y se les pidió anotar su nombre.
3. Saludo a la Bandera
   a. La Sra. Elliott guió el Saludo a la Bandera.

II. Asuntos de Acción
1. Agenda
   a. Aprobación de la Minuta de la junta del 28 de abril 2020*
   La minuta de abril se revisó para su aprobación.
   Bajo las recomendaciones para SPSA: Asunto de diálogo 2: En SPSA/SSC recomendaciones y actualización, se notó que "revisión de Condiciones de Aprendizaje: Artes de Lenguaje en Inglés" debe reflejar "Condiciones de Aprendizaje: Artes de Lenguaje en Inglés, Matemáticas y ELD" ya que las tres secciones de Condiciones de Aprendizaje fueron revisadas y se habló de ellas.
   No se hicieron otras correcciones o cambios.
   La Sra. Palomares propuso la moción pero no pudo ser secundada ya que ella fue la única miembro presente.
   b. Elección de nuevos miembros ELAC (EL4a)*
   (Todos los nuevos miembros deben ser elegidos)
   No hubo nuevos miembros presentes.

III. Diálogo/Información
1. Actualización de SSC
   La Sra. Elliott informó a la mamá miembro presente que SSC recibió una revisión con recomendaciones de ELAC en relación a las Condiciones de Aprendizaje, Resultados Estudiantiles y Participación en el Plan Singular para Rendimiento Estudiantil (SPSA) además del acuerdo de padres, maestros, personal de Título I y Política de Participación de Padres.
2. Recomendaciones de SSC en cuanto a las recomendaciones de ELAC para Acciones y Estrategias de SPSA.
   - Condiciones de aprendizaje: ELA, matemáticas y ELD
   - Resultados estudiantiles: Universidad y profesiones
   - Participación: Asistencia escolar, suspensiones, entorno escolar
   - Acuerdo Título I entre alumnos, padres y personal escolar
   - Política de participación escolar de Título I
     a. Comentarios de SSC en relación a las recomendaciones compartidas por el miembro de ELAC durante la junta del 28 de abril.

3. Updated SPSA Data and Input on Goals, Actions/Strategies (EL4d, 4d2 & 9)
    - Conditions of Learning: ELA, math, ELD
        a. Proposed Goals and Actions/Strategies were reviewed and input requested. Mrs. Palomares was in agreement with these items and had no additional input to provide at this time.
    - Pupil Outcomes: College and Career
        a. Proposed Goals and Actions/Strategies were reviewed and input requested. Mrs. Palomares was in agreement with these items and had no additional input to provide at this time.
    - Engagement: Attendance, Suspensions, School Climate
        a. Proposed Goals and Actions/Strategies were reviewed and input requested. Mrs. Palomares shared that she was in agreement with these items and further explained that she would like to see more parent involvement, especially during events such as Open House. Mrs. Palomares also shared that she would like to see more emphasis being placed on improving student attendance.
4. LCFF-EL Budget Discussion 2019-2020 (EL4d, 4d2 & 9)
    - Members reviewed the LCFF-EL budget and proposed expenditures.
    - Recent expenditures included reclassification banners, reclassification certificates, holders, books, etc., supplies for distance learning packets, and EL Facilitator stipend. Mrs. Palomares was asked if she had any suggestions or input regarding the budget at this time. She did not.
5. LCFF-EL Budget Discussion 2020-2021 (EL4d, 4d2 & 9)
    - Members reviewed the LCFF-EL projected budgets and proposed expenditures. It was noted by Ms. Elliott that although we did not spend all of our LCFF-EL money, that there was a good chance that it would not rollover for the next school year. Mrs. Palomares was asked for additional suggestions or input regarding next year's projected budget. Mrs. Palomares said she was okay with projections to provide BIA support and start up supplies for teachers and had no further input at this time.
6. School Attendance (EL4c2 & 9)
    - Ms. Elliott reviewed the importance of attendance and shared that since the school site closure due to COVID-19, that attendance has not been recorded.
7. CSI Report
    - Ms. Elliott shared information regarding Foothill's allocation of CSI funds and how they have been spent. She further explained that approximately $9,000 worth of our $172,000 allocation were not likely to rollover for next year.
8. ATP Report
    - Ms. Elliott shared that during the May ATP meeting, that the Measure of School, Family, and Community Partnerships was completed by members present.

3. Actualización de datos y recomendaciones para las metas, acciones y estrategias para SPSA (EL4d, 4d2 y 9)
    - Condiciones de aprendizaje: ELA, matemáticas, ELD
        a. Se revisaron las metas y acciones/estrategias propuestas y se pidieron opiniones. La Sra. Palomares estuvo de acuerdo en estos asuntos y por el momento no tuvo comentarios adicionales.
    - Resultados estudiantiles: Universidad y profesiones
        a. Se revisaron las metas y acciones/estrategias propuestas y se pidieron opiniones. La Sra. Palomares estuvo de acuerdo en estos asuntos y por el momento no tuvo comentarios adicionales.
    - Participación: Asistencia escolar, suspensiones, entorno escolar
        a. Se revisaron las metas y acciones/estrategias propuestas y se pidieron opiniones. La Sra. Palomares compartió que estaba de acuerdo con estos asuntos y explicó que le gustaría ver más participación de padres, especialmente en eventos como Exhibición Escolar. La Sra. Palomares también compartió que le gustaría ver mayor énfasis en el mejoramiento de la asistencia escolar de los alumnos.
4. Diálogo del presupuesto LCFF-EL 2019-2020 (EL4d, 4d2 y 9)
    - Los miembros revisaron el porsupuesto LCFF-EL y los gastos propuestos.
    - Los gastos recientes incluyen los letreros y certificados de reclasificación, fólderes, libros, etc., suministros para paquetes para aprendizaje a distancia y honorarios del facilitador EL. Se preguntó a la Sra. Palomares si tenía alguna sugerencia o recomendación en cuanto al presupuesto. Dijo que no.
5. Diálogo del presupuesto LCFF-EL 2020-2021 (EL4d, 4d2 y 9)
    - Los miembros revisaron lo proyección de gastos de y presupuesto de LCFF-EL. La Sra. Elliott mencionó que, aunque no gastamos todo nuestro dinero LCFF-EL, había una buena posibilidad de que no se transfiriera al próximo año escolar. Se le pidió a la Sra. Palomares sugerencias o recomendaciones adicionales sobre el presupuesto proyectado para el próximo año. La Sra. Palomares dijo que estaba de acuerdo con las proyecciones para proporcionar apoyo a BIA y para los suministros híncales para los maestros y no tuvo más comentarios en ese momento.
6. Asistencia escolar (EL4c y 9)
    - La Sra. Elliott revisó la importancia de la asistencia escolar y compartió que desde el cierre escolar debido al COVID-19, la asistencia escolar no ha sido registrada.
7. Reporte de CSI
    - La Sra. Elliott compartió información sobre la asignación de fondos CSI de Foothill y cómo se han gastado. Explicó además que no era probable que se transfirieran aproximadamente $ 9,000 de nuestra asignación de $ 172,000 para el próximo año.
8. Reporte de ATP
    - La Sra. Elliott compartió que durante la junta ATP de mayo, los miembros presentes completaron la Medida de las Asociaciones Escolares, Familiar y Comunitarias.

9. DELAC Report
    - This item was tabled as DELAC Representative and Alternate were not present.
10. CABE
    - Ms. Elliott shared that due to COVID-19, that this year's CABE conference has been cancelled but there was a virtual meeting offered on May 5th that was publicized only a day before the event. Unfortunately, due to this circumstance, Foothill parents and paraprofessionals were not able to participate in this event.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

1. Mrs. Palomares reiterated her desire to see improved parent involvement at Foothill.

VI. Adjournment

1. Next Meeting: To Be Determined. August/September 2020.
2. Adjournment
    - The meeting was adjourned at 11:40 a.m.

9. Reporte de DELAC
    - Este asunto se pospuso debido a que la representante y suplente para DELAC no estaban presentes.

10. CABE
    - La Sra. Elliott compartió que debido a COVID-19, la conferencia CABE de este año fue cancelada, pero se ofreció una reunión virtual el 5 de mayo que se publicitó solo un día antes del evento. Desafortunadamente, debido a esta circunstancia, los padres y paradocentes de Foothill no pudieron participar en este evento.

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

1. La Sra. Palomares reiteró su deseo de ver que en Foothill mejore la participación de padres

VI. Clausura

1. Próxima junta: Se anunciará. Agosto/septiembre 2020
2. Clausura
    - La junta se clausuró a las 11:40 AM.

Foothill Elementary School

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet

Registro de Asistencia

May 27, 2020

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	Martha Palomares	Javier Montes	1st	LEP/EL	see email signature
Vice President Vice Presidente	Lizbeth Avalos	Enrique Escamilla	5th	LEP/EL	
Secretary Secretaria	Eva Guardado de Dias	Christian Dias	2nd	LEP/EL	
DELAC Rep Representante de DELAC	Eva Guardado de Dias	Christian Dias	2nd	LEP/EL	
Alternative DELAC Rep Representante Alterno de DELAC	Ana Madero	Shamira Alva	2nd	LEP/EL	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Dawn Elliott	N/A	N/A	N/A	Dawn Elliott
Israel Avila				

Dawn Elliott

From: Martha Palomares <marthapalomares60@gmail.com>
Sent: Wednesday, May 27, 2020 4:08 PM
To: Dawn Elliott
Cc: Israel Avila
Subject: Re: Please Sign For ELAC

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Received, thank you. Here is my signature martha palomares

On Wed, May 27, 2020, 12:17 PM Dawn Elliott <dawn.elliott@alvordschools.org> wrote:

Here are the documents that were shared during today's meeting.

Dawn Elliott

Assistant Principal

Foothill Elementary School

(951) 358-1610 (cisco 321204)

From: Dawn Elliott
Sent: Wednesday, May 27, 2020 12:06 PM
To: marthapalomares60@gmail.com; Israel Avila <israel.avila@alvordschools.org>
Subject: Please Sign For ELAC

https://kami.app/pJOYh5aFWiTW

Dawn Elliott

Assistant Principal

Foothill Elementary School

(951) 358-1610 (cisco 321204)

Foothill Elementary School

ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC)

May 27, 2020

Action Items

- Approve Minutes from April 28, 2020
- Elect New Members

Escuela Primaria Foothill

COMITÉ CONSEJERO PARA ALUMNOS APRENDIENDO INGLÉS

27 de mayo 2020

Asuntos de Acción

- Aprobar la minuta del 28 de abril 2020
- Elección de nuevos miembros ELAC

SSC UPDATES

- Key items from April 30th meeting:
  - Reviewed ELAC recommendations for updates pertaining to goals, actions/strategies, and expenditures in the school plan (SPSA)
    - Conditions of Learning:
      - English Language Arts, Math, ELD
    - Pupil Outcomes:
      - College and Career
    - Engagement:
      - Attendance, Suspensions, School Climate
    - Title I Student/Parent/Staff Compact
    - Title I Parent Involvement Policy

SSC UPDATES

- Conditions of Learning:
  - English Language Arts
  - Math
  - ELD
- SSC feedback from ELAC Recommendations
  - No feedback from ELAC to report. SSC was in agreement with identified needs, proposed strategies/activities, and corresponding expenditures.

ACTUALIZACIONES SSC

- Artículos clave de la junta del 30 de abril:
  - Se revisaron las recomendaciones de ELAC en cuanto a actualizaciones relacionadas con metas, acciones/estrategias y gastos en el plan escolar (SPSA)
    - Condiciones de aprendizaje:
      - Artes de Lenguaje en Inglés, Matemáticas, ELD
    - Resultados estudiantiles:
      - Universidad y profesión
    - Participación:
      - Asistencia escolar, suspensiones, entorno escolar
    - Título I acuerdo entre alumnos/padres de familia/ miembros del personal
    - Título I política de participación de padres

ACTUALIZACIONES SSC

- Condiciones de aprendizaje:
  - Artes de Lenguaje en Inglés
  - Matemáticas
  - ELD
- Retroalimentación de SSC en cuanto a las recomendaciones de ELAC
  - No hubo retroalimentación de ELAC que reportar. SSC estuvo de acuerdo con las [illegible]esidad identificadas, estrategias propu[illegible]as/a[illegible]ae gastos correspondientes.

SSC UPDATES

- Pupil Outcomes: College and Career Readiness
- SSC feedback from ELAC Recommendations
  - SSC did not agree with Foothill providing additional trainings to parents and students regarding the college system, scholarships, etc. SSC feels that that enough information is usually given to students (aside from this year because of the closure) and any additional information may not be age appropriate. Furthermore, SSC agrees to promote parent trainings offered by the middle and high schools in lieu of offering them here.

SSC UPDATES

- Engagement: Attendance, Suspensions, and School Climate
- SSC feedback from ELAC Recommendations
  - No feedback from ELAC to report. SSC was in agreement with identified needs, proposed strategies/activities, and corresponding expenditures.

ACTUALIZACIONES SSC

- Resultados estudiantiles: Preparación para universidad y profesión
- Retroalimentación de SSC en cuanto a recomendaciones de ELAC SSC no estuvo de acuerdo en proporcionar capacitaciones adicionales a los padres de familia y alumnos en cuanto a los sistemas universitarios, becas, etc. A SSC le parece que a los alumnos generalmente se les proporciona suficiente información (con excepción de este año debido al cierre escolar) y toda información adicional podría no ser adecuada para su edad. Además, SSC esta de acuerdo en promover las capacitaciones para padres que se ofrecen en las escuelas intermedias y secundarias en lugar de ofrecerlas aquí.

ACTUALIZACIONES SSC

- Participación: Asistencia escolar, suspensiones y entorno escolar
- Retroalimentación de SSC en cuanto a recomendaciones ELAC
  - No hubo retroalimentación de ELAC que reportar. SSC estuvo de acuerdo con las necesidades identificadas, estrategias/actividades propuestas y gastos correspondientes.

SSC UPDATES

Title I Student/Parent/Staff Compact:

- Members agreed, based on the current learning conditions, that more homework should not be considered at this time. Mrs. Vasquez commented that giving students too much homework causes them to rush through it and not learn as much. The rest of the council agreed not to include this in the school compact.
- Ms. Elliott mentioned that the staff recommendation of "wanting parents to attend school with their children if disrespect or defiance is shown" is in the Parent Handbook. Mrs. Trujillo and Mr. Avila, agreed that having this recommendation in more than one place would highlight this responsibility and suggested that it be placed in the compact. Mrs. Vasquez agreed with the recommendation of having parents attend school with their children if defiant/disrespectful. This piece was added to the school compact under parent responsibilities/accountability.
- The school compact was approved with the addition noted above.

SSC UPDATES

Title I Parent Involvement Policy:

- Members reviewed parent, staff, and ELAC recommendations for the Title I Parent Involvement Policy. All parties were good with the document written as-is.

ACTUALIZACIONES SSC

Título I acuerdo entre alumnos/padres de familia/miembros del personal:

- Basado en las condiciones de aprendizaje actuales, los miembros estuvieron de acuerdo en que no es necesario considerar asignar más tarea por el momento. La Sra. Vásquez comentó que el asignar mucha tarea hace que se apresuren a completarla y no aprenden tanto. El resto del concilio estuvo de acuerdo en no agregar esto al acuerdo escolar.
- La Sra. Elliott mencionó que la recomendación del personal escolar de que "los padres de familia asistan a clases con sus hijos si estos se muestran irrespetuosos o desobedientes" se encuentra en el manual para padres. La Sra. Trujillo y el Sr. Avila coincidieron en que el colocar tal recomendación en más de un lugar recalcaría dicha responsabilidad y sugirieron que se incluya en el acuerdo. La Sra. Vásquez estuvo de acuerdo con la recomendación de que los padres asistan a la escuela con sus hijos si estos se muestran desobedientes/irrespetuosos. Se agregó este elemento al acuerdo escolar bajo la sección de responsabilidades/obligaciones de los padres de familia.
- El acuerdo escolar se aprobó agregando lo mencionado anteriormente.

ACTUALIZACIONES SSC

Título I Política de participación de padres:

- Los miembros revisaron las recomendaciones de los padres de familia, personal escolar y ELAC en cuanto a la participación de padres del Título I. Todas las partes interesadas estuvieron de acuerdo con el documento sin cambios.

CONDITIONS OF LEARNING

- English Language Arts (ELA)
- Math
- English Language Learners (ELLs)

Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Conditions of Learning (ELA)

Current Goals:

By June 2020, we will increase the overall average Lexile growth from the beginning of the school year to the end of the school year for 1st through 5th grade students from 232 points (2018-2019) to 250 points, showing an overall average growth of 18 Lexile points as measured by the DIBELS (Acadience) assessment.

By June 2020, we will increase the percent of students at the "Standard met" and "Standard Exceeded" level from 34% to 37% as measured by the CAASPP data.

Proposed Goal:

By June 2021, we will increase the overall average Lexile growth from the beginning of the school year to the end of the school year for 1st through 5th grade students to 250 points as measured by the DIBELS (Acadience) assessment.

By June 2021, we will increase the percent of students at the "Standard met" and "Standard Exceeded" level to 37% as measured by the CAASPP data.

CONDICIONES DE APRENDIZAJE

- Artes de Lenguaje en Inglés (ELA)
- Matemáticas
- Alumnos en Proceso de Aprender Inglés (ELL)

Los alumnos estarán inscritos en cursos de estudios integrales impartidos por personal altamente capacitado en escuelas limpias y en buenas condiciones.

CONDICIONES DE APRENDIZAJE (ELA)

Metas actuales:

Para junio 2020, incrementaremos el nivel general de Lexile del principio de año de 232 puntos (2018-2019) a 250 puntos a finales de año para los grados 1º a 5º, demostrando un avance general de 18 puntos Lexile de acuerdo a la evaluación DIBELS (Acadience).

Para junio 2020, incrementaremos el porcentaje de alumnos en el nivel "Estándar Cumplido" y "Estándar Excedido" de 34% a 37% según datos de CAASPP.

Metas propuestas:

Para junio de 2021, incrementaremos el nivel general de avance en Lexile de principios a fin de año escolar a 250 puntos en alumnos de 1º a 5º grado según lo medido por la evaluación DIBELS (Acadience).

Para junio 2021, incrementaremos el porcentaje de alumnos en el nivel "Estándar Cumplido" y "Estándar Excedido" a 37% según datos de CAASPP.

Conditions of Learning (ELA)

Proposed Actions:

- Instructional coach support for teachers,
- Recognize the achievement of students in ELA, math, and ELD during recognition ceremonies
- Data conferences with teachers, administration, and support team
- Instructional materials, resources, and supplies
- Copy machine and maintenance
- Science fair, history day/fair, spelling bee, and other academic events
- Science camp for 5th graders
- Professional development (articulation days)
- Professional development books and materials
- Leveling of classroom libraries
- Leadership team
- Parent involvement/education events (family nights, Parent University)
- ATP meeting attendance and refreshments
- Study trips
- COST and SST team meetings
- Instructional walkthroughs and feedback
- Literacy teacher support
- Goal setting conferences between teachers and students
- Ongoing parent communication
- Comprehensive classroom libraries, guided reading, shared reading, and read aloud books
- Bi-monthly PLC meetings
- Computers, digital licenses, technology, etc. to support ELA, math, ELD
- TK/K Camp and middle school visits
- Common grade level assessments

Suggestions? Input?

Conditions of Learning (Math)

Current Goal:

By June 2020, at least 30% of student will score within the "Standards Met and Standards Exceeded" bands as measured by CAASPP data.

By June 2020, we will decrease the percentage of students at the "Standards Not Met" level to less than 44% as measured by CAASPP data.

Proposed Goal:

By June 2021, at least 30% of student will score within the "Standards Met and Standards Exceeded" bands as measured by CAASPP data.

By June 2021, we will decrease the percentage of students at the "Standards Not Met" level to less than 44% as measured by CAASPP data.

CONDICIONES DE APRENDIZAJE(ELA)

- **Acciones propuestas:**
- Apoyo del asesor de enseñanza para los maestros,
- Celebrar el rendimiento de los alumnos en ELA, matemáticas y ELD durante las ceremonias de reconocimientos
- Tutoría después de clases para matemáticas
- Conferencias de datos con maestros, administración y equipo de apoyo
- Materiales para instrucción, recursos y útiles
- Copiadora y mantenimiento
- Feria de ciencias, día/feria de historia, concurso de deletreo y otros eventos académicos
- Campamento de ciencias para los alumnos de 5º grado
- Desarrollo profesional (días de articulación)
- Libros y materiales para desarrollo profesional
- Marcar las bibliotecas en los salones de clases
- Equipo de liderazgo
- Eventos de participación/educación de padres (noches familiares, Universidad para Padres)
- Asistencia y refrigerios para juntas de ATP
- Excursiones educativas
- Juntas de equipo COST y SST
- Tutoriales de instrucción y retroalimentación
- Conferencias entre maestros y alumnos para desarrollar metas
- Comunicación continua con los padres de familia
- Juntas PLC bimensuales
- Computadoras, licencias digitales, tecnología, etc. Para apoyar a ELA, matemáticas, ELD
- Campamento TK/K y visitas a escuelas intermedias
- Evaluaciones estandarizadas de niveles de grado
- **Sugerencias? Comentarios?**

CONDICIONES DE APRENDIZAJE (Matemáticas)

Metas actuales:
Para junio 2020, por lo menos 30% de los alumnos obtendrán puntuaciones en el rango "Estándar Cumplido" y "Estándar Excedido" según datos de CAASPP.

Para junio 2020, reduciremos el porcentaje de alumnos en el nivel "Estándar No Cumplido" a menos de 44% según los datos de CAASPP.

Meta propuesta:
Para junio 2021, por lo menos 30% de los alumnos obtendrán puntuaciones dentro del rango de "Estándar Cumplido" y "Estándar excedido" según datos de CAASPP.

Para junio 2021, reduciremos a menos de 44% el porcentaje de alumnos en el nivel "Estándar No Cumplido" según datos de CAASPP.

Conditions of Learning (Math)

Proposed Actions:

- Instructional coach support for teachers,
- Recognize the achievement of students in ELA, math, and ELD during recognition ceremonies
- After school tutoring in math
- Data conferences with teachers, administration, and support team
- Instructional materials, resources, and supplies
- Copy machine and maintenance
- Science fair, history day/fair, spelling bee, and other academic events
- Science camp for 5th graders
- Professional development (articulation days)
- Professional development books and materials
- Leadership team
- Parent involvement/education events (family nights, Parent University)
- ATP meeting attendance and refreshments
- Study trips
- COST and SST team meetings
- Instructional walkthroughs and feedback
- Goal setting conferences between teachers and students
- Ongoing parent communication
- Bi-monthly PLC meetings
- Computers, digital licenses, technology, etc. to support ELA, math, ELD
- TK/K Camp and middle school visits
- Common grade level assessments

Suggestions? Input?

Conditions of Learning (ELD)

Current Goal:

By June 2020, at least 10% of students (up from 7.8%) will score within the "Well-Developed" level in reading as measured by ELPAC data.

By June 2020, at least 21% of students (up from 18.7%) will score within the "Well-Developed" level in writing as measured by ELPAC data.

By June 2020, we will decrease the percentage of students at the "Beginning and Somewhat Developed Stages" to less than 48% as measured by overall ELPAC scores.

Proposed Goal:

By June 2021, at least 10% of students will score within the "Well-Developed" level in reading as measured by ELPAC data.

By June 2021, at least 21% of students will score within the "Well-Developed" level in writing as measured by ELPAC data.

By June 2021, we will decrease the percentage of students at the "Beginning and Somewhat Developed Stages" to less than 48% as measured by overall ELPAC scores.

CONDICIONES DE APRENDIZAJE (Matemáticas)

Acciones propuestas:

- Apoyo del asesor de enseñanza para los maestros,
- Celebrar el rendimiento de los alumnos en ELA, matemáticas y ELD durante las ceremonias de reconocimientos
- Tutoría después de clases para matemáticas
- Conferencias de datos con maestros, administración y equipo de apoyo
- Materiales para instrucción, recursos y útiles
- Copiadora y mantenimiento
- Feria de ciencias, día/feria de historia, concurso de deletreo y otros eventos académicos
- Campamento de ciencias para los alumnos de 5º grado
- Desarrollo profesional (días de articulación)
- Libros y materiales para desarrollo profesional
- Equipo de liderazgo
- Eventos de participación/educación de padres (noches familiares, Universidad para Padres)
- Asistencia y refrigerios para juntas de ATP
- Excursiones educativas
- Juntas de equipo COST y SST
- Tutoriales de instrucción y retroalimentación
- Conferencias entre maestros y alumnos para desarrollar metas
- Comunicación continua con los padres de familia
- Juntas PLC bimensuales
- Computadoras, licencias digitales, tecnología, etc. Para apoyar a ELA, matemáticas, ELD
- Campamento TK/K y visitas a escuelas intermedias
- Evaluaciones estandarizadas de niveles de grado

¿Sugerencias?
¿Comentarios?

CONDICIONES DE APRENDIZAJE (ELD)

Meta actual:

Para junio 2020, por lo menos 10% del alumnado (comparado con 7.8%) obtendrán puntuaciones en el nivel "habilidades bien desarrolladas" en lectura según datos de ELPAC.

Para junio 2020, por lo menos 21% del alumnado (comparado con 18.7%) obtendrá puntuaciones en el nivel de "habilidades bien desarrolladas" en escritura según datos de ELPAC.

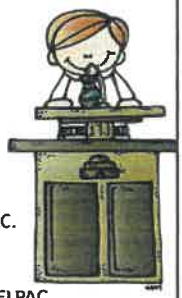
Para junio 2020, reduciremos el porcentaje de alumnos en el nivel de "principiante y habilidades poco desarrolladas" a menos de 48% según las puntuaciones generales de ELPAC.

Meta propuesta:

Para junio 2021, por lo menos 10% de los alumnos obtendrán puntuaciones dentro del nivel de lectura con "habilidades bien desarrolladas" según datos de ELPAC.

Para junio 2021, por lo menos 21% de los alumnos obtendrán puntuaciones dentro del nivel de escritura con "habilidades Bien Desarrolladas" según datos de ELPAC.

Para junio 2021, reduciremos el porcentaje de alumnos en el nivel de "principiante y habilidades poco desarrolladas" a menos de 48% según las puntuaciones generales de ELPAC.



Conditions of Learning (ELL)

Proposed Actions:

- Recognize the achievement of students in ELA, math, and ELD during recognition ceremonies
- Data conferences with teachers, administration, and support team
- Instructional materials, resources, and supplies
- Copy machine and maintenance
- Science fair, history day/fair, spelling bee, and other academic events
- Professional development (articulation days)
- Professional development books and materials
- Leadership team
- Parent involvement/education events (family nights, Parent University)
- ATP meeting attendance and refreshments
- Study trips
- EL Facilitator
- CABE Attendance for parents, paraprofessionals, and support staff
- Reclassification ceremonies
- Instructional walkthroughs and feedback
- Goal setting conferences between teachers and students
- Ongoing parent communication
- Bi-monthly PLC meetings
- Computers digital licenses, technology, etc. to support ELA, math, ELD
- TK/K Camp and middle school visits
- Common grade level assessments
- BIA Support

Suggestions? Input?

PUPIL OUTCOMES

Students will be prepared to be college and career ready when they graduate from high school.

CONDICIONES DE APRENDIZAJE (ELL)

Acciones propuestas:

- Celebrar el rendimiento de los alumnos en ELA, matemáticas y ELD durante las ceremonias de reconocimientos
- Conferencias de datos con maestros, administración y equipo de apoyo
- Materiales para instrucción, recursos y útiles
- Copiadora y mantenimiento
- Feria de ciencias, día/feria de historia, concurso de deletreo y otros eventos académicos
- Desarrollo profesional (días de articulación)
- Libros y materiales para desarrollo profesional
- Equipo de liderazgo
- Eventos de participación/educación de padres (noches familiares, Universidad para Padres)
- Asistencia y refrigerios para juntas de ATP
- Excursiones educativas
- Facilitador EL
- Asistencia de padres de familia, paradocentes y personal de apoyo a CABE
- Ceremonias de reclasificación
- Tutoriales de instrucción y retroalimentación
- Conferencias entre maestros y alumnos para desarrollar metas
- Comunicación continua con los padres de familia
- Juntas PLC bimensuales
- Computadoras, licencias digitales, tecnología, etc. Para apoyar a ELA, matemáticas, ELD
- Campamento TK/K y visitas a escuelas intermedias
- Evaluaciones estandarizadas de niveles de grado
- Apoyo de parte de BIA

¿Sugerencias? ¿Comentarios?

RESULTADOS ESTUDIANTILES

Los alumnos estarán preparados para la universidad y profesión cuando se gradúen de la escuela secundaria.

Pupil Outcomes

Current Goal:

- By June 2020, 90% of classes will participate in college field trips.
- By June 2020, all fourth and fifth grade teachers will be AVID PATH trained.
- By June 2020, 100% of students will use AVID organizational tools to ensure communication between home and school.

Proposed Goal:

- By June 2021, 90% of classes will participate in in-person, or virtual college field trips.
- By June 2021, all second and third grade teachers will be AVID PATH trained.
- ~~By June 2021, 100% of students will use AVID organizational tools to ensure communication between home and school.~~
- By June 2021, 50% of TK-5th students will collect adult communication signatures daily.

Pupil Outcomes

Proposed Actions:

- Career Day and Vehicle Career Day,
- Teachers and support staff will be trained in AVID strategies,
- AVID facilitator support,
- Partnership with Riverside Arts Academy and Cal Baptist University for music instruction,
- College symbolism,
- College readiness during daily lessons, morning announcements, and recognition assemblies,
- College campus study trips for students and parents,
- Higher learning opportunity lessons,
- Parent University trainings to model life-long learning,
- Organizational materials to support college and career readiness.

Suggestions? Input?

RESULTADOS ESTUDIANTILES

Meta actual:

- Para junio 2020, 90% de las clases participarán en excursiones a universidades.
- Para junio 2020, todos los maestro de alumnos de cuarto y quinto grado recibirán capacitación para AVID PATH.
- Para junio 2020, 100% de los alumnos usarán las herramientas de organización de AVID para garantizar la comunicación entre el hogar y la escuela.

Meta propuesta:

- Para junio 2021, 90% de las clases participarán en persona o virtualmente en excursiones a universidades.
- Para junio 2021, todos los maestros de alumnos de segundo Grado recibirán capacitación de AVID PATH .
- ~~Para junio 2021, 100% de los alumnos usaran herramientas de organización de AVID para garantizar la comunicación entre el hogar y la casa.~~
- Para junio 2021, 50% de los alumnos en TK-5to grado obtendrán diariamente firma de un adulto para las notificaciones correspondientes.

Resultados estudiantiles

Acciones propuestas:

- Dia de profesiones y día de vehículos usados en profesiones,
- Los maestros y personal de apoyo recibirán capacitación en cuanto a estrategias de AVID,
- Apoyo del facilitador de AVID,
- Asociación con la Academia de Artes de Riverside y el programa de instrucción musical de la Universidad Cal Baptist,
- Simbolismo universitario,
- Preparación para la Universidad durante lecciones diarias, anuncios matutinos y asambleas de reconocimiento,
- Excursiones educativas a universidades para alumnos y padres de familia,
- Oportunidades de lecciones de aprendizaje de alto nivel,
- Capacitaciones de universidad para padres para ejemplificar el aprendizaje continuo,
- Materiales para organización para apoyar la preparación para la universidad y profesión.

¿Sugerencias? ¿Comentarios?

ENGAGEMENT

- School Climate
- Attendance
- Suspensions

Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Engagement (School Climate)

Current Goals:

- By June 2020, at least 90% of 5th grade students will report feeling safe at school as reported by the California Healthy Kids Survey.
- By June 2020, at least 90% of students will report feeling safe at school as reported on the California Healthy Kids Survey.

School Climate: Parents

- By June 2020, we will increase the number of parents participating in the California School Parent Survey from seven respondents, to no less than 21.
- By June 2020, we will increase the percentage of parents feeling encouraged to be an active partner with the school in educating their child 71% to 80% as evidenced by the California School Parent Survey.

School Climate: Staff

- By June 2020, we will increase the number of staff participating in the California School Staff Survey from 11 respondents, to no less than 20.
- By June 2020, we will increase the percentage of staff rating the school environment to be a supportive and inviting place from 70% to 85% as evidenced by the California School Staff Survey.
- By June 2020, 90% of student's parents will be connected to staff through electronic communication.

PARTICIPACIÓN

- Entorno escolar
- Asistencia escolar
- Suspensiones

Los alumnos serán educados en un entorno que fomenta la comunicación e inclusión de alumnos, padres de familia y personal escolar.

Participación (Entorno escolar)

Meta actual:

•Para junio 2020, por lo menos 90% de los alumnos de 5to grado reportarán sentirse seguros en la escuela según la encuesta de *California Healthy Kids*.
•Para junio 2020, por lo menos 90% de los alumnos reportarán sentirse seguros en la escuela según la encuesta de *California Healthy Kids.*

Entorno escolar: Padres de familia
•Para junio 2020, aumentaremos el numero de padres que participan en la encuesta *California School Parent Survey,* de 7 a por lo menos 21.
•Para junio 2020, aumentaremos el porcentaje de padres que se sienten animados a colaborar activamente con la escuela en la educación de sus hijos de 71% a 80% según la encuesta *California School Parent Survey.*

Entorno escolar: Personal escolar
•Para junio 2020, aumentaremos el numero de miembros del personal escolar que participan en la encuesta *California School Staff Survey,* de 11 participantes a por lo menos 20.
•Para junio 2020, aumentaremos de 70% a 85% el porcentaje de miembros de personal que califican al entorno escolar como solidario y acogedor según el *California School Staff Survey*.
•Para junio 2020, 90% de los padres de alumnos establecerán contacto con el personal escolar por medio de comunicación electrónica.

Engagement (School Climate)

Proposed Goals:

- By June 2021, at least 90% of 5th grade students will report feeling safe at school as reported by the California Healthy Kids Survey.
- By June 2021, at least 90% of students will report feeling safe at school as reported on the California Healthy Kids Survey.

School Climate: Parents

- By June 2021, we will increase the number of parents participating in the California School Parent Survey from seven respondents, to no less than 21.
- By June 2021, we will increase the percentage of parents feeling encouraged to be an active partner with the school in educating their child 71% to 80% as evidenced by the California School Parent Survey.

School Climate: Staff

- By June 2021, we will increase the number of staff participating in the California School Staff Survey from 11 respondents, to no less than 20.
- By June 2021, we will increase the percentage of staff rating the school environment to be a supportive and inviting place from 70% to 85% as evidenced by the California School Staff Survey.
- By June 2021, 90% of student's parents will be connected to staff through electronic communication.

Engagement (School Climate)

Proposed Actions:

- Refreshments and childcare for parent meetings and trainings
- Update website with current school information
- Interpretation services during school meetings and events
- Red Ribbon Week activities
- Counselors, administrators, and/or staff to attend conferences
- Administration to meet with classified employee groups regularly
- Staff will conduct home visits to discuss attendance, behavior, and academics
- Student supervision staff communicates with office staff and administration
- Bulletins and newsletters on how to support learning at home
- Staff will communicate with parents during school events (BTSN, Open House, Title I meeting, parent conferences, etc.)
- School counselor to provide lessons to all students on positive character traits and how to respond to bullying
- School counselor to provide individual, small group, and classroom counseling sessions in a variety of topics
- Disaster preparedness information will be communicated with staff and students. Drills will occur monthly.
- Staff will organize anti-bullying week.
- Supervision of students will happen 45 minutes prior to the start of the school day.
- Counselor to participate in leadership team meetings.
- Attendance and discipline data will be shared with parents during parent meetings.
- Staff will work in partnership with community organizations to provide counseling and mental health services.
- COST and Student Success Team (SST) meetings for intervention support,
- Bi-monthly contact with parents of students that are chronically or severely chronically absent.
- School Safety Committee

Suggestions? Input?

Participación (Entorno escolar)

Meta propuesta:

•Para junio 2021, por lo menos 90% de los alumnos de 5to grado reportarán sentirse seguros en la escuela según la encuesta de *California Healthy Kids*.
•Para junio 2021, por lo menos 90% de los alumnos reportarán sentirse seguros en la escuela según la encuesta de *California Healthy Kids*.

Entorno escolar: Padres de familia
•Para junio 2021, aumentaremos el numero de padres que participan en la encuesta *California School Parent Survey* de siete participantes a por lo menos 21.
•Para junio 2021, aumentaremos el porcentaje de padres que se sienten animados a colaborar activamente con la escuela en la educación de sus hijos de 71% a 80% según la encuesta *California School Parent Survey.*

Entorno escolar: Personal escolar
•Para junio 2021, aumentaremos el numero de miembros del personal escolar que participan en la encuesta *California School Staff Survey,* de 11 participantes a por lo menos 20.
•Para junio 2021, aumentaremos de 70% a 85% el porcentaje de miembros de personal que califican al entorno escolar como solidario y acogedor según el *California School Staff Survey*.
•Para junio 2021, 90% de los padres de alumnos establecerán contacto con el personal escolar por medio de comunicación electrónica.

Participación (Entorno escolar)

Acciones propuestas:

- Refrigerios y cuidado infantil en juntas y capacitaciones para padres de familia
- Actualización de información escolar en el sitio de internet
- Servicios de interpretación durante juntas y eventos escolares
- Actividades de semana de Liston Rojo
- Que los consejeros, administradores y/o miembros del personal asistan a las conferencias
- Que la administración se reúna con grupos de empleados clasificados regularmente
- El personal escolar realizará visitas a hogares para dialogar sobre asistencia escolar, comportamiento y aspectos académicos
- Supervisión estudiantil comunicación entre el personal de la oficina y la administración
- Boletines y hojas informativas acerca como apoyar el aprendizaje en el hogar
- El personal escolar se comunicará con los padres de familia durante eventos escolares (BTSN, exhibición escolar, junta Título I, conferencias de padres, etc.)
- Que el consejero escolar imparta lecciones a los alumnos acerca de características positivas y cómo reaccionar al acoso escolar *bullying*
- Que el consejero escolar proporcione sesiones de consejería individual, en grupo pequeño y en los salones de clase acerca de una variedad de temas
- Se compartirá información acerca de preparación en caso de desastre con el personal escolar y alumnos. Se realizarán simulacros mensualmente.
- El personal escolar organizará la semana anti *bullying*.
- Supervisión de los alumnos iniciará 45 minutos antes del inicio del día escolar.
- El consejero participará en juntas de equipo de liderazgo.
- Durante las juntas de padres de familia se les compartirán datos de asistencia escolar y disciplina.
- El personal escolar trabajará en colaboración con organizaciones de la comunidad para proporcionar consejería y servicios de salud mental.
- Juntas COST y de Equipo de Éxito Estudiantil (SST) para apoyo con intervención.
- Comunicación bimensual con los padres de alumnos con ausencias escolares crónicas o severas.
- Comité de seguridad escolar

¿Sugerencias? ¿Comentarios?

Engagement (Attendance)

Current Goals:

- By June 2020, overall attendance rate will increase by 0.5% to reach at least 95.97%.
- By June 2020, chronic absenteeism rate will decrease by 3% from 10.1% to 7.1%.

Proposed Goals:

- By June 2021, overall attendance rate will increase to at least 95.97%.
- By June 2021, chronic absenteeism rate will decrease by 3% from 15.5% to 12.5%.

Engagement (Attendance)

District goal for attendance is 96.5%.

Average Daily Attendance for August: 96.7%
Average Daily Attendance for September: 96.6%
Average Daily Attendance for October: 95.3%
Average Daily Attendance for November: 95.1%
Average Daily Attendance for December: 94.9%
Average Daily Attendance for January: 94.6%
Average Daily Attendance for February: 94.4%
Average Daily Attendance for March: CAN NOT BE DETERMINED
Average Daily Attendance for April: CAN NOT BE DETERMINED

total days present/total days enrolled= 70958/74450 = 95.3%
through March 13th

Participación (Asistencia escolar)

Meta actual:

- Para junio 2020, el índice de asistencia escolar general aumentará un 0.5% para lograr por lo menos 95.97%.
- Para junio 2020, el índice de ausentismo crónico se reducirá un 3% de 10.1% a 7.1%.

Meta propuesta:

- Para junio 2021, el índice de asistencia escolar general aumentará a por lo menos 95.97%.
- Para junio 2021, el índice de ausentismo crónico se reducirá un 3% de 15.5% a 12.5%.

Participación (asistencia escolar)

La meta de asistencia escolar del Distrito es 96.5%.

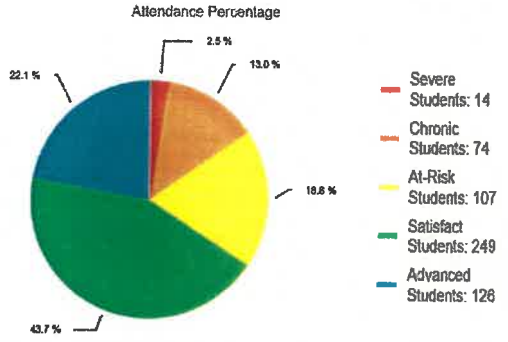
Promedio diario de asistencia escolar para agosto: 96.7%
Promedio diario de asistencia escolar para septiembre: 96.6%
Promedio diario de asistencia escolar para octubre: 95.3%
Promedio diario de asistencia escolar para noviembre: 95.1%
Promedio diario de asistencia escolar para diciembre: 94.9%
Promedio diario de asistencia escolar para enero: 94.6%
Promedio diario de asistencia escolar para febrero: 94.4%
Promedio diario de asistencia escolar para marzo: NO SE PUEDE DETERMINAR
Promedio diario de asistencia escolar para abril: NO SE PUEDE DETERMINAR
Total de días presentes/total de días inscritos = 70958/74450 =
95.3% hasta el 13 de marzo

Engagement (Attendance)

Chronic Absenteeism

Attendance Percentage

Type		ATT Percentage				
School	Grade			3 - At-Risk		
All Schools	All Grades	0 - 60	61 - 90	91 - 94	95 - 98	99 - 100



Engagement (Attendance)

Proposed Actions:

- Update website with current school information
- Red Ribbon Week activities
- Supplemental resources, materials, awards, etc. to promote school attendance
- Counselors, administrators, and/or staff to attend conferences
- Student supervision staff communicates with office staff and administration
- Bulletins and newsletters on how to support learning at home
- School counselor to provide lessons to all students on positive character traits and how to respond to bullying
- School counselor to provide individual, small group, and classroom counseling sessions in a variety of topics
- Staff will organize anti-bullying week.
- Supervision of students will happen 45 minutes prior to the start of the school day.
- Daily and monthly attendance reports will be provided to all staff and students.
- parents during parent meetings.
- Staff will work in partnership with community organizations to provide counseling and mental health services.
- COST Student Success Team (SST) meetings for intervention support,
- Bi-monthly contact with parents of students that are chronically or severely chronically absent.

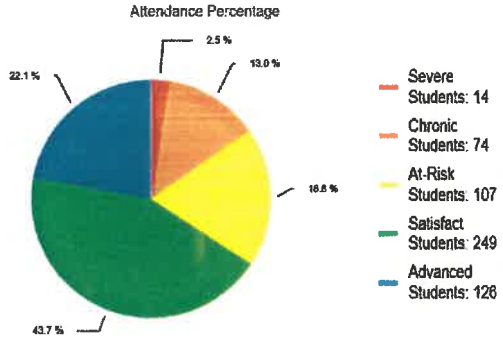
Suggestions? Input?

Participación (asistencia escolar)

Ausentismo crónico

Attendance Percentage

Type		ATT Percentage				
School	Grade	1 - Severe	2 - Chronic	3 - At-Risk	4 - Satisfactory	5 - Advanced
All Schools	All Grades	0 - 80	81 - 90	91 - 94	95 - 98	99 - 100



Participación (Asistencia escolar)

Acciones propuestas:

- Actualización de información escolar en el sitio de internet
- Actividades de semana de Liston Rojo
- Recursos suplementarios, materiales, reconocimientos, etc. para promover la asistencia escolar
- Que los consejeros, administradores y/o miembros del personal asistan a las conferencias
- Supervisión estudiantil comunicación entre el personal de la oficina y la administración
- Boletines y hojas informativas acerca como apoyar el aprendizaje en el hogar
- Que el consejero escolar imparta lecciones a los alumnos acerca de características positivas y como reaccionar al acoso escolar *bullying*
- Que el consejero escolar proporcione sesiones de consejería individual, en grupo pequeño y sesiones en los salones de clase acerca de una variedad de temas
- El personal escolar organizará la semana anti *bullying*.
- Supervisión de los alumnos iniciara 45 minutos antes del inicio del día escolar.
- Se compartirán reportes de asistencia escolar diaria y mensual con el personal escolar y alumnos.
- Durante las juntas de padres de familia se les compartirán datos de asistencia escolar y disciplina
- El personal escolar trabajará en colaboración con organizaciones de la comunidad para proporcionar consejería y servicios de salud mental.
- Juntas COST y de Equipo de Éxito Estudiantil (SST) para apoyo con intervención
- Comunicación bimensual con los padres de alumnos con ausencias escolares crónicas o severas.

¿Sugerencias? ¿Comentarios?

Engagement (Suspension)

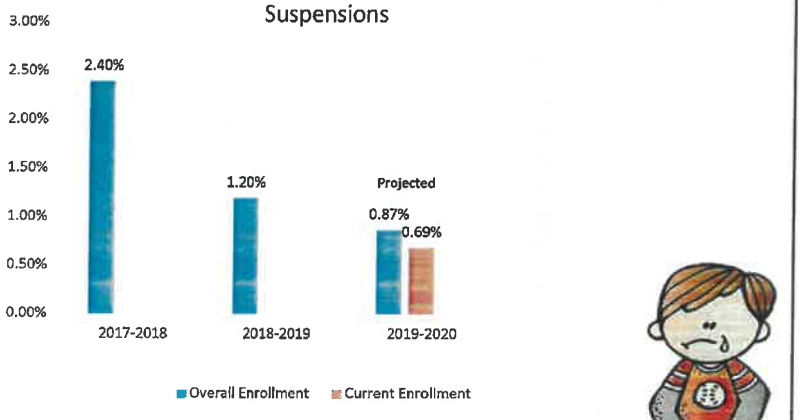
Current Goals:

- By June 2020, suspension rate will decrease by .5% to be less than 0.7%.

Proposed Goals:

- By June 2021, suspension rate will be less than 0.7%.

Engagement (Suspension)



Participación (Suspensiones)

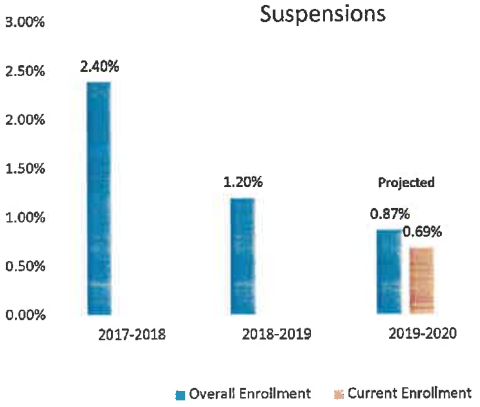
Meta actual:

- Para junio 2020, el índice de suspensión disminuirá un 0.5% para que sea menor de 0.7%.

Meta propuesta:

- Para junio 2021, el índice de suspensión será menos de 0.7%.

Participación (Suspensiones)



Engagement (Suspension)

Proposed Actions:

- Update website with current school information
- Red Ribbon Week activities
- Counselors, administrators, and/or staff to attend conferences
- Administration to meet with classified employee groups regularly
- Student supervision staff communicates with office staff and administration
- Bulletins and newsletters on how to support learning at home
- Staff will communicate behavior expectations with parents during school events (BTSN, Open House, Title I meeting, parent conferences, etc.)
- School counselor to provide lessons to all students on positive character traits and how to respond to bullying
- School counselor to provide individual, small group, and classroom counseling sessions in a variety of topics
- Staff will organize anti-bullying week.
- Supervision of students will happen 45 minutes prior to the start of the school day.
- Staff will work in partnership with community organizations to provide counseling and mental health services.
- COST and Student Success Team (SST) meetings for intervention support
- Site-wide discipline protocols through low-incidence referral forms
- Interventions and support to promote positive behavior expectations
- SEL training and support for staff
- Staff will look for other means of correction in lieu of at home suspensions.

Suggestions? Input?

LCFF-EL BUDGET

Participación (Suspensiones)

Acciones propuestas:

- Actualización de información escolar en el sitio de internet
- Actividades de semana de Listón Rojo
- Que los consejeros, administradores y/o miembros del personal asistan a las conferencias
- Que la administración se reúna con grupos de empleados clasificados regularmente
- El personal escolar realizará visitas hogares para dialogar sobre asistencia escolar, comportamiento y aspectos académicos
- Supervisión estudiantil comunicación entre el personal de la oficina y la administración
- Boletines y hojas informativas acerca como apoyar el aprendizaje en el hogar
- El personal escolar se comunicará con los padres de familia acerca de expectativas de comportamiento durante eventos escolares (BTSN, exhibición escolar, junta Título I, conferencias de padres, etc.)
- Que el consejero escolar imparta lecciones a los alumnos acerca de características positivas y como reaccionar al acoso escolar *bullying*
- Que el consejero escolar proporcione sesiones de consejería individual, en grupo pequeño y sesiones en los salones de clase acerca de una variedad de temas
- El personal escolar organizará la semana anti *bullying*.
- Supervisión de los alumnos iniciará 45 minutos antes del inicio del día escolar.
- El personal escolar trabajará en colaboración con organizaciones de la comunidad para proporcionar consejería y servicios de salud mental.
- Juntas COST y de Equipo de Éxito Estudiantil (SST) para apoyo con intervención
- Protocolo de disciplina a nivel escolar por medio de formularios de remisión de baja incidencia
- Intervenciones y apoyo para promover las expectativas de comportamiento positivas
- Capacitación de SEL y apoyo para el personal escolar
- El personal escolar buscará otros medios de corrección en lugar de las suspensiones en casa.

¿Sugerencias? ¿Comentarios?

PRESUPUESTO LCFF-EL

LCFF-EL Budget

Allocation for 2019-2020 is $21,009

Amount Remaining is $2,342.68

Expenditures this month included:

- Reclassification Banners
- Reclassification Certificates, Holders, Books, etc.
- Supplies for Distance Learning Packets
- EL Facilitator Stipend

Remaining will hopefully be rolled over to next year's budget.

Suggestions? Input?

LCFF-EL Budget

Allocation for 2020-2021 is $ 18,891

****Projected****

Amount Remaining is $ 18,891

Planned Expenditures Include:

- BIA Support
- Start Up Supplies for School and Teachers

Suggestions? Input?

Presupuesto LCFF-EL

La asignación para el 2019-2020 es de $21,009

Cantidad restante $2,342.68

Gastos incluidos este mes:

- Estandartes de reclasificación
- Certificados de reclasificación, *holders*, libros, etc.
- Materiales para paquetes de aprendizaje a distancia
- Honorarios para facilitador EL
- Se espera que lo que resta se transfiera al presupuesto del próximo año.

¿Sugerencias? ¿Comentarios?

Presupuesto LCFF-EL

La asignación para el 2020-2021 es $ 18,891

****Proyección****

Cantidad restante $ 18,891

Gastos planeados incluyen:

- Apoyo BIA
- Materiales de inicio para la escuela y maestros

¿Sugerencias? ¿Comentarios?

IMPORTANCE OF ATTENDANCE

Attendance

District goal for attendance is 96.5%.

- **Average Daily Attendance for August: 96.7%**
- **Average Daily Attendance for September: 96.6%**
- **Average Daily Attendance for October: 95.3%**
- **Average Daily Attendance for November: 95.1%**
- **Average Daily Attendance for December: 94.9%**
- **Average Daily Attendance for January: 94.6%**
- **Average Daily Attendance for February: 94.4%**
- **Average Daily Attendance for March: CAN NOT BE DETERMINED**
- **Average Daily Attendance for April: CAN NOT BE DETERMINED**

In May:

- Daily number of absences: **CAN NOT BE DETERMINED**
- Daily number of lates: **CAN NOT BE DETERMINED**
- Daily number of tardies: **CAN NOT BE DETERMINED**

IMPORTANCIA DE LA ASISTENCIA ESCOLAR

Asistencia escolar

La meta de asistencia escolar del Distrito es 96.5%.

- **Promedio diario de asistencia escolar para agosto: 96.7%**
- **Promedio diario de asistencia escolar para septiembre: 96.6%**
- **Promedio diario de asistencia escolar para octubre: 95.3%**
- **Promedio diario de asistencia escolar para noviembre: 95.1%**
- **Promedio diario de asistencia escolar para diciembre: 94.9%**
- **Promedio diario de asistencia escolar para enero: 94.6%**
- **Promedio diario de asistencia escolar para febrero: 94.4%**
- **Promedio diario de asistencia escolar para marzo: NO SE PUEDE DETERMINAR**
- **Promedio diario de asistencia escolar para abril: NO SE PUEDE DETERMINAR**

En mayo:

- Ausencias escolares diarias: **NO SE PUEDE DETERMINAR**
- Retardos diarias: **NO SE PUEDE DETERMINAR**
- Retardos de más de 30 minutos: **NO SE PUEDE DETERMINAR**

REPORTS

CSI REPORT

REPORTES

REPORTE CSI

CSI

- $172,000 in CSI funds this year:
  - Buy Back Days
  - Articulations
  - Units of Study in Reading
  - Math Manipulatives
  - Running Records
  - Guided Reading Library
- Left over funds (approximately $9,000 not likely to roll-over).

