



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
Allan Orrenmaa Elementary School	33-66977-6031496	May 18, 2020	June 11, 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.

Allan Orrenmaa Elementary School utilizes a comprehensive and equitable framework designed to create a unique culture that develops the social, emotional, physical and academic rigor of the students, staff, families and community. All stakeholders are included in making data driven decisions designed for differentiated instruction and learning. Through this framework we have agreed that with collaboration, data driven instruction, and a focus on student needs we will empower students, staff and the community with a growth mindset for learning in a culture that nurtures the skills to achieve lifelong excellence.

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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).

Survey data provided by the California Healthy Kids Survey shows that a majority of parents feel they are active partners in their children's education contributing ideas and making important decisions. Teachers and staff treat parents and students with respect, are helpful and work to maintain a safe environment. Orrenmaa teachers and staff work to keep parents and student informed about school activities, educational expectations, and progress towards meeting those expectations.

Classroom Observations

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

Classrooms are visited by administration and the instructional coach approximately two times per month for formal and informal observations. The purpose of these visits is to recognize excellence, provide professional development feedback and identify areas for growth in accordance with The Orrenmaa Project's plan to develop a school environment that empowers a growth mindset. Teachers are observed modeling and directly teaching AVID's WICOR strategies. English Language Development is promoted through designated and integrated instruction. 25% of the classrooms use flexible seating and 75% use "must do"/"may do" choices to empower students to take ownership of their learning.

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)

K-5th grade teachers have been trained on DIBELS Next and are assessing students three times a year. The TK teacher has been trained in PELI and is assessing students three times a year. 1st-5th-grade teachers are also using easyCBM and Wonders weekly and unit assessments to monitor progress towards individual and grade level goals. Students in intervention are assessed every 6 weeks to determine progress in targeted areas using Wonders assessments.

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

Grade level teachers meet two times a month to review data from their common assessments, benchmarks, and other assessments to determine intervention groups and cognitively plan core instruction. Instructional Leadership Team meets monthly to vertically align instructional scope and sequence.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at Orrenmaa are highly qualified meeting state and federal requirements under ESEA

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 receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and engagement strategies. Teachers are receiving professional development to address implementing the Common Core Standards and meeting the needs of students who are English Learners and to develop AVID for the At Risk students.

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

Staff development occurs at the site in addition to district staff development opportunities. Staff development includes research-based instructional and engagement strategies. Staff has received professional development on Cognitive Guided Instruction (CGI), the newly adopted Wonders curriculum, ELD instruction, AVID, Ron Clark strategies and data analysis to drive instruction.

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

An instructional coach assists and supports teachers in improving their instructional program and techniques. The instructional coach works with all grade levels planning instruction and facilitating grade level professional development.

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

All staff have been trained on the data team concept and utilize its methodology in their grade level meetings. The principal meets with grade level teams and is available for consult support for teachers. Teachers meet two times each month in grade level collaboration meetings to analyze data, design interventions, and cognitively plan lessons. In addition, grade level professional development and planning days are provided 2 times per year for each grade level.

Teaching and Learning

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

The District Instructional Leadership Team used the Rigorous Curriculum Design method to design Common Core State Standards aligned units of study by grade level. Teachers use research based instructional methods and student engagement strategies.

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

All staff adheres to recommended instructional minutes for reading/language arts, mathematics, intervention, and ELD.

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

Teachers use the units of study and the common pacing given by the District. Our site has developed an intervention block for all students in accordance with MTSS utilizing research-based materials that meet the needs of the students. Wonders curriculum was adopted and teachers follow the lesson pacing schedule.

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

Every student has appropriate instructional materials, including intervention materials for reading/language arts and mathematics.

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

The curriculum, materials, and instruction are aligned with the Common Core State Standards. All staff adheres to the recommended instructional minutes for reading/language arts, mathematics, and ELD. The district has developed a lesson pacing schedule which is used by all teachers. Our site has developed an intervention block for all students not meeting performance standards utilizing research-based materials that meet the needs of the students. Every student has the appropriate instructional materials, including intervention materials for reading/language arts and mathematics. Teachers started implementing the Wonders curriculum this 2018/19 school year.

Opportunity and Equal Educational Access

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

All teachers abide by the mandatory instructional minutes for core program. All teachers have been provided staff development and coaching follow-up in strong, research-based instructional, differentiation, and engagement strategies to strengthen their first, best instruction. In addition, all teachers have 30 minute UA blocks to differentiate instruction for their students; as well as a school wide intervention block. In addition, we have after-school tutorials available to students. We also have computer based programs that can be logged into from home to support students. A Literacy Teacher has been provided by the district to support students who are demonstrating a need for intervention based on their DIBELS assessment. Identified students receive small group specialized support.

Evidence-based educational practices to raise student achievement

An intervention program is in place, providing a system for all students to receive on-going support in meeting proficiency as measured by intervention logs, DIBELS assessment, common grade level assessments, and review of progress of identified students. All teachers meet individually with the principal 2 times a year to review data and develop individual targeted intervention plans. An intervention block during the instructional day is designed to assist students at all levels. Using computerized intervention programs, students receive additional instruction in the content areas of need. Orrenmaa also offers the following before or after school clubs for students: choir, Bully Free Friends Club (BFF), 100 Mile Club and Student Council. These programs are part of an effort to keep students interested and focused at school and provide motivation for continuing their education. After School Expanded Learning Programs is an after school program that offers intervention, enrichment, and recreation designed to stimulate learning and provide a safe place for students. A Literacy Teacher has been provided by the district to support students who are demonstrating a need for intervention based on DIBELS. Identified students receive small group specialized support.

Parental Engagement

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

Orrenmaa utilizes a variety of resources to assist families. Our ATP team, which is a parent engagement team planned and hosts an annual Family Cultural Night. Alvord Unified School District has elementary school counselors at every site. Orrenmaa has a counselor full time supporting students with individual and group counselling sessions as well as class character education lessons and parent outreach. The school uses various outside agencies in coordination with Special Education services to provide counseling, occupational therapy, and speech services. Parents have access to several parent classes through the City of Riverside and the Alvord Unified School District. The District also provides several different parenting classes throughout the year in English and Spanish as well as a variety of free parenting materials in both languages as well. Back to School Night, Open House and conferences provide parents with direct teacher contact and student expectations. Teachers also utilize daily homework logs, communication folders, student planner/agendas and a monthly parent calendar/newsletter online to facilitate communication with parents. We also use Blackboard and Peach Jar to notify parents important information as needed. In addition, all parents are encouraged to volunteer and participate in their child's education. Our PTA provides family nights, book fairs, and festivals which provide additional opportunities for families to support our school. The Alvord Unified School District also provides access to the Student Attendance Review Board, a daily health clinic, and access to eye examinations and free glasses. In addition, we have Literacy on the Lawn for parents to come and have lunch with their student on campus, Family Fridays monthly for parents to be in their children's classrooms engaged with their child and the teacher, and bimonthly meetings with the principal (Coffee with the Principal). Parents have access to school events on the school website, Twitter, Facebook, Dojo, Remind and the information box located on 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)

Parent groups, including School Site Council, Title I, PTA, ATP, Watch DOGS, and ELAC offer opportunities for parents to participate in planning, implementing, and evaluating these programs. We have neighborhood volunteers as well as PTA and parents who participate regularly in our school programs.

Funding

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

We provide Common Core based curriculum to all students. We include universal access differentiation time as well as an intervention block. We provide a MTSS tiered approach to intervention and monitor frequently for student progress. For students needing additional services, we provide in-school and after-school tutoring. Our teachers continue to receive professional development to increase their effectiveness in the classroom and support of one another using the PLC model.

Fiscal support

Our general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and the Single Plan for Student Achievement (SPSA). Our SPSA is aligned with the district's LCAP goals and activities.

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

Stakeholder involvement was solicited through needs assessments provided by ELAC, PTA, staff, leadership, and principal coffee chats. Stakeholders were provided training on understanding the role of the SPSA and given multiple opportunities to participate in reviewing data.

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	0.18%	0.36%	0.18%	1	2	1
African American	1.45%	1.8%	2.3%	8	10	13
Asian	4.36%	3.95%	4.61%	24	22	26
Filipino	0.91%	0.9%	1.06%	5	5	6
Hispanic/Latino	77.50%	76.84%	76.24%	427	428	430
Pacific Islander	0.73%	0.54%	1.24%	4	3	7
White	13.79%	14.54%	13.48%	76	81	76
Multiple/No Response	%	0.18%	0.89%		1	0
Total Enrollment				551	557	564

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	100	96	105
Grade 1	87	88	76
Grade 2	84	88	92
Grade3	94	90	96
Grade 4	94	103	99
Grade 5	92	92	96
Total Enrollment	551	557	564

Conclusions based on this data:

1. Orrenmaa has experienced an increase in total enrollment.
2. The amount of Kindergartners leaving the school before 1st grade has increase from 12% to 21%.
3. Enrollment of Hispanic, White and Asian student groups has remained remained relatively stable

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	200	193	170	36.3%	34.6%	30.1%
Fluent English Proficient (FEP)	14	17	41	2.5%	3.1%	7.3%
Reclassified Fluent English Proficient (RFEP)	10	8	33	4.8%	4.0%	17.1%

Conclusions based on this data:

1. The percentage of English Learner students has declined overall by about 4%
2. The number of students being identified as Fluent English Proficient on initial assessment has increased significantly
3. The percentage of students being reclassified Fluent English Proficient has increased significantly.

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	93	95	93	92	94	92	92	94	92	98.9	98.9	98.9
Grade 4	94	95	103	94	92	103	94	92	103	100	96.8	100
Grade 5	115	97	98	115	94	97	115	94	97	100	96.9	99
All Grades	302	287	294	301	280	292	301	280	292	99.7	97.6	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	2388.	2419.	2399.	9.78	18.09	15.22	18.48	24.47	23.91	35.87	35.11	26.09	35.87	22.34	34.78
Grade 4	2457.	2439.	2454.	18.09	9.78	17.48	28.72	23.91	20.39	23.40	25.00	27.18	29.79	41.30	34.95
Grade 5	2473.	2493.	2466.	7.83	14.89	7.22	31.30	27.66	25.77	29.57	28.72	26.80	31.30	28.72	40.21
All Grades	N/A	N/A	N/A	11.63	14.29	13.36	26.58	25.36	23.29	29.57	29.64	26.71	32.23	30.71	36.64

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	9.78	19.15	19.57	40.22	50.00	52.17	50.00	30.85	28.26
Grade 4	14.89	9.78	21.36	63.83	55.43	43.69	21.28	34.78	34.95
Grade 5	9.57	20.21	9.28	62.61	51.06	56.70	27.83	28.72	34.02
All Grades	11.30	16.43	16.78	56.15	52.14	50.68	32.56	31.43	32.53

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	7.61	18.09	9.78	51.09	50.00	48.91	41.30	31.91	41.30
Grade 4	17.02	13.04	15.53	51.06	47.83	50.49	31.91	39.13	33.98
Grade 5	20.87	24.47	12.37	47.83	45.74	50.52	31.30	29.79	37.11
All Grades	15.61	18.57	12.67	49.83	47.86	50.00	34.55	33.57	37.33

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	7.61	13.83	10.87	68.48	65.96	71.74	23.91	20.21	17.39
Grade 4	12.77	4.35	18.45	63.83	78.26	70.87	23.40	17.39	10.68
Grade 5	13.04	10.64	7.22	62.61	70.21	68.04	24.35	19.15	24.74
All Grades	11.30	9.64	12.33	64.78	71.43	70.21	23.92	18.93	17.47

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	11.96	20.21	14.13	55.43	62.77	44.57	32.61	17.02	41.30
Grade 4	20.21	16.30	17.48	56.38	58.70	56.31	23.40	25.00	26.21
Grade 5	10.43	20.21	12.37	57.39	54.26	49.48	32.17	25.53	38.14
All Grades	13.95	18.93	14.73	56.48	58.57	50.34	29.57	22.50	34.93

Conclusions based on this data:

1. Overall percentage meeting or exceeding standard decreased by 3 points from 17-18 to 18-19
2. Percentage below standard increased from 17-18 to 18-19 in the following areas; Reading (1.1 points), Writing (3.76 points), Research/Inquiry (12.43 points)
3. Percentage Above Standard increased from 17-18 to 18-19 in Listening by 2.69 points.

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	93	95	93	93	94	93	93	94	93	100	98.9	100
Grade 4	94	95	102	94	94	102	94	94	102	100	98.9	100
Grade 5	115	97	98	115	97	97	115	97	97	100	100	99
All Grades	302	287	293	302	285	292	302	285	292	100	99.3	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	2404.	2409.	2397.	4.30	6.38	5.38	22.58	29.79	18.28	46.24	32.98	37.63	26.88	30.85	38.71
Grade 4	2455.	2450.	2446.	11.70	5.32	5.88	22.34	24.47	19.61	41.49	44.68	45.10	24.47	25.53	29.41
Grade 5	2448.	2461.	2443.	6.09	5.15	3.09	10.43	16.49	7.22	31.30	25.77	30.93	52.17	52.58	58.76
All Grades	N/A	N/A	N/A	7.28	5.61	4.79	17.88	23.51	15.07	39.07	34.39	38.01	35.76	36.49	42.12

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	10.75	13.83	11.83	54.84	53.19	43.01	34.41	32.98	45.16
Grade 4	19.15	17.02	12.75	28.72	38.30	39.22	52.13	44.68	48.04
Grade 5	6.09	9.28	5.15	33.91	28.87	20.62	60.00	61.86	74.23
All Grades	11.59	13.33	9.93	38.74	40.00	34.25	49.67	46.67	55.82

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	7.53	7.45	9.68	52.69	51.06	51.61	39.78	41.49	38.71
Grade 4	13.83	8.51	8.82	43.62	56.38	51.96	42.55	35.11	39.22
Grade 5	6.09	6.19	4.12	29.57	38.14	37.11	64.35	55.67	58.76
All Grades	8.94	7.37	7.53	41.06	48.42	46.92	50.00	44.21	45.55

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	9.68	14.89	9.68	61.29	60.64	43.01	29.03	24.47	47.31
Grade 4	14.89	9.57	8.82	53.19	58.51	50.98	31.91	31.91	40.20
Grade 5	3.48	5.15	4.12	43.48	44.33	45.36	53.04	50.52	50.52
All Grades	8.94	9.82	7.53	51.99	54.39	46.58	39.07	35.79	45.89

Conclusions based on this data:

1. Overall percentage at or or above standard decreased by 9.26 points from 17-18 to 18-19
2. Percentage at or near standard in Concepts decreased by 5.75 points from 17-18 to 18-19
3. Percentage at or near standard in communicating reasoning declined 7.81 points from 17-18 to 18-19