ATP Report

Updates from May Meeting:

- Measure of School, Family, and Community Partnerships

Next Meeting is in August 2020

CSI

- Este año $172,000 en fondos de CSI:
  - Días de *Buy Back*
  - Articulaciones
  - Unidades de estudio en lectura
  - Manipulativos de Matemáticas
  - Archivos activos
  - Biblioteca de lectura guiada

- Fondos restantes (aproximadamente $9,000 que probablemente no serán trasferidos).

Reporte ATP

Actualizaciones de la junta de mayo:

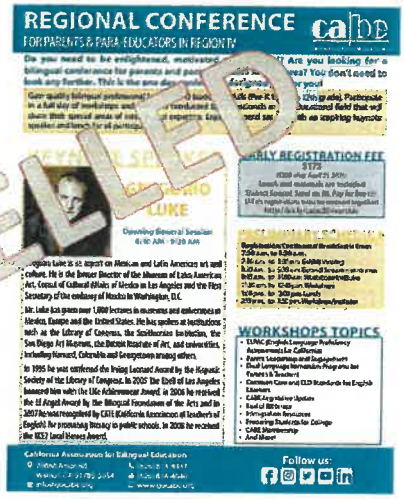
- Measure of School, Family, and Community Partnerships

Próxima junta agosto 2020

DELAC Report

- **DELAC**
  - March 17, 2020 Report
    - CANCELLED DUE TO DISTRICT CLOSURE
  - April 30, 2020 Report
    - Undetermined
  - May 26, 2020 Report

CABE



Reporte DELAC

- **DELAC**
  - 17 de marzo, reporte 2020
    - CANCELADA DEBIDO AL CIERRE ESCOLAR
  - 30 de abril, reporte 2020
    - No se ha determinado
  - 26 de mayo, reporte 2020

CABE

CABE

CABE 2020

"ZOOM" ON IN WITH A SPECIAL INVITATION!

Because of the amazing response from members and the generous support of our sponsors, The CABE 2020 Virtual Community website can now be accessed by all!
No user name and password is needed!

CABE NOW VIRTUAL COMMUNITY OPEN FOR ALL!

LIVE WEBINARS - Register directly NOW for the following:

Tuesday, May 5, 2020: Dr. Sandra Stotsky (Sponsored by Caslon Publishing & Velazquez Press)

Tuesday, May 6, 2020: Nicole Eves (Sponsored by Culture Links, LLC)

VIRTUAL VENDOR BOOTH - Watch dynamic and time-appropriate videos recorded especially for the CABE 2020 Virtual Community for the CABE audience.

VIRTUAL CONFERENCE EXPERIENCE - Get a peek at the many parts of CABE 2020 that would have occurred if we had been able to gather in person!

We are excited to welcome all to our CABE 2020 Virtual Community!

A Big THANK YOU to our SPONSORS: Velazquez Press, Caslon Publishing, Lakme 24/7, AKG, Benchmark Education, Edvotion, National Geographic/Cengage, Cloud Rainforest, CTA, DRC, Edgear, GHS, Curriculum TCM, ETS!

CABE

CABE 2020

"ZOOM" ON IN WITH A SPECIAL INVITATION!

OVER

Because of the amazing response from members and the generous support of our sponsors, The CABE 2020 Virtual Community website can now be accessed by all!
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CABE

CABE 2020 VIRTUAL COMMUNITY

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CABE

CABE 2020 VIRTUAL COMMUNITY

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Ya se realizó

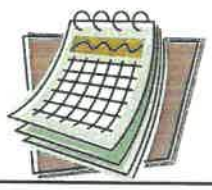
HEARING SESSION

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

Upcoming Events:

- SSC: May 28th

- SCHOOL CLOSURE UNTIL JUNE 19, 2020



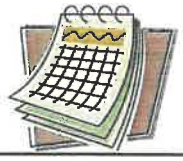
SESIÓN DE AUDIENCIA

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

Próximos eventos:

- SSC: 28 de mayo

- CIERRE ESCOLAR HASTA EL 19 DE JUNIO 2020



CLOSURE

- **Next Meeting:**
  - To Be De Determined
- **Collect Signatures:**

CLAUSURA

- **Próxima junta:**
  - Aun no se determinado
- **Recopilar firmas:**

Alvord Unified School District
State and Federal Programs Office
School Site Council Meeting Packet Coversheet

School: Foothill Elementary Meeting Date: May 28, 2019

Submitted by: Dawn Elliott

Please attach copies of the following documents to this form and send the packet to Lisa Palmer no later than 30 days after each meeting. ***Send or scan all documents together in one packet.*** *If you have any questions, call the State and Federal Programs office at 951-50-6178.*

Attach Coversheet to front of packet, with documents in listed order:

- ✓ *SSC Agenda*
- ✓ *SSC Minutes (for current meeting date)*
- ✓ *SSC Sign-In Sheet*
- ✓ *Handouts (do not attach last month's minutes)*

Federal Program Monitoring Instrument Item - For SFP Office Use

	Quorum Established (ES = 6 and MS/HS = 7)	*Bylaws*	
	Quorum in Minutes Matches Sign-in Sheet	*District Protocol*	
	Officers Elected	*Bylaws*	
	Expenditure Limit Approved ($500 maximum limit)	*District Protocol*	
	Bylaws Reviewed Annually	*Bylaws*	
	Roles and Responsibilities Trained	*Bylaws*	
	UCP & Williams Discussed	*UCP-2*	
	SARC Presented	*CE-17*	
	SSC- ELAC Feedback Loop Executed	*CE-8, CE-19, EL-9, EL-13*	
	PAC Parent Representative/Alt Elected	*EC 52063*	
	SSC- PAC Feedback Loop Executed	*EC 52063*	
	ATP Report Shared with SSC	*CE-1*	
	District Parent Inv. Policy Reviewed	*CE-2*	
	Site Parent Inv. Policy Reviewed-Title I Only	*CE-2*	
	Site Parent Inv. Policy Approved-Title I Only	*CE-2*	
	School Compact Reviewed-Title I Only	*CE-2*	
	School Compact Approved-Title I Only	*CE-8, CE-19, EC 64001*	
	Annual Achievement Results Presented	*CE-8, CE-19, EC 64001*	
	SPSA Annual Evaluation Form Submitted for 2016-17 Plan OR Minutes Included Evidence of Evaluating Services/Actions	*CE-8, CE-19, EC 64001*	
	Evidence of SSC Involved in Process of Reviewing SPSA	*CE-8, CE-19, EC 64001*	
	SPSA On-Going Input/Discussion Occurred During Revision Process	*CE-8, CE-19, EC 64001*	
	Revised/updated SPSA Shared with SSC	*CE-8, EC 64001*	
	SPSA Approved	*CE-8, CE-19, EC 64001*	
	SPSA Services Monitored throughout School Year using Student Data	*CE-19, EC 64001*	
	Title I Annual Meeting/Process Shared with SSC	*CE-1,CE-2*	
	SSC Monitored Building Parent Capacity Plans were Implemented	*District*	
	Evidence of End-of-Year SSC Committee Evaluation Occurred	*FPM Protocol*	
	SSC Election Summary Provided to SSC	*FPM Protocol*	
	LCAP Topic Discussed as Listed on Monthly Agenda	*District Protocol*	

SCHOOL SITE COUNCIL
LA JUNTA DE CONCILIO ESCOLAR

When/Cuando: Thursday, May 28, 2020
jueves, 28 de mayo 2020

Where/Donde: Foothill Elementary School,
Virtual Online Meeting through Google Meet: An access code (for those who would like to join us on the video chat) and a phone number (for those that would like to join us via phone) will be sent through email 30 minutes prior to our meeting.

Junta virtual en línea a través de Google Meet: Un código de acceso (para aquellos que deseen unirse con nosotros en la discusión por video) y un número de teléfono (para aquellos que deseen unirse con nosotros por teléfono) se enviarán a través de correo electrónico 30 minutos antes de nuestra reunión.

Time/Hora: 12:30 p.m.

Please plan to attend this meeting. Your input regarding our school's programs is extremely valuable. We look forward to working with you this year and having your input!

Favor de asistir a la junta porque necesitamos su opinión sobre los programas de la escuela. Nos da gusta trabajar con usted este año y utilizar sus opiniones.

Please review the attached minutes and be prepared to discuss them during our meeting.

Favor de revisar la Minuta adjunta y así estar preparados para dialogar acerca de ella.

ALVORD UNIFIED SCHOOL DISTRICT
Foothill Elementary School

School Site Council

Wednesday, May 28, 2020
ONLINE VIA GOOGLE MEETS

AGENDA

I. Introductory Procedures
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome

II. Action Items
   1. Approve Minutes from April 28, 2020
   2. Approve Minutes from May 6 2020
   3. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   4. Approve participation in a Title I School Wide Program
   5. Approve site categorical budgets for 2020-2021
   6. Approve the 2020-2021 School Plan for Student Achievement

III. Discussion/Information
   1. Budget Reports by Funding Source
   2. Training Topics:
      - Plan Election Cycle for August 2020
      - SSC Committee Evaluation
   3. School Plan for Student Achievement (SPSA)
      - Continue monitoring student progress and implementation of SPSA goals/actions
   4. Reports from Parent Committees
      - English Learners Advisory Committee (ELAC)
      - Action Team for Partnership (ATP)
      - District Parent Advisory Committee (PAC)
   5. Principal's Report

III. Hearing Session/Public Comments
This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

IV. Adjournment: Action Item
   1. Agenda building for next meeting
   2. The next School Site Council meeting is scheduled for August/September, 2020

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Foothill

Concilio Escolar

miércoles, 28 de mayo del 2020
EN LÍNEA A TRAVÉS DE GOOGLE MEETS

AGENDA

I. Procedimientos de Introducción
   1. Llamar al orden
   2. Establecer el Quórum
   3. Juramento a la Bandera
   4. Bienvenida

II. Asuntos de Acción
   1. Aprobar la minuta de la reunión del 28 de abril, 2020
   2. Aprobar la minuta de la reunión del 6 de mayo, 2020
   3. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
   4. Aprobar la participación en el Programa Escolar Título I
   5. Aprobar los presupuestos categóricos del plantel para el 2020-2021
   6. Aprobar el Plan Escolar para los Logros Estudiantiles del 2020-2021

III. Diálogo/Información
   1. Reporte de los presupuestos de acuerdo al fondo
   2. Tema de Capacitación:
      - Planear las fechas para las elecciones en agosto, 2020
      - Evaluación del Comité SSC
   3. Plan Escolar Para Logros Estudiantiles (SPSA)
      - Continuar Monitoreando el progreso estudiantil y la implementación de las metas/acciones del SPSA
   4. Reportes de Comités de Padres
      - Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
      - Equipos de Acción Para Las Asociaciones Escolares (ATP)
      - Comité Consejero De Padres (PAC) [Comité del Distrito]
   5. Principal's Report

V. Sesión de Audiencia/Comentarios del Público
Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.

V. Clausura: Asunto de Acción
   1. Desarrollo de la agenda para la próxima reunión
   2. La próxima reunión del Concilio Escolar está programada para el 21 de mayo del 2020

ALVORD UNIFIED SCHOOL DISTRICT
Foothill Elementary School
School Site Council
Wednesday, May 28, 2020
ONLINE VIA GOOGLE MEETS

MINUTES

I. Introductory Procedures
   1. Call to Order
      The meeting was called to Order at 12:35 p.m.
   2. Establishment of Quorum
      A quorum was established with 6 out of 10 members present. At 12:36, the quorum was adjusted to 7 out of 10 members. The following members were present: Israel Avila, Kristen Carroll, Marina Williamson, Jessica Quon, Julie Trujillo, Rosa Castro, Alba Vasquez (arrived at 12:36). The following non-members were present: facilitator Dawn Elliott, interpreter, Rocio Romero, and parent, Martha Palomares (excused herself from the meeting at 1:14).
   3. The Pledge of Allegiance
      Ms. Elliott led the council and guests in reciting the Pledge of Allegiance.
   4. Welcome
      Members were welcomed by Ms. Elliott.

II. Action Items
   1. Approve Minutes from April 28, 2020
      Members reviewed minutes. It was motioned/second/carried by Trujillo/ Williamson (7/0/0) to approve Minutes from April 28, 2020
   2. Approve Minutes from May 6 2020
      Members reviewed minutes. It was motioned/second/carried by Trujillo/Carroll (7/0/0) to approve Minutes from May 6 2020.
   3. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
      - Following a discussion on 2020-2021 projected budgets (see Discussion Item 1), members reviewed expenditure requests. It was motioned/second/carried by Carroll/Quon 7/0/0 to approve expenditures for Title I. Mrs. Trujillo asked about homework binders for 3rd-5th grade. Ms. Elliott shared that homework these will be purchased with AVID funds.
      - It was motioned/second/carried by Trujillo/ Castro (7/0/0) to approve expenditures for LCFF LI.
      - It was motioned/second/carried by Carroll/Quon (7/0/0) to approve expenditures for LCFF EL.
   4. Approve participation in a Title I School Wide Program
      Members discussed features of a School Wide Title 1 Program. Members agreed that this program was a benefit. It was motioned/second/carried (Trujillo/Williamson 7/0/0) to approve Foothill's participation in a Title I School Wide Program.

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Foothill

Concilio Escolar

miércoles, 28 de mayo del 2020
EN LÍNEA A TRAVÉS DE GOOGLE MEETS

MINUTA

I. Procedimientos de Introducción
   1. Llamar al orden
      La junta se llamó al orden a las 12:35 p.m.
   2. Establecimiento del Quórum
      El quórum se estableció con 6 de los 10 miembros presentes. A las 12:36, el quórum se ajustó a 7 de 10 miembros. Los siguientes miembros estuvieron presentes: Israel Avila, Kristen Carroll, Marina Williamson, Jessica Quon, Julie Trujillo, Rosa Castro, Alba Vasquez (llegó a las 12:36). Los siguientes no-miembros estuvieron presentes: retiró de la junta a la 1:14).
   3. Juramento a la Bandera
      La Sra. Elliott dirigió el juramento a la Bandera al concilio e invitados.
   4. Bienvenida
      La Sra. Elliott dio la bienvenida a los miembros.

II. Asuntos de Acción
   1. Aprobación de la minuta de la junta del 28 de abril del 2020.
      Los miembros revisaron la minuta. Se propuso una moción/secundó/para aprobar la minuta de la junta del 28 de abril del 2020 por Trujillo/Williamson (7/0/0).
   2. Aprobación de la minuta de la junta del 6 de mayo del 2020.
      Los miembros revisaron la minuta. Se propuso una moción/secundó/para aprobar la minuta de la junta del 6 de mayo del 2020 por Trujillo/Carroll (7/0/0).
   3. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
      - Después de dialogar los gastos proyectados para 2020-2021 (ver asunto de acción 1), los miembros revisaron la solicitud de gastos. Se propuso una moción/secundó/para aprobar los gastos para el Título I por Carroll/Quon 7/0/0. La Sra. Trujillo preguntó sobre las carpetas de tarea para 3º-5º grado. La Sra. Elliott compartió que éstas se comprarán con fondos de AVID.
      - Se propuso una moción/secundó/para aprobar los gastos para LCFF LI por Trujillo/Castro (7/0/0).
      - Se propuso una moción/secundó/para aprobar los gastos para LCFF EL por Carroll/Quon (7/0/0).
   4. Aprobar la participación en el Programa Escolar de Título I
      Los miembros dialogaron las características del Programa Escolar de Título I. Los miembros acordaron que este programa era de beneficio. Se propuso una moción/secundó/para aprobar la participación de Foothill en el Programa Escolar de Título I (Trujillo/Williamson 7/0/0).

5. Approve site categorical budgets for 2020-2021
   Members reviewed and discussed allocations for 2019-2020 site categorical budgets.
   - LCFF-LI $16,504
   - LCFF-EL $18,891
   - Title I $209,308

   It was motioned/second/carried by Carroll/ Trujillo (7/0/0) to approve site categorical budgets
6. Approve the 2020-2021 School Plan for Student Achievement
   The Single Plan for Student Achievement (SPSA) was reviewed.
   It was motioned/second/carried by Trujillo/ Carroll (7/0/0) to approve the SPSA as presented. The SPSA was signed and attested by Israel Avila, Principal and Marina Williamson, SSC Chairperson.

III. Discussion/Information

1. Budget Reports by Funding Source
   - Members reviewed the budget reports from 2019/2020 and 2020/2021.
2. Training Topics:
   - Plan Election Cycle for August 2020
     Members discussed the election cycle for August 2020.
   - SSC Committee Evaluation
     Members completed the SSC Committee annual evaluation.
3. School Plan for Student Achievement (SPSA)
   - Members reviewed the proposed SPSA for Conditions of Learning: ELA, Math, ELD; Pupil Outcomes; and Engagement: School Climate, Absenteeism, and Suspensions as previously reviewed by staff and ELAC.
   - Members of the Council were asked if they had any input or suggestions they would like to add pertaining to each goal presented. All members were in agreement with the document presented. There were no updates at this time.
4. Reports from Parent Committees
   - English Learners Advisory Committee (ELAC)
     - Ms. Elliott shared that during the May 27th ELAC meeting, the SPSA was reviewed and input was requested. During this time, parent member in attendance was in agreement with the SPSA as proposed and stated that she would like to see more parents involved in activities sponsored by the school.
   - Action Team for Partnership (ATP)
     - ATP members completed the Measure of School, Family, Partnership Survey
   - District Parent Advisory Committee (PAC)
     - PAC representative shared that she was not able to attend the last PAC meeting and thus was not able to give a report.
5. Principal's Report
   - Beginning of the school year details have not been confirmed.
   - At today's board meeting, there will be information about who has been selected as Foothill's new principal.

5. Aprobación de los presupuestos categóricos para 2020-2021
   Los miembros revisaron y dialogaron las asignaciones de los presupuestos categóricos para 2019-2020.
   - LCFF-LI $16,504
   - LCFF-EL $18,891
   - Título I $209,308

   Se propuso una moción/secundó/para aprobar los presupuestos categóricos por Carroll/Trujillo (7/0/0)
6. Aprobación del Plan Escolar para el Rendimiento Estudiantil 2020-2021
   Se revisó el Plan Singular para el Rendimiento Estudiantil (SPSA).
   Se propuso una moción/secundó/para aprobar el SPSA sin cambios por Trujillo/Carroll (7/0/0). El director, Israel Avila y la presidente de SSC, Marina Williamson firmaron y confirmaron el SPSA.

III. Diálogo/Información

1. Reporte de los presupuestos por fondo de financiación
   - Los miembros revisaron los reportes de presupuesto de 2019/2020 y 2020/2021.
2. Tema de Capacitación:
   - Planear el ciclo de elecciones para agosto de 2020.
     Los miembros dialogaron el ciclo de elecciones para agosto de 2020.
   - Evaluación del Comité SSC
     Los miembros completaron la evaluación anual del Comité SSC.
3. Plan Escolar para el Rendimiento Estudiantil (SPSA)
   - Los miembros revisaron el SPSA propuesto para condiciones de aprendizaje: ELA, Matemáticas, ELD; resultados estudiantiles; y participación: entorno escolar, ausentismo escolar y suspensiones como anteriormente fue revisado por el personal escolar y ELAC.
   - Se preguntó a los miembros del Concilio si les gustaría agregar algún comentario o sugerencia para cada meta presentada. Todos los miembros estuvieron de acuerdo con el documento presentado. No hubo actualizaciones en este momento.
4. Reportes de los Comités de Padres
   - Comité Consejero para Aprendices del Idioma Inglés (ELAC)
     1. La Sra. Elliott compartió que durante la junta de ELAC del 27 de mayo, se revisó el SPSA y se pidieron sugerencias. En esta ocasión, el miembro padre asistente estuvo de acuerdo con el SPSA, sin cambios y dijo que le gustaría ver que más padres participen en actividades patrocinadas por la escuela.
   - Equipo de Acción para las Asociaciones Escolares (ATP)
     - Los miembros de ATP completaron la encuesta de medidas escolares familias, asociaciones.
   - Comité Consejero de Padres del Distrito (PAC)
     - El representante de PAC compartió que no pudo asistir a la última junta y por lo tanto no pudo dar un reporte.
5. Reporte del Director
   - No se han confirmado detalles del inicio del año escolar.
   - En la junta de hoy de la Mesa Directiva, se proporcionará información sobre quién será seleccionado como nuevo director de Foothill.

III. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

There were no comments at this time.

IV. Adjournment: Action Item

1. Agenda building for next meeting
   Ms. Elliott shared that our next meeting would consist of SSC election results, By-Laws, and roles and responsibilities.
2. The next School Site Council meeting is scheduled for August/September, 2020
   It was motioned/second/carried by Carroll/ Trujillo (7/0/0) to adjourn the meeting at 1:20 p.m.

III. Sesión de Audiencia/Comentarios del Público

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.

No hubo comentarios en este momento.

IV. Clausura: Asunto de Acción

1. Desarrollo de la agenda para la próxima junta.
   La Sra. Elliott compartió que nuestra próxima junta consistiría en los resultados de las elecciones de SSC, reglamentos, funciones y responsabilidades.
2. La próxima junta del Concilio Escolar está programada para agosto/septiembre de 2020. Se propuso una moción/secundó/para clausurar la junta a la 1:20 p.m. por Carroll/Trujillo (7/0/0).

Foothill Elementary

School Site Council
Elementary Sign-In Sheet
May 28, 2020

Name (Print)	Signature	SSC Position	Office Held
SCHOOL SITE MEMBERS			
Israel Avila		Principal	
Jessica Quon		Teacher	Secretary
Julie Trujillo		Teacher	
Marina Williamson	E. Marina Williamson	Teacher	Chairperson
Kristen Carroll		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Ana Banuelos		Parent	
Rosa Castro	Rosa Maria Castro	Parent	
VACANT		Parent	
Alba Vasquez		Parent	Vice-Chairperson
Maria Zapata		Parent	PAC Representative
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Dawn Elliott	Dawn Elliott	NA	Facilitator
Rocio Romero		Interpreter	
Martha Palomares		Parent	

Foothill Elementary School

SCHOOL SITE COUNCIL

May 28, 2020

INTRODUCTORY PROCEDURES

- Call to Order
- Establishment of Quorum
- Pledge of Allegiance
- Welcome

ACTION ITEMS

- Approve Minutes from April 28, 2020
- Approve Minutes from May , 2020
- Expenditure Requests
- Approve Participation in a Title I School Wide Program
- Approve Site Categorical Budgets for 2020-2021
- Approve the 2020-2021 Single Plan for Student Achievement

DISCUSSION/ INFORMATION

Budget Reports

LCFF-LI (LIMITED INCOME)

Allocation for 2020-2021 is $16,248

Amount Remaining is $338.76

- remote learning materials and supplies
- classroom library books

LCFF-EL (ENGLISH LEARNERS)

Allocation for 2020-2021 is $21,009

Amount Remaining is $2,342.68

- Reclassification banners, certificates, holders, books
- Remote learning materials and supplies

TITLE I

Allocation for 2020-2021 is $211,405

Amount Remaining is $6,323.56

Expenditures included:

- Remote Learning Materials and Supplies (tablets, easels, laptops)

LCFF-LI (LIMITED INCOME)

Allocation for 2020-2021 is $16,504
Amount Remaining is $16,504
Planned expenditures included:

- Homework folders TK-2nd (NTE $1,000)
- Certificates (NTE $1,000)
- Laminator Rolls (NTE $2,000)
- Projector Bulbs (NTE $5,000)
- Paper for the Poster Machine (NTE $2,000)
- School Safety Equipment (NTE $3,000)
- Open PO: Office Solutions-Copy Paper (NTE $5,000)

LCFF-EL (ENGLISH LEARNERS)

Allocation for 2020-2021 is $18,891
Amount Remaining is $18,891
Planned expenditures included:

- Open PO: Southwest-Supplemental Instruction (NTE $5,000)

TITLE I

Allocation for 2020-2021 is $209,308
Amount Remaining is $209,308
Planned expenditures included:

- Heggerty Phonemic Awareness (NTE $3,000)
- Phonics Units of Study (NTE $7,500)
- Professional Development Books (NTE $1,500)
- Printer Supplies (NTE $5,000)
- TK/Kindergarten Journals (NTE $1,000)
- Bins and Organizational Supplies for Guided Reading Library (NTE $1,000)
- Counting Collections Materials and Supplies (NTE$1,000)
- TCRWP Phonics Professional Development (NTE $2,000)
- RCOE CGI Workshop (NTE

- Open PO: Southwest-Parent Engagement (NTE $2,000)
- Open PO: Southwest-Professional Development ($2,500)
- Open PO: Southwest-Supplemental Instruction (NTE $5,000)

Suggestions? Input?

EXPENDITURE REQUESTS

Alvord Unified School District
Foothill Elementary School
Categorical Budget Expenditure Request
May 28, 2020

Title I

Vendor	Item Requested	Quantity	Price	SPSA Page #	Justification - How Supplemental
Literacy Resources LLC	Heggerty Phonological Awareness Kits	15	$79.99 ea NTE $5,000	Conditions of Learning: ELA Strategy/Activity 5 p. 42-43	
Heinemann	Readers Workshop: Phonics Units of Study	15	$499 ea. NTE $7,500	Conditions of Learning: ELA Strategy/Activity 5 p. 42-43	
Barnes N Noble Etc	Professional Development Books	15	NTE $1,500	Conditions of Learning: ELA/Math/ELD Strategy/Activity 10 p. 45-46	
Monster Technology	Printer Supplies	TBD	NTE $5,000	Conditions of Learning: ELA/Math/ELD Strategy/Activity 5 p. 42-43	
Preferred Printing	TK/K Journals	TBD	NTE $1,000	Conditions of Learning: ELA Strategy/Activity 5 p. 42-43	
Really Good Stuff	Organizational Supplies for Guided Reading Library	TBD	NTE $1,000	Conditions of Learning: ELA Strategy/Activity 5 p. 42-43	
Various	Counting Collections Materials and Supplies	TBD	NTE $1,000	Conditions of Learning: Math Strategy/Activity 5 p. 42-43	

Title I (continued)

Vendor	Item Requested	Quantity	Price	SPSA Page #	Justification - How Supplemental
TCRWP	Phonics Professional Development Workshop	3	NTE $2,000	Conditions of Learning: ELA Strategy/Activity 5 p. 44-46	
RCOE	Cognitively Guided Virtual Institute	10	NTE $3,000	Conditions of Learning: Math Strategy/Activity 5 p. 44-46	
Southwest	Open PO: Parent Engagement	Misc.	NTE $2,000	Conditions of Learning: ELA/Math/ELD Strategy/Activity 5 p. 42-43	
Southwest	Open PO: Professional Development	Misc.	NTE $2,500	Conditions of Learning: ELA/Math/ELD Strategy/Activity 5 p. 42-43	
Southwest	Open PO: Supplemental Instruction	Misc.	NTE $5,000	Conditions of Learning: ELA/Math/ELD Strategy/Activity 5 p. 42-43	
Total:			NTE: $34,500		

Training Topics:

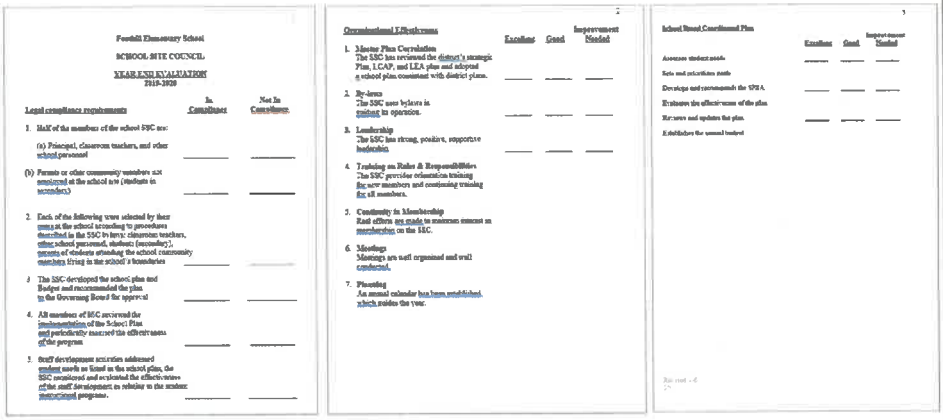
- SSC Election Cycle: August 2020
- SSC Committee Evaluation

SSC ELECTION CYCLE: AUGUST 2020

- Teacher Nominations (May 2020)
- Teacher Ballot (August 2020)
- Parent Nominations (August 2020)
- Parent Ballot (August/September 2020)
- First School Site Council Meeting (September 2020)

Suggestions? Input?

SSC COMMITTEE EVALUATION



Foothill Elementary School

SCHOOL SITE COUNCIL

YEAR END EVALUATION
2019-2020

Legal compliance requirements	In Compliance	Not In Compliance
1. Half of the members of the school SSC are:		
(a) Principal, classroom teachers, and other school personnel	_____	_____
(b) Parents or other community members are employed at the school site (students in secondary)	_____	_____
2. Each of the following were selected by their peers at the school according to procedures described in the SSC by-laws: classroom teachers, other school personnel, students (secondary), parents of students attending the school community members living in the school's boundaries	_____	_____
3. The SSC developed the school plan and Budget and recommended the plan to the Governing Board for approval	_____	_____
4. All members of SSC reviewed the implementation of the School Plan and periodically assessed the effectiveness of the program	_____	_____
5. Staff development activities addressed student needs as listed in the school plan, the SSC monitored and evaluated the effectiveness of the staff development as relative to the student instructional programs.	_____	_____

Organizational Effectiveness	Excellent	Good	Improvement Needed
1. Master Plan Correlation The SSC has reviewed the district's strategic Plan, LCAP, and LEA plan and adopted a school plan consistent with district plans.	_____	_____	_____
2. By-laws The SSC uses bylaws in writing in operation.	_____	_____	_____
3. Leadership The SSC has strong, positive, supportive leadership	_____	_____	_____
4. Training on Roles & Responsibilities The SSC provides orientation training for new members and continuing training for all members.			
5. Continuity in Membership Real efforts are made to maintain consent on membership on the SSC.			
6. Meetings Meetings are well organized and well conducted.			
7. Planning An annual calendar has been established which guides the year.			

School Based Coordinated Plan	Excellent	Good	Improvement Needed
Assesses student needs	_____	_____	_____
Sets and prioritizes needs			
Develops and recommends the SPSA	_____	_____	_____
Evaluates the effectiveness of the plan			
Reviews and updates the plan	_____	_____	_____
Establishes the annual budget			

Suggestions? Input?

CONDITIONS OF LEARNING

- English Language Arts (ELA)
- Math
- English Language Learners (ELLs)

Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Conditions of Learning (ELA)

Current Goals:

By June 2020, we will increase the overall average Lexile growth from the beginning of the school year to the end of the school year for 1st through 5th grade students from 232 points (2018-2019) to 250 points, showing an overall average growth of 18 Lexile points as measured by the DIBELS (Acadience) assessment.

By June 2020, we will increase the percent of students at the "Standard met" and "Standard Exceeded" level from 34% to 37% as measured by the CAASPP data.

Proposed Goal:

By June 2021, we will increase the overall average Lexile growth from the beginning of the school year to the end of the school year for 1st through 5th grade students to 250 points as measured by the DIBELS (Acadience) assessment.

By June 2021, we will increase the percent of students at the "Standard met" and "Standard Exceeded" level to 37% as measured by the CAASPP data.

Conditions of Learning (ELA)

Proposed Actions:

- Instructional coach support for teachers,
- Recognize the achievement of students in ELA, math, and ELD during recognition ceremonies
- Data conferences with teachers, administration, and support team
- Instructional materials, resources, and supplies
- Copy machine and maintenance
- Science fair, history day/fair, spelling bee, and other academic events
- Science camp for 5th graders
- Professional development (articulation days)
- Professional development books and materials
- All students will be assessed and identified as needing intervention support in ELA using common grade level assessments
- Leveling of classroom libraries
- Leadership team
- Parent involvement/education events (family nights, Parent University)
- ATP meeting attendance and refreshments
- Study trips
- COST and SST team meetings
- Instructional walkthroughs and feedback
- Literacy teacher support
- Goal setting conferences between teachers and students
- Ongoing parent communication
- Comprehensive classroom libraries, guided reading, shared reading, and read aloud books
- Bi-monthly PLC meetings
- Computers, digital licenses, technology, etc. to support ELA
- TK/K Camp and middle school visits
- Phonics Units of Study for K-2nd grade and phonological awareness kits for K-5th FBI and intervention.

Suggestions? Input?

Conditions of Learning (Math)

Current Goal:
By June 2020, at least 30% of student will score within the "Standards Met and Standards Exceeded" bands as measured by CAASPP data.

By June 2020, we will decrease the percentage of students at the "Standards Not Met" level to less than 44% as measured by CAASPP data.

Proposed Goal:
By June 2021, at least 30% of student will score within the "Standards Met and Standards Exceeded" bands as measured by CAASPP data.

By June 2021, we will decrease the percentage of students at the "Standards Not Met" level to less than 44% as measured by CAASPP data.

Conditions of Learning (Math)

Proposed Actions:

- Instructional coach support for teachers,
- Recognize the achievement of students in ELA, math, and ELD during recognition ceremonies
- After school tutoring in math
- Data conferences with teachers, administration, and support team
- Instructional materials, resources, and supplies
- Copy machine and maintenance
- Science fair, history day/fair, spelling bee, and other academic events
- Science camp for 5th graders
- Professional development (articulation days)
- Professional development books and materials
- Leadership team
- All students will be assessed and identified as needing intervention support in math using common grade level assessments
- Parent involvement/education events (family nights, Parent University)
- Study trips
- COST and SST team meetings
- Instructional walkthroughs and feedback
- Goal setting conferences between teachers and students
- Ongoing parent communication
- Bi-monthly PLC meetings
- Computers, digital licenses, technology, etc. to support math
- TK/K Camp and middle school visits
- Counting collections

Suggestions? Input?

Conditions of Learning (ELD)

Current Goal:

By June 2020, at least 10% of students (up from 7.8%) will score within the "Well-Developed" level in reading as measured by ELPAC data.

By June 2020, at least 21% of students (up from 18.7%) will score within the "Well-Developed" level in writing as measured by ELPAC data.

By June 2020, we will decrease the percentage of students at the "Beginning and Somewhat Developed Stages" to less than 48% as measured by overall ELPAC scores.

Proposed Goal:

By June 2021, at least 10% of students will score within the "Well-Developed" level in reading as measured by ELPAC data.

By June 2021, at least 21% of students will score within the "Well-Developed" level in writing as measured by ELPAC data.

By June 2021, we will decrease the percentage of students at the "Beginning and Somewhat Developed Stages" to less than 48% as measured by overall ELPAC scores.

Conditions of Learning (ELL)

Proposed Actions:

- Recognize the achievement of students in ELA, math, and ELD during recognition ceremonies
- Data conferences with teachers, administration, and support team
- Instructional materials, resources, and supplies
- Copy machine and maintenance
- Science fair, history day/fair, spelling bee, and other academic events
- Professional development (articulation days)
- Professional development books and materials
- Leadership team
- Parent involvement/education events (family nights, Parent University)
- ATP meeting attendance and refreshments
- Study trips
- EL Facilitator
- CABE Attendance for parents, paraprofessionals, and support staff
- Reclassification ceremonies
- Instructional walkthroughs and feedback
- Goal setting conferences between teachers and students
- Ongoing parent communication
- Bi-monthly PLC meetings
- Computers digital licenses, technology, etc. to support ELD
- TK/K Camp and middle school visits
- Common grade level assessments
- BIA Support

Suggestions? Input?

PUPIL OUTCOMES

Students will be prepared to be college and career ready when they graduate from high school.

Pupil Outcomes

Current Goal:

- By June 2020, 90% of classes will participate in college field trips.
- By June 2020, all fourth and fifth grade teachers will be AVID PATH trained.
- By June 2020, 100% of students will use AVID organizational tools to ensure communication between home and school.

Proposed Goal:

- By June 2021, 90% of classes will participate in in-person, or virtual college field trips.
- By June 2021, all second and third grade teachers will be AVID PATH trained.
- By June 2021, 50% of TK-5th students will collect adult communication signatures daily.

Pupil Outcomes

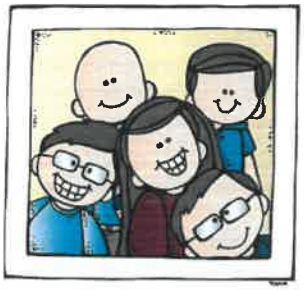
Proposed Actions:

- Career Day and Vehicle Career Day,
- Teachers and support staff will be trained in AVID strategies,
- AVID facilitator support,
- Partnership with Riverside Arts Academy and Cal Baptist University for music instruction,
- College symbolism,
- College readiness during daily lessons, morning announcements, and recognition assemblies,
- In person or virtual college campus study trips for students
- Higher learning opportunity lessons,
- Parent University trainings to model life-long learning,
- Organizational materials to support college and career readiness.
- Use of common signature collection sheets or agendas

Suggestions? Input?

ENGAGEMENT

- School Climate
- Attendance
- Suspensions



Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Engagement (School Climate)

Current Goals:

- By June 2020, at least 90% of 5th grade students will report feeling safe at school as reported by the California Healthy Kids Survey.
- By June 2020, at least 90% of students will report feeling safe at school as reported on the California Healthy Kids Survey.

School Climate: Parents

- By June 2020, we will increase the number of parents participating in the California School Parent Survey from seven respondents, to no less than 21.
- By June 2020, we will increase the percentage of parents feeling encouraged to be an active partner with the school in educating their child 71% to 80% as evidenced by the California School Parent Survey.

School Climate: Staff

- By June 2020, we will increase the number of staff participating in the California School Staff Survey from 11 respondents, to no less than 20.
- By June 2020, we will increase the percentage of staff rating the school environment to be a supportive and inviting place from 70% to 85% as evidenced by the California School Staff Survey.
- By June 2020, 90% of student's parents will be connected to staff through electronic communication.

Engagement (School Climate)

Proposed Goals:

- By June 2021, at least 90% of 5th grade students will report feeling safe at school as reported by the California Healthy Kids Survey.
- By June 2021, at least 90% of students will report feeling safe at school as reported on the California Healthy Kids Survey.

School Climate: Parents

- By June 2021, we will increase the number of parents participating in the California School Parent Survey from seven respondents, to no less than 21.
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- By June 2021, we will increase the number of staff participating in the California School Staff Survey from 11 respondents, to no less than 20.
- By June 2021, we will increase the percentage of staff rating the school environment to be a supportive and inviting place from 70% to 85% as evidenced by the California School Staff Survey.
- By June 2021, 90% of student's parents will be connected to staff through electronic communication.

Engagement (School Climate)

Proposed Actions:

- Refreshments and childcare for parent meetings and trainings
- Update website with current school information
- Interpretation and translation services
- Red Ribbon Week activities
- Counselors, administrators, and/or staff to attend conferences
- Administration to meet with classified employee groups regularly
- Staff will conduct home visits to discuss attendance, behavior, and academics
- Student supervision staff communicates with office staff and administration
- Bulletins, newsletters, Dojo messages, on how to support learning at home
- Staff will communicate with parents during school events (BTSN, Open House, Title I meeting, parent conferences, etc.)
- School counselor to provide lessons to all students on positive character traits and how to respond to bullying
- School counselor to provide individual, small group, and classroom counseling sessions in a variety of topics
- Disaster preparedness information will be communicated with staff and students. Drills will occur monthly.
- Staff will organize anti-bullying week.
- Supervision of students will happen 45 minutes prior to the start of the school day.
- Counselor to participate in leadership team meetings.
- Attendance and discipline data will be shared with parents during parent meetings.
- Staff will work in partnership with community organizations to provide counseling and mental health services.
- COST and Student Success Team (SST) meetings for intervention support,
- Bi-monthly contact with parents of students that are chronically or severely chronically absent.
- School Safety Committee
- Promotion of school surveys and providing opportunities for parents to come in and take them, incentives
- Staff shirts and masks to promote safety
- Site-wide discipline protocols, rules, consequences, etc.
- Interventions and support to promote positive behavior expectations
- Staff will meet with students and parents to discuss concerns regarding attendance, academics, and behavior

Suggestions? Input?

Engagement (Attendance)

Current Goals:

- By June 2020, overall attendance rate will increase by 0.5% to reach at least 95.97%.
- By June 2020, chronic absenteeism rate will decrease by 3% from 10.1% to 7.1%.

Proposed Goals:

- By June 2021, overall attendance rate will increase to at least 95.97%.
- By June 2021, chronic absenteeism rate will decrease by 3% from 15.5% to 12.5%.

Engagement (Attendance)

District goal for attendance is 96.5%.

Average Daily Attendance for August: 96.7%
Average Daily Attendance for September: 96.6%
Average Daily Attendance for October: 95.3%
Average Daily Attendance for November: 95.1%
Average Daily Attendance for December: 94.9%
Average Daily Attendance for January: 94.6%
Average Daily Attendance for February: 94.4%
Average Daily Attendance for March: CAN NOT BE DETERMINED
Average Daily Attendance for April: CAN NOT BE DETERMINED
Average Daily Attendance for May: CAN NOT BE DETERMINED

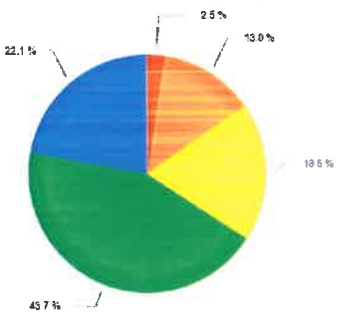
total days present/total days enrolled= 70958/74450 = 95.3%
through March 13th

Engagement (Attendance)

Chronic Absenteeism

Attendance Percentage

Type		ATT Percentage				
School	Grade			3 - At-Risk		
All Schools	All Grades	0 - 80	81 - 90	91 - 94	95 - 98	99 - 100



Engagement (Attendance)

Proposed Actions:

- Update website with current school information
- Red Ribbon Week activities
- Supplemental resources, materials, awards, etc. to promote school attendance
- Staff will meet with students and parents to discuss concerns regarding attendance, academics, and behavior
- Counselors, administrators, and/or staff to attend conferences
- Student supervision staff communicates with office staff and administration
- Bulletins and newsletters on how to support learning at home
- School counselor to provide lessons to all students on positive character traits and how to respond to bullying
- School counselor to provide individual, small group, and classroom counseling sessions in a variety of topics
- Staff will organize anti-bullying week.
- Supervision of students will happen 45 minutes prior to the start of the school day.
- Daily and monthly attendance reports will be provided to all staff and students.
- Attendance and discipline data will be shared with parents during parent meetings.
- Staff will work in partnership with community organizations to provide counseling and mental health services.
- COST Student Success Team (SST) meetings for intervention support,
- Bi-monthly contact with parents of students that are chronically or severely chronically absent.

Suggestions? Input?

Engagement (Suspension)

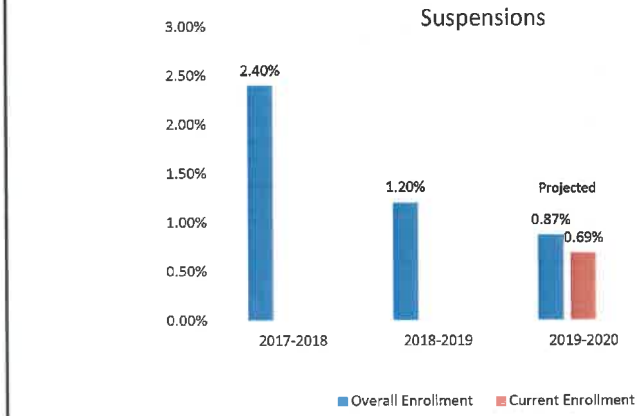
Current Goals:

- By June 2020, suspension rate will decrease by .5% to be less than 0.7%.

Proposed Goals:

- By June 2021, suspension rate will be less than 0.7%.

Engagement (Suspension)



Engagement (Suspension)

Proposed Actions:

- Update website with current school information
- Red Ribbon Week activities
- Counselors, administrators, and/or staff to attend conferences
- Administration to meet with classified employee groups regularly
- Student supervision staff communicates with office staff and administration
- Bulletins and newsletters on how to support learning at home
- Staff will meet with students and parents to discuss concerns regarding attendance, academics, and behavior
- Staff will communicate behavior expectations with parents during school events (BTSN, Open House, Title I meeting, parent conferences, etc.)
- School counselor to provide lessons to all students on positive character traits and how to respond to bullying
- School counselor to provide individual, small group, and classroom counseling sessions in a variety of topics
- Staff will organize anti-bullying week.
- Supervision of students will happen 45 minutes prior to the start of the school day.
- Attendance and discipline data will be shared with parents during parent meetings.
- Staff will work in partnership with community organizations to provide counseling and mental health services.
- COST and Student Success Team (SST) meetings for intervention support
- Site-wide discipline protocols through low-incidence referral forms
- Interventions and support to promote positive behavior expectations
- SEL training and support for staff
- Staff will look for other means of correction in lieu of at home suspensions.

Suggestions? Input?

Parent Committee Reports

ELAC UPDATES

- Key items from May 27th meeting:
  - SSC review of ELAC Recommendations on the SPSA, Title I Compact, and Title I Parent Involvement Policy
  - School Compact and Parent Involvement Policy Review and Input on Goals and Actions/Strategies
  - LCFF Budget Projections
  - Parent Reports

ATP REPORT

Updates from May Meeting:

- Measure of School, Family, and Community Partnerships

Next Meeting is in August 2020

PAC REPORT

- May 13, 2020 Report

Next Meeting is in 2020-2021

Principal's Report

HEARING SESSION

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

CLOSURE

- **Agenda Building**
- **Next Meeting:**
  - August/September 2020

Alvord Unified School District

Foothill Elementary School

Categorical Budget Expenditure Request

May 28, 2020

Title I

Vendor	Item Requested	Quantity	Price	SPSA Page #	Justification - How Supplemental
Literacy Resources LLC	Heggerty Phonological Awareness Kits	23	$79.99 ea. NTE $3,000	Conditions of Learning: ELA Strategy/Activity 6 p. 43-44	Heggerty Phonological kits will be used by teachers in TK-1st grade for whole group phonological awareness instruction and in 2nd – 5th grade grades for students needing intense phonological awareness interventions. All kits will support students at risk of not meeting the challenging state academic standards in ELA.
Heinemann	Readers Workshop Phonics Units of Study	15	$450 ea. NTE $7,500	Conditions of Learning: ELA Strategy/Activity 6 p. 43-44	Phonics Units of Study will be used by teachers in kindergarten through second grade to teach foundational skills standards to students at risk of not meeting the challenging state academic standards in ELA.
Barnes N Noble Etc.	Professional Development Books	35	NTE $1,500	Conditions of Learning: ELA/Math/ELD Strategy/Activity 11 p. 46-47	Teachers, administration, and instructional coach will use professional development books to plan ELA and math lessons that support the implementation of the CCSS for students at-risk of not meeting the challenging State academic standards.
Monster Technology	Printer Supplies	60 for varying machines	NTE $5,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Cartridges will be used by teachers to enhance the core curriculum by providing visual support that will be used as a resource, scaffold, intervention and visual aid to help students meet the rigorous CCCSS.
Preferred Printing	TK/K Journals	50	NTE $1,000	Conditions of Learning: ELA Strategy/Activity 6 p. 43-44	Journals will be used in TK and kindergarten classrooms during writing instruction to support the needs of students at risk of not meeting the challenging state academic standards.
CM School Supply	Organizational Supplies for Guided Reading Library	120	NTE $1,000	Conditions of Learning: ELA Strategy/Activity 6 p. 43-44	Bins, labels, and organizational supplies will be used in the guided reading book library to support teachers in delivering differentiated instruction to students at risk of not meeting the challenging CCCSS in ELA.
Various	Counting Collections Materials and Supplies	TBD	NTE $1,000	Conditions of Learning: Math Strategy/Activity 3 p. 42	Labels, organizational supplies, and materials will be used by students in the development of number sense through the practice of counting collections in mathematics to in order to meet the challenging CCCSS.

Title I (continued)

Vendor	Item Requested	Quantity	Price	SPSA Page #	Justification - How Supplemental
TCRWP	Phonics Professional Development Workshop	3	NTE $2,000	Conditions of Learning: ELA Strategy/Activity 10 p. 46	Foothill instructional coach, assist principal, and principal will attend a virtual training focused on phonics instruction through the TCRWP Phonics Units of Study. Information learned will be brought back and shared with classroom teachers and paraprofessionals. Strategies learned will serve to provide at-risk students with the tools necessary to meet the rigorous State academic standards in K-2nd grade.
RCOE	Cognitively Guided Virtual Institute	15	NTE $3,000	Conditions of Learning: Math Strategy/Activity 10 p. 46	Foothill instructional coach, assistant principal, and principal and 3rd through 5th grade teachers will attend a virtual training focused on Cognitively Guided Instruction in math. Information learned will be brought back to support students' conceptual understanding of mathematics. Strategies learned will serve to provide at-risk students with the tools necessary to meet the rigorous State academic standards in 3rd-5th grades.
Southwest	Open PO: Parent Engagement	Misc.	NTE $2,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Materials will be used to support parent engagement through flyers to school-wide parent involvement events, provide materials necessary for parent trainings and parent group meetings, and support maintaining a home-school connection that will enhance the core curriculum for at-risk students.
Southwest	Open PO: Professional Development	Misc.	NTE $2,500	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Materials will be used to support professional development opport[illegible] in which teachers, paraprofessionals, and support staff will participate in ongoing learning that will serve to enhance the core curriculum for students at-risk of not meeting the rigorous state academic standards.
Southwest	Open PO: Supplemental Instruction	Misc.	NTE $5,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Materials will be used to support classroom instruction and provide visual and hands-on learning tools that will serve to enhance the core curriculum for at-risk students.
Total:			NTE: $34,500		

LCFF-LI					
Vendor	**Item Requested**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Rochester	Homework Folders TK-2	400	NTE $1,000	Pupil Outcomes Strategy/Activity 10 p.62	Communication folders will be used by classroom teachers and parents to enhance the core curriculum by providing a resource that supports home-school communication and promotes college readiness to raise the achievement of limited income students.
Jones School Supply Co.	Certificates	500	NTE $1,000	Engagement Strategy/Activity 5 p. 68	Certificates purchased will be used to encourage students to do well academically in order to earn semester awards in reading, writing, math, ELD, and Principal's honor roll. In addition, certificates for excellent attendance will be provided to encourage students to attend school at least 98% of the time. All certificates, therefore, will serve to increase acces to learning and improved academic achievement for TK-fifth grade low-income, foster youth, and homeless students.
Spinitar	Laminator Rolls	4	NTE $2,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Laminating film will be used by classroom teachers to reinforce materials used for visual support that will be used as an intervention, resource, scaffold, and visual aide to raise the achievement of limited income students.
Troxell Communications	Projector Bulbs	10	NTE $5,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Projector bulbs will be purchased for use during whole group and small group instruction to increase access to learning and improve academic achievement for TK-5th grade low-income, foster youth, and homeless students.
Spinitar	Poster Maker Paper and Supplies	3 each of roll of paper, ink cartridge set, heads	NTE $2,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Poster maker paper, ink, and supplies will be used by classroom teachers to enhance the core curriculum by providing larger sized, color posters for visual support that will be used as an interventions, resource, scaffold, and visual aide to raise the achievement of limited income students.
Manzo Press	School Safety Equipment: Staff Shirts Staff Masks	NTE 65 of each	NTE $3,000	Engagement: Climate Strategy/Activity 28 p. 76	Staff shirts and masks will be used to help students identify staff thus ensuring their safety and raising the support of low-income, foster youth, and homeless students.

LCFF-LI (continued)					
Vendor	**Item Requested**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Office Solutions	Open PO: Supplemental Instruction	Misc.	NTE $2,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Materials will be used to increase classroom support for low-income, foster youth, and homeless students in order to provide equitable access to learning and improve academic achievement through the use of visual and hands-on learning tools.
Total:			NTE: $19,000		

LCFF-EL					
Vendor	**Item Requested**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Southwest	Open PO: Supplemental Instruction	Misc.	NTE $5,000	Conditions of Learning: ELA/Math/ ELD Strategy/Activity 6 p. 43-44	Materials will be used to increase classroom support for English Learners in order to provide equitable access to learning and improve academic achievement through the use of visual and hands on learning tools.
Total:			NTE: $5,000		

Alvord Unified School District
Foothill Elementary School
English Learners Advisory Committee

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands
One nation, under God, indivisible
With liberty and justice for all

MINUTES
May 27, 2020

I Introductory Procedures

1. Call to Order
   - The meeting was called to order at 11:12 a.m. by Ms. Elliott.
2. Welcome/Sign-In (EL 1 & 4b)
   - Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance
   - Pledge of Allegiance was led by Ms. Elliott

II. Action Items

1. Agenda
   a. Approval of minutes from meeting on April 28, 2020*
      Minutes from April were reviewed for approval.
      Under SPSA Input: Discussion Item 2: SPSA/SSC Input and Update, it was noted that "review of Conditions of Learning: English Language Arts" should have reflected "Conditions of Learning: English Language Arts, math, and ELD" as all three sections of Conditions of Learning were reviewed and discussed.
      No further amendments or changes were noted.
      Motion made by: Mrs. Palomares. Motion could not be seconded as Mrs. Palomares was the only member in attendance.
   b. Election of New ELAC members (EL4a *)
      (All new members need to be elected)
      No new members present.

III. Discussion/Information

1. SSC Updates
   Ms. Elliott informed parent member in attendance that SSC has received and reviewed ELAC's recommendations pertaining to Conditions of Learning, Pupil Outcomes, and Engagement on the Single Plan for Student Achievement (SPSA) in addition to the Title I Student/Parent/Staff Compact and Parent Involvement Policy.
2. SSC Feedback on ELAC Recommendations of SPSA Actions/Strategies
   - Conditions of Learning: ELA, math, ELD
   - Pupil Outcomes: College and Career
   - Engagement: Attendance, Suspensions, School Climate
   - Title I Student/Parent/Staff Compact
   - Title I Parent Involvement Policy
     a. Feedback from SSC regarding input shared by ELAC member during the April 28th meeting was shared.

Distrito Escolar Unificado Alvord
Escuela Primaria Foothill
Comité Consejero para Alumnos
Aprendiendo Inglés

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands
One nation, under God, indivisible
With liberty and justice for all

MINUTA
27 de mayo 2020

I Procedimientos de introducción

1. Llamar al orden
   - La Sra. Elliott llamó la junta al orden a las 11:12 AM.
2. Bienvenida/Registro de asistencia (EL 1 y 4b)
   a. Se dio la bienvenida a los padres y se les pidió anotar su nombre.
3. Saludo a la Bandera
   a. La Sra. Elliott guió el Saludo a la Bandera.

II. Asuntos de Acción

1. Agenda
   a. Aprobación de la Minuta de la junta del 28 de abril 2020*
   La minuta de abril se revisó para su aprobación.
   Bajo las recomendaciones para SPSA: Asunto de diálogo 2: En SPSA/SSC recomendaciones y actualización, se notó que "revisión de Condiciones de Aprendizaje: Artes de Lenguaje en Inglés" debe reflejar "Condiciones de Aprendizaje: Artes de Lenguaje en Inglés, Matemáticas y ELD" ya que las tres secciones de Condiciones de Aprendizaje fueron revisadas y se habló de ellas.
   No se hicieron otras correcciones o cambios.
   La Sra. Palomares propuso la moción pero no pudo ser secundada ya que ella fue la única miembro presente.
   b. Elección de nuevos miembros ELAC (EL4a)*
   (Todos los nuevos miembros deben ser elegidos)
   No hubo nuevos miembros presentes.

III. Diálogo/Información

1. Actualización de SSC
   La Sra. Elliott informó a la mamá miembro presente que SSC recibió una revisión con recomendaciones de ELAC en relación a las Condiciones de Aprendizaje, Resultados Estudiantiles y Participación en el Plan Singular para Rendimiento Estudiantil (SPSA) además del acuerdo de padres, maestros, personal de Título I y Política de Participación de Padres.
2. Recomendaciones de SSC en cuanto a las recomendaciones de ELAC para Acciones y Estrategias de SPSA.
   - Condiciones de aprendizaje: ELA, matemáticas y ELD
   - Resultados estudiantiles: Universidad y profesiones
   - Participación: Asistencia escolar, suspensiones, entorno escolar
   - Acuerdo Título I entre alumnos, padres y personal escolar
   - Política de participación escolar de Título I
     a. Comentarios de SSC en relación a las recomendaciones compartidas por el miembro de ELAC durante la junta del 28 de abril.

3. Updated SPSA Data and Input on Goals, Actions/Strategies (EL4d, 4d2 & 9)
    - Conditions of Learning: ELA, math, ELD
        a. Proposed Goals and Actions/Strategies were reviewed and input requested. Mrs. Palomares was in agreement with these items and had no additional input to provide at this time.
    - Pupil Outcomes: College and Career
        a. Proposed Goals and Actions/Strategies were reviewed and input requested. Mrs. Palomares was in agreement with these items and had no additional input to provide at this time.
    - Engagement: Attendance, Suspensions, School Climate
        a. Proposed Goals and Actions/Strategies were reviewed and input requested. Mrs. Palomares shared that she was in agreement with these items and further explained that she would like to see more parent involvement, especially during events such as Open House. Mrs. Palomares also shared that she would like to see more emphasis being placed on improving student attendance.
4. LCFF-EL Budget Discussion 2019-2020 (EL4d, 4d2 & 9)
    - Members reviewed the LCFF-EL budget and proposed expenditures.
    - Recent expenditures included reclassification banners, reclassification certificates, holders, books, etc., supplies for distance learning packets, and EL Facilitator stipend. Mrs. Palomares was asked if she had any suggestions or input regarding the budget at this time. She did not.
5. LCFF-EL Budget Discussion 2020-2021 (EL4d, 4d2 & 9)
    - Members reviewed the LCFF-EL projected budgets and proposed expenditures. It was noted by Ms. Elliott that although we did not spend all of our LCFF-EL money, that there was a good chance that it would not rollover for the next school year. Mrs. Palomares was asked for additional suggestions or input regarding next year's projected budget. Mrs. Palomares said she was okay with projections to provide BIA support and start up supplies for teachers and had no further input at this time.
6. School Attendance (EL4c2 & 9)
    - Ms. Elliott reviewed the importance of attendance and shared that since the school site closure due to COVID-19, that attendance has not been recorded.
7. CSI Report
    - Ms. Elliott shared information regarding Foothill's allocation of CSI funds and how they have been spent. She further explained that approximately $9,000 worth of our $172,000 allocation were not likely to rollover for next year.
8. ATP Report
    - Ms. Elliott shared that during the May ATP meeting, that the Measure of School, Family, and Community Partnerships was completed by members present.

3. Actualización de datos y recomendaciones para las metas, acciones y estrategias para SPSA (EL4d, 4d2 y 9)
    - Condiciones de aprendizaje: ELA, matemáticas, ELD
        a. Se revisaron las metas y acciones/estrategias propuestas y se pidieron opiniones. La Sra. Palomares estuvo de acuerdo en estos asuntos y por el momento no tuvo comentarios adicionales.
    - Resultados estudiantiles: Universidad y profesiones
        a. Se revisaron las metas y acciones/estrategias propuestas y se pidieron opiniones. La Sra. Palomares estuvo de acuerdo en estos asuntos y por el momento no tuvo comentarios adicionales.
    - Participación: Asistencia escolar, suspensiones, entorno escolar
        a. Se revisaron las metas y acciones/estrategias propuestas y se pidieron opiniones. La Sra. Palomares compartió que estaba de acuerdo con estos asuntos y explicó que le gustaría ver más participación de padres, especialmente en eventos como Exhibición Escolar. La Sra. Palomares también compartió que le gustaría ver mayor énfasis en el mejoramiento de la asistencia escolar de los alumnos.
4. Diálogo del presupuesto LCFF-EL 2019-2020 (EL4d, 4d2 y 9)
    - Los miembros revisaron el porsupuesto LCFF-EL y los gastos propuestos.
    - Los gastos recientes incluyen los letreros y certificados de reclasificación, fólderes, libros, etc., suministros para paquetes para aprendizaje a distancia y honorarios del facilitador EL. Se preguntó a la Sra. Palomares si tenía alguna sugerencia o recomendación en cuanto al presupuesto. Dijo que no.
5. Diálogo del presupuesto LCFF-EL 2020-2021 (EL4d, 4d2 y 9)
    - Los miembros revisaron lo proyección de gastos de y presupuesto de LCFF-EL. La Sra. Elliott mencionó que, aunque no gastamos todo nuestro dinero LCFF-EL, había una buena posibilidad de que no se transfiriera al próximo año escolar. Se le pidió a la Sra. Palomares sugerencias o recomendaciones adicionales sobre el presupuesto proyectado para el próximo año. La Sra. Palomares dijo que estaba de acuerdo con las proyecciones para proporcionar apoyo a BIA y para los suministros híncales para los maestros y no tuvo más comentarios en ese momento.
6. Asistencia escolar (EL4c y 9)
    - La Sra. Elliott revisó la importancia de la asistencia escolar y compartió que desde el cierre escolar debido al COVID-19, la asistencia escolar no ha sido registrada.
7. Reporte de CSI
    - La Sra. Elliott compartió información sobre la asignación de fondos CSI de Foothill y cómo se han gastado. Explicó además que no era probable que se transfirieran aproximadamente $ 9,000 de nuestra asignación de $ 172,000 para el próximo año.
8. Reporte de ATP
    - La Sra. Elliott compartió que durante la junta ATP de mayo, los miembros presentes completaron la Medida de las Asociaciones Escolares, Familiar y Comunitarias.

9. DELAC Report
    - This item was tabled as DELAC Representative and Alternate were not present.
10. CABE
    - Ms. Elliott shared that due to COVID-19, that this year's CABE conference has been cancelled but there was a virtual meeting offered on May 5th that was publicized only a day before the event. Unfortunately, due to this circumstance, Foothill parents and paraprofessionals were not able to participate in this event.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

1. Mrs. Palomares reiterated her desire to see improved parent involvement at Foothill.

VI. Adjournment

1. Next Meeting: To Be Determined. August/September 2020.
2. Adjournment
    - The meeting was adjourned at 11:40 a.m.

9. Reporte de DELAC
    - Este asunto se pospuso debido a que la representante y suplente para DELAC no estaban presentes.

10. CABE
    - La Sra. Elliott compartió que debido a COVID-19, la conferencia CABE de este año fue cancelada, pero se ofreció una reunión virtual el 5 de mayo que se publicitó solo un día antes del evento. Desafortunadamente, debido a esta circunstancia, los padres y paradocentes de Foothill no pudieron participar en este evento.

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

1. La Sra. Palomares reiteró su deseo de ver que en Foothill mejore la participación de padres

VI. Clausura

1. Próxima junta: Se anunciará. Agosto/septiembre 2020
2. Clausura
    - La junta se clausuró a las 11:40 AM.

Foothill Elementary School

SCHOOL SITE COUNCIL

YEAR-END EVALUATION
2019-2020

Legal compliance requirements	**In Compliance**	**Not In Compliance**
1. Half of the members of the school SSC are:		
(a) Principal, classroom teachers, and other school personnel	✓	
(b) Parents or other community members not employed at the school site (students in secondary)	✓	
2. Each of the following were selected by their peers at the school according to procedures described in the SSC bylaws: classroom teachers, other school personnel, students (secondary), parents of students attending the school/community members living in the school's boundaries	✓	
3. The SSC developed the school plan and Budget and recommended the plan to the Governing Board for approval.	✓	
4. All members of SSC reviewed the implementation of the School Plan and periodically assessed the effectiveness of the program.	✓	
5. Staff development activities addressed student needs as listed in the school plan; the SSC monitored and evaluated the effectiveness of the staff development as relating to the student instructional programs.	✓	

Organizational Effectiveness	Excellent	Good	Improvement Needed
1. **Master Plan Correlation** The SSC has reviewed the district's strategic Plan, LCAP, and LEA plan and adopted a school plan consistent with district plans.	✓		
2. **By-laws** The SSC uses bylaws in guiding its operation.	✓		
3. **Leadership** The SSC has strong, positive, supportive leadership.	✓		
4. **Training on Roles & Responsibilities** The SSC provides orientation training for new members and continuing training for all members.	✓		
5. **Continuity in Membership** Real efforts are made to maintain interest in membership on the SSC.	✓		
6. **Meetings** Meetings are well organized and well conducted.	✓		
7. **Planning** An annual calendar has been established which guides the year.	✓		

School Based Coordinated Plan

	Excellent	Good	Improvement Needed
Assesses student needs	✓		
Sets and prioritizes goals	✓		
Develops and recommends the SPSA	✓		
Evaluates the effectiveness of the plan	✓		
Reviews and updates the plan	✓		
Establishes the annual budget	✓		

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Granada Elementary School	33-66977-6031546	May 14, 2020, October 28, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

In collaboration to meet our objectives and goals, the La Granada MTSS team developed a compelling message and theory of action as listed below:

If we are going to improve our students' lives and school climate, we have to have vulnerable conversations that reflect our obligation to the whole child.

- If we work to internalize our obligation to meet the needs of all students;
- If we work to develop a vulnerable and professional school culture;
- If we focus on reflecting and improving instruction based on data;
- Then we will improve ALL our students' lives and school climate.

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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).

Due to the spread of COVID-19 state directives, school closures began on March 16, 2020 until the remainder of the 2019-2020 school year. La Granada provided distance learning instructional support. In addition to the 2018-2019 surveys below, teachers took a survey on the instructional support they were providing their students during the time frame in which schools were closed per state mandate.

Staff:

According to the PBIS Implementation survey, there were 23 participants that participated. When asked "How often do they teach PBIS lessons?" these were their responses:

30.4% Once a week on Mondays and address it throughout the week as needed

30.4% 2-3 times a week

34.8% Everyday at morning meeting or in an outside setting

4.3% daily & throughout the day as needed

The next question was, "How successful do you feel PBIS has been this year?" and responses were as followed:

21.7% Very successful

78.3% Somewhat successful

0% Not successful

When asked "Where are the most common behaviors occurring?" teachers responded with:

4.3% In the classroom

39.1% In the cafeteria

34.8% In the playground

13% During P.E.

4.3% In the Library

4.3% in the hallways, quad areas - students generally ignore reminders and/or instruction from other adults

The last question was "How could La Granada improve in implementing PBIS?" and staff gave the following recommendations:

- Encourage more teacher buy-in, maybe through a positive reinforcement system. More PD for the whole staff. Large Matrix posters!!
- Post the matrix around campus.
- I think it will take more time, and we have to continue to be consistent.
- Consistency and organized planning of student expectations & consequences.
- Develop more consistency among all staff in implementing the guidelines.
- Have the company train all staff. You never really get the full training when it comes from a second person.
- Seek ways to help students connect their current performance and possible future career goals
- Having videos of examples for each skill. I think it would be more interesting and fun for the kids to see videos.
- consequences that make an impact

***Based on staff responses, the implementation on morning meeting lessons that align with PBIS strategies and Boys Town philosophy has the potential to be more successful with more professional development. The areas in which majority of behaviors occur are the playground and the cafeteria. Some recommendations that can improve the behaviors displayed by students are consistent professional development in alternate stings other than the classroom, [posting clear expectations, and more engaging rewards and incentives.

According to the distance learning instructional support survey, there were 26 certificated staff members that responded. The results were as follows:

- TK-2nd grade teachers were providing distance learning via paper packets, Zoom meetings (only a few teachers), Google Classroom (kinder and second grade have created one classroom for the whole grade level), and classroom DOJO.
- 3rd-5th grade classrooms are all doing Google classroom with the exception of one. In addition, paper packets are being created per parent request or for students that do not have electronic devices at home. The majority of teachers in 3rd-5th grade are providing lessons on Zoom and Google Meet.
- Elementary Literacy Teacher has also created a Goggle classroom to provide reading literacy intervention and paper packets for families to take home.
- Special education is conducting IEPs via Zoom and teachers communicate via Dojo, email, and also provide personalized paper packets for students to address their IEP goals.

Parents:

Based on a verbal questionnaire and in the minutes, ELAC and SSC parents have provided feedback to continue after school tutoring for English Learners for the 2020-2021 school year. As stated in the January 2020 minutes from ELAC and SSC, parents recommended professional development for teachers in math due to the declining scores in the California Dashboard.

2018-2019 Surveys

Students:

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to

academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

According to the California Healthy Kids Survey (CHKS) that 32% of 5th grade students took in the 2018-2019 school year, more girls feel more engaged at school but more boys feel there are more school supports. Less girls feel the facilities are kept clean. More girls scored higher on School Safety. Girls responded higher to name calling, rumors being spread, or being hit or pushed.

Parents:

According to the California Healthy Kids Survey (CHKS) that 30 parents took in the 2018-2019 school year, 90% of them were Hispanic/Latino. There was 33% that were kindergarten parents and 2nd-5th grade parents were in the range of 13-17%. The two lowest indicators were Parental Involvement at School with 40% of parents answering that they were involved and School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs with 63% of parents agreeing. The two highest indicators were School Motivates Students to Learn 97% of parents agreeing and Parents feel welcome to participate at this school with 97% of parents agreeing.

ELAC minutes state that the committee has recommended to expand EL after school tutoring to 2nd graders too. La Granada has offered after school EL tutoring to 3rd-5th grade students. Students were selected based on their EL level. LTELs with an ELPAC overall score of 2 or 3 were considered. Then each student on the list that was considered had to score a 2 or 3 in the reading and writing domains to be invited to tutoring. These criteria were set to support the language acquisition in the areas of reading and writing to support reclassification of ELs.

SSC minutes demonstrate that parents also show interest in renewing technology. The committee approved the purchase of 50 Chromebooks for students to replace and expand the devices for students and 12 iPads for after school EL tutoring. In addition, the members also recommended use of Language Power as the after school EL tutoring curriculum.

Staff:

In January 2019, the staff took a survey on math instruction. There was a total of 22 classroom teachers that responded varying from TK-5th grade. Trends in responses were that there wasn't a set curriculum, lack of pacing guide, lack of resources, and lack of assessments. About 90% of teachers who responded said they taught Number Strings in their classrooms at least twice a week. Almost 50% of teachers stated they didn't teach Number Talks.

According to the California Healthy Kids Survey (CHKS) that 17 staff members took in the 2018-2019 school year, 53% have been employed for six or more years. The two lowest indicators were Promotes Staff Trust and Collegiality with 57% of staff that agreed and Supportive and Inviting Place to Work with 63% of parents agreeing. The two highest indicators were School Uses Objective Data in Decision Making with 100% of staff members agreeing and School Provides Adequate Access to Technology with 100% of staff agreeing.

Classroom Observations

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

The La Granada leadership team piloted a digital coaching tool named DigiCoach in 2018-2019. This tool allows administration to collect data during classroom visits. DigiCoach guides you through 5 key focus areas. Every DigiCoach look-for is objective, observable, and coachable. Data was gathered to look for areas needing additional PD.

The La Granada Leadership developed a DigiCoach blended matrix use for classroom observations with the intent of gathering data for future professional development in the areas of Checking for Understanding, Conceptual reasoning, ELL Strategies, Literacy Across Content Areas, and Collaboration and Communication. A DigiCoach PBIS matrix is used in the beginning of the year to ensure that behavior expectations are enforced in each classroom and setting.

From August 2019 until October of 2019, the first DigiCoach matrix used was the PBIS matrix. The areas in which staff needed additional support were Behavior Instruction and Academic Instruction.

- Behavior Instruction: Curriculum- This subarea states: "Teacher models, instructs and reviews behaviors using the classroom matrix." According to the data, 56% of the teachers were modeling this descriptor.
- Academic Instruction: Clear objectives- This subarea states: "Teacher delivers clear learning objectives that match the lesson." According to the data, 74% of the teachers were modeling this descriptor.
- Academic Instruction: Differentiation- This subarea states: "Teacher instruction is multimodal, uses flexible grouping, or includes differentiation to address various needs." According to the data, 77% of the teachers were modeling this descriptor.

*All three areas were discussed at leadership and leadership took it back to the their grade levels. The instructional coach provided support for the three new teachers to La Granada in these subareas.

From October 2019 until November of 2019, the DigiCoach matrix used was the La Granada Edition matrix developed by the leadership team. The areas in which staff needed additional support were Behavior Instruction and Academic Instruction.

- Conceptual Reasoning: Modeling and Data Analysis- This subarea states: "Students analyze complex, real-world scenarios while constructing mathematical/scientific models to interpret and solve problems." According to the data, 60% of the teachers were modeling this descriptor.
- ELL Strategies: Student Talk- This subarea states: "Students have multiple opportunities to practice oral language skills to demonstrate the sophistication of their thinking. Students talk 75% of the time to process their learning." According to the data, 75% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Complex Text- This subarea states: "Students have sustained exposure to complex text with minimal scaffolding. Students support and defend written and oral claims with text, data and evidence." According to the data, 77% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Higher Order Thinking Levels- This subarea states: "Students use various Higher Order Thinking Level systems to promote inquiry and critical thinking." According to the data, 47% of the teachers were modeling this descriptor.

*All three areas were discussed at leadership and leadership took it back to the their grade levels. Examples were provided by each grade level as to how to improve each area in which teachers

needed support. Professional development was planned for Higher Order Thinking Levels; however, the instructional coach moved to a different school site. Professional development was paused until there was a replacement that could provide it.

From November 2019 until February of 2020, the DigiCoach matrix used was the La Granada Edition matrix developed by the leadership team. The areas in which staff needed additional support were Behavior Instruction and Academic Instruction.

- Conceptual Reasoning: Modeling and Data Analysis- This subarea states: "Students analyze complex, real-world scenarios while constructing mathematical/scientific models to interpret and solve problems." According to the data, 67% of the teachers were modeling this descriptor.
- ELL Strategies: Student Talk- This subarea states: "Students have multiple opportunities to practice oral language skills to demonstrate the sophistication of their thinking. Students talk 75% of the time to process their learning." According to the data, 73% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Complex Text- This subarea states: "Students have sustained exposure to complex text with minimal scaffolding. Students support and defend written and oral claims with text, data and evidence." According to the data, 75% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Higher Order Thinking Levels- This subarea states: "Students use various Higher Order Thinking Level systems to promote inquiry and critical thinking." According to the data, 60% of the teachers were modeling this descriptor.

*All three areas were from the previous coaching cycle remained with in the same percentages with the exception of Higher Order Thinking Levels which increased by 13%. Future professional development is needed in these areas to support teachers.

In collaboration to meet our objectives and goals, the La Granada MTSS team developed a compelling message and theory of action as listed below:

If we are going to improve our students' lives and school climate, we have to have vulnerable conversations that reflect our obligation to the whole child.

- If we work to internalize our obligation to meet the needs of all students;
- If we work to develop a vulnerable and professional school culture;
- If we focus on reflecting and improving instruction based on data;
- Then we will improve ALL our students' lives and school climate.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

At La Granada, analysis of data, analyzing student work, and progress monitoring addresses key standards. Each week, grade levels meet to analyze student data (benchmarks, common formative assessments, performance tasks) and to determine areas of strength and areas of need. Grade levels brainstorm instructional strategies to address identified areas of need.

- iReady (ELA)
- iready (Math)
- CAASPP (ELA and Math)
- ELPAC (EL)
- Common Assessments (ELA and Math)
- SAEBRS (Social Emotional)
- Wonders (writing)
- ACHIEVE 3000 (Reading)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Our grade levels meet at least twice a month to analyze student data (benchmarks, common formative assessments, performance tasks, writing prompts) to determine areas of strength and areas of need. Grade levels brainstorm instructional strategies to address identified areas of need. Our instructional focus remains on the AVID essentials using Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at La Granada, certificated and classified, meet the state and federal requirements.

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

All teachers are fully credential correctly assigned. School administration will continue to collaboratively provide professional development to create and monitor a comprehensive and equitable framework, will includes all stakeholders to make data driven decisions address all students' needs (academic, behavioral, and social emotional) through differentiated instruction and learning through the lens of AVID, MTSS, and PBIS.

For the 2020-2021 our school will continue to be trained on AVID and will expand the PBIS training to Tiers 1 and 2 to reinforce our MTSS framework.

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

All staff development is based on the CCSS and student and staff needs. This year staff development is focused on the Common Core State Standards in all grades and the understanding and delivery of first instruction using the district adopted curriculum in ELA and D-ELD. Each staff development is then proceeded by grade level professional development the following week to address the team's specific needs on the topic presented to the staff.

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

One instructional coach provides on-going assistance in Language Arts, Writing, Math, ELD, and classroom management. One Elementary Literacy Teacher will support targeted students in foundational skills instruction, both directly with students, and as a support with teachers' instruction.

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

Collaboration around data occurs at minimum twice a month during early release days. Grade level release days are planned throughout the school year to provide grade levels collaboration time. In addition, grade level blocks are also planned monthly to provide collaboration time.

Teaching and Learning

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

All curricular materials and resources are state adopted and aligned to state standards. Teachers are using materials aligned to CCSS and state adopted materials to implement the CCSS.

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

All teachers turn in and post classroom schedules with appropriate instructional minutes in Language Arts, Mathematics and D-ELD.

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

Grade levels follow teacher created pacing guides in both ELA and Math. An intervention block is scheduled for at least 30 minutes at least three times a week. All grade levels have a Designated-ELD time which 30 minutes daily to support English Learners. The following times are designated for ELA and Math per grade spans to meet the required instructional minutes.

ELA
TK/K - 30 minutes
1st-3rd - 120 minutes
4th-5th- 150 minutes

Math
TK/K - 30 minutes
1st-5th - 60 minutes

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

La Granada is 100% Williams Textbook compliant. All students have access to core materials.

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

La Granada follows the ELA/ELD Framework and CCSS as adopted b y the CA SBE in ELA, Mathematics, Science, and social studies. These standards direct district and school goals, objectives, and expected learning outcomes towards mastery. In accordance with the directive by district administration, CCSS are the focus of instruction with core adopted materials used as the vehicle to reach mastery. La Granada students are given complete access to grade specific standards based appropriately aligned to district adopted materials including all textbooks. Each student is provided with their own textbook for the core content subjects. Teachers use district adopted or approved supplemental resources to assist student mastery towards the standards. Teachers have access to foundational skills, instructional, and student materials. Writing instruction is aligned to CCSS. As a result of William's lawsuit compliance, and through curriculum inventoried surveys, it has been established that all staff have teacher's additions, materials to differentiate instruction, and other resources that are needed to fully implement ELA, math, social studies, and science programs.

Opportunity and Equal Educational Access

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

There are many services provided in the regular program to serve under-performing students. Within our Multi Tiered System of Supports in the Response to Instruction and Intervention Plan, under-performing students are served in Tier 1, Tier 2, and Tier 3. The in-depth descriptions in Tier 1, Tier 2 and Tier 3 (listed below) describe the services provided to under-performing students to meet their needs in the regular program.

Tier 1-Differentiating through reading levels in Foundational Skills groups or proficiency blocks.

Tier 2- In addition to tier 1, students meet with teacher in a small group for their intervention time or meet with the Elementary Literacy Teacher.

Tier 3- In addition to tier 1 and 2 supports, students receive and additional intervention block, one on one, or both.

Evidence-based educational practices to raise student achievement

La Granada believes in research-based practices to improve student achievement. Teachers are ensuring that appropriate direct instruction is balanced with student-driven research and inquiry that is a focus on the CCSS. The CCSS Framework for ELA/ELD and math help to support teachers in choosing intentional approaches to delivering CCSS lessons. La Granada believes in the professional learning communities model and provides time each week to do the good work of collaboration. La Granada uses the research-based practices of SDAIE, vocabulary development and other research-based strategies to meet the needs of English Learners. A focus at La Granada over the last five years has been differentiated instruction to meet the needs of all students. Teachers focus on data to drive their instruction using such strategies as sentence frames, language stations, diverse engagement strategies, visuals, and graphic organizers.

Using the MTSS framework, we have established a Data Review Calendar to review data (attendance, behavior, academics) in order to monitor all students' needs. A pyramid of interventions has been developed by the school's staff to assist all student sin achieving academically, socially, and emotional outcomes.

The following practices are evidence-based practices:

- AVID
- MTSS
- PBIS
- iReady

Stakeholders have agreed to the following theory of action to guide our practices:

- If we work to internalize our obligation to meet the needs of all students;
- If we work to develop a vulnerable and professional school culture;
- If we focus on reflecting and improving instruction based on data;
- Then we will improve ALL our students’ lives and school climate.

Parental Engagement

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

The following resources are available from the school and district to support under-achieving students:

- Halftime After School program (site based but provided by the district)
- On-site tutoring (school)
- Elementary Literacy Teacher (site)
- District Counseling (site)
- Instructional Coach (site)

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)

La Granada values parent involvement and encourages both family and community involvement. La Granada's Parent Involvement Policy includes a three-way compact that parents, students and staff sign at the beginning of each school year. All written communication is provided in English and Spanish. Translators and childcare are provided when possible for all school events. A Principal's Coffee is held monthly as an open forum for parents to have access to school administration.

La Granada has an active PTA, ATP, ELAC, and SSC with dedicated core members who are directly involved in the development and implementation of the school program. Participation and attendance in these groups also provide parents the opportunity to fully understand the workings of the public educational programs. Attendance is discussed at least twice a year at Principal's Coffee, ELAC and SSC to inform parents of the importance of student attendance. Meeting times have been adjusted to the morning hours as requested by parents.

Involvement in school programs is encouraged through these subsequent services:

- The school library is open to parents each Monday and Wednesday morning from 7:30 a.m.- 8:30 am. Parents are encouraged to visit the library and utilize the resources.
- The computer lab and library supplies videos and reading materials that support parent training and homework help.
- Teachers include parents in school assemblies, programs, classroom activities and elicit parent support as needed.
- The school provides newsletters every month to keep parents informed of all school events, important dates, parenting tips, explanation of programs, and educational strategies for their children.

Parent workshops/activities provided at La Granada consist of:

- Parent University (series of workshops centered around increasing student achievement and parenting skills)- This year the workshops have focused on AVID Elementary, mathematics, technology, ELPAC and A-G requirements for high school graduation.
- Kinder Camp
- How to Help Your Child (classes in literacy and math)
- Family Science Night
- Gratitude Day
- Career Day-Parent Support Component
- Family Picnic Days
- International Walk to School Day
- Friendship Dance

Parents are informed of special programs and extended learning times (LCFF, T-I, EL, etc.). Students with special needs (i.e. Special Education, EL) may require special consideration with assessments. These considerations, along with suggestions, are provided to the parent. Special Education teachers notify parents of student progress on their individualized goals and objectives with an IEP. Special Education students receive report cards every semester. IEP meetings are held with parents who are part of the IEP process and decision-makers of their child's education.

Parents are informed of their student's progress in the following ways: progress reports, report cards, student work, school reports, teacher newsletters, and homework reports. Parents are also informed of their children's various assessment data results as well as all other aspects of their child's academic progress at parent-teacher conferences. We continue to poll parents for areas of interest and/or need in the area of parent training. Parent involvement and parent communication training for staff are essential additions to be added to the staff development opportunities at La Granada.

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials and technology is purchased to support core programs through first best instruction and intervention.

The following services and/or personnel are provided by categorical funds:

- Site-based tutoring for kindergarten
- Site-based tutoring for LTELs, ELs, and SES
- Personnel: instructional coach, bilingual assistants
- Support material (i.e. Learning A-Z, BrainPop).
- After school tutoring (ELs)
- Supplemental instructional materials
- Universal Screeners (reading, math and social emotional)

Fiscal support

Categorical funds provide access for under-performing students and at-promise students to meet standards for supplemental materials, tutoring, and other resources to address the academic standards.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is planned, reviewed, and feedback is provided on a cyclical basis. Goals and actions are reviewed and adjusted based on stakeholders' feedback and suggestions. Different sections of the SPSA are presented at every SSC and ELAC meetings. Both committees provide feedback and input. Certificated and classified staff are also presented with the plan at their first professional development of the school year. They provide their suggestions in revising goals and/or actions that is taken to SSC. Goals are monitored and local data is reviewed at the beginning, middle, and end of the year with all stakeholders. The leadership team reviews data that is attached to the SPSA monthly (ELA, math, ELPAC, attendance, suspensions).

Throughout the school year, the Leadership Team provides input, feedback, and recommendations of actions and strategies for the SPSA. Goals are also reviewed at staff meetings with the whole certificated staff and Leadership members gather feedback from their grade levels to report back. Staff is presented with data for each of the goals in the SPSA, and suggestions and recommendations are gathered based on data.

Our Action Team for partnership (ATP) committee is also previewed to the SPSA and and feedback is encouraged from the committee. PTA is also another committee of parents that are encouraged to provide feedback on the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- In 2017-2018 La Granada's Student with Disabilities subgroup was 12.7% with 78 of the schools enrollment of 613 students. In 2018-2019 teh Student with Disability subgroup increased to 13.7% with 86 students of the schools enrollment of 613 students. The Students with Disability subgroup has been increasing every year. There are Special Day Classes (SDC) from preschool through fifth grade creating a full continuum of SDC classes.

- The Students with Disabilities subgroup did not meet the ELA, Math, Chronic Absenteeism, and suspension rate indicators in the California Dashboard for the 2017-2018 school year. The lack of progress put La Granada in the ATSI category. Once the 2019 California Dashboard released data, La Granada's Student with Disabilities made sufficient progress in all indicators except math taking La Granada out of ATSI.

- La Granada's attendance hasn't increased in the last three years. According to local data, in 2016-2017 the ADA was at 95.5% in 2017-2018 95.22%, and in 2018-2019 it was 95.39%. Chronic absenteeism rates have impacted the school's ADA. In 2016-2017, there was 12.7% of students who were chronically absent and in 2017-2018 there were 14.3%. Chronic absenteeism rates dropped in 2018-2019 to 12%.

- In 2016-2017, there were .6% of students that were suspended and in 2017-2018 there were .9%. There were 1.9% of Students with Disabilities that were suspended in 2016-2017 and 4.2% in 2017-2018. There had also been a lot of staff turnover that had not received the PBIS training provided 6 years prior. In 2018-2019, suspension rates dropped to .7% for all students and 2.3% for Students with Disabilities.

- Teacher surveys for mathematical instruction was administered and trends in responses were that there wasn't a set curriculum, lack of pacing guide, lack of resources, and lack of assessments. The math academic indicator is the subject where less than 20% of students can met or exceed standards. In 2016-2017 only 16.15% of 3rd-5th grade students Met or Exceeded the standards in math. In 2017-2018, there were only 16.95% of students meeting or exceeding the standards. In 2018-2019 there were only 14.98% of students that Met or Exceeded Standards in Mathematics. Mathematics has been La Granada's biggest challenge.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.48%	0.17%	2	3	1
African American	1.47%	1.28%	1.21%	9	8	7
Asian	0.33%	0.48%	0.52%	2	3	3
Filipino	%	%	0%			0
Hispanic/Latino	94.29%	94.89%	94.29%	578	594	545
Pacific Islander	%	%	0%			0
White	3.26%	2.72%	3.46%	20	17	20
Multiple/No Response	0.33%	0.16%	0.17%	2	1	1
			Total Enrollment	613	626	578

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	109	104
Grade 1	115	99	79
Grade 2	93	111	100
Grade3	95	100	112
Grade 4	115	92	96
Grade 5	79	115	87
Total Enrollment	613	626	578

Conclusions based on this data:

1. Based on student enrollment data, declining enrollment trends are present. Between the 2016-2017 and 2017-2018 school year enrollment declined by 27 students. In 2018-2019, enrollment increased by 13 students in comparison to 2017-2018. However, in declined by 48 students from 2018-2019 to 2019-2020 school year.
2. The Hispanic/Latino students subgroup declined in enrollment from 2016-2017 to 2017-2018, but increased in 2018-2019. The White subgroup has increased and declined in enrollment the past three years. However, they represent approximately 94% of the school's population.
3. The Kindergarten cohort from 2016-2017 has been declining for the past 3 years. They began with 126 students and by the time they were in 2nd grade the cohort decreased to 111. Kindergarten has been the only grade level to have declined in enrollment every year. The other grade levels fluctuate each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	392	387	248	63.9%	61.8%	42.9%
Fluent English Proficient (FEP)	12	18	81	2.0%	2.9%	14.0%
Reclassified Fluent English Proficient (RFEP)	14	76	90	3.5%	19.6%	23.3%

Conclusions based on this data:

1. In the past three school years there has been a decline in the number of English Learners by almost 5% from 2016-207 to 2018-2019. In 2019-2020, there was a decline of 18.9% of ELs.
2. The number of Fluent English Proficient students increased by almost 1% from 2017-2018 to 2018-2019. It increased by about 11% from 2018-2019 to 2019-2020.
3. The percent of RFEP students maintained at about 3% in the 2016-2017 and 2017-2018 school years. In the 2018-2019 school year there were 19.6% of ELs that were reclassified which was almost five times the trend of the two previous years due to reclassification in grades 1st through 3rd grade in addition to 4th and 5th grade previously. In 2019-2020, there were 23.3% of students that were reclassified. The trend of students being reclassied has increased the last three school years. ELs are making progress which correlates with the 58% of students in the high level of the ELPI scores.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	96	102	127	94	102	127	94	102	99.2	97.9	100
Grade 4	84	117	94	82	116	94	82	107	94	97.6	99.1	100
Grade 5	113	77	110	112	77	110	112	77	110	99.1	100	100
All Grades	325	290	306	321	287	306	321	278	306	98.8	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2381.	2395.	2362.	10.24	17.02	4.90	15.75	13.83	12.75	32.28	27.66	29.41	41.73	41.49	52.94
Grade 4	2421.	2438.	2443.	12.20	13.08	20.21	21.95	24.30	17.02	17.07	26.17	24.47	48.78	36.45	38.30
Grade 5	2447.	2470.	2463.	3.57	7.79	9.09	29.46	29.87	26.36	20.54	25.97	27.27	46.43	36.36	37.27
All Grades	N/A	N/A	N/A	8.41	12.95	11.11	22.12	22.30	18.95	24.30	26.62	27.12	45.17	38.13	42.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.02	18.09	6.86	38.58	48.94	41.18	50.39	32.98	51.96
Grade 4	13.41	12.15	19.15	52.44	54.21	47.87	34.15	33.64	32.98
Grade 5	14.29	12.99	16.36	42.86	54.55	44.55	42.86	32.47	39.09
All Grades	12.77	14.39	14.05	43.61	52.52	44.44	43.61	33.09	41.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.45	12.77	2.94	43.31	36.17	40.20	47.24	51.06	56.86
Grade 4	9.76	11.21	11.70	40.24	53.27	51.06	50.00	35.51	37.23
Grade 5	10.71	14.29	14.55	44.64	48.05	50.00	44.64	37.66	35.45
All Grades	9.97	12.59	9.80	42.99	46.04	47.06	47.04	41.37	43.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.81	13.83	5.88	62.99	59.57	69.61	25.20	26.60	24.51
Grade 4	8.54	16.82	19.15	56.10	66.36	56.38	35.37	16.82	24.47
Grade 5	10.71	10.39	8.18	58.93	66.23	61.82	30.36	23.38	30.00
All Grades	10.59	14.03	10.78	59.81	64.03	62.75	29.60	21.94	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.45	15.96	4.90	53.54	48.94	46.08	37.01	35.11	49.02
Grade 4	18.29	13.08	13.83	40.24	53.27	53.19	41.46	33.64	32.98
Grade 5	14.29	18.18	10.91	41.07	50.65	51.82	44.64	31.17	37.27
All Grades	13.40	15.47	9.80	45.79	51.08	50.33	40.81	33.45	39.87

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year.

   In 2016-2017, there was a total of 69.47% of students in grades 3-5 that were at the "Standards Not Met" and "Standards Nearly Met" bands. In 2017-2018, there was a total of 64.75% of students in grades 3-5 that were at the "Not Meeting Standards" and "Nearly Meeting Standards" bands. In 2018-2019, there was a total of 69.93% of students in grades 3-5 that were at the "Not Meeting Standards" and"Nearly Meeting Standards" bands.

   Based on the data from the last three school years, La Granada has increased the percentage of students in the "Standards Nearly Met" band from 24.3% in 2016-207 to 27.12% in 2018-2019. The percentage of students has decreased in the "Standards Not Met" band from 45.17% in 2016-207 to 42.81% in 2018-2019. This trend signifies that students are moving from the lowest band of "Standards Not Met" to the next band up "Standards Nearly Met." The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

2. In 2016-2017, there was a total of 30.53% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2017-2018, there was a total of 35.25% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2018-2019, there was a total of 30.06% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands.

   Based on the data from the last three school years, La Granada has increased the percentage of students in the "Standards Exceeded" band from 8.41% in 2016-207 to 11.11% in 2018-2019. The percentage of students has decreased in the "Standards Met" band from 22.12% in 2016-207 to 18.95% in 2018-2019. This trend signifies that students are moving from "Standards Met" to the next band up "Standards Exceeded." The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

3. In the last three school years (2016-2017 through 2018-2019), the Listening Claim in the ELA Summative CAASPP assessment is the claim that has the majority of students in grades 3-5 ranging from about 59-62% of students in the "At or Near Standard" band. This claim also has the least percentage of students in the "Below Standard" band ranging from 29% to 26% in the last three years. The Writing Claim has the most percentage of students in grades 3-5 in the "Below Standard" band. In 2016-2017 there were 47% of students "Below Standard" in the Writing Claim and in 2018-2019 there were 43% of students "Below Standard" in the Writing Claim.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	96	103	127	95	103	127	95	103	99.2	99	100
Grade 4	84	117	94	83	117	94	83	117	94	98.8	100	100
Grade 5	113	77	110	112	77	110	112	77	110	99.1	100	100
All Grades	325	290	307	322	289	307	322	289	307	99.1	99.7	100

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2392.	2367.	1.57	6.32	0.97	23.62	21.05	16.50	29.92	27.37	25.24	44.88	45.26	57.28
Grade 4	2422.	2412.	2428.	2.41	0.85	3.19	12.05	9.40	19.15	46.99	44.44	37.23	38.55	45.30	40.43
Grade 5	2433.	2446.	2424.	1.79	3.90	1.82	5.36	10.39	4.55	33.93	31.17	30.00	58.93	54.55	63.64
All Grades	N/A	N/A	N/A	1.86	3.46	1.95	14.29	13.49	13.03	35.71	35.29	30.62	48.14	47.75	54.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.66	13.68	8.74	41.73	35.79	23.30	49.61	50.53	67.96
Grade 4	9.64	3.42	7.45	28.92	27.35	30.85	61.45	69.23	61.70
Grade 5	4.46	6.49	0.91	15.18	27.27	25.45	80.36	66.23	73.64
All Grades	7.45	7.61	5.54	29.19	30.10	26.38	63.35	62.28	68.08

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.87	9.47	3.88	52.76	44.21	34.95	39.37	46.32	61.17
Grade 4	3.61	5.13	7.45	44.58	42.74	40.43	51.81	52.14	52.13
Grade 5	4.46	3.90	0.91	36.61	42.86	38.18	58.93	53.25	60.91
All Grades	5.59	6.23	3.91	45.03	43.25	37.79	49.38	50.52	58.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.09	9.47	6.80	59.06	49.47	41.75	33.86	41.05	51.46
Grade 4	3.61	4.27	6.38	45.78	46.15	47.87	50.60	49.57	45.74
Grade 5	3.57	2.60	1.82	41.07	46.75	35.45	55.36	50.65	62.73
All Grades	4.97	5.54	4.89	49.38	47.40	41.37	45.65	47.06	53.75

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year.

   In 2016-2017, there was a total of 83.85% of students in grades 3-5 that were at the "Standards Not Met" and "Standards Nearly Met" bands. In 2017-2018, there was a total of 83.04% of students in grades 3-5 that were at the "Not Meeting Standards" and "Nearly Meeting Standards" bands. In 2018-2019, there was a total of 85.02% of students in grades 3-5 that were at the "Not Meeting Standards" and"Nearly Meeting Standards" bands.

   Based on the data from the last three school years, La Granada has decreased the percentage of students in the "Standards Nearly Met" band from 35.71% in 2016-207 to 30.62% in 2018-2019. The percentage of students has increased in the "Standards Not Met" band from 48.14% in 2016-207 to 54.40% in 2018-2019. This trend signifies that students are moving from "Standards Nearly Met" down to "Standards Not Met." Math scores have been slowly declining throughout the last three years.

2. In 2016-2017, there was a total of 16.15% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2017-2018, there was a total of 16.95% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2018-2019, there was a total of 14.98% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands.

   Based on the data from the last three school years, La Granada has slightly increased the percentage of students in the "Standards Exceeded" band from 1.86% in 2016-207 to 1.95% in 2018-2019. The percentage of students has slightly decreased in the "Standards Met" band from 14.29% in 2016-207 to 13.03% in 2018-2019. This trend signifies that students are moving from "Standards Met" or "Standards Exceeded" down to "Standards Nearly Met" and "Standards Not Met." Math scores have been slowly declining throughout the last three years.

3. In the last three school years (2016-2017 through 2018-2019), the Concepts and Procedures Claim in the Math Summative CAASPP assessment is the claim that has the majority of students in grades 3-5 ranging from about 48-54% of students in the "Below Standard" band. The Communicating Reasoning claim has the least percentage of students in the "Above Standard" band ranging from 4.97% to 4.89% in the last three years. The Concepts and Procedures Claim has the most percentage of students in grades 3-5 in the "Above Standard" band ranging from 7.45% to 5.54%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.2	1410.3	1425.9	1425.7	1396.9	1374.1	76	56
Grade 1	1470.1	1457.8	1465.5	1464.1	1474.1	1450.9	67	53
Grade 2	1481.3	1486.8	1479.1	1493.5	1483.1	1479.5	63	43
Grade 3	1494.0	1490.0	1482.0	1488.7	1505.4	1490.7	62	43
Grade 4	1517.9	1521.1	1500.2	1518.5	1535.1	1523.2	78	47
Grade 5	1532.0	1546.1	1512.2	1543.3	1551.3	1548.4	45	59
All Grades							391	301

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.68	7.14	27.63	35.71	32.89	41.07	15.79	16.07	76	56
1	40.30	11.32	40.30	37.74	*	41.51	*	9.43	67	53
2	39.68	6.98	38.10	60.47	*	30.23	*	2.33	63	43
3	*	6.98	32.26	51.16	25.81	32.56	25.81	9.30	62	43
4	38.46	29.79	34.62	44.68	19.23	14.89	*	10.64	78	47
5	53.33	44.07	33.33	33.90	*	15.25	*	6.78	45	59
All Grades	34.27	18.60	34.27	42.86	20.20	29.24	11.25	9.30	391	301

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.32	14.29	36.84	37.50	22.37	33.93	14.47	14.29	76	56
1	49.25	16.98	37.31	45.28	*	32.08	*	5.66	67	53
2	53.97	34.88	34.92	41.86	*	18.60	*	4.65	63	43
3	29.03	25.58	33.87	48.84	*	20.93	20.97	4.65	62	43
4	43.59	57.45	33.33	25.53	14.10	8.51	*	8.51	78	47
5	60.00	57.63	26.67	33.90	*	5.08	*	3.39	45	59
All Grades	42.46	34.55	34.27	38.54	13.30	19.93	9.97	6.98	391	301

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.32	3.57	*	16.07	44.74	60.71	21.05	19.64	76	56
1	38.81	11.32	29.85	30.19	19.40	35.85	*	22.64	67	53
2	33.33	0.00	33.33	48.84	17.46	41.86	*	9.30	63	43
3	*	6.98	20.97	18.60	33.87	60.47	30.65	13.95	62	43
4	30.77	10.64	37.18	48.94	16.67	21.28	15.38	19.15	78	47
5	40.00	13.56	40.00	42.37	*	32.20	*	11.86	45	59
All Grades	30.18	7.97	27.37	33.89	25.06	41.86	17.39	16.28	391	301

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.32	7.14	39.47	80.36	*	12.50	76	56
1	55.22	39.62	38.81	54.72	*	5.66	67	53
2	63.49	39.53	33.33	58.14	*	2.33	63	43
3	32.26	6.98	50.00	67.44	17.74	25.58	62	43
4	46.15	21.28	44.87	68.09	*	10.64	78	47
5	55.56	10.17	42.22	79.66	*	10.17	45	59
All Grades	50.38	20.27	41.43	68.77	8.18	10.96	391	301

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.42	23.21	56.58	55.36	25.00	21.43	76	56
1	50.75	13.21	43.28	77.36	*	9.43	67	53
2	55.56	30.23	38.10	65.12	*	4.65	63	43
3	32.26	62.79	40.32	32.56	27.42	4.65	62	43
4	58.97	65.96	33.33	27.66	*	6.38	78	47
5	64.44	86.44	31.11	10.17	*	3.39	45	59
All Grades	45.52	47.18	41.18	44.19	13.30	8.64	391	301

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	17.11	0.00	64.47	85.71	18.42	14.29	76	56
1	49.25	20.75	31.34	47.17	19.40	32.08	67	53
2	46.03	2.33	31.75	90.70	22.22	6.98	63	43
3	*	4.65	43.55	48.84	40.32	46.51	62	43
4	16.67	6.38	61.54	70.21	21.79	23.40	78	47
5	31.11	23.73	57.78	61.02	*	15.25	45	59
All Grades	28.64	10.30	48.85	67.11	22.51	22.59	391	301

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.37	23.21	34.21	50.00	18.42	26.79	76	56
1	32.84	5.66	58.21	79.25	*	15.09	67	53
2	19.05	4.65	74.60	90.70	*	4.65	63	43
3	29.03	18.60	53.23	67.44	17.74	13.95	62	43
4	60.26	27.66	35.90	57.45	*	14.89	78	47
5	68.89	30.51	28.89	62.71	*	6.78	45	59
All Grades	42.46	18.94	47.57	67.11	9.97	13.95	391	301

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, ELPAC assessments were suspended for the 2019-2020 school year.

   The ELPAC Summative Assessment data for 2017-2018 and 2018-2019 are as follows based on the ELPAC assessment, respectively.

   Kinder:
   There were 51.31% ('17-'18) and 42.85% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Writing and Speaking domains had the greatest percentage of students at 23.21% in the Well Developed band. The Reading domain had the least percentage of students at 0% in the Well Developed band.

   First Grade:
   There were 80.6% ('17-'18) and 49.06% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Listening domain was the one with the greatest percentage of students at 39.62% in the Well Developed band. The Writing domain had the least percentage of students at 5.66% in the Well Developed band.

   Second Grade:
   There were 77.78% ('17-'18) and 67.45% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Listening domain was the one with the greatest percentage of students at 39.53% in the Well Developed band. The Writing domain had the least percentage of students at 2.33% in the Well Developed band.

Third Grade:
There were 32.26% ('17-'18) and 58.14% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Speaking domain was the one with the greatest percentage of students at 62.79% in the Well Developed band. The Reading domain had the least percentage of students at 4.65% in the Well Developed band.

Fourth Grade:
There were 73.08% ('17-'18) and 74.47% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Speaking domain was the one with the greatest percentage of students at 65.96% in the Well Developed band. The Reading domain had the least percentage of students at 6.38% in the Well Developed band.

Fifth Grade:
There were 86.66% ('17-'18) and 77.97% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Speaking domain was the one with the greatest percentage of students at 86.44% in the Well Developed band. The Listening domain had the least percentage of students at 10.17% in the Well Developed band.

The domain with the greatest percentage of students scoring in the "Well Developed" band in grades 3-5 is Speaking. In first and second grade it's Listening, and in Kinder it is Writing and Speaking. The domain with the least percentage of students in the "Well Developed" band is Reading for grades K, 3, and 4; Writing for grades 1 and 2; and Listening for grade 5.

2.

La Granada 2017-2018 Overall (grades K-5):

- In grades K-5, the Listening domain was the one with the greatest percentage of students at 50.38% in the Well Developed band.
- In grades K-5, the Reading domain had the least percentage of students at 28.64% in the Well Developed band.

La Granada 2018-2019 Overall (grades K-5):

- In grades K-5, the Speaking domain was the one with the greatest percentage of students at 547.18% in the Well Developed band.
- In grades K-5, the Reading domain had the least percentage of students at 10.3% in the Well Developed band.

3.

There were 34.27% of students in Overall Language level 4 in 2017-2018. In 2018-2019 there were 18.6%. Almost half of the students in level 4 in 2017-2018 were reclassified in 2018-2019. In 2018-2019 the reclassification grades also expanded from 4th and 5th grade to 1st-5th.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
626	**94.6**	**61.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	387	61.8
Homeless	10	1.6
Socioeconomically Disadvantaged	592	94.6
Students with Disabilities	86	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3
American Indian	3	0.5
Asian	3	0.5
Hispanic	594	94.9
White	17	2.7

Conclusions based on this data:

1. There were 94.6% of students that qualified for free and reduced lunch in 2018-2019. The school is located in a socioeconomically disadvantaged community.
2. There were 94.9% of Hispanic students in the school out of 626 students enrolled. There were also 61.8% of students that are English Learners. The majority of EL's primary language is Spanish.
3. Of the 626 students enrolled, 86 of them have IEPs for different services provided to them. The school has a full continuum of Special Day Classes from preschool to fifth grade. There are also RSP and Speech services provided on site. Our Students with Disabilities population has increased by about 1% from the previous year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments in ELA, Math, and ELPAC were suspended. There will not be any 2020 academic scores.

   Academic Performance Indicator:

   Both ELA and Math academic performances have maintained in orange.

   These are the areas in which goals 1 and 2 will focus to improve or maintain.

2. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, attendance will be impacted.

   Academic Engagement:

   The 2019 Dashboard demonstrates that Chronic Absenteeism has improved as the indicator has moved from orange in 2018 to yellow in 2019.

3. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, suspension rates will be impacted.

Conditions and Climate:

Suspensions decreased and are now in the green.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
43.7 points below standard	42.8 points below standard	0 Students
Maintained -1.1 points	Increased ++6.2 points	
290	198	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	44.2 points below standard	132.2 points below standard
5	Maintained -0.8 points	Increased Significantly ++28.2 points
	281	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
4	2	1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
43.3 points below standard	0 Students	0 Students	26.1 points below standard
Maintained -1.1 points			Increased Significantly ++16.6 points
272			11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.1 points below standard	43.8 points above standard	47.6 points below standard
Declined -12 points	Declined Significantly -32 points	Declined Significantly -18.6 points
143	55	90

Conclusions based on this data:

1. 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

In the ELA Academic Performance the student groups performed as follows:

- Socioeconomically Disadvantaged: Maintained since their scale scores were -0.8 points less than the previous year.
- English Learners: Increased since their scale score went up by +6.2 points more than the previous year.
- Students with Disabilities: Increased Significantly since their scale score went up by +28.2 points more than the previous year.