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	1416.1	1426.0	1432.5	1442.5	1377.5	1387.8	40	31
Grade 1	1473.3	1448.6	1479.9	1458.7	1466.1	1438.1	34	35
Grade 2	1497.8	1477.7	1495.7	1468.8	1499.4	1486.1	27	31
Grade 3	1515.4	1486.0	1517.3	1493.0	1513.0	1478.4	36	23
Grade 4	1517.8	1525.5	1522.7	1540.0	1512.4	1510.5	35	25
Grade 5	1543.7	1536.8	1542.7	1533.6	1544.0	1539.6	28	33
All Grades							200	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	30.00	12.90	*	25.81	*	61.29	*	0.00	40	31
1	50.00	8.57	38.24	37.14	*	34.29	*	20.00	34	35
2	48.15	6.45	*	58.06	*	22.58	*	12.90	27	31
3	*	13.04	55.56	43.48	*	34.78	*	8.70	36	23
4	37.14	24.00	34.29	44.00	*	28.00	*	4.00	35	25
5	60.71	36.36	*	36.36	*	24.24	*	3.03	28	33
All Grades	39.50	16.85	35.50	40.45	14.50	34.27	10.50	8.43	200	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	42.50	19.35	27.50	41.94	*	32.26	*	6.45	40	31
1	55.88	25.71	*	42.86	*	17.14	*	14.29	34	35
2	70.37	19.35	*	41.94		29.03	*	9.68	27	31
3	52.78	30.43	41.67	47.83	*	13.04		8.70	36	23
4	60.00	56.00	*	32.00	*	12.00	*	0.00	35	25
5	71.43	54.55	*	36.36		6.06	*	3.03	28	33
All Grades	57.50	33.71	29.00	40.45	*	18.54	9.00	7.30	200	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	*	3.23	*	25.81	50.00	67.74	*	3.23	40	31
1	32.35	8.57	35.29	17.14	*	40.00	*	34.29	34	35
2	40.74	6.45	*	51.61	*	29.03	*	12.90	27	31
3	*	0.00	*	8.70	47.22	65.22	*	26.09	36	23
4	*	4.00	40.00	32.00	*	36.00	*	28.00	35	25
5	*	6.06	*	27.27	*	60.61	*	6.06	28	33
All Grades	22.50	5.06	28.00	27.53	35.00	49.44	14.50	17.98	200	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	52.50	29.03	32.50	67.74	*	3.23	40	31
1	61.76	51.43	32.35	40.00	*	8.57	34	35
2	70.37	16.13	*	70.97	*	12.90	27	31
3	41.67	17.39	58.33	65.22		17.39	36	23
4	48.57	36.00	45.71	56.00	*	8.00	35	25
5	71.43	21.21	*	72.73	*	6.06	28	33
All Grades	56.50	29.21	36.50	61.80	7.00	8.99	200	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	35.00	22.58	37.50	64.52	27.50	12.90	40	31
1	61.76	11.43	35.29	74.29	*	14.29	34	35
2	55.56	19.35	44.44	70.97		9.68	27	31
3	72.22	39.13	*	56.52	*	4.35	36	23
4	65.71	76.00	*	20.00	*	4.00	35	25
5	75.00	72.73	*	24.24	*	3.03	28	33
All Grades	60.00	38.76	30.50	52.81	9.50	8.43	200	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	72.50	93.55	*	6.45	40	31
1	41.18	20.00	38.24	34.29	*	45.71	34	35
2	44.44	6.45	40.74	80.65	*	12.90	27	31
3	*	0.00	63.89	47.83	*	52.17	36	23
4	*	8.00	60.00	60.00	31.43	32.00	35	25
5	39.29	12.12	42.86	81.82	*	6.06	28	33
All Grades	23.50	8.43	54.50	66.85	22.00	24.72	200	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	30.00	29.03	40.00	54.84	30.00	16.13	40	31
1	32.35	8.57	61.76	60.00	*	31.43	34	35
2	40.74	9.68	59.26	77.42		12.90	27	31
3	*	4.35	69.44	86.96	*	8.70	36	23
4	31.43	8.00	48.57	84.00	*	8.00	35	25
5	64.29	21.21	*	69.70	*	9.09	28	33
All Grades	35.00	14.04	51.50	70.79	13.50	15.17	200	178

Conclusions based on this data:

1. Across kindergarten through 5, 75% of English Learners are intermediate to advanced.
2. Across K through 5, 50.5% of English Learners are intermediate to advanced in written language.
3. Across K through 5, 86.5% of English Learners are intermediate to advanced in oral language.

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
557	73.8	34.6	1.4
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	193	34.6
Foster Youth	8	1.4
Homeless	15	2.7
Socioeconomically Disadvantaged	411	73.8
Students with Disabilities	55	9.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.8
American Indian	2	0.4
Asian	22	3.9
Filipino	5	0.9
Hispanic	428	76.8
Two or More Races	5	0.9
Pacific Islander	3	0.5
White	81	14.5

Conclusions based on this data:

1. Data indicates in 2017-18, 73.3% of students were socioeconomically disadvantaged.
2. Data from 2017-18 indicates 36.3% of students are English learners.
3. In 2017-18, 77.5% of students were Hispanic

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

- | | |
|----|---|
| 1. | English Language Arts and Math are in the Orange. |
| 2. | Chronic Absenteeism is in the Orange |
| 3. | Suspension Rates are in the Yellow |

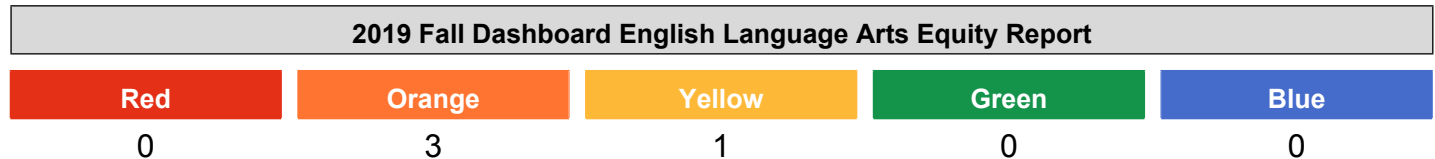
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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	Homeless	Socioeconomically Disadvantaged
 Orange 28.3 points below standard Declined -10.6 points 273	 Orange 41.2 points below standard Declined -13.1 points 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 36.9 points below standard Declined -10.4 points 207
		 No Performance Color 100.2 points below standard Declined Significantly -19.8 points 30		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 16.3 points above standard 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 37.8 points below standard Declined -8.8 points 217	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  Yellow 3.3 points below standard Declined Significantly -27.1 points 31

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 77.1 points below standard Declined Significantly -30.4 points 75	Reclassified English Learners 51.8 points above standard Declined -9.8 points 29	English Only 21.4 points below standard Declined -11 points 166
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Conclusions based on this data:

1. From 2017/18 to 2018/19 overall achievement in ELA declined by 10.6 points
2. Students with disabilities declined significantly by 19.8 points from 17/18 to 18/19
3. English Learners achievement declined by 13.1 points from 17/18 to 18/19

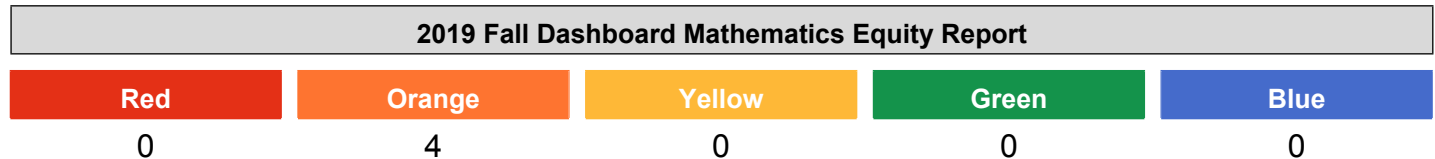
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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  Orange 54.1 points below standard Declined -13.6 points 273	English Learners  Orange 66.3 points below standard Declined Significantly -23.2 points 104	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 62 points below standard Declined Significantly -15.9 points 207	Students with Disabilities  No Performance Color 127.4 points below standard Declined Significantly -46.4 points 30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 1.3 points above standard 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 62.6 points below standard Declined Significantly -16.5 points 217	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander	White  Orange 38.1 points below standard Declined -5 points 31

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 96.5 points below standard Declined Significantly -42.3 points 75	Reclassified English Learners 11.6 points above standard Maintained ++1.6 points 29	English Only 47.6 points below standard Declined -9 points 166
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Conclusions based on this data:

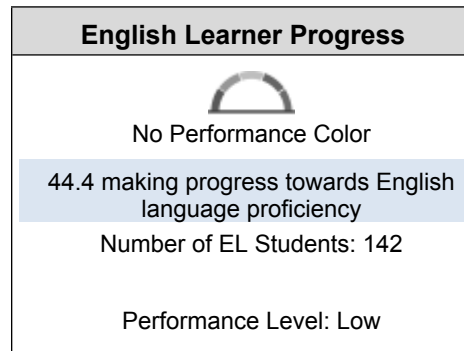
- Overall math achievement remains below standard declining by 13.6 points
- Students with disabilities significantly decreased achievement by 46 points from 17/18 to 18/19 school years
- English learners math achievement significantly declined from 17/18 to 18/19 school years by 23 points

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



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
19.0	36.6	6.3	38.0

Conclusions based on this data:

- 73% of English Learners maintained or further developed their English Language Proficiency
- 52% of English Learners advanced by at least 1 English Language Proficiency level
- 44% of English Learners are making good progress towards English Language Proficiency

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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	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  Orange 11.3 Increased +2.6 595	English Learners  Orange 7 Increased +1.5 213	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  No Performance Color 0 17	Socioeconomically Disadvantaged  Orange 11.5 Increased +1.9 453	Students with Disabilities  Green 9.5 Declined -0.9 63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>0</div> Declined -16.7 12	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color <div>4</div> Declined -12.7 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Red <div>11.8</div> Increased Significantly +4.1 450	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange <div>11.5</div> Increased +4.1 87

Conclusions based on this data:

- Overall chronic absenteeism increased by 2.6 points from 17/18 to 18/19 school years
- Chronic Absenteeism improved for Students with Disabilities, African Americans, and Asians.
- Chronic Absenteeism increased for Hispanic and White students

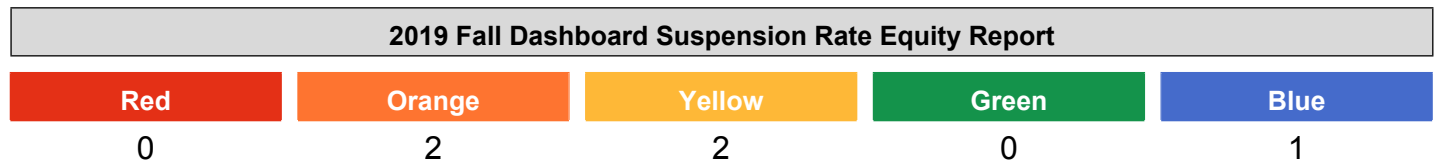
School and Student Performance Data

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.



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  Yellow 0.8 Increased +0.7 611	English Learners  Blue 0 Maintained 0 217	Foster Youth  No Performance Color 0 Maintained 0 12
Homeless  No Performance Color 0 20	Socioeconomically Disadvantaged  Yellow 0.9 Increased +0.6 466	Students with Disabilities  Orange 4.6 Increased +4.6 65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 15	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 0 Maintained 0 25	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Yellow 0.9 Increased +0.7 458	Two or More Races  No Performance Color Less than 11 Students - Data 9	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Orange 1.1 Increased +1.1 90

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.8

Conclusions based on this data:

1. For the 18/19 school year overall conditions and climate were in the yellow
2. Suspension rates increased in all groups except English learners, Foster Youth, African American, and Asian
3. The rate of suspension for students with disabilities increased by 4.6 points

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)

By June 2021, all students will increase academic proficiency level towards meeting grade level standards by 3-5 points.

Identified Need(s)

All students need to increase academic proficiency to be meeting expectations in English Language Arts, Math, Science, and Social Studies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS, Wonders Unit Assessment, CAASPP, Reading Inventory	36.65% of 3rd-5th graders are meeting or exceeding standards in English Language Arts/Literacy.	Percentage of students between grades K-5 meeting or exceeding standards in ELA will increase by 3 points
Easy CBM, CAASPP, Math Inventory	19.86% of 3rd-5th graders are meeting or exceeding standards in Math.	Percentage of students between grades K-5 meeting or exceeding standards in Math will increase by 3 points.
CAASPP, ELPAC	50.5% of English Learners are intermediate to advanced in written language proficiency	Percentage of English Learners identified as intermediate or advanced in written language proficiency will increase by 3 points.
CAASPP	Next Generation Science Standards are fully implemented in all classrooms.	33% of 5th graders will meet or exceed NGSS standards.

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

Instructional coach will provide support to teachers through professional development and cognitive planning using research based instructional strategies to supplement core 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)

117736.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Support teachers through professional development and cognitive planning using research based instructional strategies

27156

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)

English Learners

Strategy/Activity

Bilingual Assistants will support language acquisition through support of first learning 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)

0.00

Source(s)

District funded

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

Teachers model and implement AVID including organization skills, WICOR, levels of thinking and questioning and note taking strategies

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)
0.00	AVID training provided through district funding

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

Technology to include printers, projectors, teacher laptops, computers and flat panels to support instruction of ELA, Math, Science, and ELD and increase technology use and engagement 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)
539.00	LCFF-LI 4000-4999: Books And Supplies Technology including Flat Panels, chrome books, carts, etc to support low income students
5000.00	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)

English Learners

Strategy/Activity

Supports for students taking the ELPAC
--

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	LCFF-EL

	1000-1999: Certificated Personnel Salaries Substitutes for teachers to do one-on-one testing for ELPAC with English Learners
231.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with 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)

All students

Strategy/Activity

Supplemental instructional computer programs to support math and ELA

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)

1145.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
renewal of computer programs used to supplement instructional content for ELA and math

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Parent attendance at CABE conference

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)

1050.00

Source(s)

LCFF-EL
5000-5999: Services And Other Operating Expenditures
CABE conference for parents to support English Language Development

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

After school tutoring for at risk, LI and 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)
3000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional hours for teachers to provide extended learning opportunities for EL students
692.00	LCFF-EL 3000-3999: Employee Benefits fixed costs associated with certificated personnel salaries
4000.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours for teachers to provide extended learning opportunities for Low Income students
923.00	LCFF-LI 3000-3999: Employee Benefits fixed costs associated with certificated personnel salaries
4000.00	Title I 1000-1999: Certificated Personnel Salaries
923.00	Title I 3000-3999: Employee Benefits

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

Professional Development articulation and collaboration for grade level team. Funding for additional hours to cover teachers' time outside of the contract 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)
3612.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional hours pay for professional development articulation and collaboration to support ELD instruction
833.00	LCFF-EL 3000-3999: Employee Benefits fixed costs associated with certificated personnel salaries
6000.00	Title I 1000-1999: Certificated Personnel Salaries Additional hours pay for professional development articulation and collaboration to support Math and writing instruction for At Risk students
1384.00	Title I 3000-3999: Employee Benefits fixed costs associated with certificated personnel salaries
2000.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours pay for professional development articulation and collaboration to support Math and writing instruction for low-income students

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

Instructional materials and supplies to support ELA, Math, Science, 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)
1000.00	Title I 4000-4999: Books And Supplies

	Materials and supplies to support math instruction to at-risk students
3653.00	Title I 4000-4999: Books And Supplies Supplemental materials and supplies such as spiral notebooks, manipulative, chart paper, etc. to support math instruction of At-Risk Students
2642.00	LCFF-LI 4000-4999: Books And Supplies Supplemental materials and supplies such as spiral notebooks, manipulative, chart paper, etc. to support At Risk students in ELA/Social Studies/Science

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

Duplo copier lease to support printing of 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)

2650.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Maintenance and repair of Duplo copier

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

Family Education Nights where teachers work with parent and work with parents to support academic success. Pay for additional hours to facilitate and work 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)

500.00	Title I 4000-4999: Books And Supplies Materials and supplies to support Family Education Nights.
1500.00	Title I 1000-1999: Certificated Personnel Salaries Additional hours for teachers, counselor, coach and/or ELT to support parent involvement through trainings, events, etc, not to exceed 10 hours
346.00	Title I 3000-3999: Employee Benefits Fixed costs associated with certificated personnel salaries
1000.00	Title I 2000-2999: Classified Personnel Salaries Additional hours for classified staff to support At Risk students' parents in parent involvement activities
337.00	Title I 3000-3999: Employee Benefits Fixed costs associated with classified personnel salaries

Strategy/Activity 13

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 and ELAC coordinator to monitor and support EI program requirements. ELAC coordinator Stipend

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)
2867.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Supports staff and parents of Els
661.00	LCFF-EL 3000-3999: Employee Benefits fixed costs associated with certificated personnel salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Babysitting, interpreting, snacks for ELAC and other EL 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)
400.00	LCFF-EL 2000-2999: Classified Personnel Salaries Interpretation and babysitting support for parents during ELAC and parent education nights
92.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with classified personnel salaries
500.00	LCFF-EL 4000-4999: Books And Supplies Refreshments for ELAC and Parent education nights

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 2020: All 5th grade students will be prepared to enter secondary education.