La Granada is no longer an ATSI school due to the progress made by the "Students with Disabilities" student group. This student group moved from red to orange within one year with an increase of 28.2 points.

2. 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

- Hispanic: Maintained since their scale scores were -1.1 points less than the previous year.

- White: Increased Significantly since their scale score went up by +16.6 points more than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

3.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

In the ELA Academic Performance the EL student groups performed as follows:

- Current English Learners: Declined since their scale scores were -12 points less than the previous year.
- Reclassified English Learners: Declined Significantly since their scale scores were -32 points less than the previous year.
- English Only: Declined Significantly since their scale scores were -18.6 points less than the previous year.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
76.7 points below standard	78.5 points below standard	
Declined -12.8 points	Declined -9.5 points	
291	199	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	76.4 points below standard	163 points below standard
5	Declined -12.7 points	Declined Significantly -21.9 points
	282	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 75.1 points below standard Declined -11.6 points 273			No Performance Color 83.6 points below standard Declined -14.9 points 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.7 points below standard Declined Significantly -21.3 points 143	31.9 points below standard Declined Significantly -15.6 points 56	73 points below standard Declined Significantly -20.1 points 90

Conclusions based on this data:

1. 2019 Fall Dashboard Mathematics Performance for All Students/Student Group

In the Math Academic Performance the student groups performed as follows:

- Socioeconomically Disadvantaged: Declined since their scale scores were -12.7 points less than the previous year.
- English Learners: Declined since their scale scores were -9.5 points less than the previous year.
- Students with Disabilities: Declined Significantly since their scale scores were -21.9 points less than the previous year.

2. 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

- Hispanic: Declined since their scale scores were -11.6 points less than the previous year.
- White: Declined since their scale scores were -14.9 points less than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

3. 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

In the Math Academic Performance the EL student groups performed as follows:

- Current English Learners: Declined Significantly since their scale scores were -21.3 points less than the previous year.
- Reclassified English Learners: Declined Significantly since their scale scores were -15.6 points less than the previous year.
- English Only: Declined Significantly since their scale scores were -20.1 points less than the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
58 making progress towards English language proficiency
Number of EL Students: 238
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5	31.5	4.6	53.3

Conclusions based on this data:

1. 2019 Fall Dashboard English Learner Progress Indicator

   There were 58% of English Learners that made progress towards their English language proficiency. This is a High Performance Level.

2. 2019 Fall Dashboard Student English Language Acquisition Results

   The English Learner Progress Indicator (ELPI) levels are as follows:
   - Decreased One ELPI Level: 25 students about 10.5%
   - Maintained ELPI Level: 75 students about 31.5%
   - Maintained ELPI Level 4: 11 students about .5%
   - Progressed at Least One ELPI Level:127 students about 53%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
12	8.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.3	Declined Significantly -4.2	0
652	396	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
26.3	11.6	13.9
Increased +6.3	Declined Significantly -3.1	Declined -4.4
19	621	101

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	3	3	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
11	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	38.9
Declined -2.7	1	0	Increased +13.9
617			18

Conclusions based on this data:

1. 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

In the Chronic Absenteeism Indicator the student groups performed as follows:

- Socioeconomically Disadvantaged: Declined Significantly since their scale scores were -3.1 points less than the previous year.
- English Learners: Declined Significantly since their scale scores were -4.2 points less than the previous year.
- Students with Disabilities: Declined since their scale scores were -4.4 points less than the previous year.

Overall, all students Declined by -2.3 scale score points. The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

2. 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

- Hispanic: Declined since their scale scores were -2.7 points less than the previous year.
- White: Increased since their scale scores were +13.9 points more than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	
0.7	0.2	
Maintained -0.2	Declined -0.7	
692	412	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
0	0.5	1.8
Maintained 0	Declined -0.5	Declined -2.3
23	645	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
0	Less than 11 Students - Data	Less than 11 Students - Data	
12	3	3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		No Performance Color
0.5	Less than 11 Students - Data		10
Declined -0.3	1		Increased +5
653			20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0.7

Conclusions based on this data:

1. 2019 Fall Dashboard Suspension Rate for All Students/Student Group

   In the Suspension Rate Indicator the student groups performed as follows:
   - Socioeconomically Disadvantaged: Declined since their scale scores were -.5 points less than the previous year.
   - English Learners: Declined since their scale scores were -.7 points less than the previous year.
   - Students with Disabilities: Declined since their scale scores were -2.3 points less than the previous year.

   Overall, all students Maintained by -0.2 scale score points. The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

2. 2019 Fall Dashboard Suspension Rate by Race/Ethnicity
   - Hispanic: Declined since their scale scores were -0.3 points less than the previous year.
   - White: Increased since their scale scores were +5 points more than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

3. 2019 Fall Dashboard Suspension Rate by Year

   In 2018, La Granada had a Suspension Rate of 0.9% and it decreased to 0.7%. This was a decline of 0.2% and the progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

ELA- By June 2021:
La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment.

Math- By June 2021:
La Granada will decrease the average distance from standard (DFS) by 2 points in grades 3-5 in the CAASPP Math Summative assessment.

ELS- By June 2021:
La Granada will maintain or increase the progress of our ELs English acquisition at 55% or greater in the English Learner Progress Indicator (ELPI).

Identified Need(s)

ELA:

Students at La Granada continue to struggle with foundational skills at all grade levels. Specific and targeted instruction of grade level foundational skills, structure that provides differentiated support and daily structure that provides time for immediate intervention is critical.

Local iReady Reading Diagnostic baseline data from the 2020-2021 school year was analyzed and used to determine the ELA goal for 2020-2021.

2020-2021 iReady Reading Diagnostic

- Kinder BOY
- Tier 1 100%
- Tier 2 0%
- Tier 3 0%

- 1st BOY
- Tier 1 90%
- Tier 2 10%
- Tier 3 0%

- 2nd BOY
- Tier 1 48%
- Tier 2 44%
- Tier 3 8%

- 3rd BOY
- Tier 1 35%

- Tier 2 42%
- Tier 3 24%

- 4th BOY
- Tier 1 52%
- Tier 2 23%
- Tier 3 26%

- 5th BOY
- Tier 1 31%
- Tier 2 33%
- Tier 3 36%

Math:

Local iReady Math Diagnostic baseline data from the 2020-2021 school year was analyzed and used to determine the Math goal for 2020-2021.

2020-2021 iReady Math Diagnostic
- Kinder BOY
- Tier 1 100%
- Tier 2 0%
- Tier 3 0%

- 1st BOY
- Tier 1 88%
- Tier 2 12%
- Tier 3 0%

- 2nd BOY
- Tier 1 40%
- Tier 2 54%
- Tier 3 6%

- 3rd BOY
- Tier 1 30%
- Tier 2 42%
- Tier 3 28%

- 4th BOY
- Tier 1 49%
- Tier 2 22%
- Tier 3 28%

- 5th BOY
- Tier 1 38%
- Tier 2 15%
- Tier 3 47%

ELs:

Local district reclassification data was used to determine the EL goal for 2020-2021.

In 2019-2020, there were the total number of students reclassified:

First Semester- 17 students

Second Semester- 3 students

20 students reclassified for the 2019-2020 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Local measure- iReady Reading Diagnostic State measure- CAASPP Summative Assessments for ELA.	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. ELA: Local measure- The data below represents the 2020-2021 beginning of the year (BOY) iReady Reading Diagnostic • Kinder BOY • Tier 1 100% • Tier 2 0% • Tier 3 0% • 1st BOY • Tier 1 88% • Tier 2 13% • Tier 3 0% • 2nd BOY • Tier 1 40% • Tier 2 53% • Tier 3 6% • 3rd BOY • Tier 1 32% • Tier 2 42% • Tier 3 26%	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. ELA: Local measure- By June 2021: • Kinder: Students assessed in the iReady Reading Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3. • Kinder EOY • Tier 1 80% • Tier 2 15% • Tier 3 5% • Grade 1: Students assessed in the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 4th BOY • Tier 1 48% • Tier 2 24% • Tier 3 29% • 5th BOY • Tier 1 40% • Tier 2 13% • Tier 3 46% State measure: By decreasing the percentage of students scoring in the Tiers 2 and 3, we will decrease the average distance from standard (DFS) based on the 2018-2019 CAASPP ELA Summative assessments by 3 points in grades 3-5. In 2018-2019 in ELA, the average DFS was -43.7.	iReady Reading Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3. • 1st EOY • Tier 1 80% • Tier 2 15% • Tier 3 5% • Grade 2: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 maintain at 8% or decrease, and Tier 2 will decrease by 10%. • 2nd EOY • Tier 1 58% • Tier 2 34% • Tier 3 8% • Grade 3: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 4%, and Tier 2 will decrease by 7%. • 3rd EOY • Tier 1 45% • Tier 2 35% • Tier 3 20% • Grade 4: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		by 5%, and Tier 2 will decrease by 5%. • 4th EOY • Tier 1 62% • Tier 2 17% • Tier 3 21% • Grade 5: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 5%, and Tier 2 will decrease by 5%. • 5th EOY • Tier 1 41% • Tier 2 28% • Tier 3 31% State measure- By June 2021: La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment to reach our goal of -40.7 or less.
Math: Local Measure- iReady Math Diagnostic State Measure- CAASPP Summative Assessments for Mathematics.	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. Math: Local measure- The data below represents the 2020-2021 beginning of the	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	year (BOY) iReady Math Diagnostic • Kinder BOY • Tier 1 100% • Tier 2 0% • Tier 3 0% • 1st BOY • Tier 1 88% • Tier 2 13% • Tier 3 0% • 2nd BOY • Tier 1 40% • Tier 2 53% • Tier 3 6% • 3rd BOY • Tier 1 32% • Tier 2 42% • Tier 3 26% • 4th BOY • Tier 1 48% • Tier 2 24% • Tier 3 29% • 5th BOY • Tier 1 40% • Tier 2 13% • Tier 3 46% State measure: By decreasing the percentage of students scoring in the Tiers 2 and 3, we will decrease the average distance from standard (DFS) based on the 2018-2019 CAASPP Math Summative assessments by 2 points in grades 3-5. In 2018-2019 in Math, the average DFS was -76.7.	Math: Local measure- By June 2021: • Kinder: Students assessed in the iReady Math Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3. • Kinder EOY • Tier 1 80% • Tier 2 15% • Tier 3 5% • Grade 1: Students assessed in the iReady Math Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3. • 1st EOY • Tier 1 80% • Tier 2 15% • Tier 3 5% • Grade 2: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 1%, and Tier 2 will decrease by 9%. • 2nd EOY • Tier 1 50% • Tier 2 45% • Tier 3 5% • Grade 3: Students assessed in the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 3%, and Tier 2 will decrease by 7%. • 3rd EOY • Tier 1 40% • Tier 2 35% • Tier 3 25% • Grade 4: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 3%, and Tier 2 will decrease by 6%. • 4th EOY • Tier 1 59% • Tier 2 16% • Tier 3 25% • Grade 5: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 7%, and Tier 2 will decrease by 3%. • 5th EOY • Tier 1 48% • Tier 2 12% • Tier 3 40% State measure- By June 2021: La Granada will decrease the average distance from standard (DFS) by 2 points in grades 3-5 in the CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		ELA Summative assessment to reach our goal of -74.7 or less.
ELs: Local Measure- district reclassification data will be used to monitor reclassification. State Measure- English Learner Progress indicator (ELPI)	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. ELs: Local measure- Local district reclassification data was used to determine the EL goal for 2019-2020. First Semester- 17 students Second Semester- 3 students 20 students reclassified for the 2019-2020 school year State measure- We will maintain or increase our preliminary results in CAASPP ELPAC assessments from 58% of EL students making progress towards English language proficiency or maintaining the highest level.	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. ELs: Local measure- By June 2021: there will be a minimum of 20 students reclassified as fluent English proficient. State Measure- By June 2021: La Granada will maintain or increase the progress of our ELs English acquisition at 55% or greater in the English Learner Progress Indicator (ELPI).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math/EL:
Instructional Coach to provide support with implementation of core curriculum (demonstration lessons, cognitive planning assistance, and professional development). Teachers and classified

staff will participate in professional developments led by the instructional coach to support academic areas in ELA, math, and ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
135633.29	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math/EL:
Substitute teacher costs to allow for protected grade level collaboration 100 minutes per month for first best instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4846	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math/ELs:
Additional Materials to supplement curriculum. Books will support professional growth and development in academic areas to impact student outcomes for at risk students. Scholastic Digital Magazines to supplement core curriculum with current, informational text for grades TK-5. Technology will support instruction and distance learning.
Additional materials and supplies to supplement learning for ELs, and at-risk students. Materials and supplies for parent involvement events such as ELAC.

Additional materials will also support the AVID essentials and WICOR. Materials will be used for organizational items and to support WICOR strategies.
Digital licenses to support foundational literacy and supplement resources.
CABE conference for parents to support ELs and RFEPs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29234	Title I 4000-4999: Books And Supplies
6554	LCFF-LI 4000-4999: Books And Supplies
2322	LCFF-EL 4000-4999: Books And Supplies
13100	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
ELA/Math/ELs:
Additional hours for translation during parent conferences and parent meetings to discuss academics.
Additional hours for child care for parent meetings to discuss academics and the school plan addressing all goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1444	LCFF-EL 2000-2999: Classified Personnel Salaries

469.71	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math:
Maintenance and lease contracts for copy machines to support teachers to be able to create CCSS aligned supplemental materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3270	LCFF-LI 5000-5999: Services And Other Operating Expenditures
1300	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math/EL:
Subs for SST days, data meetings, , PBIS and 504 RCOE trainings.
Subs for teacher collaboration days to support at risk students in all academic areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4154	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math/ELs:
Additional hours for after school EL tutoring.
Additional hours for before and after school tutoring for at-risk students in academic areas.
Additional hours for after school programs to develop critical thinking skills and parent workshops to promote academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6596	LCFF-EL 2000-2999: Classified Personnel Salaries
3550	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA/Math:
Replacement of technology to support instruction and specifically support at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

4889	Title I 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELs and RFEPs

Strategy/Activity

EL facilitator will attend meetings, monitor reclassified students, and complete documentation that progress monitors ELs and RFEPs academic achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4234	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELs

Strategy/Activity

Subs to support ELPAC testing and proctoring.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2596	LCFF-EL 1000-1999: Certificated Personnel Salaries
1606	LCFF-EL 2000-2999: Classified Personnel Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Back to school professional development addressing all academic areas, reviewing CAASPP preliminary results, and rebooting our professional development in PBIS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5444	Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal.

ELA/Math/EL: In order to meet the goals for ELA, mathematics, and ELs, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention unable to be used when school closed.

ELA/Math/EL: In order to meet the goals for ELA, mathematics, and ELs, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year. Adjustments may be needed in the SPSA in some or all of the listed items.

ELA- Provide teachers with professional development for reading interventions. ELT can share best practices with teachers in order to implement during classroom intervention times.

Math- Begin using Fast Bridge math universal screener to build math intervention groups. Provide teachers with professional development for math interventions. These strategies will support when closing the achievement gap in mathematics.

EL- Targeted tutoring for ELs to improve the areas of reading and writing. Include resources during tutoring that also address the areas of listening and speaking.

ELA/Math/EL: Due to our Students with Disabilities subgroup not meeting academic indicators in the California Dashboard, develop a system to progress monitor Students with Disabilities' IEP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2021, La Granada will have have a minimum of 80% of classroom teachers trained in AVID Elementary.

By June 2021, La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment.

Identified Need(s)

AVID Elementary:
To support College Readiness at LG, we will use AVID Elementary Site Visitation Form. According to the AVID Elementary (AE) Site Visitation Form, in 2019-2020 there were 23 out of 26 teachers that were AVID Elementary trained either through Summer Institute or Pathway trainings. That was 88% of classroom teachers in grades TK-5th.

ACHIEVE 3000:
ACHIEVE 3000 data from 2019-2020 are as follows:

Grade 2019-2020 Lexile Level increase of 100+ points

Second MOY 27% to EOY __% (Not available due to school closures)
Third MOY 22% to EOY __% (Not available due to school closures)
Fourth MOY 17% to EOY __% (Not available due to school closures)
Fifth MOY 8% to EOY __% (Not available due to school closures)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID: Local measure- The data used was from the AVID Elementary Site Visitation Form. State Measure- La Granada will have a minimum of 80% of classroom	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. AVID	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
teachers trained in AVID Elementary.	Local measure- To support College Readiness at LG, we will use AVID Elementary Site Visitation Form. According to the AE Site Visitation Form and Articulation Chart, in August of 2019 there were 2/6 grade levels displaying note taking strategies. By November RIMS AVID Walkthrough increase of note taking across 2 more grade levels in comparison to August. Eight teachers were scheduled to attend AVID Summer Institute trainings. State measure- in 2019-2020, there were 23 out of 26 teachers that were AVID Elementary trained either through Summer Institute or Pathway trainings. That was 88% of classroom teachers in grades TK-5th.	semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. AVID Local measure- By June 2021: La Granada will evaluate the progress of this goal through the AVID Elementary Site Visitation Forms. Based on the recommendations of the RIMS AVID Coach, LG will have at least 80% of the grade level or AE trained teachers following the recommendation such as note-taking, communication system, or organizational skills. Baseline data will be collected on the first visitation and progress will be monitored based on follow up visitations. State measure- By June 2021: La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.
ACHIEVE 3000: Local Measure- ACHIEVE 3000 reports will be used to monitor the growth in lexile levels. The level sets reports indicate the growth of each student and by how many lexile points. State Measure- CAASPP ELA Summative Assessment	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. Local measure: ACHIEVE 3000 data from 2019-2020 will be analyzed to determine the growth.	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 2019-2020 Lexile Level increase of 100+ points Second MOY 27% to EOY __% Third MOY 22% to EOY __% Fourth MOY 17% to EOY __% Fifth MOY 8% to EOY __% State measure: By increasing the local reading assessments, we will decrease the average distance from standard (DFS) based on the 2018-2019 CAASPP ELA Summative assessments by 3 points in grades 3-5. In 2018-2019 in ELA, the average DFS was -43.7.	ACHIEVE 3000 Local measure- By June 2021: La Granada will evaluate the progress of this goal through ACHIEVE 3000 lexile over time reports with the intent to have 80% of students in 2nd-5th grade increase their lexile levels on ACHIEVE 3000 level set by at least 100 points as compared to beginning of the year data. State measure- By June 2021: By increasing the local reading assessments, we will decrease the average distance from standard (DFS) based on the 2018-2019 CAASPP ELA Summative assessments by 3 points in grades 3-5. In 2018-2019 in ELA, the average DFS was -40.7.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College and Career Readiness:
Additional hours for AVID lead to provide staff development and parent trainings, monitor AVID documentation, and gather evidence for the Evidence Binder.
Subs and registration for local workshops to support AVID.
Additional hours for classified staff to support with textbooks and materials, organization of book room, and labeling lexile levels on materials for at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
965	Title I 1000-1999: Certificated Personnel Salaries
1438	LCFF-LI 2000-2999: Classified Personnel Salaries
1235	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College and Career Readiness:
Transportation for AVID College Trips

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1268	AVID 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College and Career Readiness:
Additional supplies and materials to support AVID essentials and WICOR such as: binders, dividers, highlighters, pencil pouches, and other materials to support AE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3732	AVID 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal.

AVID and ACHIEVE 3000: In order to meet the goals for AVID and ACHIEVE 3000, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

AVID: Additional hours help support implementation of our strategies to provide the following supports: AVID lead, continued staff development, local workshops and sub coverage.

ACHIEVE 3000: Teachers monitor students' lexile growth on ACHIEVE 3000. Books are labeled with lexile levels to ensure students are are reading at their level.

AVID/ACHIEVE 3000: In order to meet the goals for College and Career Readiness, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention unable to be used when school closed.

AVID and ACHIEVE 3000: In order to meet the goals for AVID and ACHIEVE 3000, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year. Adjustments may be needed in the SPSA in some or all of the listed items.

AVID: Due to staff turnover, we have not been able to train 100% of teachers. change the percentage to 80% of staff implementing AE strategies.

ACHIEVE 3000: Historical data has demonstrated that 100% of students in grades 2-5 have not been meeting a growth of 100 lexile level points on ACHIEVE 3000. Changing the growth from 100 points to 75 points would be a better starting point.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2021, we will maintain or decrease the chronic absenteeism in the California Dashboard at least 12% for the 2020-2021 school year.
By June 2021, We will decrease the suspensions in the California Dashboard by at least .1% for the 2020-2021 school year.
By June 2021, students will be placed in a Check-in/Check-out Tier 2 intervention for behavioral support as part of Multi-Tiered System of Supports.

Identified Need(s)

Attendance:

2017-2018 ADA 95.22%

2018-2019 ADA 95.39%

2019-2020 ADA 95.44% (March 2020)

Suspensions:

2017-2018 11 suspensions=28 days

1 Suspended Expulsion

2018-2019 8 suspensions=72 days (19 days without suspended expulsions)

2 suspended Expulsion=53

6 suspensions= 9 days

2019-2020 9 suspensions=16 days (March 2020)

MTSS:

Tier 2 PBIS team trained staff on Check-In/Check-Out behavioral intervention within the MTSS framework to increase attendance, improve behaviors and academic.

2018-2019

Total Incidents 161

K-2

1st-20

2nd-47

3rd-43

4th-26

5th-23

- 2019-2020 (8/19-3/20)

Total Incidents 128

K-8

1st-8

2nd-29

3rd-46

4th-16

5th-21

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance: Local measure- Aeries attendance reports including Chronic absenteeism. State measure- California Dashboard chronic absenteeism 5x5 matrix	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. Attendance: Local measure- In 2018-2019, the ADA was 95.39% in comparison to 2017-2018 the ADA only increased by .17%. In March 2020, the ADA was 95.44%. State measure-	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. Attendance: Local measure-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2017-2018, La Granada had a chronic absenteeism rate of 14.3%. The 2018-2019 preliminary California Dashboard results state that the chronic absenteeism rate went down to 12%.	By June 2021: The average daily attendance will increase by .5% in comparison to 2018-2019's ADA of 95.39% making our goal greater than or equal to 95.89%. State measure- By June 2021: We will maintain or decrease the chronic absenteeism in the California Dashboard at 12% or less for the 2020-2021 school year.
Suspensions: Local measure- Aeries discipline reports by month. State measure- California Dashboard suspensions 5x5 matrix	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. Suspensions: Local measure- In 2017-2018 we had 11 suspensions, total of 28 days, and in 2018-2019 we had 8 suspensions with a total of 72 days. • 2018-2019 8 suspensions=72 days (19 days without suspended expulsions) 2 suspended Expulsion=53 days 6 suspensions= 9 days • 2019-2020 (8/19-3/20) 9 suspensions=16 days	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. Suspensions: Local measure- By June 2021: Suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3 suspensions in comparison to the 2018-2019 suspension data. State measure- By June 2021: The 2018-2019 preliminary California Dashboard results state that the suspension rate was .7%. The goal is to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	State measure- In 2017-2018, La Granada had a suspension rate of .9%. The 2018-2019 preliminary California Dashboard results state that the suspension rate went down to .7%.	decrease the suspension rate by .1% making .6% or less.
Local measure: Aeries Incident Reports Check-In/Check-Out (CICO)	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. MTSS: Local measure- Tier 2 PBIS team trained staff on Check-In/Check-Out behavioral intervention within the MTSS framework to increase attendance, improve behaviors and academic. 2018-2019 Total Incidents 161 K-2 1st-20 2nd-47 3rd-43 4th-26 5th-23 • 2019-2020 (8/19-3/20) Total Incidents 128	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. MTSS: Local measure- By June 2021: PBIS CICO tier 2 intervention will be implemented to decrease the number of incidents in grades K-5 by 5% as compared to 2018-2019 data of 161 incidents.The goal is no greater than 153 incidents.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K-8 1st-8 2nd-29 3rd-46 4th-16 5th-21	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attendance/Suspension/MTSS:
Additional hours to support morning supervision to ensure a safe school and increase attendance through PBIS strategies.
Additional hours for monthly campus supervisor meetings to ensure safety and calibrate PBIS strategies.
Additional hours for monthly campus supervisor PBIS trainings with students and supporting behavior expectations in each setting.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10260	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attendance:
Materials and supplies to improve attendance and decrease chronic absenteeism.
Incentives to improve attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Attendance 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MTSS:
To support the implementation of PBIS in Tiers 1 and 2 within the MTSS Framework.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives to support attendance and parent participation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goals.

Attendance/Suspensions/MTSS: In order to meet the goals for attendance, suspensions, and MTSS, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

Attendance: Based on the trends and data, we have determined the goal of increasing ADA by .5% is attainable. The strategies and activities for incentives to increase attendance will support the reduction in chronic absenteeism.

Suspensions: Based on historical data, we feel that we will decrease suspensions by three in comparison to the 2018-2019 school year. The implementation of PBIS will explicitly teach students the positive expected behaviors that will reduce suspensions.

MTSS: We agree to the staff being exposed to PBIS Tier 1 and 2 strategies. The exposure to behavior interventions and school-wide strategies will enhance positive relationships.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention unable to be used when school closed.

Attendance/Suspensions/MTSS: In order to meet the goals for attendance, suspensions, and MTSS, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year. Adjustments may be needed in the SPSA in some or all of the listed items.

Attendance: To increase ADA and reduce chronic absenteeism, communicating with parents on the ADA is critical. It's importance to communicate to parents our daily attendance so they can support the school. One strategy can be be banners where we can write down the daily absences and tardies and the ADA for each day in a location where parents can see it.

Suspensions/MTSS: Support staff by providing more training on behavior strategies that can be used in the classroom as part of PBIS Tier 1 within the MTSS framework to reduce suspensions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$212,426
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$254,640.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$212,426.00

Subtotal of additional federal funds included for this school: $212,426.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Attendance	$1,500.00
AVID	$5,000.00
LCFF-EL	$18,798.00
LCFF-LI	$16,916.00

Subtotal of state or local funds included for this school: $42,214.00

Total of federal, state, and/or local funds for this school: $254,640.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	18,798.00	0.00
LCFF-LI	16,916.00	0.00
Title I	212,426.00	0.00
AVID	5,000	0.00
Attendance	1,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	18,798.00
LCFF-LI	16,916.00
Title I	212,426.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	161,422.29
2000-2999: Classified Personnel Salaries	23,048.71
4000-4999: Books And Supplies	48,231.00
5000-5999: Services And Other Operating Expenditures	6,070.00
5800: Professional/Consulting Services And Operating Expenditures	15,868.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

4000-4999: Books And Supplies	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	3,732.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	1,268.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	6,830.00
2000-2999: Classified Personnel Salaries	LCFF-EL	9,646.00
4000-4999: Books And Supplies	LCFF-EL	2,322.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	4,154.00
2000-2999: Classified Personnel Salaries	LCFF-LI	1,438.00
4000-4999: Books And Supplies	LCFF-LI	6,554.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,270.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	150,438.29
2000-2999: Classified Personnel Salaries	Title I	11,964.71
4000-4999: Books And Supplies	Title I	34,123.00
5000-5999: Services And Other Operating Expenditures	Title I	2,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	231,242.00
Goal 2	8,638.00
Goal 3	14,760.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rosa Gomez	Principal
Erika Cruz	Classroom Teacher
Gina Maharaj	Classroom Teacher
Melony Morales	Classroom Teacher
Imelda Lemon	Other School Staff
Abigail Maya	Parent or Community Member
Jazmin Paz	Parent or Community Member
Gabriela Renata Sosu	Parent or Community Member
Sarah Rodriguez	Parent or Community Member
Chelsea Tapia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/20.

Attested:

Principal, Rosa Gomez on 10/28/20

SSC Chairperson, Gina Maharaj on 10/28/20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

IMPORTANT – PLEASE READ CAREFULLY, SIGN AND RETURN

LA GRANADA ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2020-2021

TEACHER RESPONSIBILITIES

~Provide high-quality instruction for **all** students by teaching grade level standards through a quality curriculum

~Provide on-going communication with parents regarding standards and strategies for working with their child at home

~Engage all students in the learning through a variety of instructional strategies

~Provide Universal Access time to meet the needs of all students

~Provide on-going communication via meetings, conferences, notes, and phone calls regarding the child's progress and to set goals

~Share classroom and school rules with students and parents

~Provide parents with reports of their child's progress and the school's overall performance

~Provide meaningful homework assignments and hold students accountable for their work

~Attend research-based staff development to enhance classroom instruction

~Collaborate with and observe grade level team to identify students in need of interventions and enhance teaching practices

~Hold a minimum of an annual parent/teacher conference wherein the Parent-Student-Staff Compact is discussed and how it relates to individual student achievement.

~Provide a supportive and effective learning environment that enables children to meet state academic standards

~Promote college readiness (AVID)

PARENT RESPONSIBILITIES

~Follow the traffic laws

~Ensure my child is on time

~Ensure my child follows the uniform policy and/or dress code

~Monitor my child's progress and the completion of homework

~Provide a quiet place to complete homework

~Read aloud with my child every day

~Familiarize myself with my child's grade level standards

~Take advantage of extended learning opportunities such as tutoring and/or Halftime

~Attend school events such as conferences, parent education nights and back to school nights

~Become involved in parent groups such as ELAC, SSC, ATP and PTA

~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress

~Talk with my child about the dangers of drugs, alcohol, and weapons

~Review the school rules with my child

~Read and sign (when applicable) all home-school communication.

STUDENT RESPONSIBILITIES

~Attend school every day AND ON TIME

~Follow school dress code daily

~Dress appropriately for weather

~Actively participate in class by listening, raising my hand, and completing my work

~Know the grade level standards I am expected to learn

~Ask the teacher for help when I do not understand something

~Take home and complete all homework assignments with my best efforts

~Attend tutoring and/or Halftime when offered

~Follow all school and classroom rules and respect other students and adults

~Set goals for my learning and do my best to achieve them

~Read daily at home to build fluency

~Share all papers sent home with parents and return them in a timely manner

~ Be a positive role model by demonstrating the six character traits

~ Optimism, curiosity, grit, and gratitude will guide my learning each day

~Act with Kindness

The La Granada Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all students.

Teacher Signature_____ Date_____
Parent Signature_____ Date_____
Parent Signature_____ Date_____
Student Signature_____ Date_____

IMPORTANTE – FAVOR DE LEER CUIDADOSAMENTE, FIRMAR Y REGRESAR

ACUERDO ENTRE PADRES-ESCUELA de la Escuela PRIMARIA LA GRANADA 2020-2021

RESPONSABILIDADES DE LOS MAESTROS

~Proveer instrucción de alta calidad para **todos** los estudiantes enseñando los estándares de nivel de grado mediante un currículo de calidad

~Proveer comunicación continua con los padres en cuanto a los estándares y estrategias para que trabajen con sus hijos en casa

~Incluir a todos los estudiantes en el aprendizaje por medio de una variedad de estrategias de instrucción

~Proveer tiempo de acceso universal para cubrir las necesidades de todos los estudiantes

~Proveer comunicación continua por medio de reuniones, conferencias, notas y llamadas telefónicas en relación al progreso de sus niños y para establecer metas

~Compartir las reglas del salón de clase y de la escuela con los estudiantes y los padres

~Proveer a los padres con informes del progreso de sus niños y el rendimiento general de la escuela

~Proveer asignaturas significativas de tarea y responsabilizar a los estudiantes por su trabajo

~Asistir a desarrollo profesional basado en la investigación para realzar la instrucción en el salón de clase

~Colaborar y observar al equipo de nivel de grado para identificar a los estudiantes que necesitan intervención y realzar las prácticas de enseñanza

~Tener un mínimo de una conferencia anual de padres/maestro en la que se hable del Acuerdo de Padres-Estudiante-Maestro y de cómo se relaciona con los logros individuales del estudiante

~Proveer un ambiente de apoyo y aprendizaje efectivo que permita a los niños cumplir con los estándares académicos estatales

~Promover la preparación para asistir a la universidad (AVID)

RESPONSABILIDADES DE LOS PADRES

~Seguir las reglas de tránsito

~Asegurar que mi hijo/a sea puntual

~Asegurar que mi hijo/a siga la política de uniforme y/o código de vestuario

~Monitorear el progreso de mi hijo/a y que complete la tarea

~Proveer un lugar tranquilo para que complete la tarea

~Leer en voz alta con mi hijo/a todos los días

~Familiarizarme con los estándares del nivel grado de mi hijo/a

~Aprovechar las oportunidades de extensión de aprendizaje tales como tutoría y/o Halftime

~Asistir a los eventos escolares tales como conferencias, noches educativas para padres y noches de regreso a la escuela

~Participar en los grupos de padres tales como ELAC, SSC, ATP y PTA

~Comunicarme con el maestro de mi hijo/a para observar, ser voluntario o cuando tenga alguna preocupación acerca del progreso de mi hijo/a

~Platicar con mi hijo/a acerca de los peligros de las drogas, alcohol y armas

~Repasar las reglas escolares con mi hijo/a

~Leer y firmar (cuando se requiera) cualquier comunicación entre la escuela y el hogar

RESPONSABILIDADES DE LOS ESTUDIANTES

~Asistir a la escuela todos los días PUNTUALMENTE

~Seguir el código de vestimenta de la escuela diariamente.

~Vístase apropiadamente para el clima

~Participar activamente en el salón de clase, escuchando, levantando la mano para hablar y completando mi trabajo

~Saber cuáles estándares necesito aprender de acuerdo a mi nivel de grado

~Pedir ayuda al maestro cuando no entienda algo

~Llevar a casa y completar toda la tarea poniendo mi mayor esfuerzo

~Asistir a tutoría y/o Halftime cuando sean ofrecidos

~Seguir todas las reglas escolares y del salón de clase y respetar a estudiantes y adultos

~Establecer metas para mi aprendizaje y poner todo mi esfuerzo para lograrlas

~Leer en casa diariamente para aumentar la fluidez

~Compartir con mis padres todos los avisos enviados a casa y regresarlos de manera oportuna

~ Ser un modelo positivo al demostrar las seis características del buen carácter

~ El optimismo, curiosidad, determinación y gratitud guiarán mi aprendizaje cada día

~ Actúa con amabilidad

El Personal de La Granada, Comunidad de Padres, y el Cuerpo Estudiantil trabajarán juntos como equipo para asegura una educación de alta calidad y un ambiente escolar seguro para todos los estudiantes.

Firma del Maestro_____Fecha_____
Firma del Padre_____ Fecha_____
Firma del Padre_____ Fecha_____
Firma del Estudiante_____Fecha_____

La Granada Elementary School

School Site Council Agenda

May 14, 2020

Zoom Meeting 9:00 a.m.

Meeting Location-Virtual Meeting online at:

(https://zoom.us/j/95375592295?pwd=amlvZ0tJVTR1VUx2NE5zU3NoQWcvdz09)

Meeting ID: 953 7559 2295 Password: 816890

To participate by phone, dial (+1 669 900 6833)

Meeting ID: 953 7559 2295 Password: 816890

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes of meeting held April 16, 2020
2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
3. (Title I Sites) Approve 2020-2021 Title I, Part A Reservations, Required
   - Parent Involvement (1%) $
   - Transportation: NCLB Program Improvement School Transfers $
   - Homeless Services $
4. (Title I Sites) Approve 2020-2021 Title I, Part A Reservations, Allowable
   a. Centralized Staffing $
   (ELTs, District Instructional Specialists, BIAs)
   - Summer Extended Learning Opportunities $
5. (Title I Sites) Approve participation in a Title I School-Wide Program (Elementary)
6. Approve site categorical budgets for 2020-2021
7. **Approve the 2020-2021 School Plan for Student Achievement**
8. Approve Title I School Compact
9. Approve Title I Site Parent Involvement Policy
10. Approve Comprehensive School Safety Plan for 2019-2020 (rescheduled from November 2019 and January 2020)

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
   - Plan Election Cycle for August, 2020
   - SSC Committee Evaluation
3. School Plan for Student Achievement (SPSA)
   - Continue monitoring student progress and implementation of SPSA goals/actions
4. Reports from Parent Committees
   - English Learners Advisory Committee (ELAC)
   - Action Team for Partnership (ATP)
   - District Parent Advisory Committee (PAC)
5. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda Building for Next Meeting
2. The next SSC meeting is scheduled for September 2020.
3. Adjournment: Action Item

Escuela Primaria La Granada

Concilio Escolar Agenda

14 de mayo del 2020

Junta de Zoom 9:00 a.m.

Lugar-Junta Virtual en línea en:

(https://zoom.us/j/95375592295?pwd=amlvZ0tJVTR1VUx2NE5zU3NoQWcvdz09)

Meeting ID/ID de la junta: 953 7559 2295 PAssword/Contrasena: 816890

Para participar por teléfono, llame al (+1 669 900 6833)

Meeting ID/ID de la junta: 953 7559 2295 PAssword/Contrasena: 816890

I. Procedimientos de Introducción

1. Llamar al orden
2. Establecer el Quórum
3. Juramento a la bandera
4. Bienvenida e introducción de miembros de SSC

II. Asuntos de Acción

1. Aprobación los Minutas de la reunión del 16 de abril del 2020
2. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)
3. Aprobar 2019-2020 Título I, Reservación Parte A, Requerido
    a. Participación de Padres (1%) $
    b. Transportación escolar para transferencias por el programa de Mejoramiento Escolar NCLB $
    c. Servicios para alumnos sin hogar $
4. Aprobar 2019-2020 Título I, Reservación Parte A, Permitido
    a. Personal centralizado $
    b. Oportunidades de ampliación de aprendizaje en verano $
5. Aprobar la participación en el Programa Escolar Título I (Elementary)
6. Aprobar los presupuestos categóricos del plantel para el 2020-2021
7. **Aprobar el Plan Escolar para los Logros Estudiantiles del 2020-2021**
8. Aprobar el Acuerdo Escolar Título I
9. Aprobar la Política Título I del Plantel de Participación de Padres
10. Aprobar el Plan integral de seguridad escolar para el ano 2019-2020 (reprogramado de noviembre 2019 u enero 2020)

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. Tema de Capacitación:
    a. Planear las fechas para las elecciones en agosto, 2020
    b. Evaluación del Comité SSC
3. Plan Escolar Para Logros Estudiantiles (SPSA)
    a. Continuar Monitoreando el progreso estudiantil y la implementación de las metas/acciones del SPSA
4. Reportes de Comités de Padres
    a. Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
    b. Equipos de Acción Para Las Asociaciones Escolares (ATP)
    c. Comité Consejero De Padres (PAC) [Comité del Distrito]
5. Reporte del Director/a

IV. Sesión de Audiencia/Comentarios del Público

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos.

La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

V. Clausura:

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión del Concilio Escolar está programada para septiembre del 2020
3. Clausura: Asunto de Acción

La Granada Elementary School

School Site Council Minutes

May 14, 2020

Zoom Meeting 9:00 a.m.

I. Introductory Procedures
1. Meeting was called to order at 9:05 am by Dr. Gomez.
2. Establishment of Quorum: Quorum was established with 7 out of 10. The following members were present: Gina Maharaj, Melony Morales, Melissa Whisler, Jessica Hernandez, Guadalupe Brito, Sarah Rodriguez, and Dr. Gomez.
3. Pledge of Allegiance was recited.
4. Members were introduced, welcomed and asked to sign in.

II. Action Items
1. There were no revisions noted in the April 16, 2020 minutes:
   a. It was motioned by Mrs. Whisler/seconded by Ms. Brito/carried by all (Whisler/Brito 6/0/0) to approve the minutes.
2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   a. There weren't any proposed expenditures for the 2019-2020 school year.
      - Expenditures such as the salary for our instructional coach, paper, ink, laminating film, digital licenses, and poster paper were discussed to begin the 2019-2020 school year.
3. (Title I Sites) Approve 2020-2021 Title I, Part A Reservations, Required
   a. This item was tabled for a future meeting. The district is waiting to hear from the state on finalized budgets.
   b. Parent Involvement (1%) $
   c. Transportation: NCLB Program Improvement School Transfers $
   d. Homeless Services $
4. (Title I Sites) Approve 2020-2021 Title I, Part A Reservations, Allowable
   a. This item was tabled for a future meeting. The district is waiting to hear from the state on finalized budgets.
   b. Centralized Staffing $
      (ELTs, District Instructional Specialists, BIAs)
      Summer Extended Learning Opportunities
5. (Title I Sites) Approve participation in a Title I School-Wide Program (Elementary)
   a. Dr. Gomez explained to the committee how schools are considered Title I and the difference between a school-wide program.
   b. It was motioned by Mrs. Hernandez/seconded by Ms. Brito/carried by all (Hernandez/Brito 6/0/0) to approve participation in a Title I School-Wide Program.
6. Approve site categorical budgets for 2020-2021
   a. There were proposed expenditures for the 2020-2021 school year.
      - Expenditures such as the salary for our instructional coach, paper, ink, laminating film, digital licenses, and poster paper were discussed to begin the 2020-2021 school year.
      - It was motioned by Mrs. Whisler/seconded by Mrs. Maharaj/carried by all (Whisler/Maharaj 6/0/0) to approve all Title 1/LCFF-LI/LCFF-EL expenditures as listed on the expenditure request sheet.
7. **Approve the 2020-2021 School Plan for Student Achievement**

a. Dr. Gomez reviewed the SPSA including, data, goals, expenditures, actions and strategies.
b. It was motioned by Mrs. Whisler/seconded by Mrs. Hernandez/carried by all (Whisler/Hernandez 6/0/0) to approve the 2020-2021 School Plan for Student Achievement.

8. Approve Title I School Compact
   a. It was motioned by Mrs. Maharaj/seconded by Ms. Brito/ carried by all (Maharaj/Brito 6/0/0) to approve the School Compact for the 2020-2021 school year.
9. Approve Title I Site Parent Involvement Policy
   a. It was motioned by Mrs. Hernandez/seconded by Mrs. Whisler/carried by all (Hernandez/Whisler 6/0/0) to approve the Site Parent Involvement Policy for the 2020-2021 school year.
10. Approve Comprehensive School Safety Plan for 2019-2020 (rescheduled from November 2019 and January 2020)
    a. It was motioned by Mrs. Maharaj/seconded by Ms. Brito/carried by all (Maharaj/Brito 6/0/0) to approve the Comprehensive School Safety Plan for the 2019-2020 school year.

III. Discussion/Information

1. Budget Reports
   a. Categorical budgets were reviewed and discussed.
      - Dr. Gomez explained the categorical budgets that La Granada receives such as LCFF-LI, LCFF-EL, and Title I and the balances of each one.
2. Training Topic:
   a. Plan Election Cycle for August, 2020
      - Dr. Gomez discussed the election process for parents, teachers, and other staff members. She stated that nominations for teachers start at the end of this school year and revisited in August along with the voting at the first meeting. The parent process begins in August with nomination forms, ballots, adn first meeting in September of 2020.
   b. SSC Committee Evaluation
      - Members reviewed, discussed and completed the end of year SSC evaluation.
        - Members decided to fill out the evaluation as a whole team. Dr. Gomez explained each section of the year end evaluation.
3. School Plan for Student Achievement (SPSA)
   - Continue monitoring student progress and implementation of SPSA goals/actions.
   - Dr. Gomez stated that there weren't any data points to discuss since the school closures. She did review the state academic data within the SPSA.
4. Parent Committee Reports
   a. ELAC Report
      - ELAC members discussed after school tutoring for ELs. The committee agreed on the purchase of up to 25 iPads to support EL tutoring during distance learning. They also asked if the reclassification criteria would change since the ELPAC was not completed. Dr. Gomez stated that there may be the possibility that ELPAC would resume in the fall.
   b. ATP Report
      - ATP meetings were suspended since school closures. No report given.
   c. PAC Report

- At the last PAC meeting, the LCAP was presented and discussed.
- Next PAC meeting will be May 19.

5. Principal's Report
   a. Upcoming events include: Aeries student registration online opening 6/12/20.

IV. Hearing Session/Public Comments

1. The following discussion was brought forward:
   a. There weren't any topics that were brought forth for discussion.

V. Adjournment: Action Item

a. It was motioned by Mrs. Maharaj/seconded by Mrs. Hernandez/carried by all (Maharaj/Hernandez 6/0/0) to adjourn the meeting at 10:29 am.

The next School Site Council meeting is scheduled for September 2020

La Granada Elementary

School Site Council
5/14/20
Sign in Sheet

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Rosa Gomez ✓	Present Via Zoom	Principal	
Gina Maharaj ✓	Present Via Zoom		
Melony Morales ✓	Present Via Zoom		
Melissa Whisler ✓	Present Via Zoom		
Imelda Lemon			Secretary
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Guadalupe Brito ✓	Present Via Zoom	Parent	Parliamentarian
Alyssa Garcia		Parent	
Jessica Hernandez	Present Via Zoom	Parent	Vice Chairperson
Sarah Rodriguez ✓	Present Via Zoom	Parent	Chairperson
Chelsea Tapia		Parent	
OTHERS (NON-MEMBERS)			
Melvin Cortez		Assistant Principal	

ALVORD UNIFIED SCHOOL DISTRICT
La Granada Elementary School
School Parental Involvement Policy

* * * * *

PART I. GENERAL EXPECTATIONS

The La Granada Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

- The school will make the School Parental Involvement Policy available to the local community.

- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
>
> *(A) that parents play an integral role in assisting their child's learning;*
>
> *(B) that parents are encouraged to be actively involved in their child's education at school;*
>
> *(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
>
> (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1. The **La Granada Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

   The School Site Council (SSC) and the Leadership Team meet regularly to revisit and review the District and School Parental Policies. Information is also shared with English Language Advisory Committee (ELAC) and at staff collaborative meetings and the monthly Principal's Coffee. Staff and parents review the school-parent-student compact to insure implementation and update as needed.

   Parent and staff input are essential in meeting the needs of the students, teachers and parents. Some procedure is embedded into the data, information gathering and goal setting of the SPSA process which takes place annually, as well as independent meetings and discussions with the SSC, ELAC, Principal's Coffee, Leadership Team and staff collaborative meetings.

2. The **La Granada Elementary School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

   The school announces via notices home when the School Parental Involvement Policy will be reviewed and open for discussion. SSC, ELAC, Principal's Coffee and Back To School Night agendas and parent notification fliers are distributed.

   Administration will distribute and discuss the Title 1 requirements and rights at Annual Title I meetings annually.

3. The **La Granada Elementary School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

   The School Site Council and the Leadership Team meet regularly to revisit and review the District and School Parental Policies. Information is also shared with ELAC and at staff collaborative meetings and the monthly Principal's Coffee. Staff and parents review the school-parent-student compact to insure implementation and update as needed.

   Parent and staff input are essential in meeting the needs of the students, teachers and parents. Some procedure is embedded into the data, information gathering and goal setting of the SPSA process which takes place every year, as well as independent meetings and discussions with the SSC, ELAC, Principal's Coffee, Leadership Team and staff collaborative meetings.

4. The **La Granada Elementary School** will convene an annual meeting to inform parents of the following:

   - That their child's school participates in Title I,
   - About the requirements of Title I,
   - Of their rights to be involved,
   - about their school's participation in Title I:

At the beginning of every year, the principal will distribute and discuss the Title 1 requirements and rights at Annual Title I meetings. Parents receive invitations to Annual Title I meetings with information that a meeting will be held to discuss the Title 1 program (including tutoring). Handouts are distributed and as the presentation is made, translation is made available. All parents are encouraged to attend. Sign in sheets provide staff with the information about which parents were in attendance.

5. The **La Granada Elementary School** will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

    - At the beginning of each school year, the initial meetings for SSC, ELAC, Principal's Coffee, Parent Teacher Association (PTA) that are held in the morning in room P3.
    - Childcare is provided for every parent meeting or training on the campus when possible.
    - Parents are polled as to what meeting time would best suit their needs for participation and the meetings are then scheduled.
    - Review of the meeting time is reviewed at various times during the year to insure the needs of the parents are being met.
    - Parents are provided with incentives to increase attendance and participation in parent involvement activities.

6. The **La Granada Elementary School** will provide timely information about Title I programs to parents of participating children in a timely manner:

    - Parents will receive notice and agenda of SSC and ELAC meetings a minimum of 72 hours in advance
    - Results of annual state testing will be available in the Aeries Parent Portal.

7. The **La Granada Elementary School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

    The School offers parents a copy of the School Accountability Report Card (SARC) annually on the school's website. Parents are exposed to samples of each content curriculum at SSC, ELAC and Principal's Coffee meetings. Teachers explain some of the curriculum and units of study to parents at Parent Teacher Conferences held each fall. Teachers hand parents printed copies of the Language Arts and Mathematics California Standards at Back to School Night and at Parent Teacher Conferences. Academic assessment and student progress is discussed with parents at Back to School Night and Parent Teacher conferences, or whenever a parent needs to conference with a teacher about his/her student's progress.

    - Back to School Night
    - Parent Conferences
    - Annual Title I Meeting
    - Parent Council Meetings (i.e. SSC, ELAC, ATP)

8. The **La Granada Elementary School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as

appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

La Granada hosts an open forum for parents to participate in decision making and voicing their concerns and suggestions monthly at the Principal's Coffee. Also, parents are invited to attend any SSC or ELAC meeting. Flyers are sent home regularly and/or posted to announce meeting times of all said meetings. Childcare and translation is made available at all meetings.

9. The **La Granada Elementary School** will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

    - School-wide plan will be shared with parents during SSC and ELAC parent meetings
    - If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the Office of State and Federal Programs and to the Superintendent or administrator designee.
    - All efforts will be made to revise the plan so that it meets with the satisfaction of all parents.

10. The **La Granada Elementary School** will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

    - Notices/flyers sent home in English and Spanish
    - Translation services available for meetings and workshops
    - Family Nights
    - ELAC meetings
    - Principal's Coffee Meetings
    - Kinder Camp/Summer Send Off
    - CABE Conference
    - Parent University
    - ATP Meetings
    - Child care will be provided for all meetings when possible

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. The **La Granada Elementary School** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - *Family Reading Event*
    - *Family Math/Science Event*
    - *Parent University*
    - *Parent Workshops*
    - *AVID Elementary*

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

   - Parent input will be given regarding the school-parent compact
   - The school-parent compact will be shared during Back to School Night and at the parent conferences held the first trimester of the school year
   - The school-parent compact will be signed by all stakeholders indicated on the compact
   - Copies of the school-parent compact will be sent home with all students

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --

   - the State's academic content standards,
   - the State's student academic achievement standards,
   - the State and local academic assessments including alternate assessments,
   - the requirements of Title I,
   - how to monitor their child's progress
   - how to work with educators:

   Parent Workshops
   Parent Conferences
   Annual Title 1 Night
   Back to School Night
   CABE attendance

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

   - Parent University
   - Parent Workshops

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
   - Professional Development trainings regarding parent involvements and partnership for teachers
   - Professional Development trainings regarding parent involvements and partnership for paraprofessionals

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Kinder Camp to be held each spring for incoming kindergarten and Transitional Kindergarten students and their parents/caregivers
- Summer Sendoff

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

    - All event notices will be sent home in English and Spanish

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by as evidenced by parent council meetings, leadership team meetings.

This policy was adopted by the **La Granada Elementary School** on May 14, 2020 and will be in effect for the period of 2020-2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2020. It will be made available to the local community on or before September 2020. The **La Granada Elementary School** notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Signature (official authorization)

5/14/20
Date

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria La Granada
Política de Participación Escolar de Padres

* * * * *

PARTE I. EXPECTATIVAS GENERALES

La Escuela Primaria La Granada está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres y distribuirá a los padres de los alumnos participantes, una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que están participando.

- La escuela notificará a los padres acerca de la Política de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres puedan entender.

- La escuela tendrá disponible para la comunidad la Política de Participación Escolar de Padres.

- La escuela proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.

- La escuela periódicamente actualizará la Política de Participación Escolar de Padres para cubrir las necesidades cambiantes de los padres y la escuela.

- La escuela adoptará el acuerdo escuela-padres como un componente de su Política de Participación Escolar de Padres.

- La escuela está de acuerdo en regirse por la definición de los siguientes estatutos de participación de padres y producirán programas, actividades y procedimientos de acuerdo con esta definición.

  La Participación escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:

  (A) los padres tienen un papel esencial ayudando en el aprendizaje de sus hijos;

  (B) se anime a los padres a participar activamente en la educación de sus hijos en la escuela;

  (C) los padres son socios mayoritarios en la educación de sus hijos y están incluidos, cuando es apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de sus hijos;

  (D) la realización de otras actividades, tales como las descritas en la sección 1118 del ESEA.

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMEMTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES

1. La **Escuela Primaria La Granada** tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:

   El Concilio Escolar (SSC) y el Equipo de Liderazgo se reunirán regularmente para repasar y revisar las Políticas de Padres del Distrito y de la Escuela. También, mensualmente se comparte información con el Comité Consejero para Aprendices del Idioma Inglés (ELAC), en juntas de colaboración del personal y los Cafés con la Directora. El personal escolar y los padres repasan el acuerdo entre la escuela-padres-estudiantes para asegurar su implementación y actualización según sea necesario.

   Las opiniones de los padres y el personal escolar son esenciales para cubrir las necesidades de los estudiantes, maestros y padres. Algunos procedimientos ya están incluidos en los datos, en la recopilación de información y establecimiento de metas del proceso SPSA lo cual ocurre cada año, así como juntas y diálogos independientes con SSC, ELAC, Cafés con la Directora, Equipo de Liderazgo y juntas de colaboración.

2. La **Escuela Primaria La Granada** tomará las siguientes acciones para distribuir la Política de Participación de Padres a los padres de niños participantes y a la comunidad local:

   La escuela notifica a los hogares por medio de avisos cuando se vaya a revisar la Política de Participación de Padres y esté abierta para opiniones. Se distribuyen avisos, notificación para padres y agendas de SSC, ELAC, Café con la Directora y Noche de Regreso a la Escuela.

   Anualmente, durante las juntas de Titulo I administración distribuyen y dialogan los requisitos y derechos de Título I.

3. La **Escuela Primaria La Granada** periódicamente actualizará su Política Escolar de Participación de Padres para cubrir las cambiantes necesidades de los padres y de la escuela:

   El Concilio Escolar y el Equipo de Liderazgo se reúnen regularmente para revisar las Políticas de Padres del Distrito y de la Escuela. También se comparte información con ELAC, juntas de colaboración y el Café con la Directora mensual. El personal escolar y los padres revisan el acuerdo escuela-padres-estudiante para asegurar su implementación y actualizarlo según sea necesario.

   La opinión de los padres y el personal son esenciales para satisfacer las necesidades de los estudiantes, maestros y padres de familia. Algunos procedimientos se incluyen con los datos, recopilación de información y el establecimiento de metas del proceso de SPSA, que se lleva a cabo cada año, así como juntas independientes y diálogos con SSC, ELAC, Café con la Directora, Equipo de Liderazgo y juntas de colaboración del personal.

4. La **Escuela Primaria La Granada** organizará una junta anual para informar a los padres de lo siguiente:

   - Que la escuela de sus hijos participa en Título I.
   - Acerca de los requisitos de Título I.
   - Acerca de sus derechos para participar.

- Acerca de la participación de su escuela en Título I.

Al principio de cada año durante las juntas de Título I, la directora distribuirá y hablará sobre los requisitos y derechos de Título 1. Los padres reciben invitaciones para las juntas de Título I con la información para discutir el programa de Título 1 (incluyendo tutoría). Documentos se distribuyen mientras se hace presentación, hay traducción disponible. Todos los padres están invitados a asistir. Las hojas de registro de asistencia proporcionan a la personal información de cuales padres asistieron.

5. La **Escuela Primaria La Granada** tendrá un número flexible de juntas a diferentes horas y proveerá transportación, cuidado de niños y/o visitas a los hogares pagadas con los fondos de Título I, siempre y cuando este servicio esté relacionado con la participación de padres.

    - A principios de cada año escolar, las juntas iniciales de SSC, ELAC, Café con la Directora y Asociación de Padres y Maestros (PTA) se llevan a cabo en la mañana en el salón P3.
    - Se proporciona cuidado para niños en cada junta o entrenamiento dentro del campo escolar cuando sea posible.
    - Se realiza una encuesta con los padres para saber, de acuerdo a sus actividades, cuál es la mejor hora que se adapte a sus necesidades para que participen.
    - El horario de las juntas se revisa varias veces durante el año para asegurar que las necesidades de los padres sean cubiertas.
    - Se proporcionan incentivos (reconocimientos etc.) a los padres para incrementar su asistencia y participación en las actividades para padres.

6. La **Escuela Primaria La Granada** proveerá información actual acerca de los programas de Título I para los padres de los estudiantes participantes cuando sea necesario:

    - Los padres recibirán un aviso y agenda de las juntas de SSC y ELAC por lo menos con 72 horas de anticipación.
    - Los resultados anuales de los exámenes estatales serán disponibles por el portal para padres de Aeries.

7. La **Escuela Primaria La Granada** proporcionará a los padres de los niños participantes una descripción y explicación del currículo usando en la escuela, las formas de evaluación académica usadas para medir el progreso y los niveles de dominio que se espera que los estudiantes logren.

    La escuela proporciona anualmente a los Padres una copia del Reporte de Responsabilidad Escolar (SARC). Durante las juntas de SSC, ELAC y Café con la Directora, los padres son expuestos a ejemplos de cada contenido del currículo. Los maestros explican algunos puntos sobre el currículo y las unidades de estudio durante las Conferencias de padres y maestros que se llevan a cabo cada otoño. Durante la Noche de Regreso a la Escuela y Conferencias de Padres o cuando los padres necesitan hablar con maestro acerca del progreso de sus hijos, los maestros entregan a los padres copias impresas de los Estándares de California para Artes de Lenguaje y Matemáticas.

    - Noche de Regreso a Clases
    - Conferencias de Padres
    - Junta anual de Título I
    - Juntas de Concilio para Padres (SSC, ELAC, ATP)

8. La **Escuela Primaria La Granada** proveerá a padres de niños participantes, cuando lo soliciten, oportunidades para juntas regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responderá a dichas sugerencias lo más pronto posible.

   La Granda proporciona un foro abierto para que los padres participen en la toma de decisiones expresando mensualmente sus preocupaciones y sugerencias durante el Café con la Directora. También se invita a los padres para que participen en las juntas de SSC o ELAC. Regularmente se exhibe y/o envía información a casa para anunciar el horario de todas las juntas mencionadas. Durante todas las juntas se proporciona cuidado de niños y servicio de traducción.

9. La **Escuela Primaria La Granada** presentará al distrito cualquier comentario de los padres en caso de que el plan escolar bajo la sección (1114) (b) (2) no sea satisfactorio para los padres de los estudiantes participantes.
   - El Plan Escolar será compartido con los padres durante las juntas para padres de SSC y ELAC.
   - En caso de que algún padre exprese no estar satisfecho en cuanto al contenido del plan escolar, los comentarios serán dirigidos a la Oficina de Programas Estatales y Federales y al Superintendente o administrador designado.
   - Se harán todos los esfuerzos para revisar el plan, de manera que sea del agrado de los padres.

10. La **Escuela Primaria La Granada** tomará las siguientes acciones para proporcionar acceso y oportunidades para los padres con habilidades limitadas en el idioma inglés, con discapacidades y con estudiantes migratorios.

    - Avisos/boletines enviados a casa en inglés y español
    - Servicios de traducción disponibles en juntas y talleres
    - Noches Familiares
    - Juntas ELAC
    - Juntas de Café con la Directora
    - Kinder Camp/Summer Send Off
    - Conferencia CABE
    - Universidad para Padres
    - ATP
    - Proporcionar cuidado de niños para todas las juntas cuando sea posible

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA QUE LOS ESTUDIANTES TENGAN ALTOS LOGROS ACADÉMICOS

1. La **Escuela Primaria La Granada** desarrollará la capacidad de la escuela y de los padres para una sólida participación para asegurar la efectiva participación de los padres y para apoyar una sociedad entre los participantes escolares, padres y comunidad para mejorar los logros académicos de los estudiantes a través de las siguientes actividades específicamente descritas a continuación:
   - *Evento Familiar de Lectura*
   - *Evento Familiar de Matemáticas/Ciencias*
   - *Universidad para Padres*
   - *Talleres para Padres*
   - *AVID para escuelas primarias*

2. La escuela incorporará el Acuerdo Escuela-Padres, como componente de su Política Escolar de Participación de Padres:

    - Los padres darán sus opiniones en cuanto al Acuerdo entre Escuela-Padres
    - El Acuerdo Escuela-Padres se compartirá durante la Noche de Regreso a Clases y en las conferencias para padres del primer trimestre escolar.
    - El Acuerdo entre Escuela-Padres, será firmado por todos los participantes indicados dentro del mismo.
    - Se enviarán copias del Acuerdo Escuela-Padres con todos los estudiantes.

3. La escuela, con la ayuda del distrito, proporcionará ayuda a los padres de los estudiantes a quienes da servicio, en la comprensión de temas tales como los que se mencionan a continuación, responsabilizándose de las acciones descritas en este párrafo:
    - El contenido académico de los estándares del Estado
    - Los estándares del Estado para los logros académicos de los estudiantes
    - Evaluaciones académicas del Estado y locales, incluyendo avaluaciones alternas
    - Los requisitos de Título I
    - Como monitorear el progreso de sus hijos
    - Como trabajar con los educadores

    Talleres Para Padres
    Conferencias de padres y maestros
    Junta Anual Título I
    Noche de Regreso a Clases
    Asistencia a CABE

4. La escuela, con la ayuda del distrito, proporcionará materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos, tales como entrenamiento en alfabetización y uso de tecnología, según sea necesario para fomentar la participación de padres por medio de:

    - Universidad para Padres
    - Talleres Para Padres

5. La escuela, con la ayuda del distrito y de los padres, educará a sus maestros, personal de servicios a estudiantes, directores y otros empleados en como pedir ayuda, comunicarse y trabajar con los padres como socios igualitarios en el valor y utilidad de las contribuciones de los padres y en cómo implementar y coordinar programas para formar lazos de unión entre los padres y las escuelas por medio de:
    - Entrenamientos de desarrollo profesional para maestros, relacionados con la participación y sociedad con los padres
    - Entrenamientos de desarrollo profesional para semi-profesionales, relacionados con la participación y sociedad con los padres.

6. La escuela, hasta donde sea posible y apropiado, coordinará e integrará los programas y actividades de participación de padres con el programa preescolar *Head Start*, programas de lectura *Reading First* y *Early Reading First*, programa *Even Start*, Programa de Instrucción en casa *Home Instrucción Programs for Preschool Youngsters*, programas para padres y maestros, preescolar pública y otros programas así como conducir otras actividades tales como centros de recursos para padres que los motiven y apoyen a participar a mayor escala en la educación de sus hijos por medio de:

- Kinder Camp se llevará a cabo cada primavera para los nuevos estudiantes de Kindergarten, Transición a Kindergarten y sus padres/guardianes.
- Summer Sendoff

7. La escuela, hasta donde sea posible y apropiado, ejecutará las siguientes acciones para asegurar que la información relacionada con la escuela y programas para padres, juntas y otras actividades, sean mandadas a los padres de los estudiantes participantes en un formato uniforme y fácil de entender, incluyendo un formato alternativo si se solicita y hasta donde sea posible en el idioma que los padres puedan entender:

    - Todos los avisos de la escuela se enviarán a casa en inglés y en español

PARTE IV. ADOPCIÓN

Esta Política Escolar de Participación de Padres ha sido desarrollada en equipo y de acuerdo con padres de estudiantes participando en programas Título I, Parte A, según la evidencia de las minutas de las juntas del concilio de padres.

Esta Política fue adoptada por la **Escuela Primaria La Granada** el 14 de mayo del 2020 y estará en efecto durante el período de los años escolares 2020-2021. La escuela distribuirá esta Política a todos los padres de estudiantes participantes en Título I, Parte A, en o antes de septiembre del 2020. Estará disponible para la comunidad en o antes de septiembre del 2020. La notificación de la **Escuela Primaria La Granada** para los padres se hará en un formato uniforme y fácil de entender y de ser posible se proveerá a los padres una copia de la Política en el idioma que puedan entender.

Firma (autorización oficial)

5/14/20
Fecha

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Hills Elementary School	33-66977-0113605	October 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Lake Hills Elementary School staff is committed to teamwork and relationship building where we cultivate the growth of the whole child. We provide a quality education for every child on our campus.

Summary of plan:

ACTIONS TO IMPROVE CONDITIONS OF LEARNING

- To support the academic growth of all students staff will engage in on-going professional development using data from multiple measures. During the professional learning opportunities staff will develop short and long term planning goals based on the range of rigor/Depth of Knowledge described within the California Common Core State Standards, and Curriculum Frameworks, to ensure all students, as well as student groups that are at-risk, achieve the expected outcomes in the areas of English Language Arts, Mathematics, and English Language Development.

ACTIONS TO IMPROVE PUPIL OUTCOMES

- To develop a strong culture of college and career readiness we will implement AVID Elementary strategies campus wide.

ACTIONS TO IMPROVE ENGAGEMENT

- A positive, engaging, learning environment will be achieved through the implementation of a Multi-Tiered System of Supports (MTSS) that addresses the social-emotional, behavioral, and academic needs of all students, while involving parents and community through a variety of opportunities to volunteer, provide input, and attend information workshops.

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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).

Due to COVID-19 and school closures, annual surveys were not distributed to our stakeholders. The most current survey results are from the 2018-2019 school year.

For the 2018-2019 school year, 5th grade students, staff, and parents participated in the California Healthy Kids Survey. The purpose of the survey was to collect and analyze data in order to assist in the areas of (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. The survey was conducted online.

All 5th grade parents were notified that students would participate in the survey during computer lab times. 96% of the 5th grade student population participated in the survey; 43% of the participants were female and 57% were male. When reviewing data focusing on school engagement and supports, 89% of students reported that they are academically motivated, 86% reported that there are high expectations from the adults in school. and 80% replied that parent involvement was strong at Lake Hills. In the area of school safety, 86% of students feel safe at school and 88% of students feel that they are treated with respect. When students responded to questions about Lake Hills having an anti-bullying climate, 79% of students replied that most of the time or all of the time they agreed. In reviewing responses that focused on substance abuse and mental health, 13 % of the students responded that they have experienced sadness.

All staff members were invited to participate in the school survey. Unfortunately, our sample size was not large enough to report our findings.

There were 81 respondents for the parent survey. The majority of the respondents (62%) have been a part of the Lake Hills Elementary community for greater than three years. 82% of participants reported that Lake Hills Elementary encourages parent involvement. 100% of our parents feel welcome by the staff, 90% reported that they feel the staff takes their concerns seriously, and 99% of parents feel that the staff is helpful. When reviewing data regarding communication on student progress, 71% of parents reported that the communication between report cards is positive. 97% of our parents reported that the staff promotes success for all students. According to parent feedback, 99% of the respondents feel that the learning environment is supportive and inviting. When reviewing perceptions on the instructional program, 97% of respondents feel that their child is delivered high quality instruction and 96% of parents feel that their student is motivated to learn. Finally, 98% of parents report that Lake Hills Elementary is comprised of caring adults and 99% report that our campus is safe.

Classroom Observations

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

Due to COVID-19 and school closures, administration conducts virtual classroom visits nearly daily. Informal observation email messages are sent to teachers which provide feedback. In addition, informal debriefing occurs regularly. Formal evaluations are conducted regularly for both tenured and probationary teachers. Administration, with the support from the Leadership team, identifies best practices and areas of opportunity to aide with site professional learning. Once schools are permitted to open, administration will conduct in person class visits and provide written and verbal feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

Lake Hills Staff engages in formative assessment practices to monitor student growth throughout the school year. Data is also reviewed with our parent groups which include ELAC and SSC. The data is used to monitor student progress towards the standards and disaggregated to guide first-best instruction as well as to identify students needing differentiation. Some of the measures include:

- informal observations during lessons
- teacher/grade level created assessments
- curriculum-embedded assessments
- iReady diagnostic assessments
- universal screening tools (Acadience Reading)
- diagnostic assessment (BPST-II, STAR)
- Summative Assessment results in the areas of ELA, Math, Science, and English Language Development

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Data generated from teacher and curriculum-embedded assessments is analyzed by PLC teams, leadership, and administration. The leadership team meets monthly, PLC teams meet, at minimum, twice a month. Teams disaggregate the data to identify areas of opportunity within the instructional program to support specific learning targets. Progress is monitored regularly and adjustments are data driven.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Lake Hills Elementary staff is highly qualified under ESEA legislation.

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

All teachers are fully credentialed and are assigned appropriately. Teachers have been provided training on iReady, Foundational Skills for literacy, Acadience administration, Independent reading practices, and Close Reading. Many individual teachers have increased their teaching abilities by attending training on Wonders materials, the NEXT Generation Science Standards (NGSS), Music in Education, and GATE instructional strategies. In addition, the focus of our work during the 2020-21 school year is to continue to strengthen our Multi-Tiered System of Supports (MTSS).

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

Veteran staff (10 Years or more) in AUSD have attended the appropriate professional development trainings (SB472) for English Language Arts. Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at both the school site and district level.

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

Lake Hills Elementary teachers receive instructional support from site administration. Additionally, Lake Hills has a part time literacy teacher who supports all teachers in foundational skills instruction, in addition to providing direct service to students. An area of instructional focus includes the AVID tenants of writing, inquiry, collaboration, organization, and rigor (WICOR).

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

Teachers meet minimally twice monthly formally and many times informally to discuss and identify instructional strategies to be implemented across the grade level to increase student achievement. During the first semester of the 2020-2021 school year, every Friday morning the staff meets for professional development or collaborative purposes. This provides teachers with weekly time to grow professionally. In addition, the special education team (Psychologist, RSP teachers, Instructional Assistant, Occupational Therapist, and Principal) meets each Wednesday morning to ensure our most at-risk students are receiving necessary supports to ensure IEP goals are being addressed.

Teaching and Learning

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

In accordance with State law, teachers are implementing the CCCSS and are using available resources to help all students achieve grade level standards. In addition, all of our units of study follow the guidelines of the NGSS standards and ELD standards.

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

In accordance with the State Framework, a minimum of 60 minutes of language arts instruction for Transitional Kindergarten and Kindergarten, 2.0 hours for grades 1-3, and 2.5 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Transitional Kindergarten and Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations.

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

The district has developed Units of Study for Language Arts and Mathematics to ensure that all students receive the common core curriculum for their grade level. In addition, staff is always working towards developing a structure to ensure that foundational literacy skills are taught in grades TK - 5.

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

All students have access to adopted curricular materials, including specialized materials and equipment for visually impaired students. Each child is provided with their own Wonders textbook at every grade level. All students have access to their own mathematics textbook/materials. Science (Pearson/Scott Foresman) and Social Studies (Pearson/Scott Foresman) are integrated into the curriculum in grades TK-5 utilizing the adopted materials. As a result of Williams lawsuit compliance, and through curriculum inventory surveys, it has been established that all staff have teachers editions, materials to differentiate instruction, and other resources that are needed to fully implement reading language arts, math, social studies, and science programs.

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

Lake Hills follows the state curricular Frameworks and CCCSS/NGSS as adopted by the California State Board of Education in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards direct district and school goals, objectives, and expected learning outcomes towards mastery. In accordance with the directive by district administration, common core standards are the focus of instruction with core adopted materials used as the vehicle to reach mastery. Teachers use district adopted and approved supplemental materials to assist with student mastery toward the standards.

Lake Hills students are given complete access to grade specific standards based appropriately aligned and district adopted materials including all textbooks. Students in grades 3-5 are provided Readers Library books to supplement the core. The Wonders Universal Access program and iReady allow for differentiation of instruction for students requiring remediation, challenge, and English language development support. Writing instruction is aligned to common core state standards. Lake Hills is utilizing a variety of math instructional resources to support standards based instruction, such as iReady, Expressions, Eureka Math and MobyMax. Mathematics instruction is delivered daily for approximately one hour in most grades. Additional resources have been purchased to assist teachers with the effective instructional delivery of the CCCSS.

Opportunity and Equal Educational Access

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

Lake Hills' teachers collaborate regularly through a PLC model to evaluate data and design differentiated instructional opportunities to meet the needs of all students, including those that may be under performing. Teachers employ a variety of instructional strategies as well as supplemental resources to accelerate learning.

Evidence-based educational practices to raise student achievement

Lake Hills' staff is continuing their work using the MTSS framework to support students social emotional and academic needs. Our team created a compelling message for our work which reads, "When we commit to teamwork and relationship building we cultivate the growth of the whole child. We are the difference!" All of our supports for students center around teamwork, relationship building, and student centered actions. Additionally, the AVID Elementary culture of college and career preparedness is incorporated into our daily routines. Each PLC meeting is designed to address the following questions:
* What do we want students to know?
* How will we know when they've learned it?
* What will we do when they don't?
* What do we do when they have?

Parental Engagement

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

Lake Hills Elementary School is extremely fortunate to have an active and supportive PTO. Throughout the year they provide teachers with a supplemental budget that may be used to support their students. PTO also provides our students with extended learning opportunities and enrichment activities during the school day. In addition, other services or personnel provided by the regular program to enable all students to meet standards include: the Resource Specialist; Speech Therapist; Adaptive Physical Education teacher; Psychologist; and Student Study Team.

During the school day the following programs are provided by the school and/or district:
*Nurse, Health Assistant (6 hours per day)
*Elementary School Counselor (Daily)
*Literacy teacher two days a week for our most at-risk readers
*Peer tutoring, one to one help, small group instruction
*R.T.I. (Response to Intervention)
*P.E. teacher and instruction for first through fifth grade students twice a week for 100 minutes per week
*1 Bilingual Assistant for students classified as English language Learners who are performing at levels 1 and 2 in acquiring English
*1 fifth grade music teacher twice a week for 100 minutes per week for one semester of the school year
* 1 TK and Kindergarten Harmony Boost Music Teacher once a week for 50 minutes
* When school reopens-After School and Before School Programs or Services are available. During school closures teachers encourage students to log-in during their office hours for encouragement, guidance and support.

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)

Lake Hills values parent involvement and encourages both family and community involvement. Lake Hills has an active PTO, Watch D.O.G.S, ELAC and SSC with dedicated core members who are directly involved in the development and implementation of the school program. Participation and attendance in these groups also provide parents the opportunity to fully understand the workings of the public educational programs.

Involvement in school programs is encouraged through these subsequent services:

- Watch D.O.G.S support classroom and outdoor activities daily. Parents are encouraged to sign up to support their child and community.
- Teachers include parents in school assemblies, programs, classroom activities and elicit parent support as needed.
- The school provides newsletters every month to keep parents informed of all school events, important dates, parenting tips, explanation of programs, and educational strategies for their children.

Parent workshops/activities provided at Lake Hills consist of:

- Back-to-School Night and Open House
- Kinder Camp
- Literacy Centered Family Days
- AVID Parent Workshops
- Career Day-Parent Support Component

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials and technology are purchased to support core programs through first best instruction and intervention.

Fiscal support

The instructional program at Lake Hills is supported by funding from: LCFF-LI and LCFF-EL. In addition to the site allocation of funding, district funds also support the instructional program. This year the AUSD supported our school with a literacy teacher two days per week to work with at-risk readers, a Harmony Boost music teacher for TK and Kindergarten students, and a fifth grade music teacher for all students, and a part-time library assistant. The Lake Hills site was also granted funds from a federal CARES Grant which enabled the site to purchase services to support distance learning.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through monthly meetings Leadership, SSC, and ELAC review student performance, data, and progress towards our goals and actions needed to achieve our goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities through our needs assessment include the need for a full time assistant principal to support our students social emotional, behavioral, and attendance needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.24%	0.13%	0%	2	1	0
African American	4.15%	5.09%	4.99%	34	38	36
Asian	12.32%	11.91%	11.93%	101	89	86
Filipino	3.17%	2.81%	2.91%	26	21	21
Hispanic/Latino	51.34%	51.27%	53.4%	421	383	385
Pacific Islander	0.12%	0.13%	0.28%	1	1	2
White	26.46%	26.24%	24.27%	217	196	175
Multiple/No Response	%	%	2.08%			1
			Total Enrollment	820	747	721

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	158	132	125
Grade 1	122	111	111
Grade 2	137	111	104
Grade3	148	127	110
Grade 4	130	137	135
Grade 5	125	129	136
Total Enrollment	820	747	721

Conclusions based on this data:

1. Our enrollment has declined significantly over the last three years with less Kindergartners enrolling each year.
2. Enrollment in our TK program moving to Kindergarten has decreased significantly over the past two years.
3. Our white student group is consistently decreasing each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	139	105	51	17.0%	14.1%	7.1%
Fluent English Proficient (FEP)	22	25	53	2.7%	3.3%	7.4%
Reclassified Fluent English Proficient (RFEP)	12	17	46	7.6%	12.2%	43.8%

Conclusions based on this data:

1. Our RFEP student numbers have increased significantly due to revised reclassification guidelines. Students in grades Kindergarten through third grade may now be considered for reclassification.
2. Less students are identified as home language other English.
3. Declining enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	151	126	127	150	124	127	150	124	99.2	99.3	98.4
Grade 4	122	134	142	121	130	142	121	130	142	99.2	97	100
Grade 5	153	127	134	152	127	133	152	127	133	99.3	100	99.3
All Grades	403	412	402	400	407	399	400	407	399	99.3	98.8	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2472.	2479.	31.50	44.67	49.19	33.86	26.67	27.42	18.90	16.00	12.10	15.75	12.67	11.29
Grade 4	2491.	2499.	2504.	32.23	38.46	40.85	28.10	30.77	21.83	19.83	13.08	21.83	19.83	17.69	15.49
Grade 5	2539.	2539.	2532.	32.89	32.28	30.08	35.53	37.01	37.59	18.42	12.60	15.04	13.16	18.11	17.29
All Grades	N/A	N/A	N/A	32.25	38.82	39.85	32.75	31.20	28.82	19.00	14.00	16.54	16.00	15.97	14.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.28	38.00	42.74	48.82	48.67	46.77	18.90	13.33	10.48
Grade 4	27.27	33.85	36.62	55.37	53.08	50.00	17.36	13.08	13.38
Grade 5	37.50	36.22	33.08	47.37	48.82	51.13	15.13	14.96	15.79
All Grades	32.75	36.12	37.34	50.25	50.12	49.37	17.00	13.76	13.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.13	43.33	38.71	55.91	40.00	49.19	14.96	16.67	12.10
Grade 4	28.93	33.08	27.46	57.85	46.92	59.86	13.22	20.00	12.68
Grade 5	42.11	43.31	35.34	44.74	40.16	53.38	13.16	16.54	11.28
All Grades	34.00	40.05	33.58	52.25	42.26	54.39	13.75	17.69	12.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.56	33.33	40.32	63.78	58.67	50.00	8.66	8.00	9.68
Grade 4	14.88	23.08	25.35	69.42	69.23	69.72	15.70	7.69	4.93
Grade 5	28.29	26.77	26.32	65.13	59.06	63.16	6.58	14.17	10.53
All Grades	24.00	28.01	30.33	66.00	62.16	61.40	10.00	9.83	8.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.07	50.67	45.97	54.33	38.00	43.55	12.60	11.33	10.48
Grade 4	32.23	33.85	30.99	52.89	55.38	55.63	14.88	10.77	13.38
Grade 5	38.82	47.24	32.33	50.00	40.16	51.13	11.18	12.60	16.54
All Grades	35.00	44.23	36.09	52.25	44.23	50.38	12.75	11.55	13.53

Conclusions based on this data:

1. The percentage of students performing in the Below Standard level for Research/Inquiry has a net increase over the past three years, with the highest percentage in 5th grade for the past two years..
2. Reading and Listening scores have consistently increased over the past three years.
3. Percentage of students performing in the Standard Exceeded level has increased each of the last three years and the percentage of students performing in the Standard Not Met level has decreased each of the last three years..

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	151	126	128	150	124	128	150	124	100	99.3	98.4
Grade 4	121	134	142	121	132	142	121	132	142	100	98.5	100
Grade 5	153	127	134	153	127	134	153	126	134	100	100	100
All Grades	402	412	402	402	409	400	402	408	400	100	99.3	99.5

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2475.	2479.	27.34	37.33	45.16	38.28	34.67	25.81	19.53	16.67	18.55	14.84	11.33	10.48
Grade 4	2488.	2501.	2503.	22.31	24.24	27.46	30.58	37.88	33.80	30.58	28.03	26.06	16.53	9.85	12.68
Grade 5	2546.	2528.	2538.	33.99	28.57	35.07	28.10	25.40	21.64	23.53	21.43	23.88	14.38	24.60	19.40
All Grades	N/A	N/A	N/A	28.36	30.39	35.50	32.09	32.84	27.25	24.38	21.81	23.00	15.17	14.95	14.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.09	58.00	54.03	36.72	25.33	33.87	17.19	16.67	12.10
Grade 4	33.88	38.64	39.44	35.54	40.15	40.85	30.58	21.21	19.72
Grade 5	50.33	43.65	41.79	30.07	26.19	34.33	19.61	30.16	23.88
All Grades	44.03	47.30	44.75	33.83	30.39	36.50	22.14	22.30	18.75

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.59	37.33	39.52	53.13	49.33	45.16	13.28	13.33	15.32
Grade 4	28.10	26.52	27.46	45.45	55.30	57.04	26.45	18.18	15.49
Grade 5	27.45	23.02	29.10	51.63	49.21	44.03	20.92	27.78	26.87
All Grades	29.60	29.41	31.75	50.25	51.23	49.00	20.15	19.36	19.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.16	44.67	49.19	53.91	42.67	37.10	10.94	12.67	13.71
Grade 4	24.79	32.58	31.69	53.72	49.24	49.30	21.49	18.18	19.01
Grade 5	33.33	26.98	32.09	47.71	40.48	44.78	18.95	32.54	23.13
All Grades	31.34	35.29	37.25	51.49	44.12	44.00	17.16	20.59	18.75

Conclusions based on this data:

1. Our instruction adjusted after the 2016-2017 school year.
2. The percentage of students performing in the Below Standard level for Communicating Reasoning has a net increase over the past three years, with the highest percentage in grade 5 for the past two years.
3. Percentage of students performing in the Standard Exceeded level has increased each of the last three years and the percentage of students performing in the Standard Not Met level has decreased each of the last three years..

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1441.1	1393.7	1448.0	1403.7	1424.9	1369.6	23	13
Grade 1	1480.4	1459.1	1461.2	1468.3	1499.1	1449.3	16	14
Grade 2	1520.9	*	1522.9	*	1518.6	*	24	5
Grade 3	1538.4	*	1529.7	*	1546.8	*	26	6
Grade 4	1533.7	*	1532.2	*	1534.8	*	22	10
Grade 5	1538.7	1530.1	1532.7	1530.4	1544.4	1529.3	16	16
All Grades							127	64

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	46.15	*	7.69	*	38.46	23	13
1	*	7.14	*	50.00		35.71	*	7.14	16	14
2	87.50	*	*	*		*	*	*	24	*
3	46.15	*	46.15	*		*	*	*	26	*
4	*	*	68.18	*		*	*	*	22	*
5	*	12.50	*	62.50	*	18.75		6.25	16	16
All Grades	51.18	10.94	37.80	60.94	*	17.19	*	10.94	127	64

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	*	30.77	*	15.38	*	30.77	23	13
1	*	14.29	*	64.29	*	21.43		0.00	16	14
2	91.67	*	*	*		*	*	*	24	*
3	57.69	*	*	*		*	*	*	26	*
4	72.73	*	*	*		*	*	*	22	*
5	75.00	62.50	*	31.25		0.00		6.25	16	16
All Grades	63.78	34.38	25.98	46.88	*	10.94	*	7.81	127	64

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	38.46	*	15.38	*	38.46	23	13
1	*	14.29	*	28.57		42.86	*	14.29	16	14
2	62.50	*	*	*		*	*	*	24	*
3	*	*	*	*	*	*	*	*	26	*
4	*	*	*	*	*	*	*	*	22	*
5	*	12.50	*	12.50	*	68.75		6.25	16	16
All Grades	40.16	10.94	35.43	35.94	16.54	40.63	*	12.50	127	64

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.52	15.38	*	69.23	*	15.38	23	13
1	*	35.71	*	64.29		0.00	16	14
2	87.50	*	*	*	*	*	24	*
3	61.54	*	*	*	*	*	26	*
4	59.09	*	*	*	*	*	22	*
5	*	12.50	*	81.25		6.25	16	16
All Grades	63.78	20.31	32.28	71.88	*	7.81	127	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	56.52	46.15	*	38.46	23	13
1	*	14.29	*	85.71		0.00	16	14
2	87.50	*	*	*		*	24	*
3	61.54	*	*	*	*	*	26	*
4	90.91	*	*	*	*	*	22	*
5	100.00	81.25		12.50		6.25	16	16
All Grades	68.50	45.31	26.77	45.31	*	9.38	127	64

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	82.61	76.92		23.08	23	13
1	75.00	21.43	*	50.00	*	28.57	16	14
2	79.17	*	*	*	*	*	24	*
3	*	*	65.38	*	*	*	26	*
4	*	*	59.09	*	*	*	22	*
5	*	25.00	*	56.25	*	18.75	16	16
All Grades	40.94	14.06	49.61	67.19	9.45	18.75	127	64

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.17	38.46	*	7.69	*	53.85	23	13
1	*	14.29	*	71.43	*	14.29	16	14
2	50.00	*	45.83	*	*	*	24	*
3	57.69	*	42.31	*		*	26	*
4	*	*	54.55	*		*	22	*
5	*	6.25	*	87.50		6.25	16	16
All Grades	51.18	21.88	46.46	62.50	*	15.63	127	64

Conclusions based on this data:

1. The number of students tested decreased by half due to revised reclassification criteria allowing more student to be redesignated as Fluent English Proficient in grades K-3 during the 2018-19 school year.
2. The decrease in the percentage of students performing at level 4 for overall language, written language, and oral language, as well as the well developed level across all domains may be due to the increase in students being reclassified under the revised criteria.
3. There is an increased number/percentage of students performing at levels 1 & 2 for overall language, written language, and oral language, as well as the beginning and somewhat/moderately level across all domains.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
747	**45.2**	**14.1**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	14.1
Foster Youth	7	0.9
Homeless	10	1.3
Socioeconomically Disadvantaged	338	45.2
Students with Disabilities	52	7.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	5.1
American Indian	1	0.1
Asian	89	11.9
Filipino	21	2.8
Hispanic	383	51.3
Two or More Races	18	2.4
Pacific Islander	1	0.1
White	196	26.2

Conclusions based on this data:

1. Although our student population is diverse, the Hispanic and White student groups comprise the majority of our enrollment (77.8%)
2. Almost half of our student population is considered Socioeconomically Disadvantaged (46.8%).
3. 139 students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Suspension rate is excellent - there is an effective PBIS system in place that helps students avoid suspension/expulsion for negative behaviors.
2. Chronic Absenteeism is an area of opportunity for improvement.
3. Student performance in the area of ELA and Math is strong and stable.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
39 points above standard	27.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased ++10.2 points	2
384	77	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	19.8 points above standard	65.5 points below standard
7	Maintained ++0.6 points	Increased Significantly ++18.4 points
	173	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
4.5 points above standard	0 Students	56.4 points above standard	102.3 points above standard
Declined Significantly -29.8 points		Declined Significantly -16.7 points	13
11		52	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
22.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	53.5 points above standard
Increased ++7.2 points	10		Maintained -0.2 points
195			103

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64 points below standard	85.4 points above standard	41.6 points above standard
Declined Significantly -45.1 points	Declined -3.3 points	Maintained ++0.3 points
30	47	301

Conclusions based on this data:

1. All students, student groups, race/ethnicity groups perform above standard.
2. All students, student groups, race/ethnicity groups increased their performance over the previous year.
3. The performance of Current English Learners maintained and the increased performance of Reclassified English Learner students pulled overall English Learner student group up.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
26.9 points above standard	16 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.6 points	Increased ++9.7 points	2
384	77	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	5.6 points above standard	58.1 points below standard
7	Increased ++7 points	Increased Significantly ++17.3 points
	173	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Green	No Performance Color
1.8 points above standard		57.9 points above standard	98.2 points above standard
Increased ++6.4 points		Declined -3.5 points	13
11		52	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Blue
5.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy		43.2 points above standard
Increased ++5.3 points	10		Increased ++4.7 points
195			103

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
60.5 points below standard	64.8 points above standard	29.4 points above standard
Declined Significantly -40 points	Increased ++4.8 points	Increased ++4.3 points
30	47	301

Conclusions based on this data:

1. All Students and most student groups performed above standard and increased over the previous year - the Socioeconomically Disadvantaged student group is below standard and declined from the previous year.
2. All reported race/ethnicities are performing above standard, yet performance declined from the previous year for the Asian group.
3. Although our English Learners performed above standard and increased over the previous year, the Current English Learner performance fell below standard and declined from the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
32 making progress towards English language proficiency
Number of EL Students: 50
Performance Level: VeryLow

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. 89% of English Learners performed at level 3 or 4
2. The fewest number/percentage of students are performing at Level 1.
3. There are 14 students performing at level 1 and 2.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
6.1	5.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	Declined -1.8	10
773	109	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
11.8	8.9	13.9
17	Declined Significantly -3.2	Declined -0.8
	369	72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	No Performance Color
2.4	Less than 11 Students - Data Not Displayed for Privacy	0	4.8
Declined -0.5	1	Maintained 0	Declined -2.9
42		92	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
6.5	0	Less than 11 Students - Data Not Displayed for Privacy	9.1
Declined -1.4	Maintained 0	1	Declined Significantly -5.1
399	19		198

Conclusions based on this data:

1. Although the All Student group performs at the yellow level, almost half our student population is considered Socioeconomically disadvantaged and is performing at the Orange level.
2. Although relatively small in number our Asian and African American student groups are performing at the blue and green levels respectively.
3. Our largest race/ethnicity groups (Hispanic and White) are performing at yellow and orange levels respectively.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
0.4	0.9	0
Maintained 0	Increased +0.9	Maintained 0
807	115	11

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0.3	0
17	Maintained -0.2	Maintained 0
	379	74

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Yellow	No Performance Color
0	Less than 11 Students - Data 2	1.1	0
Maintained 0		Maintained +0.1	Maintained 0
44		95	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0.2	0	Less than 11 Students - Data 2	0.5
Maintained +0.2	Declined -4.5		Maintained 0
413	20		209

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0.4

Conclusions based on this data:

1. The Suspension rate for All Students/Student groups falls within the highest performance level possible (blue)
2. Suspensions amongst Asian students increased by 1% and is the only reporting category not blue (yellow)
3. The suspension rate for two or more race students is not reported due to the small sample size, however they have the greatest number percentage of suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

School goals to improve conditions of learning are to improve student achievement in the areas of ELA, Math, and ELD. Specifically we are seeking to improve students literacy skills, conceptual understanding of Math, and advance English Learners' development in the areas of reading, writing, listening, and speaking.

Identified Need(s)

In addressing Lake Hills' goal of Conditions of Learning, the following needs have been determined:

In the area of English Language Arts, identified needs include:
Listening - Based on the Summative Assessment data from 2018-19, claim 3 has the lowest percentage of students that fall in the Above Standard performance level.
Writing - Claim 2 has the highest percentage of students that are near standard with 54.39%.
English Learners -12.8% of tested students in grades 3-5 are identified as English Learners and they under-perform their English Only (3.0) and IFEP (3.0) and RFEP (3.7) counterparts with an average performance level of 2.3.

In the area of Mathematics, identified needs include:
Problem Solving & Modeling/Data Analysis - Based on the Summative Assessment data from 2018-19 claims 2&4 have the lowest percentage of students that fall in the Above Standard performance level.
Concepts and Procedures - Claim 1 has the highest percentage of students that fall in the Below Standard performance Level.
English Learners -15.7% of tested students in grades 3-5 are identified as English Learners and they under-perform their English Only (2.8) and RFEP (3.3) counterparts with an average performance level of 2.2.

In the area of English Language Development, identified needs include:
Written Language - Summative ELPAC Composite scores show that students perform better in Oral Language (Level 4 = 34.38% and Level 1 = 7.81%) than Written Language (Level 4 = 10.94% and Level 1 = 12.5%).
Reading - Students under-performed in the Reading domain compared to the other 3 domains (Listening, Speaking, and Writing) with only 14.06% of students at the Well Developed Stage and 18.75% of students at the Beginning stage.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Summative Data	2018-2019= 68.67% met or exceeded the state standard	ELA- By June, 2021, at least 70% of all students will achieve proficiency or higher on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018= 69 % met or exceeded the state standard 2016-2017= 70% met or exceeded the state standard 2015-2016= 65% met or exceeded the state standard	ELA CAASPP Summative Assessment.
ELA CAASPP Summative Data	2018-2019= 64 points below standard (declined 45.1 point) 2017-2018= 18.9 points below standard (maintained- 0.4 points) 2016-2017= 19.2 points below standard (increased 19.8 points)	Our Current English Learner student group will increase their performance from 64 points below standard to 1 point above standard on the ELA CAASPP Summative Assessment.
ELA iReady Diagnostic Data	September 2020= 46% (Tier 1), 43% (Tier 2), and 11% (Tier 3)	By June, 2021, the percentage of students in Tier 1 will increase, while the percentage of students in Tier 3 will decrease.
Math iReady Diagnostic Data	September 2020= 30% (Tier 1), 57% (Tier 2), and 13% (Tier 3)	By June, 2021, the percentage of students in Tier 1 will increase, while the percentage of students in Tier 3 will decrease.
Math CAASPP Summative Data	2018-2019= 62.75% met or exceeded the state standard 2017-2018= 63 % met or exceeded the state standard 2016-2017= 63% met or exceeded the state standard 2015-2016= 60% met or exceeded the state standard	By June, 2021, at least 63% of all students will achieve proficiency or higher on the Math CAASPP Summative Assessment.
Math CAASPP Summative Data	2018-2019= 60.5 points below standard (declined 40 points) 2017-2018= 20.5 points below standard (declined- 3.7 points) 2016-2017= 16.8 points below standard (increased 14.3 points)	Our current English Learner student group will increase their performance from 60.5 points below standard to 1 point above standard on the Math CAASPP Summative Assessment.
ELPAC Results	2018-2019=10.94% performed at a Level 4 (Well Developed)	By June, 2021, at least 60% of our English Learner students will perform at Level 4 (Well Developed) on the ELPAC.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018-2019= 60.94% performed at a Level 3 (Moderately Developed) 2017-2018= 51.2% of English Learners performed at Level 4 (Well Developed).	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 1 through 5

Strategy/Activity

Computer Program- (Renaissance Learning) Students will participate in a reading incentive program where they will set reading goals for themselves. In addition to reading goals, students take a STAR reading assessment which reports a child's zone of proximal development (ZPD). Understanding a students's ZPD allows for teacher and students identify a reading range of books that will help foster their literacy growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6195	LCFF-LI 5000-5999: Services And Other Operating Expenditures Renaissance Learning Licenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Using the ReadLive program, EL students are invited to after school tutoring to assist them with their English language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1918	LCFF-EL 2000-2999: Classified Personnel Salaries After School Tutoring

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade level articulation days-
Grade level teams will examine the Smarter Balanced Interim Assessments through the lens of English Learners and plan instructional strategies for ELs to access the academic language and range of rigor measured.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5247	LCFF-EL 1000-1999: Certificated Personnel Salaries Grade Level Articulation Days

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL and RFEP students

Strategy/Activity

The English Language Facilitator works closely with administration to ensure that our English Language program is in compliance with district and federal requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3545	LCFF-EL 1000-1999: Certificated Personnel Salaries English Language Facilitator Stipend

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

iReady Diagnostic Assessments and Learning Pathways
All students will utilize the iReady program for Math and Reading support. Student proficiency according to diagnostic results will be used to create individual learning pathways for each student. Diagnostic assessments will be given three times a year, minimally. Students requiring intervention support will receive tailored small group instruction to support their learning needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended hours for our library assistant to extend library hours to ensure our students are able to check-out books at least once a week.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1710	LCFF-LI 2000-2999: Classified Personnel Salaries Additional hours for our Library Assistant to keep the library open during the school day for student use

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Copy machine and maintenance will be used to support teachers in supplemental professional learning, collaboration, and the delivery of instruction. Copies will be used for supplemental and instructional support, articulation meetings, parent communication, professional learning, and parent workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5300	LCFF-LI 5000-5999: Services And Other Operating Expenditures Copier Maintenance Contract

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental instructional materials, resources and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of student achievement to reach grade level standards in all subject areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2219	LCFF-LI 4000-4999: Books And Supplies
2589	LCFF-EL 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

School goals to ensure our students are prepared the skills necessary to be college and career ready.

Identified Need(s)

It is a site goal for Lake Hills Elementary School to have a school wide AVID Elementary program in grades TK-5 by the completion of the 2020-2021 school year. In order to accomplish this goal, all members of our teaching staff are required to be properly trained by taking an AVID Foundations course or by attending the AVID Summer Institute. Due to school closures, staff members will register for virtual trainings that are offered.
Lake Hills' identified needs to support Pupil Outcomes include supporting teachers in all grade levels with their professional learning as it relates to our school wide AVID Elementary implementation. In reviewing the 2019-2020 site data, 90% of staff has received appropriate professional learning. The AVID Elementary Self Study continuum results (19-20) revealed grade levels 1-5 implemented meaningful organization and rigorous instruction in at least one subject area. One area which needs to be addressed is the use and purpose of STAR note-taking in all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 Initial Self Study AVID Elementary Self-Study Continuum	2020 AVID Elementary Self-Study Continuum Final Report	By June, 2021, 100% of teachers in grades 3 through 5 will utilize the STAR note-taking strategy with all students in at least one content area as measured by the AVID Elementary Self-Study Continuum.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will participate in professional learning focused on AVID Elementary foundation of WICOR (Writing, Inquiry, Collaboration, Organization and Rigor) and STAR note-taking.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	AVID 1000-1999: Certificated Personnel Salaries AVID Site Professional Development and AVID Center Workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Organizational Tools- Communication and Homework folders, 3 ring binders, dividers, pencil pouches, spiral notebooks, highlighter, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	AVID 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in grades 3-5

Strategy/Activity

Planner/Agendas- Agendas are used daily to support student organization, planning, and home-school communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	AVID 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

School goals to foster school connectedness with all stakeholders are to improve students' attendance, decrease the number of assertive discipline incidents reported, and support a positive school climate and healthy peer relationships through student and parent workshops.

Identified Need(s)

Lake Hills' area of identified needs include: supporting our chronically absent student populations, support and educate students regarding school rules and campus expectations, and continue our student and parent workshops focusing on the social-emotional needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Dashboard data	8.2% of students are reported as chronically absent	By June, 2021, the overall percentage of chronically absent students will decrease from 8.2% to 7% as measured by the California Schools Dashboard.
Chronic Absenteeism Dashboard data	12.1% of chronically absent students are from our SED student group	Our Socioeconomically Disadvantaged student group will decrease the percentage chronically absent from 12.1% to 10%.
Chronic Absenteeism Dashboard data	14.2% of chronically absent students are from our White student group	Our White student group will decrease the percentage chronically absent from 14.2% to 12%.
Behavior Expectations Assembly presentation material and sign-in sheets	100% of students will be taught and reminded of campus expectations and California Education Code that supports our safe campus environment.	100% of students will participate in behavior and campus expectations assemblies.
2nd Step Class Lesson Calendar	100% of classes are scheduled and will participate in SEL lessons, minimally 5 times throughout the school year.	By June, 2021 all students will participate in a series of social-emotional lessons, delivered by our school counselor, in support of a positive school climate and healthy peer relationships.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor will attend a conference offered by California Association of School Counselors- "Revolution: Equity, Disparities, and Student Mental Health"

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Translation for parent meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
346	LCFF-EL 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2nd Step Curriculum- SEL lessons will be delivered to each student in their homeroom classes. Lessons will support positive relationship building and problem solving with peers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Chronically Absent Students

Strategy/Activity

Empathy Interviews- Site counselor and administration conduct empathy interviews with students who have been identified as chronically absent from school. Based on evidence gathered from interviews, an attendance contract will be created to support positive attendance and identify student and parent needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Attendance

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Parents

Strategy/Activity

Bullying Prevention and Awareness- Site counselor and administration will provide opportunities to educate parents on identifying signs of bullying and supporting our students with healthy peer relationships. In addition, all students will participate in SEL lessons, using the 2nd Step curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Multi-Tiered System of Supports- All staff members will analyze current site PBIS practices, revise necessary documentation, and implement best practices when supporting students. Members from site leadership will continue the work developed in collaboration with WestEd, which began during the 2019-2020 school year. Targeted planning, analysis, and documentation of at-promise students, in the areas of Mathematics, Reading, Attendance, and Social Emotional will continue to be at the forefront of our site meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Perfect Attendance Spirit Sticks- Students will receive a spirit stick for every month they earn perfect attendance (once our campus is able to reopen).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Attendance

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Once our campus is free to reopen, we will continue with Attendance Incentives- "We Are All Here On Time" Attendance incentive celebrations- Each classroom displays a poster with the phrase, "We Are All Here on Time". For each day a class has 100% of their members present, on time, the class colors a letter. When the poster is colored in its entirety, the class earns a celebration. Celebrations include: frisbee party, lollipop party, bubble party, popcorn party, and pizza party.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Attendance

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$29,069.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF-EL	$13,645.00
LCFF-LI	$15,424.00

Subtotal of state or local funds included for this school: $29,069.00

Total of federal, state, and/or local funds for this school: $29,069.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	16,180	2,535.00
LCFF-LI	16,400	976.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	13,645.00
LCFF-LI	15,424.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,792.00
2000-2999: Classified Personnel Salaries	3,974.00
4000-4999: Books And Supplies	4,808.00
5000-5999: Services And Other Operating Expenditures	11,495.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	8,792.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,264.00
4000-4999: Books And Supplies	LCFF-EL	2,589.00
2000-2999: Classified Personnel Salaries	LCFF-LI	1,710.00
4000-4999: Books And Supplies	LCFF-LI	2,219.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	11,495.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,723.00
Goal 3	346.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Carrie Mondt	Principal
Leslie Kuri-Hernandez	Parent or Community Member
Chalet Kukahiko	Parent or Community Member
Angela Giles	Parent or Community Member
Phillip Spring	Parent or Community Member
Corrie Stanford	Parent or Community Member
Tricia McDougall	Other School Staff
Brent Mitchell	Classroom Teacher
Candice Wynn	Classroom Teacher
Shawn O'Rafferty	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/19/2020.

Attested:

	Principal, Carrie Mondt on 10/19/2020
	SSC Chairperson, Brent Mitchell on 10/19/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Lake Hills Elementary School

School Site Council Agenda
October 19, 2020
Time: 2:30p.m.
Zoom Meeting ID: 931 9162 3995 **/ Passcode:** 209644

I. Introductory Procedure

1. **Call to Order** - The meeting was called to order at 2:33 P.M.
   Establishment of Quorum – Carrie Mondt, Principal; Candice Wynn, teacher; Brent Mitchell, teacher; Leslie Kuri, parent; Chalet Kukahiko, parent; Phillip Spring, parent; Angela Giles, parent; Shawn O'Rafferty, teacher; Tricia McDougall, classified staff; Corrie Stanford, parent
   (Corrie Stanford left the meeting at 3:30 PM bringing quorum to 9.)
2. **Pledge of Allegiance** – Mr. Mitchell led the council in the Pledge of Allegiance.
3. **Welcome and Introductions** – Corrie Stanford introduced herself as she was absent last meeting.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. **Approve minutes from September 21, 2020**
   - The September 21st, 2020 minutes were approved with no corrections needed. It was motioned/seconded/carried by (Spring/Stanford) (10/0/0)

2. **Approve Expenditures for LCFF-LI and LCFF EL**
   - **LCFF - LI –**
     - Approve additional hours for the library assistant at the cost of $1,709.96. Four days a week for an additional hour per day from January to May, 2020. Mr. O'Rafferty raised a question about library times. Would students visit every other week? Mrs. Mondt is working on a system where students would be able to check out books for both virtual and hybrid students. The library plan has not been set up yet but Mrs. Mondt is working on a plan. She is envisioning that our librarian may bring books to individual classes instead of classes visiting the library because of COVID restrictions.
       It was motioned/seconded/carried by (O'Rafferty/McDougall) (10/0/0).

     - Approve the cost for materials and supplies at the cost of $ 2,219.04. It was motioned/seconded/carried by (Kukahiko/Mitchell) (10/0/0).

- **LCFF - EL –**
    - **Approve Read Live Program renewal at the cost of $2,070.00**. The number of licenses has to align with our number of EL students. This quote is for 90 licenses, which is more than the number of EL students we currently have enrolled however, there are extras to allow for growth and for EO students to access the program as well. There was no motion to approve this item. Mr. O'Rafferty raised concerns about using Read Live in person and COVID. There were concerns about using this program, as the teacher does have to get very close to students in order for this program to work effectively. Mr. Spring talked about the possibility of using UB keys, which could be an option for us to use in the future. He said each UB key costs about $20.00 per key. Mrs. Mondt shared that the parents who attended the ELAC meeting have requested support for their students who are learning English. As a council, we discussed the use of iReady right now instead of Read Live as this program is already available to us and many teachers are already using it. Another benefit of the program is that each child's path is tailored to meet their individual learning needs in both reading and math. As a council, we decided to not approve the renewal of Read Live at this time. Mr. Mitchell motioned to move the $ 2,070 to materials and supplies. We will research other programs that may work better given our current situation with distance and/or hybrid learning.

      It was motioned/seconded/carried by (Mitchell/Giles) (10/0/0).

    - **Approve grade level professional development in the amount of $5,246.75.** One contract day, either in person or virtual for professional learning opportunities. Thus far, professional learning has taken place on Fridays or has been voluntary. Topics would be grade level specific but would focus on EL data and would focus on either English language arts or mathematics. The cost could cover sub costs, materials and/or registration fees for virtual learning online.

      It was motioned/seconded/carried by (McDougall/Kukahiko) (9/1/0).