Identified Need(s)

Students need to be prepared for the increased academic rigor and social expectations of secondary education preparatory for college and/or career upon graduation from high school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counseling records		All students will participate in 3 counseling session preparatory for entering 6th grade.
Teacher record	Students in grades 3-5 utilize AVID organization strategies	All students will develop organization strategies through AVID WICOR

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)

5th grade students

Strategy/Activity

Meet with middle school counselor to prepare an appropriate schedule for 6th grade.

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)

5th grade students

Strategy/Activity

2 social/emotional lesson provided by the school counselor

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

AVID Site Leader

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)

1200.00

AVID
1000-1999: Certificated Personnel Salaries
Additional hours for AVID Site Leader to support
AVID K-5th not to exceed 10 hours

277

AVID
3000-3999: Employee Benefits
fixed costs associated with 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)

All Students

Strategy/Activity

AVID Organization tools

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)

2023.00

Source(s)

AVID
4000-4999: Books And Supplies
Materials to support AVID - such as agendas,
binders, pencil cases, lined paper, portfolios

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3rd Grade students

Strategy/Activity

College field trip

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)

1500.00

Source(s)

AVID
5000-5999: Services And Other Operating
Expenditures
Transportation for AVID college field trip for all
3rd grade students

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 2020 all students will be educated in a Safe and Drug-Free Environment Conducive to Learning

Identified Need(s)

Students and families need to be connected to the school in order to decrease absenteeism and discipline

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher feedback, discipline referrals, CA Dashboard		Low level discipline referrals will decrease by 3%
Monthly AERIES attendance reports	2018-19 daily attendance averaged 95%	Average daily attendance will increase by 1%

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

Daily announcements and follow-up lessons in the classroom using Ron Clark Essential 55 Behaviors and Project Wisdom

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

Character building anti-bullying lessons and presentations to support students in identifying bully type behaviors and appropriate responses.

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)

District provided Second Step curriculum

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

Counselor provides counseling services for students needing additional intervention and 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)

District provided Second Step curriculum

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

Clubs, organizations, and activities to engage students and parents: Student Council, Science Fair, Spelling Bee, 100 Mile club

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)

District provided stipends for teacher advisors/organizers

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

Activities, events, committees and organizations to engage families and community members: PTA, ELAC, SSC, Red Ribbon Week, Principal's Coffee Chat, Parent Teacher Conference, Student of the Month Assemblies, Picnic 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)

District provided stipends for teacher participation in organizations: ELAC, SSC, PTA

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

Attendance 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)

1500.00

Attendance
4000-4999: Books And Supplies
Materials and supplies to provide incentives and supports to parents and students towards good 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

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)

By June 2019, the number of EL students being reclassified will increase from the 2017-18 school year of 8 students to 12 students.

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	\$205,872.00

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	\$169,330.00

Subtotal of additional federal funds included for this school: \$169,330.00

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 (\$)
	\$5,000.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$14,938.00
LCFF-LI	\$10,104.00

Subtotal of state or local funds included for this school: \$36,542.00

Total of federal, state, and/or local funds for this school: \$205,872.00

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	17,290	2,352.00
LCFF-LI	11,317	1,213.00
Title I	167,678	-1,652.00

Expenditures by Funding Source

Funding Source	Amount
	5,000.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	14,938.00
LCFF-LI	10,104.00
Title I	169,330.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	146,915.00
2000-2999: Classified Personnel Salaries	1,400.00
3000-3999: Employee Benefits	33,855.00
4000-4999: Books And Supplies	17,357.00
5000-5999: Services And Other Operating Expenditures	6,345.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
4000-4999: Books And Supplies		5,000.00
4000-4999: Books And Supplies	Attendance	1,500.00
1000-1999: Certificated Personnel Salaries	AVID	1,200.00
3000-3999: Employee Benefits	AVID	277.00
4000-4999: Books And Supplies	AVID	2,023.00
5000-5999: Services And Other Operating Expenditures	AVID	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	10,479.00
2000-2999: Classified Personnel Salaries	LCFF-EL	400.00
3000-3999: Employee Benefits	LCFF-EL	2,509.00
4000-4999: Books And Supplies	LCFF-EL	500.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,050.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	6,000.00
3000-3999: Employee Benefits	LCFF-LI	923.00
4000-4999: Books And Supplies	LCFF-LI	3,181.00
1000-1999: Certificated Personnel Salaries	Title I	129,236.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	30,146.00
4000-4999: Books And Supplies	Title I	5,153.00
5000-5999: Services And Other Operating Expenditures	Title I	3,795.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,372.00
Goal 2	5,000.00
Goal 3	1,500.00

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:

Diana Taylor School Principal

Valerie Beckstrom Classroom Teachers

Michelle Morales Other School Staff

Quin Hickmann Parent or Community Members

N/A Secondary Students

Name of Members	Role
Deserae Devlin	Classroom Teacher
Jennifer Wholley	Classroom Teacher
Yuri Soria	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

Departmental Advisory Committee

Other: See attachment for all signatures

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 26, 2020.

Attested:

Principal, Diana L Taylor on see attached

SSC Chairperson, Valerie Beckstrom on see attached

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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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)

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Allan J. Mucerino, Ed.D.
9 KPC Parkway
Corona, CA 92879
P: (951) 509-5070
F: (951) 509-6070

UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE 2020-2021

The Alvord Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees



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- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the Alvord Unified School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California *Code of Regulations* (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints

*Dr. Bob Presby, Assistant Superintendent
Human Resources
9 KPC Parkway, Corona, CA 92879
(951) 509-5124
bob.presby@alvordschools.org*

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Alvord Unified School District.



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Allan J. Mucerino, Ed. D.
9 KPC Parkway
Corona, CA 92879
T: (951) 509-5070
F: (951) 509-6070

AVISO ANUAL DEL PROCESO UNIFORME PARA PRESENTACIÓN DE QUEJAS UCP 2020-2021

El Distrito Escolar Unificado Alvord notifica anualmente del Proceso Uniforme para Presentación de Quejas (UCP) a nuestros alumnos, empleados, padres/tutores de alumnos, comités consejeros del Distrito, comités consejeros escolares, dirigentes correspondientes a escuelas privadas y otras personas interesadas.

El aviso anual de UCP está disponible en nuestro sitio Web

Principalmente somos responsables del cumplimiento de las leyes y regulaciones federales y estatales, incluyendo aquellas relacionadas con la discriminación ilícita, acoso, intimidación o acoso escolar *bullying* en contra de cualquier grupo protegido y todos los programas y actividades que están sujetos a UCP.

Programas y actividades sujetos a UCP

- Adaptaciones para alumnas embarazadas y alumnos que tienen hijos
- Educación para adultos
- Seguridad y educación después de clases
- Carrera en agricultura y educación técnica
- Programa de educación y capacitación en carreras técnicas
- Programas de cuidado y desarrollo infantil
- Educación compensatoria
- Programas consolidados de ayuda categórica
- Períodos de curso sin contenido educativo
- Discriminación, acoso, intimidación o acoso escolar *bullying* contra cualquier grupo protegido, según se identifica en las secciones 200 y 220 y en la sección 11135 del Código de Gobierno, incluida cualquier característica real o presunta, según se establece en la sección 422.55 del Código Penal, o en función de la asociación de una persona con una persona o grupo con una o más de estas características reales o presuntas, en cualquier programa o actividad llevada a cabo por una institución educativa, según se define en la sección 210.3, que esté financiada directamente por o que reciba o se beneficie de cualquier asistencia financiera estatal.
- Requisitos de educación y graduación para los alumnos en hogares de crianza, sin hogar, de familias militares y exalumnos del Tribunal de Menores, actualmente inscritos en un distrito escolar.
- Ley *Every Student Succeeds Act*
- Plan de Control y Responsabilidad Local (LCAP)
- Educación para migrantes
- Minutos de instrucción de Educación Física
- Cuotas para estudiantes



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- Adaptaciones razonables para alumnas lactantes
- Centros y programas ocupacionales regionales
- Planes escolares para rendimiento estudiantil
- Planes de seguridad escolar
- Concilios escolares
- Preescolar estatal
- Asuntos de salud y seguridad de preescolares estatales en LEA exentos de licencia

Y cualquier otro programa educativo estatal o federal que el Superintendente Estatal de Instrucción Pública (SSPI) del Departamento de Educación de California (CDE) o su representante considere apropiado.

Presentación de quejas UCP

La presentación de una queja ante la UCP deberá efectuarse en el plazo de un año a partir de la fecha en que se produjo la supuesta infracción.

Para las quejas relacionadas con los Planes de Control y Responsabilidad Local (LCAP), la fecha de la presunta infracción es la fecha en que la autoridad responsable de la revisión apruebe el LCAP o de la actualización anual que fue adoptada por nuestra agencia.

Un estudiante inscrito en cualquiera de nuestras escuelas públicas no está obligado a pagar una cuota de participación en alguna actividad educativa.

La queja por cuota a estudiantes puede ser presentada ante el director de la escuela o el superintendente o su representante.

Una queja por cuota a estudiantes o por LCAP puede ser presentada anónimamente, es decir, sin una firma de identificación, si el quejoso provee evidencia o información que conduzca a pruebas para apoyar una queja por incumplimiento.

Responsabilidades del Distrito Escolar Unificado Alvord

Publicaremos un aviso general estándar y además de este aviso, los requisitos de educación y graduación de los alumnos en hogares de crianza, sin hogar, de familias militares y exalumnos del Tribunal de Menores y que actualmente estén inscritos en un distrito escolar.

Informamos a los quejosos de la oportunidad de apelar un reporte de investigación de quejas relacionadas con programas dentro del ámbito del UCP al Departamento de Educación (CDE).

Informamos a los quejosos de los recursos del derecho civil, incluyendo mandatos judiciales, órdenes de restricción u otros recursos u órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, acoso, intimidación o acoso escolar bullying, en caso de que proceda.

Las copias de nuestro procedimiento de UCP estarán disponibles de forma gratuita.

Este aviso es adicional a esta notificación anual del UCP e indica a los padres, tutores, alumnos y maestros de (1) los requisitos de salud y seguridad bajo el Título 5 del Código de Regulaciones de California (5 CCR) que se aplican a los programas preescolares del estado de California de acuerdo con la Sección 1596.7925 de la HSC y (2) el lugar en el que se puede obtener un formulario para presentar una queja.

Información de contacto

Las quejas relacionadas con el UCP deben presentarse ante la persona responsable de la tramitación de quejas.

Dr. Bob Presby, Superintendente Auxiliar de Recursos Humanos
9 KPC Parkway, Corona, CA 92879
(951) 509-5124 bob.presby@alvordschools.org

El contacto anterior está bien informado de las leyes y programas que se asignan para investigación en el Distrito Escolar Unificado de Alvord.



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9 KPC Parkway

Corona, CA 92879

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F: (951) 509-6070

Alvord Unified School District

NOTICE TO PARENTS, GUARDIANS, PUPILS, AND TEACHERS**2020-2021**

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site: <http://alvordschools.org/ucp-complaints>

You may also download a copy of the Sample Williams Complaint Form in English and in other languages from the California Department of Education Web site.

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9 KPC Parkway

Corona, CA 92879

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F: (951) 509-6070

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**NOTIFICACIÓN PARA PADRES DE FAMILIA, TUTORES LEGALES Y
MAESTROS
DERECHO DE PRESENTAR QUEJAS**

2020-2021

Formulario muestra de quejas uniformes

Padres de familia, tutores legales, alumnos y maestros:

Según el Código de Educación de California Artículo 35186, se le notifica que:

1. Debe haber suficientes libros y materiales de instrucción. Eso significa que cada alumno, incluyendo a los alumnos que aprenden inglés, debe tener un libro o materiales de instrucción, o ambos, para usar en clase y llevar a casa.
2. Los predios escolares deben estar limpios, seguros, y deben mantenerse en buen estado.
3. No debe haber falta de maestros ni asignaciones incorrectas de maestros. Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporales. El maestro debe tener la certificación apropiada para enseñar la clase, incluyendo la certificación requerida para enseñar a alumnos que aprenden inglés, si es que están presentes en la clase.

Falta de maestros significa que existe un puesto al cual no se ha asignado un empleado con certificación al principio del año escolar y por todo un año, o si el puesto es para un curso de un semestre, un puesto al cual no se ha asignado un empleado con certificación al principio de un semestre y por un semestre completo.

Una asignación incorrecta significa que un empleado con certificación es colocado en un puesto de maestro o proveedor de servicios sin tener una certificación o credencial legalmente reconocida, o colocado en un puesto de maestro o proveedor de servicios que el empleado no está legalmente autorizado a ocupar.

4. Se puede obtener un formulario para presentar una queja en la oficina de la escuela, la oficina del distrito, o por medio del sitio Web que se indica a continuación: <http://alvordschools.org/ucp-complaints>.

También se puede encontrar una copia del formulario de queja en el sitio web del Departamento de Educación de California.

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Allan J. Mucerino, Ed.D.
9 KPC Parkway
Corona, CA 92879
P: (951) 509-5070
F: (951) 509-6070



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ORRENMAA ELEMENTARY
Diana Taylor, Principal
3350 Fillmore Street
Riverside, CA 92503
P: (951) 358-1635
F: (951) 358-1636

Orrenmaa Elementary School
English Learner Advisory Committee Agenda
Date: May 21, 2020 Time: 12:00-1:00pm

I. Introductory Procedures

- a. Call to Order
- b. Welcome / Sign-in
- c. Pledge of Allegiance

II. Discussion / Information

- a. Approval of Minutes of Meeting from November 5, 2019
- b. Minutes were read by attending members
- c. Attendees were given the opportunity to ask questions
- d. No minutes are available from the Jan 7, Feb 4, and Mar 3, 2020
 - i. No community members attending during these month
 - ii. Apr 8, 2020, a recruitment meeting was held to generate participation
- e. Election of new ELAC Members
 - i. All are welcome to the group. Ms. Taylor explained the function and purpose of ELAC
 - ii. We need parent input on helping students who are ELs
 - 1. Help determining resources
 - iii. Election of DELAC Representative
 - 1. Ms. Taylor explained that we need 1 parent to represent Orrenmaa English Learners at DELAC meetings monthly.
 - 2. Ms. Taylor asked for a volunteer, no volunteers
 - iv. School Plan for Student Achievement (SPSA)
 - 1. Ms. Taylor presented the proposed SPSA
 - a. Reviewed school EL data
 - b. Reviewed previous goals
 - c. Discussed supports for ELs in SPSA
 - i. Need for 1 parent to attend CABA
 - 2. Needs Assessment
 - a. Parents are concerned about actual learning going on during Distance Learning model.
 - b. Kids need more time with their teacher
 - c. Get help with homework. Parents would like homework assignments translated into Spanish so they can help
 - 3. EL Budget
 - a. Ms. Taylor reviewed expenditures from the 19/20 school year



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- i. Afterschool tutoring
- ii. Purchase of technology – flat panel screens to replace smartboards
- iii. Teacher training/PD release days

III. Hearing Session

- i. No additional comments or questions were presented

IV. Adjournment

- a. Agenda building for next meeting
 - i. Review of SPSA
 - ii. LCFF/EL funds
 - iii. Distance Learning
- b. Next meeting scheduled for Sept.2020. Date to be determined
- c. Meeting adjourned at 1:30pm



12:04:18 From Patricia Arvide : Patricia Arvide
12:04:50 From Galaxy Tab A : Claudia Marquez, Santiago Lomeli, Mrs. Santoyo
12:06:28 From Ms. Cornejo : Maria Cornejo – Teacher
12:07:37 From Mine : Minerva Flores, Ella Resendiz, Mrs.Guzman
12:07:49 From Ms. Cornejo : Thank you, Mine.
12:08:11 From Ms. Cornejo : Thank you, Claudia.
12:28:58 From Patricia Arvide To Diana Taylor(privately) : please slow down
12:50:15 From Diana Taylor To Patricia Arvide(privately) : sorry
12:55:17 From Ms. Cornejo : Para las clases de inglés: <https://www.alvordschools.org/Page/12163>
12:55:54 From Jose palacios iPad 6 To Diana Taylor(privately) : my question is if read 180 is good idea again or is it not for second language learner's
12:58:59 From Galaxy Tab A : Gracias
13:00:25 From Ms. Cornejo To Diana Taylor(privately) : Diana, I have to meet my class.
13:16:04 From mary.salas : Spanish –Orrenmaa Parent Survey 19.20

<https://forms.gle/eV2hB7fs8rPVQapJ8>
13:16:24 From mary.salas : English – Orrenmaa Parent Survey 19.20

Link: <https://forms.gle/MVkiN7nwGQbHmu4H9>



Alvord Unified School District
ORRENMAA ELEMENTARY SCHOOL
*Orrenmaa Owls are Aiming for **Success***



3350 Fillmore Street · Riverside, CA · 92503 · (951) 358-1635

Diana Taylor, Principal

Leadership Meeting Agenda

Date: 05/11/2020

Topic	Details/Information	Follow-up/Next Step/Connections
Sign in here: <i>Lisa Hinecker</i> <i>Valerie Beckstrom</i> , Andrea James, Mary Palas, Michelle Brazeal, Michelle Morales, Chris Rios		
Welcome	Designate Note Taker	Be prepared for starting the new school year with distance learning Maybe more of a heavier emphasis on teacher/student connection with live teacher
Grade Level Share out	<p>First grade - good, plan with individualized testing next week. Students are getting better with distance learning. More are more engaged, better with the behavior.</p> <p>2nd grade - team communicates when they need something. Will be using the RI/Mi assessment next week.</p> <p>Valerie's students are engaged because it is new learning. Students are more focused because the groups are small.</p> <p>3rd Grade - all going well-finish up the Charlotte's Web Unit. RI/MI this week. Working on class building. Trying to encourage the students to keep them engaged</p>	

	<p>for the rest of the year. Challenges are the students being able to find a time to meet. Participation is declining. Online behavior is better</p> <p>4th Grade - In the Gold Rush now. RI/MI scheduled for this week. Participation is declining rapidly.</p> <p>5th Grade - doing our thing. 5th grade students are missing our friends and going to Middle School. Same core students attend meets, a little squirrely takes a few minutes to settle down. Assessments</p> <p>Kinder - doing well. Parents have had difficulty submitting assignments online. Parents are responding well to prerecorded videos. Team working on end of the year skills. Technology curve for the team</p>	<p>With this our grace period try it with a few students.</p>
What's working?	<p>3rd grade - more students doing paper packets</p> <p>2nd grade - small virtual groups easier for formative assessment, packets working, flexible meeting time.</p> <p>5th Grade - Google Classroom going well. Freckle is working well with 5th graders</p>	
What's not?	<p>Technology at home - sharing time with a computer with others. Wifi band kicks them off.</p> <p>The students know that it is optional, creates a struggle with students working and</p>	<p>Coming up with a scheduled time for meeting with teacher due to multiple students in the families. Coordination with parent and teachers.</p> <p>Pre-recorded videos - need to be aware who are you are</p>

	<p>learning now.</p> <p>Challenging to keep the students motivated.</p> <p>More compatible distance learning support system - a one stop system.</p> <p>Districts likes Google Classroom and the security that it provides.</p>	<p>taking to - student or parent. Be aware of the wait time that is given to students during the lesson for thinking. Slowing things down for processing time. Make sure the videos are mimicing your teaching in class.</p> <p>Will need to train the parents for our K-2 students with distance learning</p>
Year end: awards, close out, class formation	<p>Talk to teams -</p> <p>about what is working and not working.</p> <p>Giving students awards</p>	
20/21 SPSA	Goals and strategies reviewed	Waiting on budget revisions, will continue to review data throughout the year
20/21 Daily Schedule	Unveiled new schedule with some slight changes with 5 minutes between grade level recesses. No breaks in the lunch times.	
20/21 Calendar	<p>Kinder - ABC Fashion Show-September/October, Kindy 500 - March before spring, End of year ceremony -Leveling Up</p> <p>1st Grade - Performance - Springtime April</p> <p>2nd Grade - Performance ???</p> <p>3rd Grade - Native Festival (December) Halloween performance, End of Year field trip (</p>	<p>The families come when they know that their teachers are at the nights.</p> <p>Groups are larger when linked to education</p>

	<p>4th Grade - Gold Rush in May (performance)</p> <p>5th Grade - Lua (PTA help)</p> <p>End of year celebration & parent performance. Science camp. Hillcrest field trip</p> <p>Science, Math, Reading nights - one representative per grade level</p> <p>Multicultural night Harvest Festival</p>	
20/21 Professional Development	<p>5th grade - different apps, advanced Google Training, to enrich what we are doing</p> <p>For Kinder, 1st, 2nd grade Distance Learning - Parents engagement and student engagement; giving assessments during distance learning</p> <p>Ask the homeschools for insights - pd from them</p>	<p>A comprehensive tool within Google Suite for Education</p> <p>Will be voluntary - during this summer.</p>
20/21 Staffing/room assignments	<p>1 tk, 4 kinder, 4 1st, 34 rd, 4th 3 ½, 5th 3 ½</p> <p>Not adding additional staff</p> <p>⅓ of staff will be in their 1st or 2nd year of teaching</p>	
<u>The FIVE Dysfunctions of a TEAM</u>	<p>Understanding how to make our teams cohesive and functional</p> <p>Priority focus within the team meetings</p>	<p>Start next year with the "Building of Trust"</p> <p>As Leadership team - think about your role - one to support and train their team. Has to be</p>

		collaborative, willing and able to be proactive effort -what's working - true PLC.
	Do we need to certain time for meetings	Give Diana the time

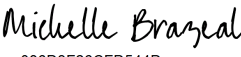
Recommendations and Assurances

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	
 <small>DocuSigned by: 1698CA7DAB6346C...</small>	English Learner Advisory Committee	10/13/2020
 <small>086D3F26CFD544D...</small>	Departmental Advisory Committee	10/13/2020

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 26, 2020.

Attested:

 <small>DocuSigned by: 190750925A4E9...</small>	Principal, Diana L Taylor on	10/13/2020
 <small>3A5A0D05C91C406...</small>	SSC Chairperson, Valerie Beckstrom on	10/13/2020

**Alvord Unified School District
State and Federal Programs Office
School Site Council Meeting Packet Coversheet**

School: Orrenmaa Elementary

Meeting Date: May 27, 2020

Submitted by: Diana Taylor

Please attach copies of the following documents to this form and send the packet to SFPO 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	

**Orrenmaa Elementary School
School Site Council Agenda**

May 27, 2020

**Meeting Location-Virtual Meeting online at: meet.google.com/rdy-scio-orh Time 12:00 PM
To participate by phone, dial +1 478-974-9170 and enter this number PIN: 115 290 022#**

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 20, 2020
2. Approve participation in a Title I School Wide Program (Elementary)
3. Approve site categorical budgets for [2020-2021](#)
4. Approve the 2020-2021 School Plan for Student Achievement
5. Approve categorical spending [request](#)
6. Approve Title I School [Compact](#)
7. Approve Title I Site Parent Involvement [Policy](#)

III. Discussion/Information

1. Budget Reports by Funding [Source](#)
 - a. Annual Budget [Summary](#)
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 TBD
3. Adjournment: Action Item

Revised 5/20/20

Orrenmaa Elementary School

School Site Council Minutes

May 27, 2020

Meeting Location-Virtual Meeting online at: meet.google.com/rdy-scio-orh Time 12:00 PM

To participate by phone, dial +1 478-974-9170 and enter this number PIN: 115 290 022#

I. Introductory Procedure

1. Call to Order 12:16
2. [Establishment of Quorum](#) *D Taylor, M Morales, V Beckstrom, J Wholley, D Devlin, Q Hickman - Quorum established*
3. [Pledge of Allegiance](#)
4. Welcome and Introductions *J Lomeli(guest)*

II. Action Items

1. Approve minutes from April 20, 2020
 - a. *Motion 1st Wholley, 2nd Hickman*
 - b. *No Discussion*
 - c. *Approved (6-0-0)*
2. Approve participation in a Title I School Wide Program (Elementary)
 - a. *Motion 1st Wholley, 2nd Hickman*
 - b. *No Discussion*
 - c. *Approved (6-0-0)*
3. Approve site categorical budgets for 2020-2021
 - a. *Motion 1st Morales, 2nd Devlin*
 - b. *Discussion*
 - i. *7-10% reduction recommended, may be adjusted in November*
 - ii. *Encumbrances for Instructional Coach and EL Facilitator stipend*
 - iii. *LCFF-LI materials proposal for 2 flat panel screens to replace SmartBoards*
 - c. *Approved (6-0-0)*
4. Approve the 2020-2021 School Plan for Student Achievement
 - a. *Motion 1st Morales, 2nd Devlin*
 - b. *Discussion*
 - i. *Enrollment for Kindergarten decreased by 21%*
 1. *full day kinder and parent engagement will help with retention*
 - ii. *No recent dashboard data*
 1. *SPSA will be updated if new data demonstrate a need*
 - iii. *ELs redesignation is increasing*
 - iv. *Goals will stay the same*
 1. *Strategies updated to reflect the needs of English Learners and At-Risk students*
 2. *Reduction in funding for new technology*

- ### III. Discussion/Information

- Revised 5/20/20

5. Principal's Report

- i. *A huge thank you to PTA for "Leveling Up" 5th grader yard signs*
- ii. *Several teachers volunteered to place the signs*
- iii. *Drive through end of year awards ceremony May 26 and 27*
- iv. *Teachers are still teaching and having in person meets with students*
- v. *We are preparing for distance learning in August as well as other options such as split days or back to normal*
- vi. *Working on voluntary professional development opportunities for teachers during the summer*
- vii. *Beginning of next school year will include tech training for parents.*

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.

No Public comments

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for TBD
3. Adjournment: Action Item
 - a. *Motion 1st Morales, 2nd Hickman*
 - b. *No discussion*
 - c. *Approved (6-0-0) 1:31PM*

Orrenmaa Elementary School

School Site Council Elementary Sign-In Sheet May 27, 2020

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Diana Taylor	Diana Taylor	Principal	
Valerie Beckstrom	<i>Valerie Beckstrom</i>	Classroom Teacher	
Deserae Devlin	<i>Deserae Devlin</i>	Classroom Teacher	
Jennifer Wholley	<i>Jen Wholley</i>	Classroom Teacher	
Michelle Morales	<i>Michelle Morales</i>	Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Quin Hickmann	Quinn Hickman	Parent/Community Member	
Vacant		Parent/Community Member	
Yuri Soria		Parent/Community Member	
Vacant		Parent/Community Member	
Vacant		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
	Jamie Lomeli	Parent

Orrenmaa Elementary School
2020-2021
Categorical Budget
May 27, 2020

Title I							
Objects		Revised Budget	Revenue/ Expenditure	Abatement	Encumbrances	Uncommitted	
1000s	Certificated Pay	129,236.00			117,736.00		11,500.00
2000s	Classified Pay	1000.00					1000.00
3000s	Emp Benefits	30145.00			27156.00		2989.00
4000s	Materials Supplies	5153.00					5153.00
5000s	Contracts Services	3795.00					3795.00
Totals		169,329.00	0	0	144,892.00		24,437.00

LCFF-LI							
Objects		Revised Budget	Revenue/ Expenditure	Abatement	Encumbrances	Uncommitted	
1000s	Certificated Pay	4000.00					4000.00
2000s	Classified Pay	0.00					0.00
3000s	Emp Benefits	923.00					923.00
4000s	Materials Supplies	5642.00					5642.00
5000s	Contracts Services	0.00					0.00
Totals		10565.00	0.00	0.00	0.00		10565.00

LCFF-EL							
Objects		Revised Budget	Revenue/ Expenditure	Abatement	Encumbrances	Uncommitted	
1000s	Certificated Pay	9667.00			2867.00		6800.00
2000s	Classified Pay	400.00					400.00
3000s	Emp Benefits	2365.00			661.00		1704.00
4000s	Materials Supplies	1500.00					1500.00
5000s	Contracts Services	1050.00					1050.00
Totals		14982.00	0.00	0.00	3528.00		11454.00



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Diana Taylor, Principal

20/21 Program/Services Expenditures for SSC Approval

May 27, 2020

Title 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.
	Instructional Coach	Support teachers and instruction through professional development	1	NTE \$144892	SPSA	Provide instruction and support to teachers through professional development and cognitive planning using research based instructional strategies to supplement and enhance core instruction for At Risk students.

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.
	EL Facilitator Stipend	certificated staff member to facilitate ELD Program	1	NTE \$3528		Supports staff, students and parent of English Learners, leads ELAC meetings, facilitates the process of reclassification



Alvord Unified School District
Orrenmaa Elementary School
Title I School Compact
2020-2021



PARENT RESPONSIBILITIES

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:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, dictionary, scissors, ruler, crayons, glue, thesaurus, etc.)
- Help your child as needed; look over homework assignments to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adult with respect.
- Comply with school dress code, attendance and discipline policies.
- Discuss with my child the importance of school attendance and learning standards; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Volunteer 5 hours per semester
- Be aware of the Common Core grade level standards and expectations for my child;
- Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, Back to School Night, and Open House; Volunteer in the classroom, attend parent workshops, and/or become involved in PTA, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.

STAFF RESPONSIBILITIES

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:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach the Common Core grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of the Common Core standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits;
- Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year; Discuss academic achievement and the Title I Compact.
- Provide opportunities for parents to observe in their child's classroom if requested.

Parent Signature _____

Date _____

Student Signature _____

Date _____

Teacher Signature _____

Date _____

ORRENMAA 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.

Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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
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7. Orrenmaa 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
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- Parent Council Meetings (SSC, ELAC)
- Orrenmaa 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
- Orrenmaa 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
- Orrenmaa 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. Orrenmaa 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:
 - Reading/Language Arts Nights
 - Math Nights
 - Science/Math Nights
 - Family Fun Nights such as:
 - Movie Nights
 - 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 ORRENMAA ELEMENTARY on Sept 4, 2019 and will be in effect for the period of the 2019-2021 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before Sept 30, 2019. It will be made available to the local community on or before October 1, 2019. Orrenmaa'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.

Orrenmaa Elementary School
2019-2020
Categorical Budget
May 25, 2020

Title I							
Objects		Revised Budget	Revenue/ Expenditure	Abatement	Encumbrances	Uncommitted	
1000s	Certificated Pay	106,611.00	89133.00		17,476.00		2.00
2000s	Classified Pay	0.00	0.00		0.00		0.00
3000s	Emp Benefits	36600.00	31622.00		4970.00		8.00
4000s	Materials Supplies	5790.00	964.00		3631.00		1195.00
5000s	Contracts Services	11893.00	4747.00		5539.00		1607.00
Totals	167678.00	160,894.00	126466.00	0	31,616.00		2,812.00

LCFF-LI							
Objects		Revised Budget	Revenue/ Expenditure	Abatement	Encumbrances	Uncommitted	
1000s	Certificated Pay	1106.00	1106.00		0.00		0.00
2000s	Classified Pay	0.00	0.00		0.00		0.00
3000s	Emp Benefits	234.00	231.00		0.00		3.00
4000s	Materials Supplies	9571.00	5407.00		3266.00		898.00
5000s	Contracts Services						0.00
Totals	11317.00	10911.00	6744.00	0.00	3266.00		901.00

LCFF-EL							
Objects		Revised Budget	Revenue/ Expenditure	Abatement	Encumbrances	Uncommitted	
1000s	Certificated Pay	8769.00	7334.00		0.00		1435.00
2000s	Classified Pay	271.00	270.00		0.00		1.00
3000s	Emp Benefits	1787.00	1532.00		0.00		255.00
4000s	Materials Supplies	2003.00	80.00		0.00		1923.00
5000s	Contracts Services	135.00	135.00				0.00
Totals	17290.00	12965.00	9351.00	0.00	0.00		3614.00

Orrenmaa Elementary School 19/20		TITLE I	LCFF-LI	LCFF-EL	TOTAL
Budget Allocation		167,678	11,317	17,290	196,285
Object Code	Description	06-3010	03-0790	03-0791	
1110	Teacher's Salaries - Extra Duty (1210-\$750)	736	1,106	3,161	5,003
1130	Teacher's Salaries - Substitutes	1,015	0	2,740	3,755
1140	Teacher Salaries - Stipends	0	0	1,433	1,433
1900	Teacher Salaries - Project Specialists/Coach	104,858	0	0	104,858
1910	Project Specialist/Instr. Coach - Extra Duty	0	0	0	0
	Total 1000's	106,609	1,106	7,334	115,049
2100	Instructional Asst. Salary	0	0	0	0
2110	Instructional Asst. Salary - Hourly	0	0	0	0
2410	Clerical, Technical, Office Staff - Hourly	0	0	208	208
2420	OT Clerical/Tech/Office Sal	0	0	62	62
2910	Other Classified Salaries - Hourly	0	0	0	0
	Total 2000's	0	0	270	270
3101	STRS - Certificated	18,102	189	1,166	19,457
3212	PERS Contribution - Classified Positions	0	0	30	30
3222	PERS Employee Contribution - Classified	0	0	0	0
3311	OASDI - Certificated	47	0	32	79
3312	OASDI - Classified Position	0	0	17	17
3321	Medicare - Certificated	1,546	16	106	1,668
3322	Medicare - Classified	0	0	4	4
3401	Health & Welfare Benefits - Certificated	14,412	0	0	14,412
3402	Health & Welfare Benefits - Classified	0	0	0	0
3501	Unemployment Insurance - Certificated	53	1	4	58
3502	Unemployment Insurance - Classified	0	0	1	1
3601	Workman's Compensation - Certificated	1,191	12	82	1,285
3602	Workman's Compensation - Classified	0	0	3	3
3701	OPEB - Certificated	1,242	13	85	1,340
3702	OPEB - Classified	0	0	3	3
	Total 3000's	36,593	231	1,533	38,357
Total Personnel Costs (1000-3000)		143,202	1,337	9,137	153,676

XXXX Elementary School Categorical Budget Worksheet 2019-2020

4200	Books and Other Reference Materials	0	0	0	0
4300	Materials & Supplies - Instructional (1000)	1,286	0	0	1,286
4300	Materials & Supplies - Parent Involvement (2495)	43	0	0	43
4309	Food	0	0	80	80
4310	Technology Supplies	0	8,673	0	8,673
4410	Non-Capitalized Equipment-Technology	3,266	0	0	3,266
	Total 4000's	4,595	8,673	80	13,348

5200	Travel and Conferences	1,725	0	135	1,860
5210	Mileage	371	0	0	371
5625	Leases	0	0	0	0
5630	Repairs	0	0	0	0
5640	Maintenance Contracts	1,000	0	0	1,000
5641	Konica Minolta CPC/Maintenance	3,047	0	0	3,047
5845	Printing	648	0	0	648
5850	Software license	3,495	0	0	3,495
	Total 5000's	10,286	0	135	10,421

6400	Equipment over \$5,000.00	0	0	0	0
		0	0	0	0
	Total 6000's	0	0	0	0

		0	0	0	0
	Total 4000-6000 Object Codes Costs	14,881	8,673	215	23,769
	Total Budget (Should = Budget Allocation)	158,083	10,010	9,352	177,445

Difference to Budget (Should = 0)	9,595	1,307	7,938	18,840
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Orrenmaa Elementary School

SCHOOL SITE COUNCIL

YEAR-END EVALUATION

2019-2020

<u>Legal compliance requirements</u>	<u>In Compliance</u>	<u>Not In Compliance</u>
1. Half of the members of the school SSC are:		
(a) Principal, classroom teachers, and other school personnel	<u> X </u>	<u> </u>
(b) Parents or other community members not employed at the school site (students in secondary)	<u> x </u>	<u> </u>
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	<u> x </u>	<u> </u>
3. The SSC developed the school plan and Budget and recommended the plan to the Governing Board for approval.	<u> x </u>	<u> </u>
4. All members of SSC reviewed the implementation of the School Plan and periodically assessed the effectiveness of the program.	<u> x </u>	<u> </u>
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.	<u> x </u>	<u> </u>

Organizational Effectiveness

	<u>Excellent</u>	<u>Good</u>	<u>Improvement Needed</u>
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.	<u> x </u>	<u> </u>	<u> </u>
2. By-laws The SSC uses bylaws in guiding its operation.	<u> x </u>	<u> </u>	<u> </u>
3. Leadership The SSC has strong, positive, supportive leadership.	<u> x </u>	<u> </u>	<u> </u>
4. Training on Roles & Responsibilities The SSC provides orientation training for new members and continuing training for all members.	<u> x </u>	<u> </u>	<u> </u>
5. Continuity in Membership Real efforts are made to maintain interest in membership on the SSC.	<u> x </u>	<u> </u>	<u> </u>
6. Meetings Meetings are well organized and well conducted.	<u> x </u>	<u> </u>	<u> </u>
7. Planning An annual calendar has been established which guides the year.	<u> x </u>	<u> </u>	<u> </u>

School Based Coordinated Plan

Assesses student needs	<u> x </u>	<u> </u>	<u> </u>
Sets and prioritizes goals	<u> </u>	<u> x </u>	<u> </u>
Develops and recommends the SPSA	<u> x </u>	<u> </u>	<u> </u>
Evaluates the effectiveness of the plan	<u> </u>	<u> x </u>	<u> </u>
Reviews and updates the plan	<u> </u>	<u> x </u>	<u> </u>
Establishes the annual budget	<u> x </u>	<u> </u>	<u> </u>

ORRENMAA 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.

Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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
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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 ORRENMAA ELEMENTARY on Sept 4, 2019 and will be in effect for the period of the 2019-2021 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before Sept 30, 2019. It will be made available to the local community on or before October 1, 2019. Orrenmaa'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.



Alvord Unified School District
Orrenmaa Elementary School
Title I School Compact
2020-2021



PARENT RESPONSIBILITIES

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:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, dictionary, scissors, ruler, crayons, glue, thesaurus, etc.)
- Help your child as needed; look over homework assignments to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adult with respect.
- Comply with school dress code, attendance and discipline policies.
- Discuss with my child the importance of school attendance and learning standards; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Volunteer 5 hours per semester
- Be aware of the Common Core grade level standards and expectations for my child; Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, Back to School Night, and Open House; Volunteer in the classroom, attend parent workshops, and/or become involved in PTA, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.

STAFF RESPONSIBILITIES

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:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach the Common Core grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of the Common Core standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits;
- Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year; Discuss academic achievement and the Title 1 Compact.
- Provide opportunities for parents to observe in their child's classroom if requested.

Parent Signature

Date

Student Signature

Date

Teacher Signature

Date



Alvord Unified School District
Orrenmaa Elementary School
Title I School Compact
2020-2021



RESPONSABILIDADES DE LOS PADRES

La educación de mi hijo/a es muy importante. Mi participación en la educación de mi hijo/a afectará directamente su rendimiento y actitud. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un lugar tranquilo para estudiar y asignar una hora específica para hacer la tarea. El área de estudio debe estar bien alumbrada y estar bien equipada con los materiales necesarios como: lápices, plumas, papel, diccionario, tijeras, regla, colores, resistol, diccionario de referencias, etc.
- Asistir a su hijo(a) cuando sea necesario; Asegurarse que el niño(a) entienda y complete su tarea; Firmar y regresar todos los papeles que requieran firma del padre/guardián.
- Leer diariamente por 20 minutos con mi hijo/a para asegurar su práctica diaria en la lectura
- Fomentar actitudes positivas hacia la escuela; Tratar a otros estudiantes, padres, otros adultos y al personal con respeto.
- Cumplir con las pólizas de vestuario, disciplina y asistencia escolar y del distrito.
- Hablar con mi hijo/a sobre la importancia de la asistencia escolar y de los estándares de aprendizaje; Asegurarse que mi hijo/a asista puntualmente a clases diariamente y que esté preparado para un día completo de aprendizaje
- Tendre conocimiento a los estándares básicos comunes del Estado de CA y las expectativas de los niveles de grado; Mantendré la comunicación con los maestros o administradores escolares según sea necesario.
- Asistiré a las Conferencias para Padres, Noche de Regreso a la Escuela, y Noche de Exhibición Escolar; Prestar servicios voluntarios en el salón de clases, asistir a los talleres para padres, y/o participar en PTA, ELAC y SSC cuando sea posible.
- Haré arreglos con cuando menos de 24 horas con el maestro/a o con la directora para visitar el salón y observar a mi niño/a si así lo deseo..

RESPONSABILIDADES DEL ESTUDIANTE

Mi educación es importante. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. Entiendo que soy responsable por mi propio éxito y que debo esforzarme para lograrlo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Participar activamente en clase y buscaré ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salón de clases puntualmente y con mi mejor esfuerzo; o Llevar a casa todo lo necesario para completar las asignaciones.
- Estar seguro de entregar la información escolar a papa o mama y regresar a tiempo.
- Leer todas las noches.
- Demostrar respeto a todos los adultos en la escuela; Seguiré todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros así como las diferencias culturales, raciales, étnicas y religiosas.
- Cumplir con el reglamento de vestuario.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salón y campo de recreo, incluyendo respetar a todos los adultos.
- Asistiré a la escuela puntualmente todos los días..
- Conoceré los estándares básicos comunes del Estado de CA de nivel de grado que debo aprender y tratar lo mejor que pueda de lograr los estándares.
- No usaré drogas, alcohol, tabaco y no usaré ningún tipo de agresión o violencia incluyendo la visual, verbal o electrónica.

RESPONSABILIDADES DE LOS MAESTROS

Entiendo que la experiencia escolar es muy importante para cada estudiante así como mi papel como maestro/a y modelo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un currículo e instrucción de alta calidad.
- Mantener altas expectativas y formar relaciones afectivas y genuinas con los estudiantes.
- Enseñaré todos los estándares básicos comunes del Estado de CA a nivel de grado y le proveeré su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el aprendizaje y el logro de los estándares básicos comunes del Estado de CA de nivel de grado.
- Proveeré tarea que refleje y refuerce los conceptos enseñados en el salón de clase; Asegurarse que las asignaciones no excedan los límites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendré la comunicación regularmente con los padres y los estudiantes tocante al progreso del estudiante en la clase; Dar información correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Trataré de saber cuáles son las necesidades individuales de cada estudiante y diferenciar la instrucción cuando sea necesario
- Proveer un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Tratar a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, étnicas y religiosas.
- Tendré una conferencia anual con los padres (mínimo una) en la que este contrato y el logro académico se repasará.
- Proveer a los padres oportunidades para observar en el salón de su hijo/a si lo solicitan.

Firma del Padre/Guardián

Fecha

Firma del Estudiante

Fecha

Firma del Maestro/a

Fecha



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
Promenade Elementary School	33-66977-6107304		

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.

Promenade Elementary's School Plan for Student Achievement (SPSA) is aligned to the Local Educational Agency's (LEA- Alvord Unified) Local Control Accountability Plan (LCAP). LEA LCAP has three goals aligned with state priorities. SPSA goals are now aligned with the LEA LCAP goals. Promenade has an inclusive educational program. Every teacher is highly qualified and expected to differentiate instruction for all types of learners. Promenade sets expectations high and provides necessary supports for all students. Promenade's inclusive program can be best described through our engagement framework. The framework aligns well with the school plan and the LEA LCAP. Promenade's engagement framework has three areas: 1) Student Engagement, 2) Professional Engagement, and 3) Community Engagement. Promenade's efforts build knowledge, community, and character which creates a community of learners. The plan includes actions that address access and equity for all 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).

Survey data provides additional information in the writing and revision of the plan. Surveys used include the California Healthy Kids Survey, which provides information on students' physical and mental health. The survey shows that a majority of parents feel they are active partners in their children's education. Teachers and staff treat parents and students with respect and that help create a welcoming community. Other surveys were conducted at staff meetings, School Site Council Meetings, and English Learner Advisory Committee meetings. These surveys confirmed the desire and need to continue to engage teachers and staff through professional development, engage students in learning by providing extended school time to targeted groups (one example), and to engage parents through workshops, WatchDOGS, and a very welcoming volunteer policy.

Classroom Observations

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

Classroom observations include both formal and informal observations. These are conducted at least two times per month with designated teachers. In addition to formal and informal observations, administration performs weekly "walk-through" observations. Walk-throughs focus on targeting specific areas and strategies covered during professional development and staff meetings. Anecdotal data is recorded on an informal checkoff form that identifies focused teaching practices (small group, 1 on 1, Academic Language/Vocabulary, Listening comprehension, and writing). Through all observations there is clear evidence of whole group, small group, and one on one instruction. This gives students varying opportunities to think independently and collaboratively. In very few classrooms, classroom management is an area for growth, including consistent instructional procedures that will make instructional time more effective.