      During the discussion part of this motion, Mr. O'Rafferty voiced his concern about nonspecific staff development time. He raised concerns, as he has in the past, about the effectiveness of that time versus the cost of the expenditure. He also brought up the concern that all students on the hybrid program would essentially miss 50% of their teacher specific learning opportunities for that week. Mr. O'Rafferty opposed the expenditure.

- **Translation support in the amount of $346.08.** This expenditure does not need to be approved as it is under our categorical expenditure limit of $500.00.
- **Approve tutoring in the amount of $1,918.29.**
  This support would take place after contractual hours. It can be either in person, when and if we return to in person, or we can do this virtually. This breaks down to $58.13 per hour, for an hour a week, for three teachers, which equals $174.39 per week for 11 weeks. This would be open to the entire staff.

  It was motioned/seconded/carried by (Wynn/Giles) (10/0/0).

- **Approve the cost of materials and supplies at the cost of $2,605.61**
  ($2,070.00 was moved from the Read Live program renewal to this budget line item).

  It was motioned/seconded/carried by (Kukahiko/Mitchell) (10/0/0).

3. Approve 2020-2021 SPSA

- Mrs. Mondt asked the council to look for and keep in mind the following questions as we look at our school plan:
  - Are goals measurable?
  - Are expenditures tied to goals?
  - How will progress towards goals be reviewed?

- **Goal 1: Conditions of Learning (ELA)** – CAASPP Summative – By June 2021, at least 70% of all students will achieve proficiency or higher on the ELA CAASPP Summative Assessment. EL students will increase their performance from 64 points below standard to 1 point above standard on the ELA CAASPP Summative Assessment. On the iReady assessment, by June 2021, the percentage of students in Tier 1 will increase, while the percentage of students in Tier 3 will decrease.
- **Goal 1: Conditions of Learning (Math)** – CAASPP Summative – By June 2021, at least 63% of all students will achieve proficiency or higher on the Math CAASPP Summative Assessment. EL students will increase their performance from 60.5 points below standard to 1 point above standard on the ELA CAASPP Summative Assessment. On the iReady assessment, by June 2021, the percentage of students in Tier 1 will increase, while the percentage of students in Tier 3 will decrease.
- **Goal 1: Conditions of Learning (EL)** – By June 2021, at least 60% of our EL students will perform at Level 4 (Well Developed) on the ELPAC assessment. As a school, we need to move about 3 or 4 students up to meet this goal.

- **Goal 2: Pupil Outcomes** – By June 2021, 100% of teachers in grades 3 – 5 will utilize the STAR note taking strategy with all students in at least one content area measured by the AVID Elementary Self-Study Continuum.
- **Goal 3: Student Engagement** - By June 2021, the overall percentage of chronically absent students will decrease from 8.2% to 7% as measured by the California Schools Dashboard.
- **Goal 3: Student Engagement –** Our Socioeconomically Disadvantaged student group will decrease the percentage chronically absent from 12.1% to 10%.
- **Goal 3: Student Engagement** - Our white student group will decrease the percentage chronically absent from 14.2% to 12%.
- **Goal 3: Student Engagement -** 100% of students will participate in behavior and campus expectations presentations.
- **GoaL 3: Student Engagement** - By June 2021, all students will participate in a series of social-emotional lessons, delivered by our school counselor, in support of a positive school climate and healthy peer relationships.
- **Approve the SPSA for the 2020-2021 School Year.**

  It was motioned/seconded/carried by (Mitchell/McDougall) (9/0/0).

IV. Discussion/Information

1. **Budget Reports by Funding Source**
   - See Action Items above for current balance information for each of the funding sources: LCFF – EL, LCFF – LI. There have been no changes to the General Fund since our September, 2020 meeting.

2. **Training Topics:**
   - **Site Parent Involvement Policy** –We at Lake Hills want to make sure that we are encouraging a partnership with our families. We encourage families to read together everyday, we have parent groups such as: SSC, ELAC, PTO, classroom volunteers, and Watch D.O.G.S., We offer parent workshops (not too many due to COVID) and participate in family engagement week (Nov. 16-20). Mrs. Mondt is working on figuring out a plan to do principal's coffee virtually. Mrs. Mondt asked the council to think of ways we could celebrate or show gratitude to our community during family engagement week in November. The council will send her ideas via email.
   - **Site School Compact –** We do not have a school compact because we are not a Title I school.
   - **Site Safety Plan** - On October 16th, Mrs. Mondt had a meeting with first responders about our site safety plan. On October 23rd, she will walk the school and have an official site visit with our SRO, Deputy Ayers. The council will review the draft of the school safety plan at our November 2020 SSC Meeting.

3. **School Plan for Student Achievement (SPSA)** – See above discussion regarding the approval and discussion of the 2020 – 2021 SPSA. In November we, as a council, will review grade level goals in relation to our SPSA.

4. **Learning Continuity and Attendance Plan**
    - SB 98 was adopted by the AUSD board on 9/24/2020 – It is Education Code that every LEA must follow. SB 98 establishes the learning continuity and attendance plan requirement for the district during these unusual times. The district was required to acquire stakeholder feedback regarding implementation of learning during this pandemic. They used the Thought Exchange, social media, emails, PAC meetings, etc. to gather stakeholder feedback and used that feedback to implement our two program options – virtual and hybrid models. Regardless of program, teachers must provide rigorous standards based instruction, assessment, enrichment and live interaction. The district had to ensure that all students had access to devices and connectivity. Mifis and Chromebooks were distributed at the beginning of the year to ensure all students had access to attend school virtually. School staff is ensuring pupil participation and progress by tracking attendance and engagement, and through the use of differentiated instruction. The district offers professional development opportunities such as #AlvordStrong, where teachers can learn from other teachers in our district. There is also site based professional learning opportunities as well, such as iReady PD, and safety professional development. In order to open safely SB 98 addresses staff roles and responsibilities. There are many safety measures in place for when and if we return to school physically. There will be temperature checks, visual screening, masks required, safety plexiglass in every room, proper social distancing requirements, a quarantine room, cohorts isolated, no more water fountains (water bottle filling stations), Clorox 360 machines to sanitize used spaces, and air scrubbers in all classrooms etc. In regards to school nutrition, students can pick up breakfast and lunch provided at elementary school sites, they may also pickup at any AUSD site. Lunch for 5 days is available for pick up at the HS to all students. SB 98 addresses pupil-learning loss and requires districts have supports in place to address this issue. We identify language proficiency, offer differentiated supports, and have required teacher office hours for students to get help. Our district has a plan to support mental health and social and emotional well-being. Surveys were sent to all students to identify areas on need or concern. There is a new coordinator of mental health at the district level to support this endeavor.

5. **Reports from Parent Committees**
    - **English Learners Advisory Committee (ELAC)**
        - At their meeting on October 15, 2020, the group had a discussion about interventions/supports available to our EL students. They also discussed the SPSA and reviewed the Learning Continuity and Attendance Plan. Parents would like to see additional supports specific to EL students.

- **District Parent Advisory Committee (PAC)**
    - Angela Giles will attend the meeting on October 20, 2020 as the October 13th meeting was rescheduled.

- **Parent-Teacher Organization (PTO)**
    - The PTO Board meeting was held on October 7, 2020. The PTO is in a very unique situation as they are trying to figure out different ways to support the students, school and community in a virtual and safe way given the COVID restrictions and guidelines. They have added a few new items to spirit wear like a mask and a shirt about being virtually strong. They have purchased Art Stars for each class to participate in one art lesson this semester. The membership drive is still going on. At this point our membership is at about 150 members when we usually have about 700 members by this point in the year. The PTO would like to do a give back to the kids. They are thinking of giving out spirit stick to all kids – just as a way to show that PTO is still there supporting them. PTO is still looking to host the Savers clothing drive in January. They are looking at the possibility of hosting dinner nights at local restaurants as a way to fundraise. However, right now, it's less about fundraising but more about how can PTO still encourage and support community involvement during this pandemic. They have looked into possibly hosting virtual assemblies but recognize the concern of so much screen time already. They would like to give back to the community in some way and will be in touch with the Alvord Cares team to see if we can help support them in any way.

6. **Program Reports**
    - **Professional Development Opportunities (Paraprofessionals, Teachers)**
        - Our staff participates professional development meetings every Friday. On October 30, 2020 there will be an opportunity for staff to attend a professional development on the iReady program.
    - **Parent and Family Involvement Opportunities**
        - Nov. 16-20 Family Engagement Week – Gratitude and literacy or math focus.
    - **Interventions**
        - We are continuing to implement small group instruction for our Tier 3 students
        - Our literacy teacher, Mrs. Oravets, is working with small groups on their literacy skills weekly.

7. **Principal's Report**
    - Go Guardian – Webinar on Wednesday 10/21 from 4PM – 5 PM put on by our parent engagement office

- Program Choice Survey (10/19 – 10/30) – two options hybrid or virtual for second semester
- October is Bullying Awareness Month – Student Ambassador messages on the Morning Announcements highlighting ways to combat bullying, how to stick up for yourself and ways to encourage kindness on a daily basis.
- Unity Day – 10/21/2020 – Wear Orange
- Red Ribbon Spirit Week – daily spirit days – District art contest still in place – papers available starting tomorrow in MPR – teachers will get information tomorrow to share with families this week

V. Adjournment

1. Agenda building for next meeting
    - Site Safety Plan Review
    - Grade level specific data in regards to Goal 1 on our SPSA
    - Staff tutoring interest update

2. The next SSC meeting is scheduled for November 16, 2020.

3. Adjournment: Action Item - - It was motioned/seconded/carried to adjourn the meeting at 4:34 P.M. (Kuri/Mitchell) (9-0-0)

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
S. Christa McAuliffe Elementary School	33-66977-6106074	May 26, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

McAuliffe Elementary School's Plan is aligned to our LCAP and ESSA requirements as outlined in this document. Comprehensive assessments and data analysis has been conducted in order to close those achievement gaps at our school. There has been multiple tiers of supports for our English Learners and our students who are socially economically disadvantage in order to close those gaps. We have a variety of assessments such as screenings and diagnostic tools in order to determine our achievement gaps through academic programs, enrichment programs, and interventions programs. All this to help bring a well-rounded education to all our students at our school.

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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).

California Healthy Kids Survey - The sample pool of students who took this survey were 5th grade students. The following represents key summary areas of strengths and needs:

School Engagement and Support - Our students scored the highest in the areas of Academic Motivation, High Expectations-adults in school, and in Parent Involvement in schooling (78%, 74% and 76% receptively). Areas were students perceived needing improvement was in the area of Meaningful Participation, which is soliciting input from students as to what they want to learn (32%).

School Safety - 64% of our students indicated that they felt safe at school. With 37% saying that they have been pushed or hit during their elementary experience.

School Disciplinary Environment - This was one of the highest scores we received on the survey in which students reported that they feel respected (77%). Students indicated that 37% of our students are well behaved with the majority answering that students are well behaved some of the time.

Substance Use and Mental Health - 26% of our students responded by saying that they have experienced sadness in their life. 12% have stated that they have sipped some type of alcoholic drink with 1% saying they have had a whole glass of an alcoholic beverage. 2% have indicated they have used some type of vaping device and 0% of student indicated that they have never used marijuana or smoked a cigarette before.

Classroom Observations

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

Informal Classroom Visitations - These visitations are conducted a minimum of twice a week. These are quick visits in order to gather quick anecdotal information regarding instructional pedagogy, practice, alignment to standards, rigor and classroom behavior.

Formal Classroom Observations - These are conducted every other year and involve two formal observations. A pre and post conference are held to go over findings with teachers to give them constructive feedback to their instructional delivery and aliment to common core standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

Common formative assessments, screening tools, diagnostics and common grade level assessments are given to provide data for teachers to use to inform instruction and inform student progress.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

McAuliffe teachers meet in grade level teams at least twice a month for 1 ½ hours to review curriculum and data, and make adjustments to instruction to ensure success for all students. Teachers are focused on establishing best teaching practices and differentiating instruction to meet the needs of all students. Monthly, grade levels identify a specific skill that creates a barrier in the learning process for their students. In addition discuss the academic progress of students in their grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

McAuliffe Elementary has an instructional staff dedicated to the success of their students and who continue to develop their instructional skills. The entire staff is highly qualified under the ESEA requirements

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

All teachers are fully credentialed and no teachers are mis-assigend. All teachers at McAuliffe have had the opportunity to attend math training.

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

Teachers continue to be educated on a variety of instructional practices. All staff development is aligned to content standards and developing their skills in assessing student performance and related professional needs.

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

Our teachers receive ongoing instructional assistance from the principal and consultants.

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

All teachers collaborate at their grade level and between grade levels on a regular basis. All of these activities are designed to develop our staff to become the most effective instructional professionals possible.

Teaching and Learning

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

All curriculum and materials are aligned with the grade level performance standards, including intervention materials. In addition, instruction is designed to maximize learning for our students based on the state standards and using research-based instructional methods.

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

In order to accomplish this, a minimum of 60 minutes of language arts instruction for Kindergarten, 2.5 hours for grades 1 – 3 and 2 hours for grades 4 – 5 are ensured each day
Mathematics instruction is delivered daily for one hour.

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

There is a master schedule for the school in addition to a schedule that is specific to each grade level. A considerable part of the teaching and learning process is accomplished through appropriate curriculum and a disciplined schedule.

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

All students have accessibility to core curriculum materials. Standards-based instructional materials are available and utilized in all classrooms and to all student groups.

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

All students receive, at a minimum, the recommended number of instructional minutes for reading/language arts and mathematics. Lessons are paced in order to maximize understanding and acquire proficiency in grade level standards. Those that require additional time to acquire a skill or concept are given additional instruction in those areas. This is accomplished through intervention blocks during the instructional day. This flexibility in schedule allows for each student to focus on the standard they need additional practice on. In addition, after-school tutoring is provided to those students needing additional instructional time to acquire proficiency in language arts and/or mathematics. All students have equal access to the core curriculum through specially designed lessons and scheduling. Our focus on standards-based curriculum and scheduling facilitates the effectiveness of the teaching and learning process here at McAuliffe.

Opportunity and Equal Educational Access

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

The use of DIBELS assessment, BPST II assessments, iReady diagnostic and teacher made assessments assist in placing students correctly. Teachers meet on a regular basis to discuss and monitor student achievement using data and develop engagement lessons based on their results from these screenings and diagnostic assessments.

Evidence-based educational practices to raise student achievement

Grade levels meet at least twice a month to review student achievement. Grade level meetings are designed for discussion on how to increase student achievement.

Parental Engagement

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

After School Tutoring, Parent Trainings, counseling referrals for in-school and outside agencies. Extended Learning is an additional support for parents that addresses help with homework, meals and counseling if needed.

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)

McAuliffe Elementary School involves the family and community in the children's education in a number of ways. Parent workshops are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Nights and Open Houses are held each year to keep parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are always invited to annual award ceremonies, monthly flag ceremonies, and evening events. School Site council, PTA, and ELAC offer parents an opportunity to become involved with the school.

Funding

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

LCFF - EL funds are used to fund tutorial program for English Learners ,laptops, and iPads to support its usage. LCFF - LI to pay for articulation days so teachers can collaborate about how to be meet needs of under performing students. A balance of LCFF - Li and LCFF - EL funds are used to pay for our After School Tutoring programs.

Fiscal support

LCFF - EL funds to pay for tutoring of English Learners. Title II-A to pay for articulation days so teachers can collaborate about how to be meet needs of underperforming students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The input of stakeholders has taken place on the following dates:

Leadership Team - This team met on Monday, March 9, 2020 & April 21, 2020

ELAC Committee - This committee of parents met on Monday, February 24, 2020 and on Monday, March 23, 2020 and on April 20, 2020 to review the plan and to seek input.

School Site Council - This team meet on Wednesday, February 26, 2020 and on April 15, 2020 to gather review the school plan and input from the above committees.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

McAuliffe Elementary is a non-Title 1 school and relies solely on LCFF - LI and EL funding, which is limited. As our free and reduce lunch numbers increase there has been a greater need for additional funding for supplemental services and interventions in the area of language arts and math.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	0.26%	0%	3	2	0
African American	4.40%	4.48%	4.94%	33	34	34
Asian	8.67%	8.04%	9.3%	65	61	64
Filipino	3.07%	3.43%	3.49%	23	26	24
Hispanic/Latino	66.27%	67.46%	68.02%	497	512	468
Pacific Islander	0.67%	0.53%	0.73%	5	4	5
White	15.73%	14.36%	12.35%	118	109	85
Multiple/No Response	0.13%	0.26%	1.16%	1	2	0
			Total Enrollment	750	759	688

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	138	146	124
Grade 1	112	106	105
Grade 2	123	120	103
Grade3	122	117	115
Grade 4	143	120	120
Grade 5	112	150	121
Total Enrollment	750	759	688

Conclusions based on this data:

1. Over the last three years we have seen a decline in enrollment. Enrollment has declined roughly 50 less students over time.
2. We have seen some slight gains with our Filipino and Latin populations, respectively. With a decline in our white subgroup.
3. Families have moved out of state, some to communities such Lake Elsinore to buys homes, and Victorville. This is due to higher rents, expensive housing and job relocation.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	231	210	127	30.8%	27.7%	18.5%
Fluent English Proficient (FEP)	12	20	71	1.6%	2.6%	10.3%
Reclassified Fluent English Proficient (RFEP)	13	21	64	5.4%	9.1%	30.5%

Conclusions based on this data:

1. Our EL enrollment data has indicated a decline in the number of EL students at our school. This is in alignment with declining enrollment pattern seen the last three years.
2. Our RFEP population has increased overtime since we started the practice of redesignating students as early as TK.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	149	124	122	148	123	118	148	123	118	99.3	99.2	96.7
Grade 4	122	145	123	117	145	122	117	145	122	95.9	100	99.2
Grade 5	129	113	151	129	112	149	129	112	149	100	99.1	98.7
All Grades	400	382	396	394	380	389	394	380	389	98.5	99.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2423.	2419.	16.22	23.58	22.88	24.32	25.20	19.49	26.35	26.02	27.12	33.11	25.20	30.51
Grade 4	2442.	2454.	2446.	18.80	20.00	13.11	16.24	20.00	28.69	23.93	24.14	23.77	41.03	35.86	34.43
Grade 5	2481.	2500.	2502.	12.40	21.43	18.79	33.33	27.68	33.56	21.71	24.11	23.49	32.56	26.79	24.16
All Grades	N/A	N/A	N/A	15.74	21.58	18.25	24.87	23.95	27.76	24.11	24.74	24.68	35.28	29.74	29.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.51	18.70	23.73	43.92	54.47	45.76	42.57	26.83	30.51
Grade 4	19.66	17.24	10.66	47.86	50.34	55.74	32.48	32.41	33.61
Grade 5	20.16	21.43	26.85	47.29	50.89	48.99	32.56	27.68	24.16
All Grades	17.51	18.95	20.82	46.19	51.84	50.13	36.29	29.21	29.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.57	26.83	14.41	47.30	42.28	56.78	35.14	30.89	28.81
Grade 4	16.24	16.55	12.30	45.30	53.10	54.92	38.46	30.34	32.79
Grade 5	21.71	25.89	21.48	46.51	47.32	52.35	31.78	26.79	26.17
All Grades	18.53	22.63	16.45	46.45	47.89	54.50	35.03	29.47	29.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	16.26	18.64	64.19	66.67	62.71	19.59	17.07	18.64
Grade 4	17.09	23.45	11.48	57.26	60.69	69.67	25.64	15.86	18.85
Grade 5	13.95	16.07	14.77	63.57	66.07	62.42	22.48	17.86	22.82
All Grades	15.74	18.95	14.91	61.93	64.21	64.78	22.34	16.84	20.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.89	27.64	24.58	53.38	52.03	47.46	29.73	20.33	27.97
Grade 4	18.80	21.38	13.93	48.72	52.41	57.38	32.48	26.21	28.69
Grade 5	18.60	25.00	23.49	50.39	51.79	51.01	31.01	23.21	25.50
All Grades	18.02	24.47	20.82	51.02	52.11	51.93	30.96	23.42	27.25

Conclusions based on this data:

1. Summative ELA CAASPP data has indicates that 46% of our students have Met or Exceeded grade level standards. We have had a 5% increase over time, however, we still have 55% of our third through fifth graders scoring Nearly Met or Not Met performance bands.
2. When analyzing our data by Claims it indicates that we as a school have shown growth over the years in the areas of Listening and Research/Inquiry overtime.
3. Areas of need of improvement are in the Reading and Writing claims.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	149	124	122	148	124	121	148	124	121	99.3	100	99.2
Grade 4	122	145	123	119	145	123	119	145	123	97.5	100	100
Grade 5	129	113	151	129	113	151	129	113	151	100	100	100
All Grades	400	382	396	396	382	395	396	382	395	99	100	99.7

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.	2415.	2419.	10.14	12.10	16.53	27.03	25.00	27.27	31.08	33.06	27.27	31.76	29.84	28.93
Grade 4	2449.	2463.	2468.	15.13	13.10	13.82	19.33	26.90	24.39	28.57	36.55	44.72	36.97	23.45	17.07
Grade 5	2486.	2471.	2484.	15.50	15.04	13.25	15.50	12.39	15.23	30.23	25.66	35.76	38.76	46.90	35.76
All Grades	N/A	N/A	N/A	13.38	13.35	14.43	20.96	21.99	21.77	30.05	32.20	35.95	35.61	32.46	27.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.24	25.81	27.27	44.59	36.29	38.02	37.16	37.90	34.71
Grade 4	21.85	26.90	27.64	30.25	39.31	34.96	47.90	33.79	37.40
Grade 5	20.16	19.47	19.87	32.56	28.32	35.76	47.29	52.21	44.37
All Grades	19.95	24.35	24.56	36.36	35.08	36.20	43.69	40.58	39.24

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	12.10	19.01	52.03	50.81	47.93	31.76	37.10	33.06
Grade 4	19.33	16.55	14.63	42.02	52.41	46.34	38.66	31.03	39.02
Grade 5	13.95	15.93	14.57	42.64	35.40	47.02	43.41	48.67	38.41
All Grades	16.41	14.92	15.95	45.96	46.86	47.09	37.63	38.22	36.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.59	20.16	26.45	51.35	48.39	39.67	29.05	31.45	33.88
Grade 4	15.13	17.24	22.76	42.86	48.28	47.97	42.02	34.48	29.27
Grade 5	17.05	14.16	10.60	44.96	36.28	47.02	37.98	49.56	42.38
All Grades	17.42	17.28	19.24	46.72	44.76	45.06	35.86	37.96	35.70

Conclusions based on this data:

1. Our overall Summative data indicate that 37% of our students have Met or Exceeded the grade level standards in mathematics. This in a 2% increase from the previous year. There was a 1% increase in 3rd grade with a decrease of 2% and 3% in 4th and 5th grades respectively.
2. Our area of strength in the area of Concepts/Procedures with 24% of our students scoring Met in this claim.
3. Our challenge claims are in Problem Solving/Data Analysis (Claims 2 & 4) and in Communicating Reasoning (Claim 3). With 14.9% and 17.3% score Met in these claims respectively.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.7	1398.1	1449.2	1408.1	1410.5	1374.6	44	27
Grade 1	1473.5	1468.1	1457.4	1466.0	1489.3	1469.6	35	34
Grade 2	1518.1	1489.2	1512.1	1499.6	1523.7	1478.3	34	25
Grade 3	1514.0	1491.8	1508.0	1485.7	1519.5	1497.5	40	26
Grade 4	1525.4	1534.9	1530.2	1525.6	1520.0	1543.8	36	26
Grade 5	1521.8	1538.4	1514.3	1528.9	1528.7	1547.3	25	33
All Grades							214	171

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.36	3.70	38.64	25.93	*	59.26	*	11.11	44	27
1	45.71	14.71	31.43	32.35	*	52.94	*	0.00	35	34
2	50.00	12.00	44.12	52.00	*	36.00		0.00	34	25
3	30.00	15.38	42.50	46.15	*	19.23	*	19.23	40	26
4	*	30.77	66.67	57.69	*	11.54		0.00	36	26
5	*	36.36	*	45.45	*	12.12	*	6.06	25	33
All Grades	36.92	19.30	43.93	42.69	14.49	32.16	*	5.85	214	171

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.73	3.70	38.64	29.63	*	55.56	*	11.11	44	27
1	54.29	14.71	*	55.88	*	20.59	*	8.82	35	34
2	67.65	40.00	32.35	32.00		28.00		0.00	34	25
3	50.00	23.08	30.00	50.00	*	11.54	*	15.38	40	26
4	63.89	50.00	33.33	46.15	*	3.85		0.00	36	26
5	52.00	60.61	*	27.27	*	3.03	*	9.09	25	33
All Grades	55.61	32.16	30.37	40.35	10.28	19.88	*	7.60	214	171

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.70	29.55	22.22	45.45	55.56	*	18.52	44	27
1	45.71	17.65	*	20.59	*	58.82	*	2.94	35	34
2	52.94	4.00	32.35	40.00	*	40.00		16.00	34	25
3	*	7.69	47.50	38.46	32.50	34.62	*	19.23	40	26
4	*	26.92	55.56	26.92	30.56	38.46	*	7.69	36	26
5	*	3.03	*	54.55	*	36.36	*	6.06	25	33
All Grades	25.23	10.53	37.38	33.92	28.50	44.44	8.88	11.11	214	171

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.64	7.41	34.09	81.48	*	11.11	44	27
1	62.86	47.06	*	47.06	*	5.88	35	34
2	76.47	52.00	*	44.00		4.00	34	25
3	52.50	23.08	40.00	53.85	*	23.08	40	26
4	52.78	34.62	47.22	61.54		3.85	36	26
5	*	15.15	56.00	78.79	*	6.06	25	33
All Grades	58.41	29.82	36.45	61.40	5.14	8.77	214	171

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	7.41	43.18	70.37	*	22.22	44	27
1	34.29	8.82	48.57	85.29	*	5.88	35	34
2	67.65	40.00	32.35	56.00		4.00	34	25
3	60.00	57.69	32.50	26.92	*	15.38	40	26
4	66.67	84.62	33.33	15.38		0.00	36	26
5	64.00	84.85	*	6.06	*	9.09	25	33
All Grades	56.54	46.78	36.92	43.86	6.54	9.36	214	171

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	84.09	77.78	*	22.22	44	27
1	54.29	29.41	*	52.94	*	17.65	35	34
2	47.06	4.00	44.12	72.00	*	24.00	34	25
3	*	7.69	67.50	61.54	*	30.77	40	26
4	*	15.38	80.56	73.08	*	11.54	36	26
5	*	33.33	52.00	60.61	*	6.06	25	33
All Grades	24.30	16.37	59.35	65.50	16.36	18.13	214	171

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.55	44.44	36.36	33.33	*	22.22	44	27
1	31.43	14.71	54.29	76.47	*	8.82	35	34
2	61.76	16.00	38.24	72.00		12.00	34	25
3	27.50	38.46	60.00	46.15	*	15.38	40	26
4	*	46.15	75.00	50.00	*	3.85	36	26
5	44.00	18.18	52.00	75.76	*	6.06	25	33
All Grades	40.19	28.65	52.34	60.23	7.48	11.11	214	171

Conclusions based on this data:

1. Our 2018 ELPAC date indicates that 37% of our EL students fall within the Well Developed band and 44% of our student fall in the Moderately Developed band.

   Areas of strengths are in oral language with 58% and 57% of our students score in the Well Developed level in Listening and Speaking respectively.

   The greatest area of need is in reading comprehension with 24% scoring in Well Developed and 59% scoring Somewhat/Moderately Developed respectively.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
759	**66.3**	**27.7**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	210	27.7
Foster Youth	3	0.4
Homeless	14	1.8
Socioeconomically Disadvantaged	503	66.3
Students with Disabilities	42	5.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	4.5
American Indian	2	0.3
Asian	61	8.0
Filipino	26	3.4
Hispanic	512	67.5
Two or More Races	9	1.2
Pacific Islander	4	0.5
White	109	14.4

Conclusions based on this data:

1. Demographic data has indicated overtime in increase in socially disadvantaged students enrolled at our school. We have held steady with the number of EL students at our school.
2. Our largest population is the Hispanic group with White being the second largest group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. Our 2019 CAASPP Language Arts data indicates that 46% of our students scored as Met or Exceeded Common Core State Standards. We have 55% of our students scoring in the Nearly and Not Met tiers of this assessment.
2. Our mathematics results indicate that 37% of our students scored as Met or Exceeded Common Core State Standards. We have 63% of our students scoring in the Nearly and Not Met tiers of this assessment.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
10.4 points below standard	14.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2 points	Maintained -1.5 points	1
372	122	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	25.8 points below standard	69.7 points below standard
9	Maintained ++0.2 points	Increased Significantly ++28.1 points
	252	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
1.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	40.7 points above standard	51.4 points above standard
15	2	Increased ++4.6 points	Declined Significantly -17.2 points
		27	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
27 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.8 points above standard
Maintained -1.8 points	4	1	Increased ++3.9 points
250			58

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.3 points below standard	55.4 points above standard	8.9 points below standard
Declined Significantly -23.5 points	Declined -3.4 points	Maintained -0.1 points
73	49	248

Conclusions based on this data:

1. Our 2018 data indicates that our strengths as a school in the area of language arts with the following subgroups: Whites and RFEP students. Both groups scored 7.9 points above the standard and 58.7 points above the standard respectively.
2. Our EL students, SED students, EO students, and White students all have shown increased in DFM points. With our Special Education Students showing a decrease in improvement by -14 points.
3. Our Students with Disabilities and our English Learners show the greatest need (largest number of points from DFM).

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
23.5 points below standard	18.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.1 points	Increased Significantly ++17.5 points	1
372	122	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	37.6 points below standard	89.2 points below standard
9	Increased ++10.1 points	Increased Significantly ++31.7 points
	252	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
28.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	44.6 points above standard	38.4 points above standard
15	2	Increased Significantly ++16.5 points 27	Increased Significantly ++16.2 points 14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
38.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7 points below standard
Increased ++8.7 points 250	4	1	Increased ++8.8 points 58

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
56.3 points below standard	36.9 points above standard	26.3 points below standard
Declined -3.1 points 73	Increased Significantly ++24.7 points 49	Increased ++4.3 points 248

Conclusions based on this data:

1. 2018 data indicates that our overall our performance declined in mathematics. This also includes all significant sub-groups.
2. Our sub-group with the largest decline was the SED group with a 47.7 points below DFM.
3. Our EL student and EO students maintained their current levels. However, our RFEP students declined 18.2 points from DFM.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.3 making progress towards English language proficiency
Number of EL Students: 135
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
25.9	20.7	5.1	48.1

Conclusions based on this data:

1. The majority of our EL students are Well Developed and Moderately Developed in their acquisition of the English language, which equates to 81% of our students. With only 19% falling in the Somewhat Developed and Beginning Stages.
2. When looking further into the ELPAC Summative we see that 56% of our students scored in the Well Developed stages of oral language (Listening & Speaking Performances). This a strength for our school.
3. Data indicates the greatest need in the area of reading comprehension with 24% of our students scoring in the Well Developed tier. The writing domain is a strength with 40% of our students scoring Well Developed.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	4	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
7	3.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	Declined -1	4
798	222	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
6.3	8.1	15.4
16	Declined Significantly -3.8	Increased +2.3
	546	52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Yellow	No Performance Color
10.5	Less than 11 Students - Data Not Displayed for Privacy	3.1	7.7
Declined -2.6	2	Increased +1.6	Maintained -0.3
38		65	26
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
6.5	15.4	Less than 11 Students - Data Not Displayed for Privacy	6.4
Declined Significantly -3.2	13	7	Declined -1
537			110

Conclusions based on this data:

1. Attendance data has indicated that our English Learners and our Asian populations have shown an increased in their attendance.
2. Overall all our students have shown an increase in chronic absences during the 18 - 10 school year. With our SED group having the biggest increase followed by our Students with Disabilities.
3. For the 2018 - 2019 school year we maintained a 96.34% average attendance rate for the year. The 2017 - 2018 average was 96.11%, which indicates a .23% increase in attendance overall for our school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.9	0.4	Less than 11 Students - Data Not 5
Declined -0.4	Declined -0.4	
823	227	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
0	1.1	0
16	Maintained 0	Declined -2
	563	54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data 2	0	0
Declined -2.5		Maintained 0	Maintained 0
38		65	26
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
1.1	0	Less than 11 Students - Data 7	0
Maintained 0	15		Declined -2.4
557			113

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.2	0.9

Conclusions based on this data:

1. Data indicates that our suspension rate for the 2017 - 2018 school year increased for overall and for all groups with the exception of our Asian sub-group.
2. Our largest increase occurred with African American students. There was an increase of 2.5%.
3. The number of students suspended for the 17 - 18 school year was 13 students. Compared to 2018 - 2019 with 7 suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

LCAP Goals & SPSA Goals

English Language Arts
School Goal: A minimum of 10% of our students will move a level (NM, NM, M and E) based on SBAC Summative results for the previous year in the area of writing or reading comprehension.

SPSA/LEA ELA Goal: All Students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.
LCAP Goal 1: Maintain standards-aligned instructional materials access & Improve state standards implementation.

Mathematics
School Goal: A minimum of 10% of our students will move a level (NM, NM, M and E) based on SBAC Summative results for the previous year in the areas of Data Analysis and Problem Solving.

SPSA/LEA ELA Goal: All Students will reach high standards, at a minimum attaining proficiency or better in mathematics.
LCAP Goal 1: Maintain standards-aligned instructional materials access & Improve state standards implementation.

English Learners
School Goal: We would like to increase the percentage of students, by 10%, in their ability to comprehend text as measured by the ELPAC Summative Assessment. This growth will take place within a 9-month window and growth compared to the previous year's data.

SPSA/LEA ELA Goal: All Limited-English proficient students will attain proficiency in English as set forth by state growth targets.
LCAP Goal 1: Maintain standards-aligned instructional materials access & Improve state standards implementation.

Identified Need(s)

English Language Arts needs: All summative data that has been analyzed all indicate a need for use to improve in the areas of reading comprehension and reading. Our target groups should included our English Learners (EL) and our Students with Disabilities (SWD).Our reading diagnostics assessment (DIBELS) indicates that we have 129 students in the Well Below Benchmark band (K=22, 1st=24, 2nd= 19, 3rd= 22, 4th = 22 and 5th = 19).

Mathematics needs: All summative data that has been analyzed all indicate a need for use to improve in the areas of learning how to analyze data in order to complete multiple step word problems. Our focus sub-group would be our socially economically disadvantage (SED) group of students and our Redesignated Fluent English Proficient (RFEP) students.

English Learner Students' needs: Data indicates the greatest need in the area of reading comprehension with 24% of our students scoring in the Well Developed tier based on the 2018 ELPAC results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Summative English Language Arts 2018 - 2019	Current Summative data has indicated that McAuliffe has sustained roughly 46% of our students meeting all assessed standards in language arts, which is an increase of 9% from 2017. Our greatest areas of need are in the areas of reading for comprehension and in writing responses to literature.	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2020 - 2021 school year. In actuality there was no growth and we maintained 46% of our students in the Met/Exceeded tiers for language arts Summative results for the 2018 - 2019 testing period.
DIBELS reading screening	Our beginning of the year (September, 2018) DIBELS screening resulted in data indicating that 146 students in K-5th grade were reading in the Well-Below Benchmark area. The implication is, as a staff, we must continue to identify gaps and address Reading Foundation Skills in a way that is targeted and strategic.	Our target was a 10% decrease (from 146 Well Below Benchmark student) in the number of Well Below Benchmark students as measured by DIBELS EOY. When assessed at the end of May 2019 the number of students scoring in the Well Below Benchmark was 89, which is a 39% decrease. In addition, prior to the COVID 19 disruption to the school year we had 106 of our students scoring in the Below Benchmark range for our mid-year assessment. This was 23 students less.
CAASPP Summative Mathematics 2018 - 2019	Current Summative data has indicated that McAuliffe has sustained 36% of our students meeting all assessed standards in mathematics,	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2018 - 2019 school year. In actuality we

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	which is up by 1% from 2017. Our greatest areas of need are in Concepts and Procedures, Problem Solving and Data Analysis.	there was a 1% growth with 37% of our students scoring in the Met/Exceeded tiers. Additional data could not be collected to COVID 19 dismissal.
ELPAC Summative Assessment	Our 2018 ELPAC data indicates that 37% of our EL students fall within the Well Developed band and 44% of our students fall in the Moderately Developed band. Areas of strength include oral language with 58% and 57% scoring in the Well Developed levels in Listening and Speaking respectively. Greatest area of need is in reading comprehension with 59% of our EL students scoring in the Somewhat/Moderately developed stages.	The ELPAC assessment will be administered in February of 2020. It is expected for us to increase by 10% in the number of students scoring in the Well Developed performance band for reading comprehension.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Students with Disabilities

Strategy/Activity

Area of Focus: Reading Comprehension

Activity 1: Intensive interventions will take place with students that will be lead by teachers to focus on building reading comprehension skills. Interventions will also take place in teaching students process writing, exposure to different genres, and organizational techniques to respond appropriately to the genre being asked to produce. This model can be done via distance learning through a handful of teachers trained in its delivery.

Activity 2: Special education students will use the Read 180 and Systems 44 program to help with foundational skills and their comprehension skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2409	LCFF-EL 1000-1999: Certificated Personnel Salaries
1250	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Students with Disabilities

Strategy/Activity

Area of Focus: Writing

Activity 1: Professional development will focus on making sure all teachers are well versed in the Step-Up-To-Writing program. This will enable all staff members to deliver process writing strategies throughout all the grade levels. In addition, we devote time to developing, finding and implementing graphic organizers and aligning them to genres in which students can use to organize their thoughts in a methodical/organized manner. This PD can be done virtually by our Leadership Team and or support staff.

Activity 2: Students in the RSP program will use Google Docs for the classroom to develop their writing. They will be provided with scaffolds such as the use of NOREDINK.com for grammar, Starfall.com, and other low cost to no cost writing programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF-EL 1000-1999: Certificated Personnel Salaries
3250	LCFF-LI 1000-1999: Certificated Personnel Salaries
500	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Extra supports will be funded in order to support our EL program. This will include paying classified personnel to provide childcare during ELAC meetings, translation services during conferences, paper to provide copies and other services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1533	LCFF-EL 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Activity: All teachers will participate in vertical articulation with other grade levels. Focus will be on key concepts/standards not covered in March - May of 2020. Data used may include assessment results from DIBELS, iReady math, and other teacher made assessments. This may be done as a virtual grade level collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF-LI 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

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

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Goal 1: Students in first through fifth grades will increase by 10% in the number of students scoring in Tier 1 in mathematics at Grade Level as defined by Standard View by May of 2020 as measured by i-Ready.

Goal 2: Students in first through fifth grades will participate in mathematics progress monitoring a minimum of twice a year using an online assessment screening to determine areas of strengths and weaknesses in the four domains and to decrease the number of students falling in Tier 3 by 10% by May of 2021.

Identified Need(s)

Mathematics needs:

All summative data that has been analyzed all indicate a need for use to improve in the areas of learning how to analyze data in order to complete multiple step word problems. Our focus sub-group would be our socially economically disadvantage (SED) group of students and our Redesignated Fluent English Proficient (RFEP) students. i-Ready math assessment also indicates mathematical domain deficiencies.

In addition, there is not a district-wide assessment tool that is used to progress monitor mathematics achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP Summative Mathematics	Current Summative data has indicated that McAuliffe has sustained 36% of our students meeting all assessed standards in mathematics, which is up by 1% from 2017. Our greatest areas of need are in Concepts and Procedures, Problem Solving and Data Analysis.	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2018 - 2019 school year. In actuality we there was a 1% growth with 37% of our students scoring in the Met/Exceeded tiers. Due to COVID-19 we were not able to obtain our scores for the 19-20 school year to see if our instructional practices made an impact.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Mathematics Assessment	iReady Math Assessment was administered during the month of October 2019. This date indicated the following: 14% of our students are at the Tier 1, which is at grade level as measured by needing to know their grade level standards in the 4 domains. 66% of our students are at the Tier 2 level - One grade level below. 19% of our students are at the Tier 3 level - Two or more grade levels below. Domains: Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS) and Geometry (GEO). - Data taken on 10/24/19	Our expected outcome will be to see a 10% in the number of students below grade level as measured by the expected grade level standards for their grade level. Our end of the year assessment to look at growth was not conducted due to COVID-19.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, RFEP and Social Economically Disadvantaged Students

Strategy/Activity

Area of Focus: Mathematics

Activity: Students will participate in targeted interventions focusing on skills related to the four domains as well as multiple step word problems. This can be done virtually by one teacher from each grade level who will monitor progress, provide online support and monitor students towards their math targets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in first through fifth grades

Strategy/Activity

The i-Ready math screening assessment will be purchased in order to establish a school-wide progress monitoring system. Students will be assessed while on campus and then progress monitored by their assigned teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13820	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and SED at Promise Students who attend who Extended Learning Program

Strategy/Activity

The i-Ready online component and the intervention lessons will be taught during Extended Learning program in order to provided additional interventions for our At Promise students who attend this program.
Extended Learning teachers will attend an iReady math PD at the beginning and middle of the school year. Students may attend via online if this program is interrupted due to COVID - 19 resurgence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All first through fifth grade students

Strategy/Activity

iReady will be made available to all first through fifth grade students to use at home. This will be done through the iReady Online support program. Parents will be given a tutorial regarding its purpose and student expectations. Principal will reach out to iReady makers to see if an online tutorial for parents is available to provide an overview of the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds will be set aside to pay for Kinder Camp orientation, PLTW materials, paper for copies to support academic program and copier maintenance fees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2300	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

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

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Our goal for the 2019 - 2020 school year will be to increase our attendance rate by .25% in order to reach our target of 97% attendance average by May of 2020.

Suspensions at McAuliffe Elementary will continue to decline by 2 less suspensions by May 2020 as compared to our 2018 - 2019 suspension rate.

Identified Need(s)

Attendance - At McAuliffe we monitor our attendance very closely. For the 2018 - 2019 school year we have a 96.34% attendance average for the year. And in 2017 - 2018 we had a 96.11% yearly average. This was an improvement in our attendance by .23%. We are still below our goal of reaching a 97% yearly attendance rate.

Suspension Rates - In the year 2018 - 2019 we had a total of 7 suspension and in 2017 - 2018 we had a 13 suspensions. So, overall we had a reduction of 6 less suspensions as compared to the previous year. We met our goal of 8 or less suspension for the 2018 - 2019 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports/Customized Excel Spreadsheet	For the 2018 - 2019 school year we achieved a 96.34% yearly attendance average.	We expect to increase our yearly attendance average by .25% bringing our average to 96.59%.
AERIES Suspension Dashboard	For the 2018 - 2019 school year we had a total of 7 suspensions.	In 2017 - 2018 we reached 13 suspension for that year. So we did reduce our suspension rate by 6 less suspensions. Our expected outcome would be to have no more than 5 suspension by the end of the 2018 - 2019 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance will be a multi-tiered approach:

Tier 1 - All students will participate in this incentive program.

Tier 2 - A focus will be on those 15 students who are chronically absent. Meetings between SARB panel and parents will take place. People attending this will be our attendance clerk, administration, school counselor, and parent(s).

Tier 3 - Our most critical attendance challenged students will not only require meetings, but will require extra support such as, but not limited to, home visits, outside counseling services, food banks, etc.

Attendance - We plan on having two attendance incentive events (December 2020 and February 2021) in order to strategically target those months with low attendance. In addition, SARB meetings will continue to talk place and customized incentive programs will target those students chronically absent and in specially in the Transitional Kinder and Kindergarten grades. Attendance incentive program will be tied to students attendance online as well if we have to switch to virtual learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Attendance 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Suspension - A major emphasis will be on addressing behaviors through counseling and therapy. In addition, we will have classroom lessons on behavioral management, bullying, and positive relationship building. Lessons may be done virtually by school counselor.

This will be done at the beginning of the year and in January of 2021. Awards and assemblies will be continue to be used to impact behaviors on campus and will be done virtually using Zoom or Google Meets.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Attendance 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

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

The effectiveness of our strategies will be reviewed during the 2020 - 2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

Goal(s)

An academic focus will be in the area of writing in responding to literature and to math word problems. This will be measured through the use of writing rubrics, Assumptive assessments, and ELPAC. We will see an increase 5% increase in the number of EL students score 3's and 4's on their writing rubrics, a 15% increase in the number of students scoring At or Above on the Summative assessment.

Our ELA/ELD program will focus on writing, reading comprehension, and speaking in complete sentences throughout the year with ELA/ELD common core standards being the driving force in instruction. This will be completed and implemented by June of 2019 and evidenced through writing samples, structured writing through the use of Step Up to Writing program, and through the use of sentence frames.

Our mathematics program will focus on conceptual building, multiple ways/strategies to solve word problems, and the development of mathematical vocabulary to increase understanding. This will be done through the use of interactive Math Journals and the use of MARS Problem of the Month math tasks.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 ELPAC information was analyzed, R-30, and 2018 ELA and Math Summative data was used.	Our 2018 ELPAC date indicates that 37% of our EL students fall within the Well Developed band and 44% of our student fall in the Moderately Developed band. Areas of strengths are in oral language with 58% and 57% of our students score in the Well Developed level in Listening and Speaking respectively.	This will be completed and implemented by June of 2018 and evidenced through writing samples, text dependent questions revolving around a comprehension skill, and through the use of sentence frames.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The greatest area of need is in reading comprehension with 24% scoring in Well Developed and 59% scoring Somewhat/Moderately Developed respectively. In 2018 our overall ELA results indicated that 33% of our EL learners scored Standard Exceeded or Met. 2018 English Language Arts Summative Assessment data has indicated that 77% of our EL students have either reached near standard, met standard or are above standard in Listening. This has improved by 12% from 2017. Our area of need in 2017 was in Writing with 48% of our EL students scoring near standard, met standard or are above standard. For 2018 our EL students score improved 14% (62% of our students scored Above or Near Standard. Our area of need would be in Reading Comprehension with only 57% of students scoring Above or Near Standard with 43% of our EL students scoring in the Below Standard range. Our 2018 results indicate that 27% of our EL learners scored Standard Exceeded or Met. 2017 Mathematics Summative Assessment data has indicated that roughly 50% of our EL students have either reached near standard, met standard or are above standard in all four claims.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1807	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

807	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2910	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2500	LCFF-EL 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Goal(s)

McAuliffe Elementary will increase its ADA .5% this year to 97% as an overall average. Once a month we will strive to reach 97% ADA as measured by our attendance reports.

We will decrease our suspension rate to no more than 8 suspensions for this year. This will be measured through a data base that the principal keeps track of.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High School Graduation and College Readiness

LEA/LCAP Goal

Goal(s)

All students will leave McAuliffe ready for middle school by being able to read at grade level to access grade level content.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

200	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	LCFF-LI 4000-4999: Books And Supplies

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$41,786.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Attendance	$1,500.00
LCFF-EL	$16,966.00
LCFF-LI	$23,320.00

Subtotal of state or local funds included for this school: $41,786.00

Total of federal, state, and/or local funds for this school: $41,786.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	20905	3,939.00
LCFF-LI	26,653	3,333.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
LCFF-EL	16,966.00
LCFF-LI	23,320.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,533.00
1000-1999: Certificated Personnel Salaries	14,966.00
4000-4999: Books And Supplies	11,467.00
5000-5999: Services And Other Operating Expenditures	13,820.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Attendance	1,000.00
4000-4999: Books And Supplies	Attendance	500.00
0001-0999: Unrestricted: Locally Defined	LCFF-EL	1,533.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	9,216.00
4000-4999: Books And Supplies	LCFF-EL	6,217.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	4,750.00
4000-4999: Books And Supplies	LCFF-LI	4,750.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	13,820.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,442.00
Goal 2	20,120.00
Goal 3	1,500.00
Goal 5	8,024.00
Goal 7	700.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gerardo Aguilar	Principal
Jessica Cassese	Classroom Teacher
Rebecca Reed	Classroom Teacher
Pauline Wilson	Classroom Teacher
Sonia Vidana	Other School Staff
Kione Gonzales	Parent or Community Member
Jie Liang	Parent or Community Member
Bianca Rangel	Parent or Community Member
Lynda Sicairos	Parent or Community Member
Sara Varona	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 20, 2019.

Attested:

Principal, Gerardo Aguilar on May 26, 2020

SSC Chairperson, Pauline Wilson on May 26, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Myra Linn Elementary School	33-66977-6031553	May 18,2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
The school plan for Student Achievement (SPSA) is a plan of actions to raise the academic

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Myra Linn's school plan is a comprehensive and equitable framework, which includes all stakeholders to make data driven decisions to address ALL student needs (academic, behavioral, and social emotional) through differentiated instruction and learning,

Through Myra Linn's Theory of Action, we have agreed that...
If we work to collaboratively create a framework to develop systems to differentiate learning/ instruction...
If we are willing to analyze data to guide instruction...
If we focus on all student needs...
...Then we will build and improve a comprehensive and equitable framework for all our students.

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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).

Needs assessments were conducted on the following stakeholder groups:
Certificated and Classified staff- Survey
Certificated and classified noted the following through Thought Exchange:
Need for math training and Professional Development
Technology for students- more computers per class

Parents- ELAC SSC Recommendations conducted through a needs assessment
Continued support with tutoring for students not meeting standards
Enrichment tutoring for students that are meeting standards
Extracurricular activities for all students
Parent Classes to support academics at home
Technology purchases

Students: The California Department of Education has funded CHKS to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and student engagement in learning (2) preventing youth health risk behaviors and other barriers to academic achievement; (3) promoting positive youth development, resilience, and well being. A thorough understanding of the scope and nature of these student behaviors. attitudes, and experiences, and supports are essential for guiding school improvement and academic prevention, and health programs. As far as school engagement and supports- 88% of students feel that adults have high expectations for them, wherein contrast, 48% feel they have meaningful participation. School safety: 72% of our students feel safe at school and 43% of students have been called bad names or have been the target of mean jokes. School disciplinary: Although 88% of students feel they are treated with respect, 49% of students feel they are treated fairly when they break the rules.

Staff:

Grade level strengths include:
ELD rotations
Collaborative Planning
1st best instruction
Using math resources
Using supplemental to teach
Site Interventions

Areas to improve as a grade level:
Curriculum training for Wonders
More planning time
Math Curriculum (Eureka Math)
PD on the integration of technology
Tier 2 interventions
Technology
More time to teach

Consistent data for all grades

School Strengths:
Interventions
Leadership
ELA
Afterschool Enrichments
1st best instruction
Communication
PBIS
Consistent and aligned testing implemented in 2019-2020
Collaboration
All students are our students

School areas needs of improvement:
Colleagues trust of each other
ELA interventions
PD on PBIS
Small group PD
Verticle collaboration
PD Foundational skills
PD for ELD to reclassify students

Priority Needs MLES:
Math
Social-Emotional Learning
Intensive and early interventions for primary grades
PD in Foundational SKills
Math PD- pacing guide, unit assessments
progress monitoring
Summer school for students/ tutoring
Math intervention
Vertical articulation
fulltime literacy coach

What additional data do we need?
Attendance
Math Assessments

Classroom Observations

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

During the school year, 2019-2020, walk-through observations are recorded and sent to the intended staff through DigiCoach. Summary of findings will assist in developing professional development needs and areas of strength. The following strategies will be targeted during the

informal observations: Checking for Understanding; Conceptual Reasoning; ELL strategies; Literacy Across Content Area; Collaboration and Communication. This aligns with our Vision Statement for our MTSS and Theory of Action.

The vision and Theory of Action are in relationship to our MTSS framework: MLES defines MTSS: MTSS is a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning.

Theory of Action:
If we work collaboratively to create a framework to develop systems to differentiate learning/ instruction...
If we are willing to analyze data to guide instruction...
If we focus on all student's needs…
...Then we will build and improve a comprehensive and equitable framework for all our students

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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

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

At MLES, analysis of data, analyzing student work, and progress monitoring addresses key standards. Each week grade levels meet to analyze student data and to determine areas of strengths and areas of needs. Grade level brainstorm instructional strategies to identify areas of need. Teachers use:
CAASPP (ELA and Math)
ELPAC (ELD)
common assessments in Wonder (ELA and ELD)
Moby Max (ELA and Math)
ACADIENCE (ELA)
as well as formative assessments have provided the data teachers need to inform their instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

The use of assessments are utilized to monitor student progress. Grade level teams meet a minimum of twice a month to analyze data (academics, attendance, behaviors) and identify areas of strength and need. Through grade-level collaboration, teams identify best practices, appropriate instructional and student engagement strategies to address the diverse learning and social-emotional needs of our students. Teams are provided the opportunity to create short-cycle common assessments and to target students for instruction and tier 2 interventions. Grade level teams plan first best instruction and interventions based on the analysis of data from these common assessments. Grade level teams use common assessments and/or classroom observations to determine the area of focus for each short cycle of 6-8 weeks. These areas are standard specific; however, our instructional focus remains on the AVID essentials using writing, inquiry, collaboration, organization, reading (WICOR). During the 2019-2020 school year, specifically, the focus will be on the Organization of time and thinking.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of all Myra Linn Elementary School certificated and classified staff have met the requirements for highly qualified staff.

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

Teachers are fully credentialed.
School administration will continue to collaboratively provide professional development to create and monitor a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning through the lens of AVID, MTSS, and PBIS. MLS will strive to train all teachers to be AVID instructors; continue to implement MTSS, as well as attend PBIS pieces of training.