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)

Various assessments provide the data teachers use to inform their instruction and to track student progress. In grade 3rd - 5th CAASPP/SBAC in Math and Language Arts, the English Language Proficiency Assessment for California (ELPAC), DIBELS, and grade level Common Formative Assessment provide the data teachers use to inform their instruction and to track student progress. All other grade levels use similar assessments with the exception of Transitional Kindergarten, which uses the PELI. Beginning in the the 2018-2019 school year teachers also began to use the Basic Phonics Skills Test (BPST), Scholastic Reading Inventory(SRI), and in the 2019-2020 school year, teachers are also using the easyCBM. All assessments are part of a continuous improvement model of MTSS.

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

Grade level meetings and staff development meetings are focused on effective instructional strategies that yield student learning as evidenced by student data. Additionally, teachers and administration meet during release time for professional development, which includes lesson design, assessment data analysis, and sharing of best practices to ensure first best instruction. Supplemental materials are purchased based on research based effectiveness. Assessment materials are designed to measure student proficiency of the standards. Assessments are used to modify instruction and improve student achievement for all students, including those below, meeting, or exceeding grade level standards. This information is shared with the School Site Council, the English Learner Advisory Committee, Leadership Team, and any parent or community member attending other general meetings in order 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)

Promenade staff meet the ESEA highly qualified staff 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 none are mis-assigned. Ongoing professional development for certificated staff is provided by district and site.

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

Research based staff development is planned based on areas of need as determined by student performance data and staff self-assessment. Instructional strategies and academic programs that support the Common Core State Standards and English Language Development Standards are a major focus of staff development. Professional development is given school-wide and through each department or grade level. Professional Development is tailored to meet the needs of the targeted staff.

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

Classroom teachers are supported through collaborative discussions at grade level meetings, through professional development at the site and District, and by school administration.

Promenade meets the requirements for highly qualified staff and qualified paraprofessionals. Instructional staff members receive training that is ongoing and sustained and aligned to CCSS, assessed student performance, and professional needs. Teachers also gain ongoing support collegially through collaboration by grade level. Administrators have ongoing training provided and supported by the district departments.

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

Promenade meets the requirements for highly qualified staff and qualified paraprofessionals. Instructional staff members receive training that is ongoing and sustained and aligned to CCSS, assessed student performance, and professional needs. Teachers also gain ongoing support collegially through collaboration by grade level. Administrators have ongoing training provided and supported by the district departments.

Classroom teachers are supported through collaborative discussions at grade level meetings, through professional development at the site and District, and by school administration. Teachers collaborate within their grade level teams at least two times monthly.

Teaching and Learning

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

The California frameworks provide a basis for organizing instruction so that every child meets or exceeds the content standards. The frameworks and standards specify the design of instructional materials, curriculum and instruction. All students have access to state-adopted materials and all teachers have been trained in the implementation of the standards. Professional Learning Communities, and vertical and horizontal team planning. Instruction is designed to meet the individual needs of the students using the appropriate core and supplemental materials. Students and parents have access to the standards online and through flyers, Open House presentations, instruction, report cards, parent conferences, parent/family nights, and classroom postings.

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

Curriculum, instruction, and materials are aligned to content and performance standards (NCLB), and as of 2013-2014 the California Common Core State Standards form the basis for instruction. Promenade adheres to the recommended instructional minutes for reading/language arts and mathematics as well as the required minutes for Physical Education and English Language Development.

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

Promenade teachers follow the district Unit Planning Organizers for Language Arts and Math and are given opportunities to revise their curriculum to meet the needs of our students. Interventions take place within grade level teams through the use of data to group students and rotate by levels to differentiate during intervention/target/enrichment blocks.

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

All students at Promenade have access to a complete set of instructional materials, including SBE-adopted textbooks, supplemental materials, and intervention materials. Each classroom is equipped with one textbook for each subject per child. In the subjects of reading, math and science, consumable materials are also provided. Some materials are available in Spanish or online for student, teacher, and parent access.

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

Promenade utilizes adopted materials and Units of Study aligned with the CCSS and frameworks. Teachers enhance their curriculum with supplements and ensuring common core state standards are the backbone of their lessons. The lessons include content and language objectives in support of integrated English Language Development.

Opportunity and Equal Educational Access

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

The teachers of Promenade School continue to receive training in strategies for differentiated instruction for English Learners, GATE, Special Ed and At-Risk students. In 2012-2013 Promenade teachers participated in the Differentiating Instruction for Universal Design training presented by consultants from Riverside County Office of Education. Beginning in 2013-2014, teachers received training in Adaptive Schools processes and Rigorous Curriculum Design to support the implementation of the Common Core State Standards. During the 2015-2016 school year, all Promenade teachers, TK - 5th grade, participated in professional development provided by our District Math Instructional Specialist. The focus of this Professional Development was CGI - Cognitively Guided Instruction in mathematics. In addition, during the 2015-2016 school year, several Promenade teachers served on the CRT - Curriculum Review Team to help refine the District's Units of Study in mathematics. Two teachers and former instructional coach participated in NGSS - Next Generation Science Standards training provided through the District. Two teachers, one 4th grade and one 5th grade teacher, along with our former instructional coach, participated in GATE Differentiated Instruction PD provided by USC professor, Dr. Sandra Kaplan. During the 2016-2017 school year, our teachers continued to participate in teacher leader facilitated professional development as outlined in the District Professional Development Plan through the Instructional Leadership Corp with a focus on English Language Development. During the school year, 2017-2018, additional teachers receive training in NGSS and GATE. Additionally, teachers received on-site PD on EL Standards, ELPAC, and CASSPP Claims & Targets. In the 2018-2019 several teachers attended professional development for small group reading instruction. All teachers continued to receive professional development on EL Standards. Professional development on ELPAC included Task Types and their connectedness to ELA CC Standards. For the 2019-2020 school year teachers received professional development on California's Interim Assessments and are given opportunities to align assessments with EL strategies. Students benefit from all professional development, which supports teachers in providing in-class interventions through small group instruction as well as universal access strategies. Additionally, teachers at several grade levels volunteer in order to provide after school interventions. Students identified as under-performing are also provided additional learning time after school in our computer lab.

Evidence-based educational practices to raise student achievement

Grade levels meet regularly each month to review student achievement based on the PLC model. Grade Level meetings are tailored to increase effectiveness of instruction and targeted intervention for students not yet at grade level. Teachers use district assessments, publisher-made tests (i.e. Dibels, chapter tests...), and teacher-made tests to evaluate student performance. Reports cards and student progress data have lead to the alignment of curriculum at all levels. Grade level pacing guides and common assessment tools have been created at all levels. Teachers monitor student progress in reading, writing and math. Students have additional learning opportunities through computer assisted instructional software, such as MobyMax.

The Student Success Team (SST) is available to provide assistance to teachers and parents who are looking for help with their students who are not achieving grade level standards. Students who receive Special Education services have updated IEPs which guide instruction. Students identified as second language learners receive both integrated and designated small group ELA/ELD instruction and additional primary language support from bilingual instructional assistants.

The goal of Promenade's GATE program is to identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and to provide high quality differentiated learning opportunities that meet the students' particular abilities and talents. AUSD supports the identification of gifted students by testing all third grade students with the Naglieri Non-Verbal Abilities Test (NNAT) to ensure that all students have an opportunity to be identified. Additionally, parents and staff may request GATE assessment. GATE students receive differentiated curriculum and instruction throughout the regular school day. Appropriate differentiation refers to the following California Association for the Gifted (CAG) principles when applied to the standards-based curriculum and instruction: depth, complexity, novelty, and acceleration.

Parental Engagement

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

Parent involvement remains a strength for Promenade School. Our Parent Teacher Organization (PTO) is very active and supports all students through family programs, study trip funds, and other activities. Parents are also encouraged to volunteer in classrooms. In 2013-2014 an Action Team Partnership (ATP) of parents, teachers and administrator attended the Parent Engagement Leadership Institute (PELI) and created an action plan for parent involvement activities. In 2015, additional training was provided and our ATP Action Plan was updated. The ATP Action Plan continues to be updated through the current school year and additional actions/activities have been added such as a parent workshops; during the 2017-2018 school year the WatchDOGS program was re-launched and continues to be a part of the school. School programs, and school data results are reported at SSC, ELAC, and PTO meetings. Parent input is elicited at these meetings and considered when creating our Single Plan for Student Achievement. A full time counselor, funded through the District supports at-risk students and promotes positive incentives for student attendance. Promenade continues to offer opportunities to engage parents in their child's learning.

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)

School Site Council is made up of parents, classroom teachers, and other school personnel. School Site Council is the main body responsible for our Single Plan for Student Achievement. Input is sought from our English Learner Advisory Committee, parents, and staff members.

Funding

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

LCFF funds are utilized to provide on-going training and support, as well as release time for teachers to collaborate and implement English Language Development instruction using the ELA/ELD frameworks as a guide in order to best provide Integrated and Designated ELD. This also includes PD in the ELPAC and helping teachers make connections between EL standards and CASSPP Claims and Targets. LCFF funds are also used to enhance the educational experience of all students, especially Low Income students and English Learners. Our Library Assistant is funded through LCFF funds. LCFF-EL funds and/or LCFF-LI also provide for supplemental materials and services that support English Language Development instruction. Our Spanish Bilingual Instructional Assistant is funded through District Title III funds.

Fiscal support

Fiscal support is provided through the LEA's LCAP. Promenade Elementary receives funds for Low Income Students and English Learners. Additionally, the LEA provides fiscal support through their funding of district-wide programs in which Promenade Elementary participates.

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

As part of the planning process for this SPSA and annual review the school consulted with staff, including certificated and classified staff members, and parent and community members. The primary vehicles for consultation include, but are not limited to: monthly School Site Council, monthly English Learner Advisory Committee, Action Team for Partnership, staff meetings, and leadership meetings. The SPSA has become a standing agenda item in all SSC meetings, ELAC meetings, and Staff meetings.

Teachers were engaged in the review and development through monthly staff meetings; in these meetings teachers are encouraged to provide input on the needs of the school based on data. Needs include supplemental materials and other resources, and professional development in specific areas. Another opportunity of consultation is during school leadership meetings. These meetings are held monthly and include teacher leaders from each grade level and our special education department. Through the teacher leaders, all teachers have a voice to provide input as a grade level. Information is also disseminated through the teacher leader for each grade level. Teachers also have representation in school site council (SSC), which is the primary body in reviewing and updating the SPSA. In addition to teacher members in SSC, all teachers are invited to attend any of the SSC meetings held monthly. Finally, teachers are also part of the Action Team Partnership (ATP) group. This group develops a school plan for the engagement of parents and provides input for the SPSA in the appropriate areas.

Classified staff members are also included in the process of reviewing and updating the SPSA. Classified staff are part of SSC. Classified staff are also invited to attend all SSC meetings. In addition, administration meets regularly with classified staff through group or one on one meetings in order to gather input.

Parents and other community members are invited to attend SSC and ELAC meetings. Parents are an integral part of SSC, ELAC and ATP. Additionally, parent have monthly opportunities to consult with administration during monthly Parent Teacher Organization (PTO) meetings.

Resource Inequities

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

There are no resource inequities identified through the needs assessment. Additional resources primarily benefit the identified student groups. Resources are also available to the entire student body.

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	0.14%	0.45%	0.31%	1	3	2
African American	10.32%	9.43%	7.35%	72	63	48
Asian	8.60%	9.28%	10.72%	60	62	70
Filipino	3.72%	3.74%	3.98%	26	25	26
Hispanic/Latino	52.87%	51.8%	52.99%	369	346	346
Pacific Islander	0.86%	1.05%	0.92%	6	7	6
White	19.34%	19.16%	18.07%	135	128	118
Multiple/No Response	%	%	5.67%			0
Total Enrollment				698	668	653

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	121	115	141
Grade 1	113	103	99
Grade 2	111	116	104
Grade3	108	104	110
Grade 4	125	110	95
Grade 5	120	120	104
Total Enrollment	698	668	653

Conclusions based on this data:

1. Overall enrollment has been at a steady decline.
2. The percent of students in each student group has remained mostly static.
3. There is a slight and somewhat steady increase of Asian 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	144	136	111	20.6%	20.4%	17.0%
Fluent English Proficient (FEP)	20	25	59	2.9%	3.7%	9.0%
Reclassified Fluent English Proficient (RFEP)	7	10	34	4.4%	6.9%	25.0%

Conclusions based on this data:

1. The number of English Learners has steadily declined (as with overall enrollment).
2. Even with overall declining enrollment, the FEP student group has increased.
3. The RFEP student group has experience a gradual/small decline, but bounced up a bit in the most recent year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	121	108	107	120	105	106	120	105	106	99.2	97.2	99.1
Grade 4	125	125	111	121	123	110	121	123	76	96.8	98.4	99.1
Grade 5	113	125	121	109	120	118	109	120	118	96.5	96	97.5
All Grades	359	358	339	350	348	334	350	348	300	97.5	97.2	98.5

* 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.	2421.	2430.	14.17	22.86	29.25	23.33	27.62	20.75	33.33	19.05	25.47	29.17	30.48	24.53
Grade 4	2472.	2490.	2505.	22.31	38.21	43.42	34.71	23.58	21.05	19.83	17.07	14.47	23.14	21.14	21.05
Grade 5	2518.	2530.	2529.	28.44	31.67	32.20	32.11	35.83	28.81	19.27	13.33	23.73	20.18	19.17	15.25
All Grades	N/A	N/A	N/A	21.43	31.32	34.00	30.00	29.02	24.00	24.29	16.38	22.00	24.29	23.28	20.00

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	16.67	25.71	31.13	45.00	43.81	40.57	38.33	30.48	28.30
Grade 4	24.79	27.64	32.89	51.24	48.78	51.32	23.97	23.58	15.79
Grade 5	26.61	26.67	31.36	50.46	53.33	49.15	22.94	20.00	19.49
All Grades	22.57	26.72	31.67	48.86	48.85	46.67	28.57	24.43	21.67

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	14.17	20.00	16.98	54.17	45.71	51.89	31.67	34.29	31.13
Grade 4	29.75	37.40	38.16	49.59	40.65	38.16	20.66	21.95	23.68
Grade 5	45.87	49.17	33.05	33.94	25.83	51.69	20.18	25.00	15.25
All Grades	29.43	36.21	28.67	46.29	37.07	48.33	24.29	26.72	23.00

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	13.33	21.90	27.36	61.67	56.19	59.43	25.00	21.90	13.21
Grade 4	16.53	24.39	31.58	63.64	62.60	57.89	19.83	13.01	10.53
Grade 5	16.51	24.17	22.03	61.47	58.33	61.02	22.02	17.50	16.95
All Grades	15.43	23.56	26.33	62.29	59.20	59.67	22.29	17.24	14.00

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	20.83	30.48	27.36	51.67	43.81	45.28	27.50	25.71	27.36
Grade 4	25.62	38.21	31.58	57.02	45.53	50.00	17.36	16.26	18.42
Grade 5	37.61	48.33	37.29	47.71	35.00	44.92	14.68	16.67	17.80
All Grades	27.71	39.37	32.33	52.29	41.38	46.33	20.00	19.25	21.33

Conclusions based on this data:

1. There was a slight decrease of standards exceeded and met for English Language Arts; less than 2 percentage points (60.34 to 58%)
2. Over the past three years, Promenade Elementary's performance has not decreased or increased significantly. Scores remain somewhat the same.