With school administration and leadership's guidance, teachers will be afforded time to enhance, build, and plan lessons in order to make data-driven decisions for ALL students. Teachers will also provide input on how to best utilize current resources to support student learning. Teachers will continue to be AVID trained and will expand PBIS training to reinforce the MTSS framework.

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

Teachers reflect on student progress, as assessed by CAASPP, ELPAC, DIBELS, Wonders assessments, and Moby Max, during teacher-directed days, PLCs during PE release time, articulation days, professional developments, and staff meetings. Teachers and administration continue to focus on the school vision and Theory of action to guide professional development opportunities guided by the agreed site data points (see aforementioned assessments), through the lens of AVID, MTSS, and PBIS. Professional development needs will be in math and foundational skills.

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

Our instructional coach and administration provide ongoing instructional assistance throughout the school year based on a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning. In addition, we have a part-time literacy teacher who provides support for our students and teachers with foundational skills teaching and learning.

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

The district has established grade level collaboration days for two Tuesdays a month to analyze data, plan instruction, and review goals to make data driven decisions to address ALL students' needs (academic, behavioral, and social emotional) through differentiated instruction and learning. In addition, there are two full release days schedules after each DIBELS benchmark is completed.

Teaching and Learning

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

Each student has a textbook in the core curricular areas including Reading-Language Arts, math, social science, and science in alignment with the California State Standards. Differentiation is provided for GATE, SPED, English Learners and at-risk students in Reading-Language Arts, math, and other curricular areas. Leveled books are available in each classroom and Literacy Room to differentiate instruction during small group instruction time. These books are designed to meet the diverse learning needs of our students including students not meeting standards, meeting standards, and exceeding standards.

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

Students in kindergarten receive 60 minutes of language arts instruction while those in 1st-3rd grade receive 2 ½ hours of instruction. Fourth and fifth grade students receive 2 hours of language arts instruction. Students in grades K-3 receive an average of 40 minutes of math instruction daily while those in fourth and fifth grade receive a minimum of 60 minutes. Thirty minutes of English Language Development is provided to English Language Learners daily.

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

Teachers follow state standards to guide their instruction and utilize common assessments in Wonders, or Moby Max to adjust their teaching. A 30-minute school-wide intervention time has been established for 4 days per week. Myra Linn follows the required number of instructional minutes for Reading- Language Arts and Math as well as for ELD.

Language Arts:
K-30 minutes;
1st - 3rd - 120 minutes;
4/5 - 150 minutes.

Math -
K- 30 minutes;
1st - 5th - 60 minutes.

ELD- 30 minutes

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

Myra Linn School follows the ELA/ELD Framework and CCSS as adopted by the CA SBE in ELA, math, science, and social studies. These standards direct district and school goals, objectives, and expected to learn outcomes towards mastery. IN accordance with the directive bu district administration, CCSS is the focus of instruction with core adopted materials used as the vehicle to reach mastery. students are given access to grade-level specific standards-based appropriately to district adopted materials including all textbooks. Each student is provided with their own textbook for the core content areas. Teachers use district appointed or approved supplemental resources to assist in student mastery towards the standards. The teacher has access to foundational skills, instructional, and student materials. Writing instruction is aligned to CCSS. As a result of William's lawsuit compliance, and through curriculum inventories surveys, it has been established that all staff has teachers' additions, materials to differentiated instruction, and other resources that are needed to fully implement ELA, math, social studies, and science programs.

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

All students at Myra Linn have access to the core curriculum and intervention materials in Reading-Language Arts and math.
MLS has materials aligned to CCSS as adopted by the State Board of Education in reading/ LA, mathematics, science, and social studies. These standards direct district and school goals, objectives, and expected school outcomes towards student mastery. In accordance with the directive of district administration, common core standards are the focus of instructions with core adopted material to reach used as the vehicle to reach mastery. MLS students are given complete access to grade-specific standards-based appropriately aligned and district adopted materials including all textbooks. Each student is provided with his or her own textbook for the core content subjects. Teachers use district adopted and approved supplemental resources to assist student mastery toward the standards. Teachers have access to foundational skills, instructional, and student materials. Writing instruction is aligned to common core state standards. As a result of William Lawsuit Compliance and through curriculum inventory surveys, it has been established that all staff has teachers' editions, material to differentiate instruction, and other resources that are needed to fully implement RLA, math, science, and social studies programs.

Opportunity and Equal Educational Access

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

Grade level teams collaborate to analyze assessment data and implement strategies to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning. Small group instruction, assistance from bilingual assistants, literacy teacher, technology programs, RSP, and tutoring programs are in place to respond to students who are not meeting grade-level standards. Grade level team members collaborate to provide intervention (Intervention/ Literacy Time-4 times per week for 30 minutes) within the instructional day to students not meeting grade-level standards.

Teachers collaborate to review data and develop/ refine systems to differentiate learning and instruction to support ALL students and their needs (academic/ behavioral/ social-emotional). Small group instruction in reading and mathematics is provided for students not meeting grade-level standards. In addition, bilingual assistants work with English Language Learners, who are at risk of not meeting standards, to preview or re-teach core curriculum materials. Thirty minutes of English Language Development is provided daily in all classrooms at corresponding EL levels.

Evidence-based educational practices to raise student achievement

In order to provide the best educational experience for all students Myra Linn Elementary, which includes all stakeholders, meet regularly to assure/ ensure that our comprehensive and equitable framework continues to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning.

We have established a data calendar to review data (attendance, behavior, and academics) in order to monitor all student's needs, in a timely manner. A pyramid of interventions has been developed by the school staff to assist all students in achieving academically, socially, and emotionally outcome desired. Grade level teams collaborate to analyze data and implement instructional and student engagement strategies for students not meeting goals.
The SST (Student Study Team) is available to provide assistance to teachers and parents who are looking for help with their students who are not meeting academic goals, social goals, or behavioral goals. Teachers first consult with their grade level team to determine various interventions. These discussions are documented in grade-level minutes as well as in a pre-SST log. After documentation and interventions, then it is decided who will move forward to SST to establish the next steps needed to support our scholars.

GATE students are clustered in grades 4 and 5 as much as possible. Teachers have been given information and strategies as to how to integrate GATE strategies into everyday learning.

The following practices are evidenced-based practices:
AVID
MTSS
PBIS
Moby Max

Stakeholders have agreed on the following Theory of Action to guide our practices-

If we work collaboratively to create a framework to develop systems to differentiate learning/ instruction...
If we are willing to analyze data to guide instruction...
If we focus on all students' needs…
...Then we will build and improve a comprehensive and equitable framework for all our students

All these practices will be through the lens of MTSS, AVID, and PBIS.

Parental Engagement

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

A variety of resources are available to our families to assist underachieving students:
Half Time After School Program (district)
On-site tutoring (site)
50% Literacy Teacher (district)
Counselor (district)
Instructional Coach (site)
50% AP (district)
bilingual aides (district)

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 are involved in the school community in a variety of ways: School Site Council, English Learners Advisory Committee, Action for Team Partnership (ATP), and Parent-Teacher Organizations. Parents are able to stay informed and receive training in various areas related to their child's education. Furthermore, all families receive communique through- the school website, PeachJar, school marquee, teacher communication methods. Monthly award assemblies, Back to School Nights/Open House, Parent-Teacher conferences, Family Education Nights, and Family Fun Nights are other ways in which Myra Linn Elementary involves parents and families. Parents/guardians are also given the opportunity to actively observe in their child's classroom, as well as volunteer on campus during PTO sponsored events. Myra Linn's partnerships with local businesses provide incentives for both staff members and students. Input is given to the school plan by ELAC and SSC parents as well as other stakeholders. Myra Linn also partners with Miles of Smiles which provides various dental procedures for students. The Half-time program partners with La Sierra University Service Learning to provide activities, services, and items for the after school program.

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials, intervention supplies, and technology are purchased to support core programs through first best instruction and intervention.

Fiscal support

Categorical funds provides access for under-performing students to meet standards through supplemental materials, tutoring, and other extended learning.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through monthly meetings, Leadership and SSC review data (needs assessments, surveys, etc.) from all stakeholders, such as ELAC, teacher meeting, and parent meetings, to support in planning and updating the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

MLES has a total of 526 students with 91.3% identified as socioeconomically disadvantaged. 53.6% are English Learners.
Although our students are 32.8 points below standard, they increased 6.7 points during the 18-19 school year. 19-20 School year will not provide us any data because of COVID-19 school closures.

Our EL Progress shows 49.7% of EL STudents are making progress: MLES is making Medium progress growth, according to state indicators on ELPAC and the California Dashboard.

During 2018-2019, according to the California Dashboard, our Students (44 students) with Disabilities subgroups made growth in Absenteeism (yellow) and Suspension Rate (Green); however, they did not make growth in ELA or Mathematics.
ELA: students declined by - 8.2 points
Mathematics: students declined -3.5 points

To address inequities with our subgroups: SWD and ELs, we are offering additional support through:
Additional time with our Literacy Teacher, prior to this SWD were not seen by the literacy teacher.
Instructional Coach support for teachers providing resources such as materials, tools, information, etc. to support classroom instruction by co-planning, co-teaching, co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments.
After school tutoring will be provided additional supports for SWD and ELs.
MTSS systematic approach towards meeting the needs of our student groups.
Substitutes to provide release time for teachers to review data and progress monitor students.
In addition, PD will support early numeracy or literacy skills for our SWD and ELs.

In addition, all student groups showed a decrease in math by 3 points falling from Yellow-Orange
Teacher surveys for mathematical instruction listed- a lack of curriculum, pacing guide, assessments, and pd as a need for our school

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.36%	0.57%	0.62%	2	3	3
African American	3.03%	2.66%	4.11%	17	14	20
Asian	1.43%	1.52%	3.08%	8	8	15
Filipino	%	%	0.21%			1
Hispanic/Latino	89.84%	90.68%	87.47%	504	477	426
Pacific Islander	0.89%	0.38%	0.21%	5	2	1
White	3.57%	3.61%	4.11%	20	19	20
Multiple/No Response	%	%	0.21%			0
			Total Enrollment	561	526	487

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	93	92
Grade 1	90	85	74
Grade 2	82	78	78
Grade3	84	79	79
Grade 4	110	86	79
Grade 5	79	105	85
Total Enrollment	561	526	487

Conclusions based on this data:

1. 90.68% of students are Hispanic.
2. Enrollment continues to decline.
3. Student subgroups remain consistent.
   Pacific Islander, whites, Filipino, Asian enrollment has decreased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	307	282	158	54.7%	53.6%	32.4%
Fluent English Proficient (FEP)	10	23	80	1.8%	4.4%	16.4%
Reclassified Fluent English Proficient (RFEP)	7	23	89	2.1%	7.5%	31.6%

Conclusions based on this data:

1. English Learners have decreased by 3%.
2. IFEPs have increased by 2%.
3. 53% of our students are ELL; however only 7% are reclassified. Reclassification is increasing. Ifeps are increasing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	83	86	112	83	84	112	83	84	100	100	97.7
Grade 4	82	105	84	81	105	84	81	105	84	98.8	100	100
Grade 5	105	77	109	104	77	107	104	77	107	99	100	98.2
All Grades	299	265	279	297	265	275	297	265	275	99.3	100	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2390.	2381.	12.50	12.05	10.71	11.61	24.10	21.43	30.36	25.30	19.05	45.54	38.55	48.81
Grade 4	2396.	2436.	2431.	7.41	15.24	15.48	13.58	20.95	17.86	17.28	20.00	28.57	61.73	43.81	38.10
Grade 5	2464.	2457.	2479.	9.62	15.58	14.95	26.92	16.88	28.97	23.08	19.48	24.30	40.38	48.05	31.78
All Grades	N/A	N/A	N/A	10.10	14.34	13.82	17.51	20.75	23.27	24.24	21.51	24.00	48.15	43.40	38.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.39	10.84	11.90	39.29	53.01	40.48	47.32	36.14	47.62
Grade 4	7.41	13.33	11.90	45.68	50.48	50.00	46.91	36.19	38.10
Grade 5	13.46	15.58	16.82	45.19	36.36	51.40	41.35	48.05	31.78
All Grades	11.78	13.21	13.82	43.10	47.17	47.64	45.12	39.62	38.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.71	8.43	11.90	45.54	43.37	44.05	43.75	48.19	44.05
Grade 4	7.41	16.19	16.67	37.04	39.05	50.00	55.56	44.76	33.33
Grade 5	20.19	19.48	24.30	44.23	37.66	46.73	35.58	42.86	28.97
All Grades	13.13	14.72	18.18	42.76	40.00	46.91	44.11	45.28	34.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.93	18.07	13.10	57.14	54.22	57.14	33.93	27.71	29.76
Grade 4	4.94	13.33	10.71	55.56	59.05	64.29	39.51	27.62	25.00
Grade 5	15.38	14.29	13.08	52.88	53.25	64.49	31.73	32.47	22.43
All Grades	10.10	15.09	12.36	55.22	55.85	62.18	34.68	29.06	25.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.93	14.46	13.10	50.89	50.60	44.05	40.18	34.94	42.86
Grade 4	14.81	16.19	11.90	34.57	51.43	50.00	50.62	32.38	38.10
Grade 5	14.42	14.29	19.63	45.19	46.75	47.66	40.38	38.96	32.71
All Grades	12.46	15.09	15.27	44.44	49.81	47.27	43.10	35.09	37.45

Conclusions based on this data:

1. Overall of students meeting or exceeding standards over the past three years has increased 9.48%
overall achievement of students meeting or exceeding standards in ELA:
2016-2017 27.61%
2017-2018 38.09%
2018-2019 37.09%

Students not meeting standards has decreased over the past three years:
by 9.48%

We are decreasing the number that "standard nearly met" and"standard not met"; conversely, we are increasing the number of of students meeting standards.

The cohort for 3rd grade is increasing by 19.81% 2016-2019
The cohort for 4th grade is increasing by 11.47% 2017-2019

2. According to (at or near/ met standards):
Claim 1 Reading, for grades 3-5 we have increased by 6.58% from 2016-2019
Reading has increased by 15.54% for the 3rd grade cohort (2016-2019)
and 4th grade cohort decreased -1.15% (2017-2019)
Overall 2018-2019: 61.46%

Claim 2: Writing 9.20% overall increase from (2016-2019)
and 3rd grade cohort increase 14.78% (2016-2019)
4th grade cohort 12.69% (2017-2019)
Overall 2018-2019: 65.09%

Claim 3: Listening overall increase 9.22% from (2016-2019)
and 3rd grade cohort increase 11.50% (2016-2019)
4th grade cohort had increased by 7.04 (2017-2019)
Overall 2018-2019: 74.54%

Claim 4 : Research and Inquiry has increase 5.64% from (2016-2019)
and 3rd grade cohort increase 7.77% from (2016-2019)

4th grade 11.66% cohort (2017-2019)
Overall 2018-2019: 62.54%

Area of growth: Claim 1: Reading; Overall- 61.46%

Area of strength: Claim 2: Listening; Overall- 74.54%

3.

Dibels:
PELI
Reading Composite Scores
2016-2017 TK 21% increase from beginning of the year to the end of the year
2017-2018 tk 17%
2018-2019 tk 45%

Kinder Composite Dibels
2016-2017: 0%
2017-2018: 38%
2018-2019: -6%

Ist
2016-2017: 3% increase
2017-2018: 19%
2018-2019: -7

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	83	86	112	83	85	112	83	85	100	100	98.8
Grade 4	82	105	84	82	105	84	69	105	84	100	100	100
Grade 5	105	77	109	105	77	108	105	77	108	100	100	99.1
All Grades	299	265	279	299	265	277	286	265	277	100	100	99.3

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.	2391.	2380.	5.36	4.82	2.35	20.54	27.71	20.00	31.25	36.14	30.59	42.86	31.33	47.06
Grade 4	2427.	2433.	2424.	8.70	6.67	3.57	26.09	18.10	17.86	20.29	38.10	39.29	44.93	37.14	39.29
Grade 5	2459.	2460.	2469.	10.48	9.09	7.41	15.24	15.58	14.81	23.81	23.38	36.11	50.48	51.95	41.67
All Grades	N/A	N/A	N/A	8.04	6.79	4.69	19.93	20.38	17.33	25.87	33.21	35.38	46.15	39.62	42.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61	15.66	9.41	38.39	49.40	43.53	50.00	34.94	47.06
Grade 4	17.39	19.05	11.90	23.19	23.81	34.52	59.42	57.14	53.57
Grade 5	16.19	15.58	16.67	29.52	28.57	33.33	54.29	55.84	50.00
All Grades	14.69	16.98	13.00	31.47	33.21	36.82	53.85	49.81	50.18

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.18	9.64	8.24	38.39	44.58	47.06	46.43	45.78	44.71
Grade 4	11.59	6.67	7.14	36.23	43.81	48.81	52.17	49.52	44.05
Grade 5	7.62	10.39	4.63	40.95	32.47	48.15	51.43	57.14	47.22
All Grades	11.54	8.68	6.50	38.81	40.75	48.01	49.65	50.57	45.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.82	8.43	8.24	43.75	57.83	45.88	46.43	33.73	45.88
Grade 4	10.14	10.48	5.95	39.13	49.52	48.81	50.72	40.00	45.24
Grade 5	8.57	9.09	10.19	37.14	40.26	43.52	54.29	50.65	46.30
All Grades	9.44	9.43	8.30	40.21	49.43	45.85	50.35	41.13	45.85

Conclusions based on this data:

1. Over the past three year student meeting or exceeding standards have declined by .76%
2. When looking a the same cohort over the past three years, students meeting or exceeding standards have decreased by 14.51%
3. Claim 1: Concepts and Procedures have increased by 3.98%
   Claim 2: Problem Solving and Data have decreased by 2.32%
   Claim 3: Communicating Reasoning has increased by .43%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1411.6	1422.5	1416.6	1436.0	1399.7	1390.7	51	34
Grade 1	1488.2	1459.2	1471.8	1462.5	1504.0	1455.3	40	33
Grade 2	1496.6	1465.3	1484.7	1465.2	1507.9	1464.8	53	18
Grade 3	1508.4	1472.7	1501.9	1461.0	1514.4	1484.0	53	30
Grade 4	1519.5	1520.3	1509.7	1507.5	1528.8	1532.7	55	41
Grade 5	1536.6	1541.3	1536.6	1528.9	1536.2	1553.2	27	49
All Grades							279	205

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	4	11.76	39.22	38.24	33.33	41.18	*	8.82	51	34
1	62.50	6.06	*	48.48	*	36.36	*	9.09	40	33
2	47.17	11.11	41.51	22.22	*	44.44	*	22.22	53	18
3	20.75	3.33	50.94	30.00	*	50.00	*	16.67	53	30
4	36.36	31.71	47.27	39.02	*	24.39	*	4.88	55	41
5	48.15	32.65	*	46.94	*	12.24	*	8.16	27	49
All Grades	35.84	18.54	40.50	39.51	15.77	31.71	7.89	10.24	279	205

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	17.65	47.06	41.18	*	32.35	21.57	8.82	51	34
1	65.00	12.12	*	57.58	*	27.27	*	3.03	40	33
2	52.83	5.56	26.42	61.11	20.75	27.78		5.56	53	18
3	43.40	10.00	33.96	30.00	*	40.00	*	20.00	53	30
4	49.09	39.02	41.82	39.02	*	12.20	*	9.76	55	41
5	59.26	57.14	*	30.61	*	6.12	*	6.12	27	49
All Grades	45.52	28.29	34.05	40.98	11.83	21.95	8.60	8.78	279	205

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	26.47	52.94	50.00	*	17.65	51	34
1	62.50	6.06	*	36.36	*	33.33	*	24.24	40	33
2	56.60	5.56	26.42	16.67	*	50.00	*	27.78	53	18
3	*	0.00	37.74	20.00	35.85	53.33	*	26.67	53	30
4	*	19.51	56.36	39.02	23.64	26.83	*	14.63	55	41
5	*	22.45	44.44	32.65	*	38.78	*	6.12	27	49
All Grades	30.82	11.71	32.26	30.24	26.16	40.49	10.75	17.56	279	205

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	20.59	49.02	70.59	*	8.82	51	34
1	80.00	48.48	*	51.52	*	0.00	40	33
2	64.15	33.33	33.96	66.67	*	0.00	53	18
3	45.28	6.67	45.28	66.67	*	26.67	53	30
4	45.45	21.95	45.45	73.17	*	4.88	55	41
5	48.15	12.24	44.44	79.59	*	8.16	27	49
All Grades	53.41	22.44	39.43	69.27	7.17	8.29	279	205

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	17.65	66.67	64.71	25.49	17.65	51	34
1	50.00	0.00	42.50	90.91	*	9.09	40	33
2	50.94	5.56	43.40	72.22	*	22.22	53	18
3	54.72	23.33	33.96	60.00	*	16.67	53	30
4	63.64	51.22	32.73	41.46	*	7.32	55	41
5	70.37	77.55	*	14.29	*	8.16	27	49
All Grades	48.03	35.61	41.22	52.20	10.75	12.20	279	205

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.94	70.59	79.41	*	17.65	51	34
1	70.00	24.24	*	39.39	*	36.36	40	33
2	62.26	11.11	26.42	66.67	*	22.22	53	18
3	*	0.00	64.15	46.67	26.42	53.33	53	30
4	*	12.20	69.09	63.41	20.00	24.39	55	41
5	*	28.57	62.96	61.22	*	10.20	27	49
All Grades	30.82	14.63	52.69	59.51	16.49	25.85	279	205

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	49.02	26.47	33.33	44.12	*	29.41	51	34
1	50.00	6.06	42.50	81.82	*	12.12	40	33
2	58.49	11.11	33.96	50.00	*	38.89	53	18
3	24.53	6.67	64.15	76.67	*	16.67	53	30
4	54.55	41.46	41.82	51.22	*	7.32	55	41
5	51.85	32.65	44.44	61.22	*	6.12	27	49
All Grades	47.67	23.41	43.37	60.98	8.96	15.61	279	205

Conclusions based on this data:

1. At Myra Linn, each year, with each grade level, students scores increase. The data demonstrates that our EL students halve from 4th to 5th grade. When looking at Overall Language Development scores, 77% of our students are scoring at a level 3 or 4.
2. When looking at the data results closer- Oral Language we have 80% of our EL students scoring at a level 3 or 4. Conversely, with Written Language we have 63% of our students performing at a level 3 or 4.
3. Narrowing our area of improvement we see that speaking would be an area where we have 52% of students at Somewhat/Moderately and Reading we have 52% of our students somewhat moderately developed. In conclusion, Speaking and Reading would be an area to target in professional development.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
526	**91.3**	**53.6**	**1.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	282	53.6
Foster Youth	5	1.0
Homeless	11	2.1
Socioeconomically Disadvantaged	480	91.3
Students with Disabilities	63	12.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.7
American Indian	3	0.6
Asian	8	1.5
Hispanic	477	90.7
Two or More Races	3	0.6
Pacific Islander	2	0.4
White	19	3.6

Conclusions based on this data:

1. Largest subgroup by Race/ Ethnicity: Hispanic
2. 55% of our students are English Language Learners and 13% Students with disabilities.
3. 91% of our students are SED.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. ELA and Math, and Suspension Rates have moved up a color from Orange to Yellow.
2. Chronic Absenteeism has remained the same, Red.
3. Special Education has shown no movement in ELA.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
32.8 points below standard	28 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.7 points	Increased ++4.4 points	1
257	175	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	37.5 points below standard	139.3 points below standard
9	Increased ++6 points	Declined -8.2 points
	233	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 31 points below standard Increased ++8.2 points 238	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.1 points below standard Declined -14.8 points 112	50.4 points above standard Declined Significantly -25.3 points 63	50.3 points below standard Increased ++3.8 points 77

Conclusions based on this data:

1. All subgroups have increased (from Orange to Yellow), except for Students with Disabilities, which have remained the same- Red. Who are these 47 students?
2. Data comparison for English Learners demonstrate that their scores are increasing, while English Only students have declined. Who are these 90 students?
3. Special Education students have shown no increase in academic areas.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
55.8 points below standard	54.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.3 points	Declined -7.3 points	1
257	175	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	61.1 points below standard	150 points below standard
9	Declined -6.1 points	Declined -3.5 points
	233	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 55.3 points below standard Declined -3.8 points 238	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.3 points below standard Declined Significantly -22.1 points 112	1.3 points above standard Declined Significantly -22.9 points 63	65.6 points below standard Maintained -1.1 points 77

Conclusions based on this data:

1. All students have shown and increase in scores, except student with disabilities, who have decreased by 12 points. Who are these 47 students?
2. Math Data comparisons for English Learners have increased, Reclassified and English Only students have maintained.
3. Students with disabilities have shown no movement.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.7 making progress towards English language proficiency
Number of EL Students: 161
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.5	34.7	2.4	47.2

Conclusions based on this data:

1. 75.13% of our English Learners are either Moderately or Well developed in the English language.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
13	9.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.1	Maintained -0.4	9
561	294	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
18.8	13.7	18
16	Declined -2.2	Declined -5.9
	518	89

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
6.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.4	3	8	0
15			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
12.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.3
Declined -2.1	3	5	Declined -0.7
506			21

Conclusions based on this data:

1. All groups have shown an increase in Chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	2	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
2.1	2	Less than 11 Students - Data Not
Declined -0.4	Maintained +0.2	10
584	303	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
0	2.2	6.3
16	Declined -0.4	Increased +1.1
	534	95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
0	Less than 11 Students - Data	Less than 11 Students - Data	
Declined -5.3	3	8	
19			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.3	Less than 11 Students - Data	Less than 11 Students - Data	0
Maintained -0.1	3	5	Maintained 0
525			21

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.5	2.1

Conclusions based on this data:

1. Suspension have continued to increase, especially with students with disabilities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

English Language Arts
By June 2021, MLES students will increase by 4 points according to the California Dashboard; thus moving from Yellow to Green. Consequently moving from 32.8 points below standard to 26.1 points below standard.

Math
By June 2021, MLES students will increase by 4 points according to the California Dashboard; thus moving from Orange to Yellow. Consequently moving from 55.8 points below standard to 52.5 points below standard.

ELs
By June 2021, MLES students will increase from 49.7% making progress towards EL proficiency to 55%

increase academics in ELA and Math to identified students. Increase & maintain academic achievement as evidenced by Iready assessments, ELPAC, and CAASPP.

Identified Need(s)

ELA: Students at MLES continue to struggle with foundational skills at all grade levels. Specific and target instruction of grade level foundational skills and structure that provides differentiated support and daily structure that provides for immediate intervention is critical.

ELA: Continue to monitor students so that they continue to show growth.
BPST, IREADY, Wonders, etc.

Monitor students who are not meeting standards.
Continue to offer support to students who are not meeting standards through Tier 2 or 3 interventions such as In-class small group/ aide support/ literacy teacher/ tutoring.
Provide teachers opportunities for teachers to collaborate and monitor data through minimum days and articulations.

Math: Continue to monitor students who are meeting standards so that they continue to show growth in meeting standards.
Monitor students who are not meeting standards.
I ready

Offer support to students who are not meeting standards through Tier 2 or 3 interventions such as In-class small
group and tutoring.
Provide professional development.
Provide teachers opportunities for teachers to collaborate and monitor data through minimum days and articulations.

EL Students: Continue to monitor students who are LTEL to provide supports for reclassification. Continue to monitor all EL students so that adequate yearly growth continues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	ELA percentage was 37.09% Grade 3 Goal: 41% (34 students). Goal not met. 32.14% of students met standards. Grade 4 Goal: 41%(35 students). Goal not met. 33.34% of students met standards. Grade 5 Goal: 37% (12 students). Goal met. 43.92% of students me standards.	By June 2021, 42.09% of students will meet or exceed standards on ELA CAASPP • SSC informed that all services will resume once COVID-19 State directives are lifted. Distance learning services will continue to be offered during state-directed school closure.
Math CAASPP	By June 2021, students will increase the percentage for "All students" meeting or exceeding standards in math on the CAASPP by 5% (from 27.17% to 32.17%). actual: (2018-2019) 22.02% decrease: (2018-2019) in -5.1%. Goal not met. Grade 3 Goal: 37% (35 students). Goal not met. 22.35% met or exceeded standards. Grade 4 Goal: 29%(29 students). Goal not met.	By June 2021, 32% of students will meet or exceed standards according to Math CAASPP. • SSC informed that all services will resume once COVID-19 State directives are lifted. Distance learning services will continue to be offered during state-directed school closure.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21.43% met or exceeded standards. Grade 5 Goal: 29% (36 students). Goal not met. 22.22% met or exceeded standards.	
I-ready		
ELPAC	By June 2021, MLES will increase the success of English Learners by: 1. Increasing the reclassification rate for English Learners by 10%, according to district criteria. 2. Making CAASPP gains, as recommended by district guidelines to qualify for reclassification. 3. Increase ELPAC scores at each performance level.	By June 2021, MLES will increase the success of English Learners by: 1. Increasing the reclassification rate for English Learners by 10%, according to district criteria. 2. Making CAASPP gains, as recommended by district guidelines to qualify for reclassification. 3. Increase ELPAC scores at each performance level. • SSC informed that all services will resume once COVID-19 State directives are lifted. Distance learning services will continue to be offered during state-directed school closure.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards, EL students, and Low Income students

Strategy/Activity

1.1 Instructional planning ELA, ELD, math, science, and social study lessons and units to close the achievement gap or to improve and increse services for students.

- Purchase professional books for staff/ or parents to conduct book/lesson studies.
- Supplemental classroom or school libraries with rigorous and relevant texts/ magazines, etc. needed for lessons
- Materials and supplies: Equipment, materials, and supplies available to support and enhance instruction and assessment including maintenance of equipment, ink cartridges, etc.
- Software and Technology: Use of technology such as, but not limited to- computer software, educational websites, document cameras, computers, printers, bulbs, iPad covers, etc.
- Copier lease and maintenance to support students with meeting standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3233.00	Title I 4000-4999: Books And Supplies materials for students: southwest, office solutions, etc.
	Title I 4000-4999: Books And Supplies equipment: purchase/ repair
4576.00	Title I 4000-4999: Books And Supplies copier lease/ maintenance
	Title I 4000-4999: Books And Supplies ink cartridges
	Title I 4000-4999: Books And Supplies technology- external CD drives, document cameras, projectors, smart boards, cameras, computers, printers, bulbs, covers, etc.
2000.00	LCFF-EL 4000-4999: Books And Supplies materials/ software and supplies: scholastic, learning a-z supplies 2020

6,838.00	LCFF-LI 4000-4999: Books And Supplies software- not limited to software, websites starfall, moby max technology, ink, bulbs
1,480.01	LCFF-EL 5000-5999: Services And Other Operating Expenditures Duplo
1270.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Duplo
	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards and EL students

Strategy/Activity

1.2 2 Release time to plan and continue professional development growth in ELA, ELD, math, science, and social studies lessons, assessments, and units; and collect and analyze district and school level formative and summative assessments in ELA, ELD, math, science, and social studies data.

- Collaborate during PLCs after/ during working hours.
- Provide substitutes for grade-level collaboration or professional development.
- EL Facilitator
- ELPAC coordinator
- Extra pay PD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries Staff extra duty for planning PD to close the achievement gap : supports classified, Half Time, and certificated staff with implementing and supporting students with the school MTSS

	framework: academics, social emotional support, and behaviors supports.
5,000.00	Title I 1000-1999: Certificated Personnel Salaries subs for articulations/ or extra pay. 3 times a year; or extra duty for teachers to attend PD and close the achievement gap
4,180.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator
1,284.99	LCFF-EL 1000-1999: Certificated Personnel Salaries ELPAC coordinator

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards

Strategy/Activity

1.3 Attend professional development to assist in the development of increasing students meeting standards and reclassification rates.

- Attend Professional Development or other workshops to increase students meeting standards and/or reclassification rates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 5800: Professional/Consulting Services And Operating Expenditures MTSS or other to support theory of action workshops
	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE for parents to attend

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards

Strategy/Activity

1.4 Hire support staff/ or offer extra hours to strategically offer support for instructional practices, and students that are Long Term English Learners (LTELs)/ or are not meeting standards in core areas.

- Instructional coach to support staff with researched-based lesson planning, instructional strategies, cognitive planning, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
151,337.00	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach plus benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students not meeting standards and EL students

Strategy/Activity

1.5 MTSS: Coordinate Response to Intervention (RTI) and Instruction programs to increase support for students.

- Purchase supplemental materials for students that are not meeting standards or have been identified as long- term English Learners.
- tutoring: extra duty hours for staff to support students in social-emotional development, academics, and behavioral needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries tutoring
	LCFF-EL 1000-1999: Certificated Personnel Salaries tutoring
5,000.00	Title I

	2000-2999: Classified Personnel Salaries extra duty hours during school
5,809.00	LCFF-EL 2000-2999: Classified Personnel Salaries extra duty hours
	Title I 4000-4999: Books And Supplies curriculum, software, technology for students not meeting standards: sipps, sra, moby max, etc.
	Title I 2000-2999: Classified Personnel Salaries after school tutoring

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards

Strategy/Activity

Hire/ offer extra pay for staff to support with compliance with state and federal programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 2000-2999: Classified Personnel Salaries Title I compliance personnel extra hours

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

ELA/ Math/EL: In order to meet the goals for ELA, mathematics, and ELs, the budgeted expenditures support and are appropriate for their intended implementation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

ELA/ Math.EL: There were not major differences between the intended implementation and the budgeted expenditures to implement strategies to meet the articulated goal.

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

We will continue to monitor math, ELA with a special emphasis on special ed students and EL students.

ELA: Provide teachers with professional development for reading interventions. ELT can share best practices with teachers in order to implement during classroom intervention times.

Math: Provide teachers with professional development for math math interventions. These strategies will support in closing the achievement gap.

ELA/Math/EL: Due to our Students with Disabilites subgroups not meeting academic indicators in the California Dashboard, develop system to progress monitor IEP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

College and Career

English Language Arts
By June 2021, 42.09% of students will meet or exceed standards according to CAASPP.
June 2020 No Data Due to Covid-19
By June 2019, MLES will increase the percentage for "All students" meeting or exceeding standards in ELA on the CAASPP by 5% (from 35.09% to 37.09%). Goal not met. We increased by 2%.

Goal for 2018-2019 school year is 39% of students will reach standards Met/ Exceeded.
Grade 3 Goal: 41% (34 students). Goal not met. 32.14% of students met standards.
Grade 4 Goal: 41%(35 students). Goal not met. 33.34% of students met standards.
Grade 5 Goal: 37% (12 students). Goal met. 43.92% of students me standards.

MATH
By June 2021, 32% of students will meet or exceed standards according to CAASPP.
June 2020 No data due to Covid 19
By June 2019, students will increase the percentage for "All students" meeting or exceeding standards in math on the CAASPP by 5% (from 27% to 32%). 27.17% (2017-2018) to 22.02% (2018-2019) decrease in -5.1%.Goal not met.

Goal for 2018-2019 school year is 39% of students will reach standards Met/ Exceeded.
Grade 3 Goal: 37% (35 students). Goal not met. 22.35% met or exceeded standards.
Grade 4 Goal: 29%(29 students). Goal not met. 21.43% met or exceeded standards.
Grade 5 Goal: 29% (36 students). Goal not met. 22.22% met or exceeded standards.

Dibels- Students will increase in their Lexile level. This will be addressed in our SSC meetings throughout the 2020- 2021 school year.

Moby Max- students will increase their Moby Max assessments in math. This will be addressed on our SSC meetings throughout the 2020-2021 school year.

Identified Need(s)

Increase students meeting standards according to CAASPP.
Increase students Dibels Lexile level by 3rd grade so that students are reading at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Moby Max	continue with implementation 2020-2021	5% increase in math from beginning of the school year benchmark.
Dibels	Dibels: PELI Reading Composite Scores 2016-2017 TK 21% increase from the beginning of the year to the end of the year 2017-2018 tk 17% 2018-2019 tk 45% Kinder Composite Dibels 2016-2017: 0% 2017-2018: 38% 2018-2019: -6% Ist 2016-2017: 3% 2017-2018: 19% 2018-2019: -7% 2nd 2016-2017: - 8% 2017-2018: -12% 2018-2019: -15% 3rd 2016-2017: 6% 2017-2018: 8% 2018-2019: 3% 4th 2016-2017: 2% 2017-2018: 4% 2018-2019: 1% 5th 2016-2017: 6% 2017-2018: 14% 2018-2019: 10%	Formative and summative data from the local, district, and state assessments and data articulations. As a school site our PD includes, but is not limited to: Writing Domains and Deconstructing Task Types, Claims and Targets for ELA and math: Writing to Learn, AVID strategies: Writing to Learn

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting state standards

Strategy/Activity

Provide and develop opportunities or options for college and career options.
3.1 Coordinate career awareness with guest speakers
3.1 and 3.3 Assembly costs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries College and Career week extra hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

Provide and develop opportunities or options for college and careers.

3.2 Field trips to local businesses and colleges.

- Transportation Costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 5000-5999: Services And Other Operating Expenditures Bus cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students

Strategy/Activity

3.3 Educate Parents on CSU/UC eligibility requirements or other college and career skills.

- Assembly Costs
- Light Refreshments/
- Child Care
- Printing/ books for communication purposes for parents to support with college and/ or career success at home: Brochures, booklets, etc
- Family math/science/ ELA nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 5000-5999: Services And Other Operating Expenditures light refreshments
	LCFF-EL 5000-5999: Services And Other Operating Expenditures light refreshements
	Title I 1000-1999: Certificated Personnel Salaries family nights: science and lit

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.4 MTSS: Coordinate Response to Intervention programs:

- Attendance, suspensions, academics supports for students as provided by staff according to the California Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	Attendance 1000-1999: Certificated Personnel Salaries extra duty hour
1,500	Attendance 2000-2999: Classified Personnel Salaries extra duty hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

3.5 Avid Materials: Research based study skills will set foundation for college and career success. Avid closes the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	AVID 5800: Professional/Consulting Services And Operating Expenditures
	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures conferences
5,000	LCFF-LI 4000-4999: Books And Supplies avid materials for students
	Title I 1000-1999: Certificated Personnel Salaries Gather Data, PD, to remain AVID certified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.6 Provide after school study skills opportunities.

- Extended Learning Opportunities.
- Hire Support staff/ Extra: Certificated and/or classified

- Extra duty pay for extended learning opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 1000-1999: Certificated Personnel Salaries tutoring in math

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.7 Provide Extended learning opportunities: Choir, Dance, Drama
- Extended learning opportunities
- Hire support staff: Certificate and/or classified
- Extra duty pay for extended learning opportunities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries tutoring for sped
	LCFF-LI 1000-1999: Certificated Personnel Salaries extra curricular

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.8 Investigate mentoring programs with community partnerships.
- Extended learning opportunities
- Hire support staff/ extra duty hours

- Extra duty pay for extended learning opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Provide and develop opportunities for college and careers: guest speakers and assembly costs
Field trips to local businesses and colleges: transportation costs
Principal/ counselor chats to develop college and career skills for students: assembly costs, refreshments, child care, printing, extra duty for family nights.
MTTS- Coordinate Response to Intervention programs: attendance, suspensions, academic supports.
Avid Materials: materials/ teacher pd/ extra duty to maintain certification
Provide after school study skills opportunities: extended learning opportunities
Provide Extended learning opportunities: VAPA, etc.
Community/ site mentoring programs: counselor

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget should match the strategies/ activities which are being proposed by SSC. We will monitor throughout the school year 2019-2020.

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

Annual outcome and metrics which are new this school year are: Moby Max, Dibels, Lexile, counselor notes of meeting with students in regards to study skills (as monitored by report card citizenship/ study skills grades.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Increase attendance/ lower suspension rates in school by providing resources to teachers and parents on how to promote student wellness
Attendance Dashboard:

By June 2021,
According to the Chronic Absenteeism Indicator on the California Dashboard, the following subgroups need to improve by:
English Learners: 5%
Students with Disabilities: 5%
Socioeconomically Disadvantaged: 5%
Hispanic: 5%
Rfeps: 2.5%

Suspension Dashboard:
By June 2021.
According to the Suspension Indicator on the California Dashboard, all subgroups need to decline by 1%

Identified Need(s)

According to the According to the Chronic Absenteeism Indicator on the California Dashboard the following subgroups need to improve by to be on the Green:
ELs
Students with Disabilities
Socioeconomically Disadvantage
Hispanic

According to the According to the Chronic Absenteeism Indicator on the California Dashboard the following subgroups need to improve by to be on the Green:
ELs
Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance: California Dashboard	2018 15.2% 2019 13% Overall improved by 2.2% Orange to Yellow	Move 2.5% from yellow to green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension: California Dashboard	2018 2.5% 2019 2.1% Improved by 0.4% Yellow to Green	Move 1% to move green to blue

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income
Attendance
El students

Strategy/Activity

2.1 Implement incentives for students to increase attendance.

- Attendance Incentives.
- Community Liaisons
- Assemblies to recognize students for academic achievements, attendance, citizenship, etc
- Extra duty pay for staff to organize incentives/ assemblies
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Attendance incentives
	LCFF-LI extra duty pay
	LCFF-LI 1000-1999: Certificated Personnel Salaries rock the test assembly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.2 Coordinate with behavioral health services/ attend workshops to offer support to families with a high rate of truancies.

- Community Liaison/ Extra duty
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 1000-1999: Certificated Personnel Salaries
	Attendance 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.3 Continue Action Plan for Wellness Site Programs

- Extra duty
- Incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.4 Implement/ continue Positive Behavior health services such as- PBIS, Restorative Practices or Social Emotional Learning.

- Professional Development or attend workshops
- Extra duty pay
- Community Liaison
- Behavior Incentives
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures workshops or create PD

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.5 Train staff on Positive Behavior support, Restorative Practice or Social Emotional Learning.

- Extended duty pay for training.
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.6 Instructional Coach/ Extra duty pay for staff/ Counselor to support families with attendance/ grades/ health issues/ etc. as well as increase parent involvement in school.

- Community liaison/ instructional coach/ counselor
- light refreshment/ child care
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.
- translation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-LI 1000-1999: Certificated Personnel Salaries home visits/ attendance data review
1300.00	LCFF-EL 2000-2999: Classified Personnel Salaries translation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.7 Offer support to families regarding community resources to support family wellness.

- Community liaison/ counselor/ instructional coach/ extra duty hours
- Light refreshments/ Child care
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Implement incentives for students to increase attendance
Coordinate with behavioral health services/ attend workshops to offer support to families with a high rate of truancies
Continue Action Plan for Wellness Site Programs
Implement/ continue Positive Behavior health services such as- PBIS, Restorative Practices or Social Emotional Learning
Train staff on Positive Behavior support, Restorative Practice or Social Emotional Learning
Instructional Coach/ Extra duty pay for staff/ Counselor to support families with attendance/ grades/ health issues/ etc. as well as increase parent involvement in school
Offer support to families regarding community resources to support family wellness

All these strategies supported in a positive change in the metric performance according to the California Dashboard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

According to the suspension data on the California Dashboard special attention is needed for students with disabilities, EL students, and RFEP students.

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

Special attention is needed for students with disabilities, EL students, and RFEP students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$204,808.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$169,146.00

Subtotal of additional federal funds included for this school: $169,146.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Attendance	$1,500.00
AVID	$5,000.00
LCFF-EL	$16,054.00
LCFF-LI	$13,108.00

Subtotal of state or local funds included for this school: $35,662.00

Total of federal, state, and/or local funds for this school: $204,808.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	16,054	0.00
LCFF-LI	13,108	0.00
Title I	169,146	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	16,054.00
LCFF-LI	13,108.00
Title I	169,146.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	161,801.99
2000-2999: Classified Personnel Salaries	13,609.00
4000-4999: Books And Supplies	21,647.00
5000-5999: Services And Other Operating Expenditures	2,750.01
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Attendance	1,500.00

5800: Professional/Consulting Services And Operating Expenditures	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	5,464.99
2000-2999: Classified Personnel Salaries	LCFF-EL	7,109.00
4000-4999: Books And Supplies	LCFF-EL	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,480.01
4000-4999: Books And Supplies	LCFF-LI	11,838.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,270.00
1000-1999: Certificated Personnel Salaries	Title I	156,337.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	7,809.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,008.00
Goal 2	11,500.00
Goal 3	1,300.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Theresa Steele	Principal
Janina Allred	Classroom Teacher
Arcelia Mendoza	Classroom Teacher
Grace Jimenez	Other School Staff
Stacy Ice-Fretwell	Classroom Teacher
Rosa Gomez	Parent or Community Member
Esther Hernandez	Parent or Community Member
Maria Mojica	Parent or Community Member
Andrew Hernandez	Parent or Community Member
Francisco Cervantes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Dr. Theresa Steele on

SSC Chairperson, Esther Hernandez on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Myra Linn Elementary School
School Site Council Agenda
May 18, 2020
Meeting Location – Virtual Meeting online at
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09 Time 2:30 PM
To participate by phone dial 669-900-6833
Meeting ID: 979 9098 3732
Password: 021743

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from April 27, 2020
2. Approve Categorical Expenditures for 2020-2021
3. Approve 2020-2021 Title I, Part A Reservations, Required
    - Parent Involvement (1%) $55,339
    - Transportation: NCLB Program Improvement School Transfers $65,000
    - Homeless Services 12,128
4. Approve 2020-2021 Title I, Part A Reservations, Allowable
    a. Centralized Staffing $ 1,745,581
    (ELTs, District Instructional Specialists, BIAs)
    - Summer Extended Learning Opportunities $ 320,000
5. Approve participation in a Title I School Wide Program
6. Approve site categorical budgets for 2020-2021
7. Approve the 2020-2021 School Plan for Student Achievement
8. Approve Title I School Compact
9. Approve Title I Site Parent Involvement Policy

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
    - Plan Election Cycle for August, 2020
    - SSC Committee Evaluation
3. School Plan for Student Achievement (SPSA)
    - Continue monitoring student progress and implementation of SPSA goals/actions

4. Reports from Parent Committees
    - English Learners Advisory Committee (ELAC)
    - Action Team for Partnership (ATP)
    - District Parent Advisory Committee (PAC)
5. Program Reports
    - Professional Development Opportunities (Paraprofessionals, Teachers)
    - Parent and Family Involvement Opportunities
    - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

4. Agenda building for next meeting
5. The next SSC meeting is scheduled for September 2020-2021
6. Adjournment: Action Item

Myra Linn Elementary School
School Site Council Minutes
May 18, 2020
Meeting Location – Virtual Meeting online at
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09 Time 2:30 PM
To participate by phone dial 669-900-6833
Meeting ID: 979 9098 3732
Password: 021743

I. Introductory Procedure

1. Call to Order - call to order at 2:43 PM.
2. Establishment of Quorum – Griselda Jimenez
   Arcelia Mendoza
   Janina Allred
   Stacy Ice-Fretwell
   Franciso Cervantes
   Esther Hernandez
   Maria Mojica
   Rosa Gomez
   Guest: Interpreter - Ivonne Rangel
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from April 27, 2020 - Mendoza and Ice, (7-0-0)
2. Approve Categorical Expenditures
   - **Title I Expenditures**
     - Approval was requested to purchase materials and supplies from Southwest Office Solutions in the amount of $3,233.00. It was motioned/seconded/carried to approve the Title I expenditures for a total of $3,233.00. (Cervantes, Allred) (8-0-0)
     - Approval was requested for approval of the lease for the copier including maintenance for the copier in the amount of $4,576.00. It was motioned/seconded/carried to approve the Title I expenditures for a total of $4,576.00. (Jimenez, Mendoza) (8-0-0)
     - Approval was requested for substitute teachers to be provided in order for teachers to collaborate during PLCs after/ during working hours in the amount of $5,000.00. Substitutes are provided for grade level collaboration or professional development 3 times a year for each. It was motioned/seconded/carried to approve the Title I expenditures for a total of $5,000.00. (Jimenez, Cervantes) (8-0-0)

- Approval was requested for the Instructional Coach position in the amount of $151,337.00. The instructional coach provides support to staff with research-based lesson planning, instructional strategies, cognitive planning, etc. It was motioned/seconded/carried to approve the Title I expenditures for a total of $151,337.00. (Mendoza, E. Hernandez) (8-0-0)
- Approval was requested for Tutoring which requires extra duty hours for staff to support students in social-emotional development, academics, and behavioral needs, in the amount of $5,000.00. It was motioned/seconded/carried to approve the Title I expenditures for a total of $5,000.00. (Cervantes, Ice) (8-0-0)

- **LCFF-LI Expenditures**
  - Approval was requested for software programs that provide instructional support to students including Star Fall, Moby Max, Troxell, etc. in the amount of $6,838.00. It was motioned/seconded/carried to approve the LCFF-LI expebditures for a total of $6,838.00. (Mendoza, Cervantes) (8-0-0)
  - Approval was requested for the DUPLO lease that includes maintenance of the machine in the amount of $1,270.00. It was motioned/seconded/carried to approve the LCFF-LI expenditures for a total of $1,270.00. (Allred, Jimenez) (8-0-0)
  - Approval was requested for materials and supplies from Southwest Office Solutions in the amount of $5,000.00. It was motioned/seconded/carried to approve the LCFF-LI expenditures for a total of $5,000.00. (Jimenez, Cervantes) (8-0-0)
- **LCFF-EL Expenditures**
  - Approval was requested for materials and supplies from Southwest Office Solutions in the amount of $2,000.00. It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $2,000.00. (Jimenez, Cervantes) (8-0-0)
  - Approval was requested for the DUPLO lease that includes maintenance of the machine in the amount of $1,480.00. It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $1,480.00. (Gomez, Allred) (8-0-0)
  - Approval was requested for the EL Facilitator in the amount of $4,180.00 It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $4,180.00. (Mendoza, E. Hernandez) (8-0-0)
  - Approval was requested for the ELPAC Cooordinator in the amount of $1,284.00 It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $1,284.00. (Ice, Jimenez) (8-0-0)
  - Approval was requested for Classified Personnel extra duty hours to provide tutoring to support students in social-emotional development, academics, and behavioral needs in the amount of $5,809.00 It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $5,809.00. (Mendoza, Cervantes) (8-0-0)
  - Approval was requested for Classified Translation in order to provide translation services to support families in the areas of attendance, grades,

health issues, etc. in the amount of $1,300.00 It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $1,300.00. (Ice, E. Hernandez) (8-0-0)

- Approval was requested to send two parents to the CABE conference in the amount of $400.00. It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $400.00. (Jimenez, Cervantes) (8-0-0)

3. Approve 2020-2021 Title I, Part A Reservations, Required – tabled until September
   - Parent Involvement (1%)
   - Transportation: NCLB Program Improvement School Transfers
   - Homeless Services
4. Approve 2020-2021 Title I, Part A Reservations, Allowable – **tabled until Sept. due to the current budget situation.**
   a. Centralized Staffing
      (ELTs, District Instructional Specialists, BIAs)
   - Summer Extended Learning Opportunities
5. Approve participation in a Title I School Wide Program – It was motioned/seconded/approved to approve participation in a Title I School Wide program. (Cervantes, Jimenez)(8-0-0)
6. Approve site categorical budgets for 2020-2021 – Dr. Steele explained that there is a loss of money compared to last school year and that leadership met to discuss the essentials. Dr. Steele reviewed the Title I budget for next year along with the cuts. Mendoza asked if $ was going to be set aside for College/Career readiness. Dr. Steele explained that all enrichment activities were cut. The district may revise budgets. It was motioned/seconded/approved to approve the site categorical budgets for 2020-2021. (Jimenez, Cervantes) (8-0-0)
7. Approve the 2020-2021 School Plan for Student Achievement – SPSA goals will be the same as they were for this year, this is happening state wide. Members were emailed the SPSA with detailed expenditures. It was motioned/seconded/ approved to approve the 2020-2021 SPSA (Jimenez, Cervantes) (8-0-0)
8. Approve Title I School Compact – It was motioned/seconded/approved to approve the Title I School Compact. (Cervantes, Jimenez) (8-0-0)
9. Approve Title I Site Parent Involvement Policy – It was motioned/seconded/approved to approve the Title I Site Parent Involvement Policy. (Cervantes, Rosa Gomez) (8-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source - reviewed
2. Training Topics:
   - Plan Election Cycle for August, 2020 – be on the lookout for info when school starts
   - SSC Committee Evaluation - will be emailed to members
3. School Plan for Student Achievement (SPSA)
   - Continue monitoring student progress and implementation of SPSA goals/actions
4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC) – request to have computer lab and library open after school and tutoring/intervention. Intervention was in the budget, we do not know about the library or computer lab due to the budget. Esther talked about math nights for parents, math interventions for students during the school day, the same for literacy night.
- Action Team for Partnership (ATP)
- District Parent Advisory Committee (PAC) - meets tomorrow

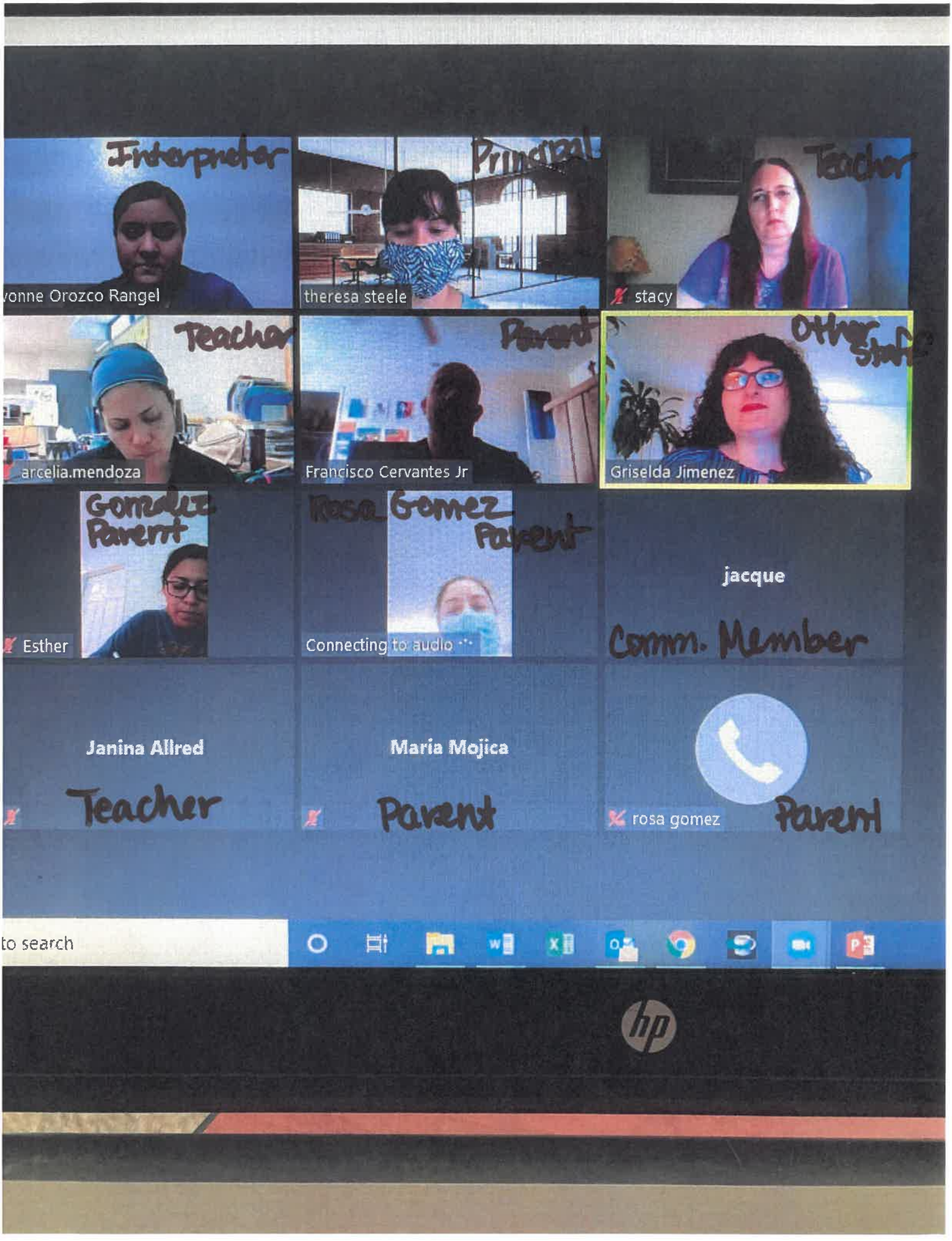
5. Program Reports
    - Professional Development Opportunities (Paraprofessionals, Teachers)
    - Parent and Family Involvement Opportunities
    - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

4. Agenda building for next meeting
5. The next SSC meeting is scheduled for September.
6. Adjournment: Action Item; It motioned/seconded/approved to adjourn the meeting at 3:42PM. (Jimenez, Allred) (8-0-0)


Interpreter
vonne Orozco Rangel
Principal
theresa steele
Teacher
stacy
Teacher
arcelia.mendoza
Parent
Francisco Cervantes Jr
Other Staff
Griselda Jimenez
Gonzalez Parent
Esther
Rosa Gomez Parent
Connecting to audio
jacque
Comm. Member
Janina Allred
Teacher
Maria Mojica
Parent
rosa gomez
Parent
to search

Alvord Unified School District

Our Promise: All students will realize their unlimited potential.

School Site Council Meeting

Myra Linn

May 18, 2020

9 KPC Parkway | Corona, CA 92879
P: (951) 509-5000
F: (951) 509-6070
www.alvordschools.org

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

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II. Action Items

1. Approve minutes from April
2. Approve Categorical Expenditures for 19-20

(List site categorical budgets that apply to the site e.g. TI, LCFF-LI, and LCFF-EL)

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2. Aprobar los gastos categóricos

Título I						
Vendor	**Item**	**Description**	**Quantity**	**Cost**	**SPSA Goal Focus Area Page #**	**Justification** Describe how item is supplemental Describe how item supports student learning of challenging academic standards, ties to a school plan goal/action. TI TAS must describe the targeted student group.

LCFF-LI						
Vendor	**Item**	**Description**	**Quantity**	**Cost**	**SPSA Goal Focus Area Page #**	**Justification** Describe how item improves or increases services for primarily low income, foster youth and/or homeless students and ties to school plan goal/action.

LCFF-EL						
Vendor	**Item**	**Description**	**Quantity**	**Cost**	**SPSA Goal Focus Area Page #**	**Justification** Describe how item improves or increases services for English learners and ties to school plan goal/action.

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II. Asuntos de Acción (continued)

3. Aprobar 2020-2021 Título I, Reservación Parte A, Requerido
   - Participación de Padres (1%) $
   - Transportación escolar para transferencias por el programa de Mejoramiento Escolar NCLB $
   - Servicios para alumnos sin hogar $

4. Aprobar 2020-2021 Título I, Reservación Parte A, Permitido
   - Personal centralizado $
   - Oportunidades de ampliación de aprendizaje en verano $

5. Aprobar la participación en el Programa Escolar Título I Myra Linn Elementary

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II. Asuntos de Acción(continued)

6. Aprobar los presupuestos categóricos del plantel para el 2020-2021

Present site budgets for 2020-2021

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Compare with last years budget

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II. Asuntos de Acción(continued)

7. Aprobar el Plan Escolar para los Logros Estudiantiles del 2020-2021

Share site SPSA

https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=96477&SectionId=1877284

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II. Asuntos de Acción(continued)

8. Aprobar el Acuerdo Escolar Título I

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Budget approval for 2020-2021

2020-2021 SSC Budget Expenditure Request5.18.2020.docx

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III. Discussion/Information

1. Budget Reports by Funding Source

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III. Discussion/Information (continued)

2. Training Topics:

- Plan Election Cycle for August, 2020
- SSC Committee Evaluation (link to SSC evaluation Google Doc)

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III. Discussion/Information (continued)

3. School Plan for Student Achievement (SPSA)

- Continue monitoring student progress and implementation of SPSA goals/actions

4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC)
- Action Team for Partnership (ATP)
- District Parent Advisory Committee (PAC)

5. Reporte del Director/a

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IV. Hearing Session/Public Comments

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for _____
3. Adjournment: Action Item

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Myra Linn Elementary School

SSC Meeting

Monday, May 18, 2020

Title I

Description	Cost	SPSA Goal Focus Area Page #	Justification *Describe how item is supplemental* *Describe how item supports student learning of challenging academic standards, ties to a school plan goal/action. TI TAS must describe the targeted student group*	SSC Notes/Motions

Students not meeting standards, EL students, and Low Income students	$5,000 Classified	Goal 1: Strategy 1.1 Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualifies staff in schools that are clean and in good repair. 1.5 MTSS: Coordinate Response to Intervention (RTI) and Instruction programs to increase support for students.	Tutoring: extra duty hours for classified staff to support students with social-emotional development, academics, and behavioral needs.	Motion:_____ Second:_____ All in favor:____#_____ Opposed:____#____

LCFF-EL							
Vendor	**Item**	**Description**	**Quantity**	**Cost**	**SPSA Goal Focus Area Page #**	**Justification Describe how item improves or increases services for English learners and ties to school plan goal/action.**	**SSC Notes/Motions**
Southwest/ Office solutions, etc.	Supplies	Students not meeting standards, EL students, and Low Income students		2,000	P. 43	1.1 Instructional planning ELA, ELD, math, science, and social study lessons and units: Strategy/ Activity: Materials and supplies: Equipment, materials, and supplies available to support and enhance instruction and assessment including maintenance of equipment, ink cartridges, etc.	Motion:_____ Second:_____ All in favor: # _____ Opposed: # _____
Duplo	Duplo	Students not meeting standards, EL students, and Low Income students		1480	p. 43	1.1 Instructional planning ELA, ELD, math, science, and social study lessons and units: Strategy/ Activity: Copier lease and maintenance to support students with meeting standards.	Motion:_____ Second:_____ All in favor: # _____ Opposed: # _____
Site	EL Facilitator	Students not meeting standards and EL students		$4,180	p. 44	1.2 Release time to plan ELA, ELD, math, science, an social studies lessons, assessments, and units; and collect and analyze district and school level formative and summative assessments in ELA, ELD, math, science, and social studies data. - EL Facilitator	Motion:_____ Second:_____ All in favor: # _____ Opposed: # _____
Site	ELPAC Coordinator	Students not meeting standards and EL students		$1,284	P 44	1.2 Release time to plan ELA, ELD, math, science, an social studies lessons, assessments, and units; and collect and analyze district and school level formative and summative assessments in ELA, ELD, math, science, and social studies data. ELPAC coordinator	Motion:_____ Second:_____ All in favor: # _____ Opposed: # _____
Site	Classified Personnel Extra duty Hours	Students not meeting standards and EL students		$5,409	p. 46	1.5 MTSS: Coordinate Response to Intervention (RTI) and Instruction programs to increase support for students. - tutoring: extra duty hours for staff to support students in social-emotional development, academics,	Motion:_____ Second:_____ All in favor: # _____

Myra Linn Elementary School
School Site Council Minutes
April 27, 2020
Meeting Location – Virtual Meeting online at
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09 Time 2:30 PM
To participate by phone dial 669-900-6833
Meeting ID: 802 660 7872
Password: 044072

I. Introductory Procedure

1. Call to Order – The meeting was called to order by principal, Dr. Steele at 2:42 PM.
2. Establishment of Quorum – Teachers:
   Janina Allred
   Stacy Ice-Fretwell
   Arcelia Mendoza

   Other Staff:
   Griselda Jimenez

   Parents:
   Francisco Cervantes
   Rosa Gomez
   Maria Mojica

   Guests:
   Patty – translation
   Maria Vargas - secretary
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from March 9, 2020 Rosa Gomez and Jimenez, tentative, pending Ms. Mojica receives the minutes via email sent by Ms. Clark. Ms. Patty read the minutes in Spanish to Ms. Mojica. Motion was approved . It was motioned/seconded/carried to approve March 9, 2020 (Gomez, Mendoza) (8-0-0)
2. Approve Categorical Expenditures - Dr. Steele explained that there is extra money now due to the school closure.
   - Title I Expenditures – Approval was requested to purchase Chrome Books in the amount of $5, 995.00. It was motioned/seconded/carried to approve the Title I expenditures for a total of $5, 995.00. (Mendoza, Cervantes) (8-0-0)
   - LCFF-LI – Approval was requested for Laser Printers in the amount of $622. 05. It was motioned/seconded/carried to approve the LCFF-LI expenditures for a total of $622.05. (Allred, Gomez) (8-0-0)

end of the year. Kinder; growth was the same, please note that the assessments were different. Not having the 3rd benchmark makes it difficult to see the progress students have made. Results are from Dibbels assessments schoolwide and Mobymax data shows students in grades 3-5progress. We don't have all of the information from the ELs. We did meet our goal for reclassification, and for College and Career three additional teachers received AVID training. Next year, kindergarten will be attending, which will result in 100% compliance. Met goal for attendance and suspension rates; interventions with counseling, teachers, trainings for socio-emotional wellness. All of this has helped us meet our goals. Does SSC have any input on how funds are spent for next year. Parents requested technology, tutoring, and extracurricular activities to improve the climate of the school, i.e., choir, drama, dance, and professional development for Math. No feedback received, Dr. Steele reminded members that they can email or call her to discuss.

- Continue reviewing and updating SPSA goals/actions

5. Reports from Parent Committees
    - English Learners Advisory Committee (ELAC) – ELAC will meet on May 5, time TBD, SPSA will be reviewed
    - Action Team for Partnership (ATP) – no report
    - District Parent Advisory Committee (PAC) - no report
6. Principal's Report –
    - Dr. Steele explained that some of the Chrome Books that students received were from different school sites, all the school sites. When we were talking about purchasing additional Chrome Books, we need to keep in mind that we may have to replace some of the ones that were given out if they are broken, not returned, etc. We are hoping that we get all of them back. Rosa Gomez asked if the parents are held responsible for lost or damaged Chrome Books. Dr. Steele explained that it has the same check out policy for other materials. Rosa emphasized that it would be unfair if the school has to replace computers that were damaged during the district distribution.
    - CAASP testing did not take place; the state has said the students that completed the ELPAC will have valid scores, if the exam was not started or incomplete, the scores are invalid. There will be guidelines on how to reclassify those students.
    - When online learning first started, there were 60 students unaccounted for, w are now at about 6. Parents are doing a good job checking in. Ms. Mojica commented that she doesn't see many participants in her children's classes. Dr. Steele explained that all students have been accounted for. Ms. Mojica wanted to know what the reasoning may be for the lack of parent/student participation. Dr. Steele explained that some students have picked up packets, some don't have access to technology, or are facing hardships, resulting in trauma.
    - Dr. Steele explained the grading policy during the closure; students grades can only be improved, they will not go down. Ms. Mojica says that parents need more workshop opportunities on how to access technology, her son knew how

MYRA LINN ELEMENTARY SCHOOL

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Myra Linn Elementary School agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

1.Myra Linn Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)
- The Leadership Team will meet to review parental input and provide recommendations
- The School Site Council will review all input and approve the policy
- The revised policy will be translated and distributed to parents
- The policy will be shared and explained during the annual Title I meeting

- All parent comments regarding dissatisfaction regarding the school-wide plan content will be forwarded to the Special Projects and Accountability office and to the Superintendent
- All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
- Myra Linn Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
- Translators will be provided as available at school-wide events including family education nights, parent conferences, and ELAC meetings

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Myra Linn Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Family Education Nights such as:
  - Back to School Night Presentations
  - Reading/Language Arts Nights
  - Math Nights
  - Science/Math Nights

- Family Fun Nights such as:
  - Movie Nights
  - Movie
  - Fall Festival
  - Spring Festival

- Parent Council Meeting Trainings (ELAC/SSC)
- Participation in the Parent-Teacher Association (PTA)

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parents will provide input during revision of parent-school compact during council meetings (ELAC)
- The school Leadership Team will provide input in the revision of the compact
- The School Site Council will approve the revisions made to the compact
- The school-parent compact will be presented during the annual Title I Meeting
- The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
- The school-parent compact will be signed by the student, parent, and teacher and copies will be provided to the teacher and parent
- The compact will be included in the school handbook with additional copies available in the front office

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the California Common Core State Standards
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators, such as:
  - Back to School Night Presentations
  - Parent Conferences
  - Annual Title I Meeting
  - Family Education Nights
  - Parent Council Trainings

Myra Linn Elementary School Parent - School Compact 2020-2021

The Myra Linn Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all scholars

Teacher Responsibilities	Parent Responsibilities	Scholar Responsibilities
~ Provide high-quality instruction for all students by teaching grade-level standards through a quality curriculum	~Get my child to school on time every day and follow uniform policies	~ Attend school every day and be on time
~ Provide on-going communication with parents regarding standards and strategies for working with their child at home	~Review the school rules with my child	~ Follow all school and classroom rules and respect all students, adults, and school property
~ Engage all students in learning through a variety of instructional strategies	~Talk with my child about not engaging in any form of bullying	~Refrain from any form of bullying including verbal, physical, written, and electronic forms
~ Provide Universal Access time to meet the needs of all students	~ Monitor my child's progress and the completion of homework and daily reading	~ Actively participate in class by listening, raising my hand, completing my work, and having necessary materials
~ Provide on-going communication regarding the child's progress and goal setting via meetings, conferences, notes, and phone calls	~ Provide a quiet place for my child to complete homework	~ Know the grade-level standards I am expected to learn
~ Share classroom and school rules with students and parents and consistently hold students responsible to these expectations	~Read aloud with my child every day	~ Ask the teacher for help when I do not understand something
~ Provide parents with reports of their child's progress and the school's overall performance	~ Familiarize myself with my child's grade-level standards and teacher expectations	~ Take home and complete all homework assignments with my best efforts
~ Provide homework assignments related to the curriculum and hold students accountable for their work	~ Ensure that my child takes advantage of extended learning opportunities including tutoring or other interventions	~ Attend tutoring and/ or other interventions when offered
~ Attend research-based staff development to enhance classroom instruction	~ Attend school events such as conferences, parent education nights, back to school night, and open house	~ Set goals for my learning and do my best to achieve them
~ Collaborate with grade-level team to analyze data and identify students in need of interventions	~ Become involved in parent groups such as ELAC, SSC, and PTA	~ Read daily at home to build fluency and comprehension skills
~ Collaborate with grade-level team and principal to enhance teaching practices, including observations	~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress	~ Be a positive role model for others by demonstrating the character traits
~Review and discuss this compact how it relates to Student achievement at least annually at parent conferences	~ Talk with my child about the dangers of drugs, alcohol, and weapons and check backpack daily for non-school items	~ Share all papers sent home with parents and return them in a timely manner
	~Check backpacks daily	~ Wear my school uniform daily (unless waiver have been granted)
	~ Read and sign (when applicable) all home-school communication	
	~ Attempt to make all medical and dental appointments after school hours whenever possible	

Teacher Signature:_____ Date_____

Parent Signature:_____ Date_____

Scholar Signature:_____ Date_____

Alvord Unified School District
Myra Linn School
English Learners Advisory Committee
Minutes
Date: February 25, 2020

I Introductory Procedures
1. Call to Order at 8:52 by Ms. Claudia Ceballos
2. Welcome/Sign-in
3. Pledge of Allegiance

II. Action Items
1. Agenda
a. Approval of Minutes of Meeting from January 27, 2020
Amendment to the minutes
- Motion made by Ms. Organista Second by Ms. Vital
b. Election of New ELAC members
Name(s): no new members

III. Discussion/Information
Training
1. Needs assessment: training: Review SPSA & EL budget
a. California Dashboard - Dr. Steele reviewed the California Dashboard in all areas: ELA, Math, ELD, Suspensions, and Attendance. Dr. Steele stated that scores in some subgroups increased in ELA and decreased in Math.
b. Reclassification - Ms. Jimenez handed out the criteria for reclassification from the district.
c. Parents gave suggestions in all areas of the SPSA. Parents were handed out blue post-it notes to write down their suggestions, and put them on chart paper under ELA, Math, Suspensions, and Attendance. Teachers and staff will also be given the opportunity to provide their input.
d. EL budget suggested purchasing chromebooks and printers with the remaining of EL budget for the year.
2. Importance of School attendance handout was reviewed. Ms. Jimenez handed out ways to improve attendance with students.
3. Report and Advice to/from SSC- Dr. Steele shared the SPSA input from School site council members. SPSA was approved.
4. Report from DELAC – Ms. Mojica stated that at the meeting they spoke about materials the EL office provides to migrant students for the education. The office provides students the use of IPAD/tablets to help learn and acquire English. Ms. Mojica shared online language learning tools like: Duolingo, Starfall, Rosetta Stone, among others.
5. CABE information - Ms. Bravo and Ms. Tinoco are scheduled to attend the CABE meeting in May 2020.
6. Ms. Jimenez stated that the ELPAC testing window has opened, and encouraged parents to get on the website and use the training test and practice tests in order for students to be ready for CAASPP.
7. Ms. Jimenez also shared that it will be Dr. Seuss week and encouraged parents to participate in the activities of the week along with the students.

IV. Hearing Session
This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment
1. Next Meeting; March 24, 2020
2. Adjournment at 10:19

Distrito Escolar Unificado de Alvord
Escuela Myra Linn
Comité Asesor de Estudiantes de Inglés
Minutos
Fecha: 25 de febrero 2020

I procedimientos de introducción

1. Llamar al orden a 8:52 por Sra. Claudia Ceballos
2. Bienvenida
3. Juramento de fidelidad

Elementos de acción II.

1. Orden del día
   a. Aprobación de actas de la reunión de 27 de enero 2020
      ¿Enmienda al acta?
      - Moción presentada por la Sra. Organista en segundo lugar por la Sra. Vital
   b. Elección de ELAC nuevos miembros
   Nombre (s): No hay nuevos miembros

III. Discusión e información

Formación

1. Evaluación de necesidades: capacitación: revise el presupuesto de SPSA y EL
   a. Tablero de California - El Dr. Steele revisó el Tablero de California en todas las áreas: ELA, Matemáticas, ELD, Suspensiones y Asistencia. El Dr. Steele declaró que los puntajes en algunos subgrupos aumentaron en ELA y disminuyeron en matemáticas.
   b. Reclasificación: la Sra. Jiménez entregó los criterios para la reclasificación del distrito.
   c. Los padres dieron sugerencias en todas las áreas del SPSA. Se entregó a los padres notas azules para que escribieran sus sugerencias y las pusieran en papel de tabla bajo ELA, Matemáticas, Suspensiones y Asistencia. Los maestros y el personal también tendrán la oportunidad de dar su opinión.
   d. El presupuesto de aprendices de inglés(EL) sugirió comprar chromebooks e impresoras con el resto del presupuesto de aprendices de inglés (EL) para el año.

2. Se revisó la importancia de la asistencia escolar. La Sra. Jiménez entregó formas de mejorar la asistencia con los estudiantes.
3. Informe y asesoramiento a / del SSC: el Dr. Steele compartió los comentarios de SPSA de los miembros del consejo escolar. SPSA fue aprobado.
4. Informe de DELAC - La Sra. Mojica declaró que en la reunión hablaron sobre los materiales que la oficina de EL proporciona a los estudiantes migrantes para la educación. La oficina proporciona a los estudiantes el uso de iPad / tabletas para ayudar a aprender y adquirir inglés. La Sra. Mojica compartió herramientas de aprendizaje de idiomas en línea como: Duolingo, Starfall, Rosetta Stone, entre otras.
5. Información del CABE: la Sra. Bravo y la Sra. Tinoco asistirán a la reunión del CABE en mayo de 2020.
6. La Sra. Jiménez declaró que se abrió la ventana de pruebas ELPAC, y alentó a los padres a ingresar al sitio web y usar el examen de capacitación y los exámenes de práctica para que los estudiantes estén listos para CAASPP.
7. La Sra. Jiménez también compartió que será la semana del Dr. Seuss y alentó a los padres a participar en las actividades de la semana junto con los estudiantes.

Sesión de Audición

Este elemento se incluye en la Agenda para que los miembros de la audiencia tengan la oportunidad de hablar sobre temas o inquietudes que no aparecen en la Agenda. El presidente se reserva el derecho de limitar el tiempo de conversación a tres minutos. La Sección 54954.2 del Código de Gobierno y la Sección 35145.5 del Código de Educación prohíben que el Consejo discuta o actúe sobre asuntos que no están en la Agenda.

V. aplazamiento

1. Próxima reunión: 24 de marzo de 2020
2. Aplazamiento a las 10:19

English Learner Advisory Committee
ELAC

Myra Linn School

May 5, 2020

https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09

Meeting ID: 802 660 7872
Password: 044072

7 ELAC AGENDA

1.0 Call Meeting to Order/ Welcome/Introductions

2.0 Approval of Agenda and Minutes
- 2.1 Nominate and elect ELAC members

3.0 Needs Assessment: Training
- 3.1 School Programs
- 3.2 Bilingual Instructional Aides duties
- 3.3 Reclassification criteria
- 3.4 R-30

4.0 Review projected EL budget (English language learners)

5.0 Review and provide advice on SPSA (school plan)/EL instruction/support needs for EL students
- 5.1 2019-2020 SPSA- Needs Assessment for parent and for students: review previously discussed
- 5.2 2020-2021 SPSA- Needs Assessment for parents and for students

6.0 Report and Advice to/from SSC

7.0 DELAC report

8.0 CABE information

9.0 Questions, comments, etc.

10.0 Adjournment

ELAC Meetings dates -8:15 a.m.:

Next year 2020-2021 school year

Comité Consejero para Aprendices del Idioma Inglés
ELAC

Escuela Primaria Myra Linn

5 de mayo 2020

https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09

Meeting ID: 802 660 7872
Password: 044072

7 AGENDA DE ELAC

1.0 Llamar al Orden/Bienvenida/Introducciones

2.0 Aprobación de agenda y de la Minuta
- 2.1 Nominación y Elección de miembros de ELAC

3.0 Evaluación de necesidades: Capacitación:
- 3.1 Programas de la Escuela
- 3.2 Deberes de Ayudantes Instructivos bilingües
- 3.3 Reclasificaciones criterio
- 3.4 R-30

4.0 Revisar el presupuesto proyectado de EL (alumnos aprendices del Idioma Inglés)

5.0 Revisar y proveer sugerencias para SPSA (plan escolar) /instrucción de alumnos aprendiendo inglés (EL) /necesidades de apoyo
- 5.1 SPSA 2019-2020- Evaluación de necesidades para padres y estudiantes: revisión discutida previamente
- 5.2 2020-2021 SPSA- Evaluación de necesidades para padres y estudiantes

6.0 Reporte y sugerencias de/a SSC

7.0 Reporte de DELAC

8.0 Información sobre la conferencia de CABE

10.0 Preguntas, comentarios, etc.

11.0 Clausura

Próxima Junta de ELAC:

Próximo año escolar 2020-2021

Myra Linn Elementary

Reunión de Comité Consejero de Aprendices de Inglés

Por favor reúnase con nosotros para aprender acerca del programa de instrucción de aprendices de inglés de Myra Linn. Se tratan temas de interés de la escuela y de nuestra comunidad. Padres pueden ayudar hacer importantes decisiones en la escuela. Su voz hace la diferencia.

Martes, 5 de mayo, 2020

3:00 pm—4:00 pm

Join Zoom Meeting
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09

Meeting ID: 802 660 7872
Password: 044072
One tap mobile
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+12532158782,,8026607872#,,1#,044072# US (Tacoma)

Dial by your location
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)
Meeting ID: 802 660 7872
Password: 044072

Find your local number: https://zoom.us/u/abCzuCQKvQ

Myra Linn Elementary

English Learner Advisory Committee Meeting

Please join us for Myra Linn's English learner instructional program. The committee discusses important issues happening in our school and around our community. Parents can help make important decisions. Your voice makes a difference.

Tuesday, May 5, 2020

3:00 pm—4:00 pm

Join Zoom Meeting
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09

Meeting ID: 802 660 7872
Password: 044072
One tap mobile
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+12532158782,,8026607872#,,1#,044072# US (Tacoma)

Dial by your location
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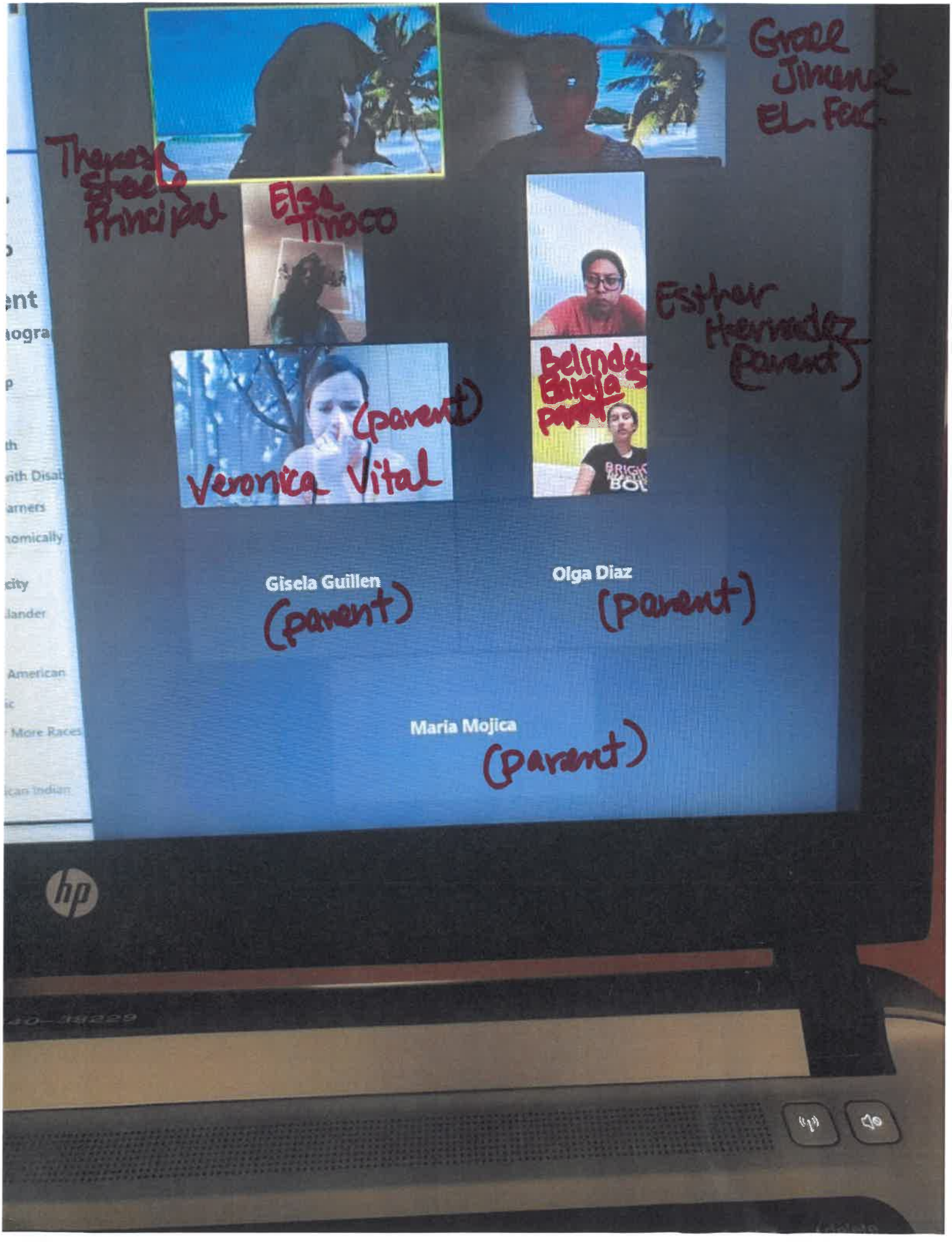
Password: 044072
Find your local number: https://zoom.us/u/abCzuCQKvQ


Theresa Steele Principal
Elsa Tinoco
Esther Hernandez (Parent)
(parent)
Veronica Vital
Gisela Guillen
(parent)
Olga Diaz
(parent)
Maria Mojica
(parent)

Alvord Unified School District
Myra Linn School
English Learners Advisory Committee
Minutes
Date: May 5, 2020
Zoom Meeting
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09

I Introductory Procedures
1. Call to Order at 3:07 by Ms. Jimenez
2. Welcome- via Zoom meeting
3. Pledge of Allegiance

II. Action Items
1. Agenda
a. Approval of Minutes of Meeting from February 25, 2020
Amendment to the minutes
- Motion made by Ms. Vital Second by Ms. Hernandez
b. Election of New ELAC members
Name(s): Gisela Guillen

III. Discussion/Information
Training
1. Needs assessment: training (El 1 &4e) Dr. Steele asked parents for suggestions from the parents for Needs Assessment. Dr. Steele explained that the suggestions from parents for the 2020-2021 school year were the following: tutoring, intervention, math night for parents, technology, homework club, computer class for parents and students. Parents Suggestions for 2020-2021: technology classes for parents and students, math night for parents, tutoring for students, intervention for students.
2. SPSA/LCAP Goals/SSC input and Update (EL4d, 4d2 &9)
- Student achievement data: Dr. Steele shared with parent PowerPoint of California Dashboard data for Myra Linn and the SPSA goals for 2020-2021, including the budget, which she explained is preliminary and could change. She reviewed attendance, suspensions, ELA and Math. The teachers have set goals as per grade level. Programs discussed the goals set by each grade level, action plans.
- Input for Goal 1 Goal 2 and Goal 3: Dr. Steele spoke about school programs available to students: Wonders, Second Step, Read Naturally, other supplemental program that some teachers use, Zearn, A to Z learning, prodigy, Moby max. Dr. Steele asked for input on the goals. Parents stated they would like to continue interventions to support students and their learning. They also wanted parent classes to support with distance learning and math.

3. Report and Advice to/from SSC We will take input to SSC. Dr. Steele shared the SPSA input from School site council members. SPSA was approved by ELAC. Dr. Steele shared that the suggestions given today by ELAC members will be taken back to SSC for consideration in next year's plan.
4. LCFF- EL Budget Discussion (EL4d, 4d2 &9): We received $16, 054
5. Title I Compact: No input from parents
6. ML Parent Involvement Policy: No input from parents
7. School Attendance: Discussed that we moved from Red to Yellow on the California Dashboard Dr. Steele shared this R30 data using the California Dashboard as a guide. Dr. Steele shared how R-30 information is taken The Language Census (form R30-LC) is an annual data collection that takes place in March and is used by the California Department of Education (CDE) to collect the following categories of data: number of English learner students (EL) and fluent-English-proficient (FEP) students in California public schools (kindergarten through grade twelve) by grade and primary language; the number of EL students enrolled in instructional settings or receiving services by type; the number of students re-designated from EL to FEP from the prior year; and the number of certified staff members providing instructional services to EL students. (R30-LC). Dr. Steele shared this data using the California Dashboard as a guide.

8. Dr. Steele shared the duties of the bilingual aides. Handout was provided to all present.
9. Ms. Jimenez shared the criteria for reclassification. The district guidelines were shared with parents via Zoom.
10. Report from DELAC –
    a. Ms. Barajas attended the meeting. She shared that Norte Vista shared about the ELD programs at the school. They shared what they have services for EL students to help them afterschool and tutoring. They went over the credit requirements for high school diploma and that students who come from other countries may be given credit towards foreign language credits.
    b. Ms. Hernandez also attended the meeting.
    c. Ms. Mojica stated that at the meeting they spoke about materials the EL office provides to migrant students for the education; like tablets (to those students who do not speak Spanish) and access to Rosetta stone and other online resources.
11. CABE information – Due to COVID-19 closure, CABE conference has been cancelled.
12. Dr. Steele stated that since the school closure, teachers have been in communication with students and families through ClassDojo, peachjar, and the district and school website.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting; August of next school year, 2020-2021
2. Adjournment at 4:23 p.m.

Comité Asesor de Estudiantes de Inglés
Minutos
Fecha: 5 de mayo 2020
Zoom Meeting
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09

I procedimientos de introducción

1. Llamar al orden a 3:07 por Sra. Jimenez
2. Bienvenida
3. Juramento de fidelidad

Elementos de acción II.

1. Orden del día
   a. Aprobación de actas de la reunión de 25 de febrero 2020
      ¿Enmienda al acta?
      - Moción presentada por la Sra. Organista en segundo lugar por la Sra. Vital
   b. Elección de ELAC nuevos miembros
   Nombre (s): Gisela Guillen

III. Discusión e información

Formación

1. 1. Evaluación de necesidades: capacitación (El 1 y 4e) la Dra. Steele pidió a los padres sugerencias de los padres para la Evaluación de necesidades. La Dra. Steele explicó que las sugerencias de los padres para el año escolar 2020-2021 fueron las siguientes: tutoría, intervención, noche de matemáticas para padres, tecnología, club de tareas, clase de computación para padres y estudiantes. Sugerencias para padres para 2020-2021: clases de tecnología para padres y estudiantes, noche de matemáticas para padres, tutoría para estudiantes, intervención para estudiantes.
2. Metas SPSA / LCAP / SSC entrada y actualización (EL4d, 4d2 y 9)
   - Datos de logros de los estudiantes: la Dra. Steele compartió con los padres PowerPoint de los datos del Tablero de California para Myra Linn y las metas de SPSA para 2020-2021, incluido el presupuesto, que explicó es preliminar y podría cambiar. Ella revisó la asistencia, suspensiones, ELA y matemáticas. Los maestros han establecido metas según el nivel de grado. Los programas discutieron las metas establecidas por cada nivel de grado, planes de acción.
   - Aportaciones para la Meta 1 Meta 2 y Meta 3: la Dra. Steele habló sobre los programas escolares disponibles para los estudiantes: Wonders, Second Step, Read Naturally, otro programa complementario que usan algunos maestros, Zearn, aprendizaje de la A a la Z, prodigio, Moby max. El Dr. Steele solicitó información sobre los objetivos. Los padres declararon que les gustaría continuar las intervenciones para apoyar a los estudiantes y su aprendizaje. También querían clases de padres para apoyar con el aprendizaje a distancia y las matemáticas.
3. Informe y asesoramiento a / desde SSC Tomaremos aportes a SSC. La Dra. Steele compartió el aporte de SPSA de los miembros del consejo escolar. SPSA fue aprobado por ELAC. El Dr. Steele compartió que las sugerencias dadas hoy por los miembros de ELAC serán llevadas a SSC para su consideración en el plan del próximo año.
4. Discusión sobre el presupuesto LCFF- EL (EL4d, 4d2 y 9): Recibimos $ 16, 054
5. Título I Compact: sin aportes de los padres
6. Política de participación de padres de ML: No hay aportes de los padres.
7. Asistencia a la escuela: Discutimos que pasamos de Rojo a Amarillo en el Tablero de California. La Dra. Steele compartió estos datos del R30 usando el Tablero de California como guía. La Dra. Steele compartió cómo se toma la información R-30 El censo de idiomas (formulario R30-LC) es una recopilación de datos anual que tiene lugar en marzo y es utilizada por el Departamento de Educación de California (CDE) para recopilar las siguientes categorías de datos: cantidad de estudiantes aprendices de inglés (EL) y estudiantes con dominio fluido del inglés (FEP) en las escuelas públicas de California (jardín de infantes hasta el grado doce) por grado e idioma primario; la cantidad de estudiantes EL matriculados en entornos educativos o que reciben servicios por tipo; el número de estudiantes reasignados de EL a FEP del año anterior; y la cantidad de miembros del personal certificados que brindan servicios de instrucción a los estudiantes EL. (R30-LC). La Dra. Steele compartió estos datos utilizando el Tablero de California como guía.

8. La Dra. Steele compartió los deberes de los ayudantes bilingües. Se distribuyeron folletos a todos los presentes.
9. La Sra. Jiménez compartió los criterios para la reclasificación. Las pautas del distrito fueron compartidas con los padres a través de Zoom.
10. Informe de DELAC -
    a. La Sra. Barajas asistió a la reunión. Ella compartió que Norte Vista compartió sobre los programas ELD en la escuela. Compartieron lo que tienen servicios para los estudiantes EL para ayudarlos después de la escuela y la tutoría. Repasaron los requisitos de crédito para el diploma de escuela secundaria y que los estudiantes que vienen de otros países pueden recibir créditos para créditos en idiomas extranjeros.
    b. La Sra. Hernández también asistió a la reunión.
    c. La Sra. Mojica declaró que en la reunión hablaron sobre los materiales que la oficina de EL proporciona a los estudiantes migrantes para la educación; como tabletas (para aquellos estudiantes que no hablan español) y acceso a Rosetta stone y otros recursos en línea.
11. CABE information – Due to COVID-19 closure, CABE conference has been cancelled.
12. La Dra. Steele stated that since the school closure, teachers have been in communication with students and families through ClassDojo, peachjar, and the district and school website.

Sesión de Audición
Este elemento se incluye en la Agenda para que los miembros de la audiencia tengan la oportunidad de hablar sobre temas o inquietudes que no aparecen en la Agenda. El presidente se reserva el derecho de limitar el tiempo de conversación a tres minutos. La Sección 54954.2 del Código de Gobierno y la Sección 35145.5 del Código de Educación prohíben que el Consejo discuta o actúe sobre asuntos que no están en la Agenda.

V. aplazamiento
1. Próxima reunión: 24 de marzo de 2020
2. Aplazamiento a las 10:19

MYRA LINN ELEMENTARY SCHOOL

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Myra Linn Elementary School agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

1.Myra Linn Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)
- The Leadership Team will meet to review parental input and provide recommendations
- The School Site Council will review all input and approve the policy
- The revised policy will be translated and distributed to parents
- The policy will be shared and explained during the annual Title I meeting

2. Myra Linn Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Parents will receive a copy of the policy during registration
- The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
- Copies of the policy will be available in the main office

3. Myra Linn Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
- Concerns regarding academic achievement, parental concerns, safety issues, and parent participation will prompt additional reviews of the policy

4. Myra Linn Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- About their school's participation in Title I:
    - *Parents will be notified for two consecutive weeks prior to such meetings*
    - *Meetings will be held in conjunction with other school events to encourage meeting attendance*

5. Myra Linn Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding, as long as these services relate to parental involvement:

- A survey will be distributed at the end of the school year to identify and plan special events for the upcoming school year
- Meetings will be scheduled in the evenings and/or mornings

6. Myra Linn Elementary School will provide information about Title I programs to parents of participating children in a timely manner:

- Parents will receive notice about family education nights for two consecutive weeks prior to the event
- Parents will receive notice about ELAC, and SSC meetings at least two weeks prior to the meeting date
- The SSC agenda will be posted in English and Spanish at least 72 hours prior to the meeting date
- Parents will be informed in a timely manner regarding parent-teacher conferences, Back-to-School Night, Open House, and other events
- Parents will be notified in a timely manner regarding annual state testing results

7. Myra Linn Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents will be notified of these descriptors and standards during the following meetings/events:

- Back to School Night/Kinder and First Grade Orientations
- Parent-Teacher Conferences
- Annual Title I Meeting
- Family Education Nights
- Parent Council Meetings (SSC, ELAC)

8. Myra Linn Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent Council Meetings (SSC, ELAC)
- Parent Teacher Association Meetings

9. Myra Linn Elementary School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- All parent comments regarding dissatisfaction regarding the school-wide plan content will be forwarded to the Special Projects and Accountability office and to the Superintendent
- All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
- Myra Linn Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
- Translators will be provided as available at school-wide events including family education nights, parent conferences, and ELAC meetings

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Myra Linn Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Family Education Nights such as:
  - Back to School Night Presentations
  - Reading/Language Arts Nights
  - Math Nights
  - Science/Math Nights

- Family Fun Nights such as:
  - Movie Nights
  - Movie
  - Fall Festival
  - Spring Festival

- Parent Council Meeting Trainings (ELAC/SSC)
- Participation in the Parent-Teacher Association (PTA)

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parents will provide input during revision of parent-school compact during council meetings (ELAC)
- The school Leadership Team will provide input in the revision of the compact
- The School Site Council will approve the revisions made to the compact
- The school-parent compact will be presented during the annual Title I Meeting
- The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
- The school-parent compact will be signed by the student, parent, and teacher and copies will be provided to the teacher and parent
- The compact will be included in the school handbook with additional copies available in the front office

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the California Common Core State Standards
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators, such as:
  - Back to School Night Presentations
  - Parent Conferences
  - Annual Title I Meeting
  - Family Education Nights
  - Parent Council Trainings

4.The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Common Core State Standards Training
- Family Education Nights
- Positive Behavior Intervention and Supports

5.The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional Development Training regarding parent involvement and partnerships for certificated and classified staff members
- Positive Behavior Intervention and Supports

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Transitional Kindergarten/Kindergarten Camp to be held in July for incoming transitional kindergarten and kindergarten students and their parents

7.The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All event notices will be sent home in English and Spanish
- Major events will also be provided on the Message Broadcast in English and Spanish
- Announcements will be displayed on the school marquee
- School Site Council Agendas will be posted in the school office in English and Spanish
- Multiple notices will be provided for main events in English and Spanish
- Upcoming events will be announced verbally during morning announcements for students and parents
- Students will be encouraged to remind their parents of upcoming events
- Teachers will provide parent-teacher conference invitations in English and Spanish

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent council minutes.

This policy was adopted by the Myra Linn ELEMENTARY on April 20, 2020 and will be in effect for the period of the 2020-2021 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2020. It will be made available to the local community on or before September 1, 2020. Myra Linn's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

_____
Signature

_____
Date

Myra Linn Elementary School Parent – School Compact 2020-2021

Teacher Responsibilities

~ Provide high-quality instruction for all students by teaching grade-level standards through a quality curriculum

~ Provide on-going communication with parents regarding standards and strategies for working with their child at home

~ Engage all students in learning through a variety of instructional strategies

~ Provide Universal Access time to meet the needs of all students

~ Provide on-going communication regarding the child's progress and goal setting via meetings, conferences, notes, and phone calls

~ Share classroom and school rules with students and parents and consistently hold students responsible to these expectations

~ Provide parents with reports of their child's progress and the school's overall performance

~ Provide homework assignments related to the curriculum and hold students accountable for their work

~ Attend research-based staff development to enhance classroom instruction

~ Collaborate with grade-level team to analyze data and identify students in need of interventions

~ Collaborate with grade-level team and principal to enhance teaching practices, including observations

~Review and discuss this compact how it relates to Student achievement at least annually at parent conferences

Parent Responsibilities

~Get my child to school on time every day and follow uniform policies

~Review the school rules with my child

~Talk with my child about not engaging in any form of bullying

~ Monitor my child's progress and the completion of homework and daily reading

~ Provide a quiet place for my child to complete homework

~Read aloud with my child every day

~ Familiarize myself with my child's grade-level standards and teacher expectations

~ Ensure that my child takes advantage of extended learning opportunities including tutoring or other interventions

~ Attend school events such as conferences, parent education nights, back to school night, and open house

~ Become involved in parent groups such as ELAC, SSC, and PTA

~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress

~ Talk with my child about the dangers of drugs, alcohol, and weapons and check backpack daily for non-school items

~Check backpacks daily

~ Read and sign (when applicable) all home-school communication

~ Attempt to make all medical and dental appointments after school hours whenever possible

Scholar Responsibilities

~ Attend school every day and be on time

~ Follow all school and classroom rules and respect all students, adults, and school property

~Refrain from any form of bullying including verbal, physical, written, and electronic forms

~ Actively participate in class by listening, raising my hand, completing my work, and having necessary materials

~ Know the grade-level standards I am expected to learn

~ Ask the teacher for help when I do

not understand something

~ Take home and complete all homework assignments with my best efforts

~ Attend tutoring and/ or other interventions when offered

~ Set goals for my learning and do my best to achieve them

~ Read daily at home to build fluency and comprehension skills

~ Be a positive role model for others by demonstrating the character traits

~ Share all papers sent home with parents and return them in a timely manner

~ Wear my school uniform daily (unless waiver have been granted)

The Myra Linn Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all scholars

Teacher Signature:_____ Date_____

Parent Signature:_____ Date_____

Scholar Signature:_____ Date_____

Myra Linn Elementary School
School Site Council Minutes
April 27, 2020
Meeting Location – Virtual Meeting online at
https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09 Time 2:30 PM
To participate by phone dial 669-900-6833
Meeting ID: 802 660 7872
Password: 044072

I. Introductory Procedure

1. Call to Order – The meeting was called to order by principal, Dr. Steele at 2:42 PM.
2. Establishment of Quorum – Teachers:

   Janina Allred
   Stacy Ice-Fretwell
   Arcelia Mendoza

   Other Staff:
   Griselda Jimenez

   Parents:
   Francisco Cervantes
   Rosa Gomez
   Maria Mojica

   Guests:
   Patty – translation
   Maria Vargas - secretary
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from March 9, 2020 Rosa Gomez and Jimenez, tentative, pending Ms. Mojica receives the minutes via email sent by Ms. Clark. Ms. Patty read the minutes in Spanish to Ms. Mojica. Motion was approved . It was motioned/seconded/carried to approve March 9, 2020 (Gomez, Mendoza) (8-0-0)
2. Approve Categorical Expenditures - Dr. Steele explained that there is extra money now due to the school closure.
   - Title I Expenditures – Approval was requested to purchase Chrome Books in the amount of $5, 995.00. It was motioned/seconded/carried to approve the Title I expenditures for a total of $5, 995.00. (Mendoza, Cervantes) (8-0-0)
   - LCFF-LI – Approval was requested for Laser Printers in the amount of $622. 05. It was motioned/seconded/carried to approve the LCFF-LI expenditures for a total of $622.05. (Allred, Gomez) (8-0-0)

- LCFF-LI – Approval was requested for Projectors in the amount of $1, 124.48. It was motioned/seconded/carried to approve the LCFF-LI expenditures for a total of $1, 124.48 (Gomez, Ice) (8-0-0)
- LCFF-LI Approval was requested for Math tutoring in the amount of $657.10. It was motioned/seconded/carried to approve the LCFF-LI expenditures for a total of $657.10. (Cervantes, Gomez) (8-0-0)
- LCFF-LI– Approval was requested for four additional Chrome Books in the approximate amount of $1, 314.00. It was motioned/seconded/carried to approve the LCFF-LI expenditures for an approximate total of $1, 314.00. (Gomez, Mendoza) (8-0-0)
- LCFF-EL – Approval was requested for EL PAC testing in the amount of $546.83. It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $546.83. (Gomez, Mendoza) (8-0-0)
- LCFF-EL – Approval was requested for Chrome Books in the amount of $2,941.00. Ms. Mojica questioned if the funds were already used to purchase the Chrome Books as the funds were already spent on the staff for extra duty for ELPAC. Dr. Steele explained that there extra funds that aren't being used due to the school closure, which the school would like the funds to go towards purchasing Chrome Books, there will be approximately 37 Chrome Books purchased from the various budgets. Rosa Gomez asked if each student will have a Chrome Book, Dr. Steele explained that each grade level has a cart, the goal is for Chrome Books to be available to Kindergarten and to replace any broken Chrome Books, It was motioned/seconded/carried to approve the LCFF-EL expenditures for a total of $2,941.00. (Gomez, Mendoza) (8-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source Reviewed via shared screen on Zoom conference. Three goals, 1.) Conditions of Learning, 2.) Pupil Outcomes, 3.) Engagement. The Local Control Funding is what funds our LCAP. Showed video, explained that parents will have the opportunity to participate via Thought Exchange.
2. Safety Plan – remove, it was approved in Jan.
3. Training Topics:
    - School Compact and Site Parent Involvement Policy – reviewed both. No feedback
    - 2020-2021 Preliminary Budget - reviewed
    - School Accountability Report Card – reviewed see below
4. School Plan for Student Achievement (SPSA)
    - Continue monitoring student progress and implementation of SPSA goals/actions- Dr. Steele explained that this will look different because students will not have completed the assessments. We have results from the beginning and the middle of the year. Please keep in mind that students did not have full access to tutoring because of the school closures; we usually see a growth at the

end of the year. Kinder; growth was the same, please note that the assessments were different. Not having the 3rd benchmark makes it difficult to see the progress students have made. Results are from Dibbels assessments schoolwide and Mobymax data shows students in grades 3-5progress. We don't have all of the information from the ELs. We did meet our goal for reclassification, and for College and Career three additional teachers received AVID training. Next year, kindergarten will be attending, which will result in 100% compliance. Met goal for attendance and suspension rates; interventions with counseling, teachers, trainings for socio-emotional wellness. All of this has helped us meet our goals. Does SSC have any input on how funds are spent for next year. Parents requested technology, tutoring, and extracurricular activities to improve the climate of the school, i.e., choir, drama, dance, and professional development for Math. No feedback received, Dr. Steele reminded members that they can email or call her to discuss.

- Continue reviewing and updating SPSA goals/actions

5. Reports from Parent Committees
   - English Learners Advisory Committee (ELAC) – ELAC will meet on May 5, time TBD, SPSA will be reviewed
   - Action Team for Partnership (ATP) – no report
   - District Parent Advisory Committee (PAC) - no report
6. Principal's Report –
   - Dr. Steele explained that some of the Chrome Books that students received were from different school sites, all the school sites. When we were talking about purchasing additional Chrome Books, we need to keep in mind that we may have to replace some of the ones that were given out if they are broken, not returned, etc. We are hoping that we get all of them back. Rosa Gomez asked if the parents are held responsible for lost or damaged Chrome Books. Dr. Steele explained that it has the same check out policy for other materials. Rosa emphasized that it would be unfair if the school has to replace computers that were damaged during the district distribution.
   - CAASP testing did not take place; the state has said the students that completed the ELPAC will have valid scores, if the exam was not started or incomplete, the scores are invalid. There will be guidelines on how to reclassify those students.
   - When online learning first started, there were 60 students unaccounted for, w are now at about 6. Parents are doing a good job checking in. Ms. Mojica commented that she doesn't see many participants in her children's classes. Dr. Steele explained that all students have been accounted for. Ms. Mojica wanted to know what the reasoning may be for the lack of parent/student participation. Dr. Steele explained that some students have picked up packets, some don't have access to technology, or are facing hardships, resulting in trauma.
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Thought Exchange; she informed members that they will receive a link to participate in the Thought Exchange.

- Dr. Steele praised the teachers for becoming very proficient in using Google Classroom so quickly, and that this shows that we need to take a leap in technology. We will be approving the SPSA in May and we will continue to review the data.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for Monday May 18, 2020
3. Adjournment: Action Item – Meeting adjourned by Dr. Steele at 3:00 PM. It was motioned/seconded/carried to adjourn the meeting. (Gomez, Allred) (8-0-0)

Myra Linn Elementary School
School Site Council Minutes
April 27, 2020
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