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	121	108	107	120	105	106	120	105	106	99.2	97.2	99.1
Grade 4	125	125	111	125	124	110	125	124	76	100	99.2	99.1
Grade 5	113	125	121	111	122	120	111	122	120	98.2	97.6	99.2
All Grades	359	358	339	356	351	336	356	351	302	99.2	98	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2432.	2434.	2439.	22.50	24.76	20.75	31.67	31.43	30.19	20.00	18.10	30.19	25.83	25.71	18.87
Grade 4	2480.	2481.	2517.	24.00	25.81	38.16	31.20	25.81	30.26	22.40	26.61	18.42	22.40	21.77	13.16
Grade 5	2533.	2530.	2537.	37.84	34.43	40.83	21.62	21.31	18.33	18.02	22.95	17.50	22.52	21.31	23.33
All Grades	N/A	N/A	N/A	27.81	28.49	33.11	28.37	25.93	25.50	20.22	22.79	22.19	23.60	22.79	19.21

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	35.83	44.76	34.91	32.50	27.62	40.57	31.67	27.62	24.53
Grade 4	34.40	35.48	46.05	34.40	28.23	35.53	31.20	36.29	18.42
Grade 5	51.35	43.44	46.67	22.52	28.69	22.50	26.13	27.87	30.83
All Grades	40.17	41.03	42.38	30.06	28.21	32.12	29.78	30.77	25.50

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	20.83	33.33	29.25	53.33	41.90	47.17	25.83	24.76	23.58
Grade 4	27.20	25.81	48.68	46.40	46.77	31.58	26.40	27.42	19.74
Grade 5	33.33	31.97	38.33	41.44	35.25	37.50	25.23	32.79	24.17
All Grades	26.97	30.20	37.75	47.19	41.31	39.40	25.84	28.49	22.85

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	28.33	30.48	22.64	47.50	41.90	62.26	24.17	27.62	15.09
Grade 4	28.00	37.10	44.74	45.60	37.10	40.79	26.40	25.81	14.47
Grade 5	41.44	33.61	31.67	33.33	45.90	43.33	25.23	20.49	25.00
All Grades	32.30	33.90	31.79	42.42	41.60	49.34	25.28	24.50	18.87

Conclusions based on this data:

1. There was an overall percentage increase of standards exceeded and met for mathematics (54% - 58%).
2. Over the past three years, Promenade Elementary's performance has not decreased or increased significantly. Scores remain somewhat the same.

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	1404.1	1421.9	1411.3	1427.8	1387.0	1408.0	25	22
Grade 1	1460.9	1455.7	1464.2	1440.7	1457.1	1470.0	27	22
Grade 2	1490.0	1477.4	1499.0	1482.3	1480.5	1472.1	23	27
Grade 3	1508.2	1467.6	1497.6	1456.3	1518.5	1478.4	23	18
Grade 4	1499.7	1528.2	1493.2	1525.0	1505.7	1530.7	20	20
Grade 5	1517.6	1523.7	1503.5	1510.9	1531.2	1535.8	25	18
All Grades							143	127

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	*	13.64	*	40.91	*	27.27	*	18.18	25	22
1	44.44	13.64	*	36.36	*	31.82	*	18.18	27	22
2	56.52	7.41	*	44.44	*	48.15	*	0.00	23	27
3	*	16.67	52.17	38.89	*	16.67	*	27.78	23	18
4	*	40.00	*	35.00	*	20.00	*	5.00	20	20
5	*	27.78	*	33.33	*	22.22	*	16.67	25	18
All Grades	37.06	18.90	32.17	38.58	13.99	29.13	16.78	13.39	143	127

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	*	13.64	*	45.45	*	13.64	*	27.27	25	22
1	51.85	4.55	*	40.91	*	36.36	*	18.18	27	22
2	73.91	11.11	*	59.26	*	29.63	*	0.00	23	27
3	*	27.78	52.17	27.78	*	11.11	*	33.33	23	18
4	*	50.00	*	30.00		15.00	*	5.00	20	20
5	60.00	38.89	*	38.89	*	11.11	*	11.11	25	18
All Grades	46.85	22.83	28.67	41.73	10.49	20.47	13.99	14.96	143	127

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	*	13.64	*	27.27	*	54.55	*	4.55	25	22
1	40.74	22.73	*	13.64	*	50.00	*	13.64	27	22
2	*	0.00	*	44.44	*	37.04	*	18.52	23	27
3	*	16.67	47.83	27.78	*	33.33	*	22.22	23	18
4	*	20.00	*	40.00	*	25.00	*	15.00	20	20
5	*	22.22	*	33.33	*	11.11	*	33.33	25	18
All Grades	26.57	14.96	32.17	31.50	20.98	36.22	20.28	17.32	143	127

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	52.00	13.64	*	72.73	*	13.64	25	22
1	66.67	54.55	*	31.82	*	13.64	27	22
2	82.61	44.44	*	55.56	*	0.00	23	27
3	*	22.22	60.87	55.56	*	22.22	23	18
4	*	45.00	*	50.00	*	5.00	20	20
5	64.00	16.67	*	66.67	*	16.67	25	18
All Grades	58.04	33.86	32.17	55.12	9.79	11.02	143	127

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	*	18.18	56.00	50.00	*	31.82	25	22
1	51.85	4.55	*	54.55	*	40.91	27	22
2	65.22	14.81	*	81.48	*	3.70	23	27
3	*	33.33	56.52	38.89	*	27.78	23	18
4	*	55.00	*	40.00	*	5.00	20	20
5	60.00	55.56	*	27.78	*	16.67	25	18
All Grades	46.15	28.35	36.36	51.18	17.48	20.47	143	127

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	68.00	77.27	*	22.73	25	22
1	51.85	22.73	*	50.00	*	27.27	27	22
2	47.83	14.81	*	59.26	*	25.93	23	27
3	*	5.56	78.26	61.11	*	33.33	23	18
4	*	15.00	*	65.00	*	20.00	20	20
5	*	22.22	48.00	44.44	*	33.33	25	18
All Grades	30.77	13.39	46.85	59.84	22.38	26.77	143	127

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	48.00	63.64	*	31.82	*	4.55	25	22
1	*	22.73	55.56	63.64	*	13.64	27	22
2	*	3.70	65.22	74.07	*	22.22	23	27
3	*	16.67	69.57	55.56	*	27.78	23	18
4	*	30.00	55.00	60.00	*	10.00	20	20
5	44.00	27.78	48.00	50.00	*	22.22	25	18
All Grades	32.17	26.77	53.85	56.69	13.99	16.54	143	127

Conclusions based on this data:

1. Overall ELPAC data shows Oral language is a strength.
2. Further analysis of data shows the area of most potential growth is in the writing Domain.
3. Promenade would benefit from professional development in guided reading, guided writing, and small group instruction.

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
668	59.3	20.4	1.2
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	136	20.4
Foster Youth	8	1.2
Homeless	1	0.1
Socioeconomically Disadvantaged	396	59.3
Students with Disabilities	80	12.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	9.4
American Indian	3	0.4
Asian	62	9.3
Filipino	25	3.7
Hispanic	346	51.8
Two or More Races	34	5.1
Pacific Islander	7	1.0
White	128	19.2

Conclusions based on this data:

1. Our largest student group is our Socioeconomically Disadvantaged group.
2. The second largest student group is Hispanic.
3. There are more students in the English Learner group than in the White student group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. English Language Arts is our strongest area followed by Mathematics.
2. Both suspension rate and chronic absenteeism are areas of potential improvement.
3. ELA and Math Data were affected by testing irregularity

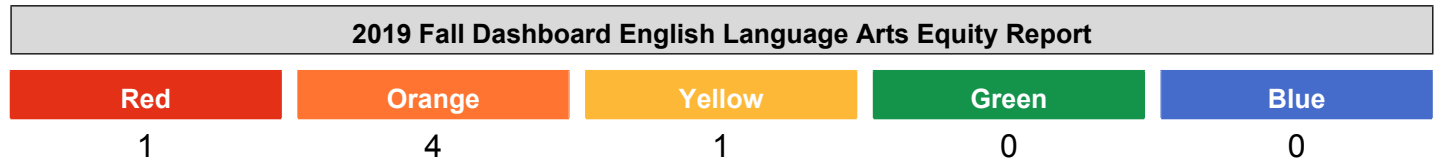
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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	Homeless	Socioeconomically Disadvantaged
 Orange 13.8 points below standard Declined Significantly -31.1 points 313	 Orange 32.7 points below standard Declined Significantly -25.5 points 73	 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 1	 Orange 26.5 points below standard Declined Significantly -20.9 points 189
Students with Disabilities				
 Red 107.8 points below standard Maintained -1.7 points 39				

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Yellow 5.5 points above standard Declined Significantly -24 points 30	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 56.7 points above standard Maintained -2.8 points 27	Filipino  No Performance Color 24.6 points above standard Declined Significantly -48.1 points 13
Hispanic  Orange 32 points below standard Declined Significantly -30.5 points 159	Two or More Races  No Performance Color 0.6 points below standard Declined Significantly -40.8 points 14	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 8.7 points below standard Declined Significantly -36.9 points 65

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 65.4 points below standard Declined Significantly -30.2 points 49	Reclassified English Learners 34.3 points above standard Declined Significantly -64.3 points 24	English Only 10.8 points below standard Declined Significantly -33.6 points 231
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Conclusions based on this data:

1. Our overall data was affected by testing irregularity.
2. Our English Learner group and Socioeconomically Disadvantaged group are at orange.
3. Our RFEP student group declined.

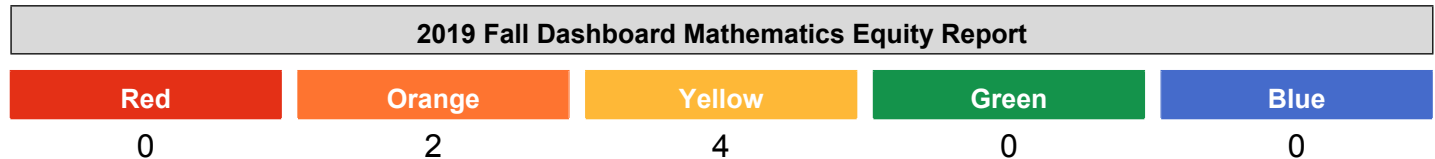
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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  Yellow 13.1 points below standard Declined Significantly -16.7 points 313	English Learners  Yellow 21.6 points below standard Declined -12.2 points 73	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 24.8 points below standard Declined -7.3 points 189	Students with Disabilities  Orange 111.9 points below standard Increased ++12.8 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Yellow 18.1 points below standard Declined Significantly -20.3 points 30	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 64.8 points above standard Declined -4.1 points 27	Filipino  No Performance Color 24.5 points above standard Declined Significantly -21.5 points 13
Hispanic  Orange 29.7 points below standard Declined -13.4 points 159	Two or More Races  No Performance Color 1.5 points above standard Declined Significantly -37 points 14	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Yellow 6.9 points below standard Declined Significantly -21.5 points 65

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 45.7 points below standard Declined Significantly -15.2 points 49	Reclassified English Learners 27.6 points above standard Declined Significantly -42.4 points 24	English Only 13.1 points below standard Declined Significantly -18.2 points 231
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Conclusions based on this data:

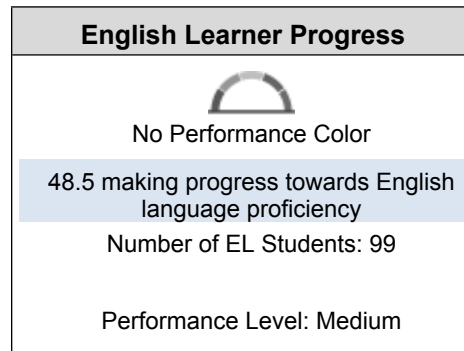
1. The school as a whole has maintained in mathematics.
2. Our English Learner group and Students with Disabilities group have increased in math.
3. The Socioeconomically Disadvantaged has maintained.

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



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
19.1	32.3	7.0	41.4

Conclusions based on this data:

1. It is presumed that percents at level 1 and level 2 include mostly kindergarten and 1st grade students.
2. Students in level 3 are presumably in 2nd or 3rd grade.
3. 37.1% of students are level 4; if 37.1% are at level 4, then the school's reclassification rate should closely match this number.

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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	2	1

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  Yellow 7.8 Maintained -0.2 719	English Learners  Green 6.2 Declined -1.9 146	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Orange 10.4 Increased +0.9 442	Students with Disabilities  Yellow 10.1 Declined -1.9 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 13.7 Increased +7 73	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Blue 1.5 Declined -4.5 65	Filipino  No Performance Color 7.4 Increased +7.4 27
Hispanic  Green 7.7 Declined Significantly -3.2 377	Two or More Races  Orange 10.5 Increased +1.2 38	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Orange 6.9 Increased +4.1 130

Conclusions based on this data:

1. The student groups that have increased in Chronic Absenteeism include Hispanic and English Learners.

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.

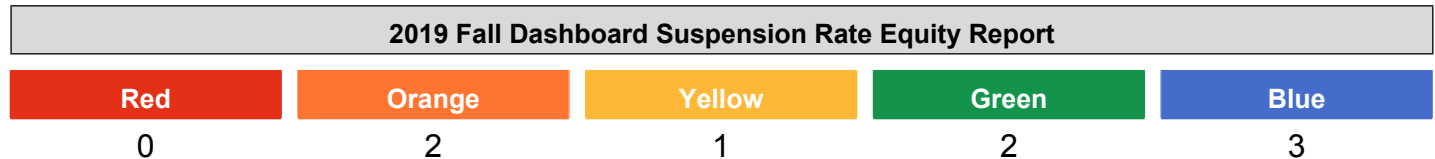
School and Student Performance Data

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.



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  Green 0.6 Declined -0.4 787	English Learners  Orange 1.3 Increased +0.7 156	Foster Youth  No Performance Color 7.1 14
Homeless  No Performance Color Less than 11 Students - Data Not 6	Socioeconomically Disadvantaged  Yellow 1.1 Maintained 0 476	Students with Disabilities  Blue 0 Maintained 0 102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Maintained 0 83	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Declined -1.5 67	Filipino  No Performance Color 0 Maintained 0 27
Hispanic  Green 0.7 Maintained -0.2 413	Two or More Races  Orange 2.3 Increased +2.3 43	Pacific Islander  No Performance Color Less than 11 Students - Data 7	White  Green 0.7 Declined -1.3 145

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.6

Conclusions based on this data:

- Overall suspension rates have increased.
- The student groups that have increased in suspensions include English Learners, White, and Asian.
- Eventhough there was an increase in suspensions, the following student groups declined in suspensions: African American and 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)

By the end of the academic school year, Promenade students will increase academic proficiency towards meeting or exceeding grade level standards as evidenced by Common Formative Assessment Data, DIBELS Reading Data, and will increase by at least 3 points in CAASPP Data (ELA 61% and Math 61%).

Identified Need(s)

All students need to meet the proficiency expectations in English Language Arts, Math, Science, and Social Studies. Some student will need to grow in order to move up to meeting standards. Students that have met proficiency levels can still increase to exceeding standards or maintain, while students at the highest level need to maintain. By focusing on all students and supplementing where necessary for under-performing student groups overall achievement will increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (SBAC), DIBELS/Acadience Reading Data, ELA Wonders Unit Assessments, easyCBM	Overall 58% of 3rd-5th graders met or exceeded standards in English Language Arts	Percent of students meeting or exceeding will maintain or increase.
Math CAASPP (SBAC), easyCBM	Overall 58.61% of 3rd-5th graders met or exceeded standards in Mathematics	Percent of students meeting or exceeding will maintain or increase.
ELPAC, ELA CAASPP	58.74% of English Learners scored (3) intermediate to (4) advance in written language proficiency	Percent of English Learners scoring (3) intermediate to (4) advance in written language proficiency will increase.
Science CAASPP	Baseline will be set during the school year; Next Gen Science Standards are implemented in all classrooms.	51% of 5th grade students will meet or exceed standard.
Reclassification Rate (ELPAC, CAASPP, Grades)	6.9% of English Learners were reclassified	Percent of reclassified students will increase to 20%

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 differentiated ELA targeted time by extending the school day for Tier 1, 2, &3 students; intervention and tutoring during extended learning day. Staff will work with small groups and students will be able to access technology based interventions from 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)
3000	LCFF-LI 1000-1999: Certificated Personnel Salaries
281	LCFF-LI 3000-3999: Employee Benefits
1000	LCFF-LI 2000-2999: Classified Personnel Salaries
337	LCFF-LI 3000-3999: Employee Benefits
	LCFF-EL 1000-1999: Certificated Personnel Salaries
	LCFF-EL 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)

English Learners

Strategy/Activity

Primary language support will be provided by Part-time Bilingual Instructional Assistants paid through LEA funding source. Additional time paid through site LCFF-EL source. Differentiated ELA Target Time and computer-based interventions will be used. BIA will work with small groups and one on one.

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)
1320	LCFF-EL 2000-2999: Classified Personnel Salaries
444	LCFF-EL 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)

Gifted and Talented Education Students and All Students

Strategy/Activity

Maintain GATE certification teachers at each grade level and provide professional development when necessary; GATE- Differentiated instruction, compacting, and depth and complexity strategies.

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)
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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

Purchase supplemental materials and supplies for supplemental instructional support provided through small group instruction and whole group differentiated instruction providing scaffolds.

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)
2052	LCFF-EL 4000-4999: Books And Supplies
1672	LCFF-LI

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 an Elementary Literacy Teacher for extra support of students in English Language Arts-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 6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Continue District Training in DIBELS and other district adopted/district -wide assessments to all teachers, especially newly employed teachers.

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 benefit, especially ELs and LI students

Strategy/Activity

Provide professional development focused on aligning Common Core State Standards (ELA, Maths, ELD), Claims & Targets, and Interim Assessments.

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)
1842	LCFF-LI 1000-1999: Certificated Personnel Salaries
425	LCFF-LI 3000-3999: Employee Benefits
3500	LCFF-EL 1000-1999: Certificated Personnel Salaries
807	LCFF-EL 3000-3999: Employee Benefits

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

Provide professional development focused on differentiating instruction for Mathematics (example: CGI) and Language Arts as necessary.

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)
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Fund stipend for English Learner Facilitator to coordinate English Learner Program, English Learner Advisory Committee, inform staff of EL strategies & students results on ELPAC, and reclassify 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)
2867	LCFF-EL 1000-1999: Certificated Personnel Salaries

661	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)

All Students

Strategy/Activity

LEA provides district funded instructional coaches/specialists to support teachers through modeling lessons, meeting with teachers to collaborate on exemplar teaching strategies.

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

Provide collaboration time in order to share best practices at least two times per month during minimum days.

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

Provide additional printed materials to supplement curriculum. Printing as a supplemental resource includes duplicating machine(s) contracts, and supplies.

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)
3300	LCFF-LI 5000-5999: Services And Other Operating Expenditures

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

Acquire and maintain technology and software to assess students and provide supplemental instruction during the school day and during extended 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)
1000	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures Software- examples include: easyCBM, Mystery Science, and BrainPop
6400	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures Software- examples easyCBM, Mystery Science, and BrainPop

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

Purchase additional student devices in an effort to move toward a 1:1 ration of devices per student.

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-EL
4000-4999: Books And Supplies
Devices

LCFF-LI
4000-4999: Books And Supplies
Devices

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.

School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention were unable to be used when school closed.

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

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.

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.

Current goals will remain similar with very minor changes (technology software-Mobymax-no longer included in Activity 13). Goal may be impacted by school closure.

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 the end of the school year, 5th grade Promenade students will be prepared for secondary education.

Identified Need(s)

As a step through their education and in becoming college and/or career ready when they graduate high school, all students need to be prepared for the academic rigor and social expectations of secondary education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (SBAC)	61% of Promenade Students in grade 5 met or exceeded standards in English Language Arts	Percent of students meeting or exceeding standards will increase by at least 1%.
Math CAASPP (SBAC)	59.16% of Promenade Students in grade 5 met or exceeded standards in Mathematics	Percent of students meeting or exceeding standards will increase by at least 1%.
Counseling Records		At least two classroom counseling presentations.

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

Continue providing a district funded Elementary School Counselor

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)

5th Grade Students

Strategy/Activity

Two social/emotional lessons provided by the school counselor.

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

Professional development for all staff through the Resilience in School Environment (RISE) Initiative- 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 4

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 for all staff, especially playground supervisors in order to improve student safety and overall well-being (in 2019-2020 done through Playworks).

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

Activities in Goals 1 and 3 will support this goal.

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)
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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.

Playworks training was provided, however, school closures affected data gathering.

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

No school expenditures listed in this section, no fiscal impact. However, school closures affected full implementation of RISE initiative and counselor activities.

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.

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.

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 the end of the school year all students will be engaged in their learning and educated in an Safe and Drug-Free Environment conducive to learning.

Identified Need(s)

All students and family need to be connected and be a part of the overall school community. "Connectedness," overall safety and well-being of the students will decrease disciplinary suspensions and decrease chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Attendance Reports	7.9% of students were chronically absent (Dashboard)	Decrease the percent of chronically absent students by at least 2%.
AERIES Attendance Reports	96% Daily Attendance Rate for 2018-2019 school year	Average Daily Attendance will increase by 1%.
AERIES Discipline Reports	1% of students were suspended at least once (Dashboard)	Decrease the percent of suspensions which would result in less than 1%.

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

Schedule parent informational and attendance education meetings with parents of students that are chronically absent and at-risk of becoming 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)

	Attendance 1000-1999: Certificated Personnel Salaries
	Attendance 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

Attendance meetings and professional development for staff provided by school counselor.
Additional time proved for communication, coordination, and planning of site attendance plan.

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
	Attendance 3000-3999: Employee Benefits
	Attendance 2000-2999: Classified Personnel Salaries
	Attendance 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

Materials and supplies for rewards, recognition, and other incentives that engage students, promotes attendance, and encourages positive 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)

1500

Source(s)

Attendance
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

Enhance communication with parents in regards to attendance through mailings, media, and other forms of 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)

Attendance
5000-5999: Services And Other Operating Expenditures

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

Deliver daily morning message using a program such as "Project Wisdom."

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

Support student organizations that build character, foster community, and help students' socio-emotional growth such as, but not limited to, Student Council and PALS.

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

Conduct at least one character building or bullying prevention assembly

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 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Conduct at least one Family Academic Night (Science, Math, 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)

1700

LCFF-EL
1000-1999: Certificated Personnel Salaries

392

LCFF-EL
3000-3999: Employee Benefits

220

LCFF-EL
2000-2999: Classified Personnel Salaries

74	LCFF-EL 3000-3999: Employee Benefits
220	LCFF-LI 2000-2999: Classified Personnel Salaries
74	LCFF-LI 3000-3999: Employee Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Engage parents in student learning by supporting their attendance to the California Association of Bilingual Education (CABE) conference.

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

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.

Strategies were partially implemented. Attendance professional development was given by our counselor to teachers and parents. Incentive programs were in place, however school closure impacted ability to fully utilize funds as intended.

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

Funds that were designated for all activities were unable to be used when school closed.

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.

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.

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
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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
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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)

By June 2019, 5th grade Promenade students will be prepared for Middle School having attended no less than 3 counseling presentations and demonstrating progress towards meeting or exceeding state standards as evidenced by CAASPP data.

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.

	LCFF-LI
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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	\$36,288.00

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 (\$)
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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 (\$)
Attendance	\$1,500.00
LCFF-EL	\$16,237.00
LCFF-LI	\$18,551.00

Subtotal of state or local funds included for this school: \$36,288.00

Total of federal, state, and/or local funds for this school: \$36,288.00

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	16,237	0.00
LCFF-LI	18,551	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
LCFF-EL	16,237.00
LCFF-LI	18,551.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,570.00
2000-2999: Classified Personnel Salaries	2,760.00
3000-3999: Employee Benefits	2,834.00
4000-4999: Books And Supplies	5,224.00
5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	7,400.00

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	8,728.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,540.00

3000-3999: Employee Benefits	LCFF-EL	1,717.00
4000-4999: Books And Supplies	LCFF-EL	2,052.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	4,842.00
2000-2999: Classified Personnel Salaries	LCFF-LI	1,220.00
3000-3999: Employee Benefits	LCFF-LI	1,117.00
4000-4999: Books And Supplies	LCFF-LI	1,672.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	6,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,908.00
Goal 3	5,380.00

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
- 3 Parent or Community Members

Name of Members	Role
Francisco J. Gonzalez	Principal
Carolyn Brodeur	Classroom Teacher
Teresa Gilbert	Classroom Teacher
Nika Larue	Classroom Teacher
Sandra Kirley	Other School Staff
Michael Allen	Parent or Community Member
Angela Clark	Parent or Community Member
Rudy Medina	Parent or Community Member
Elgitz (E. J.) Wilkins	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
	Departmental 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, Francisco J. Gonzalez on
SSC Chairperson, Teresa Gilbert 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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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 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
Rosemary Kennedy Elementary School	33-66977-6116339	October 22, 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.

The School Plan for Student Achievement (SPSA) is a plan of actions and strategies to raise the academic performance of all students at Rosemary Kennedy Elementary School. Rosemary Kennedy continues to show growth and progress towards mastery of California Common Core State Standards (CCCSS). Our major areas of focus are determined based on federal educational goals and grade level academic standards. Data from assessments administered at the State and classroom levels are used to inform instruction and guide instructional planning. Collaboration and professional learning promote a mindset that foster continuous improvement with high expectations and equitable learning opportunities for all. Students, staff (certificated and classified), parents and community members analyze data and collaboratively provide input to help develop measurable goals, strategies and actions which ensure that economic, social and academic barriers do not impede the safety and education of our students. All resources received by the school are coordinated and utilized in a manner that supports students in acquiring the knowledge and skills required by CCCSS, so that students are college and/or career ready. This document will show planning, actions, and financial expenditures that align with the goal of increasing student achievement for all RMK Colts.

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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).

During the 2019-20 school year, prior and during the 2020-21 school year we asked our School Site Council, ELAC (English Language Advisory Committee), PTO parents, and staff for their input in the development of this SPSA (Single Plan for Student Achievement).

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 visits are conducted by administration to gather anecdotal information regarding instructional practices, alignment to CCCSS, rigor, intervention techniques, classroom management and student behavior. During formal observations, teachers are evaluated and receive feedback on all standards for the teaching profession. Feedback also includes commendations and recommendations for continuous growth and improvement. All teachers are formally observed every other year, unless offered a 5 year deferral in alignment with district criteria, contract and Education Code. In addition, administration reviews grade level collaboration minutes and provides feedback based on: data analysis, refinement of research based instructional strategies and implementation of standards based lessons that support student mastery. Individual staff members and grade level teams receive targeted support from instructional coach as needed based on administrative and staff recommendations.

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)

As a site we review data that includes both state and local/classroom assessments to determine areas that need focus in order to recoup any academic deficits based on these assessments. Classroom Instruction is aligned to standards and is spiraled into multi-tiered systems of support with a focus on considering learning progressions so that instruction continues to be accessible and rigorous for all. If students struggle we collaborate and work with all stakeholders to better support and target assistance. Supports may include SST, Target Time, 504 plan, or an IEP. For example, in Transitional Kindergarten, the PELI is administered to TK students three times a year and DIBELS is administered to students in grades K-5 three times a year as well. The data generated from these assessments is analyzed by teachers and support staff and is used to guide instruction and to identify "at-risk" students in need of targeted instruction during Target Time to re-mediate learning and close achievement gaps. Student achievement data for math, ELA and language development for ELL students is also used to support planning and delivery of targeted instruction during math, ELA and ELD instruction. Students with unique needs: English Language Learners, economically disadvantaged students, gifted and talented students, homeless/foster youth, and students with special needs are provided additional accommodations and modifications to their instruction in order to meet their specific needs. In some cases, SST actions, Individualized Education Plans (IEP) and 504 plans are used to support student needs.

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

The school staff implements the CCCSS and assessments that are aligned to the standards. Teachers meet regularly in grade level teams to monitor student progress and modify and improve instruction based on Common Assessments that are either formative/summative. We use CAASPP results, ELPAC results, DIBELS results and i-ready assessment results along with CA Dashboard data along with grade level assessments administered by teachers. This information is shared with the ELAC and SSC to assist in evaluating programs and updating the SPSA to better meet the academic needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Rosemary Kennedy Elementary has 100% of its staff meeting highly qualified ESEA standards.

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-assigned. All teachers at Rosemary Kennedy Elementary participate in professional learning multiple times during the year during site and district-wide professional learning opportunities. In addition, all paraprofessionals participate in timely professional learning sessions multiple times during the year during site professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. Monthly professional learning opportunities are provided to ensure that staff remain up-to-date on the latest research and instructional methods. Teachers also participate in full day articulation and collaboration days a minimum of twice a year to support ongoing professional learning and instructional planning for implementation of newly learned strategies and best instructional practices. During the school closures due to COVID-19 this work has been curtailed, but will continue when it is safe to do so. This may or may not occur during the 2020-21 school year. In addition, teachers have been provided with information, planning and collaboration on the new I-ready math and reading program. Professional Development has also focused on building our collective capacity to better assess and teach math and reading through the I-ready program. Factwise implementation support and resources have been provided to the entire teaching staff in previous years.

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

Staff Development is focused on implementing the Common Core Content Standards in all areas. Staff utilizes achievement data in ELA and math to determine their next steps of instruction as well as necessary assessment, instructional planning and intervention of at-risk students.

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

The site instructional coach provides support through attendance at grade level team articulation meetings, modeling of instruction, assistance in cognitive planning and data analysis. Teachers meet monthly and participate in articulation days throughout the school year to plan lessons, analyze student data, and develop strategies to assist students to meet grade level goals as well as revise instruction when necessary in order to meet their needs.

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

Teachers are provided two minimum days per month in order to collaborate as a grade level team. The focus during these meetings is to review student data, determine standards focus and instructional alignment. During this time the grade levels also focus on students not making the progress necessary and determining the focus of instruction during school wide Target Time (Response to Intervention). Please note that due to COVID-19 and distance learning Target Time may not be implemented, but will when it is safe again to do so. Key to planning is the intentional embedding of differentiated instruction that provide a high level of rigor that is inclusive of essential vocabulary and CCCSS aligned.

Teaching and Learning

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

California's SBE has adopted the CCCSS standards in ELA, Mathematics, and Science. The standards serve as the framework along with the state adopted ELA/ELD Framework and the Math Framework for directing district and site goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The instructional coach supports the teaching of ELA and math by collaborating with teachers to discuss instructional practices, cognitively plan lessons, co-teach lessons and/or model lessons. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal and formal feedback.

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

Students in Transitional Kindergarten (TK) and Kindergarten (K) receive a minimum 60 minutes of language arts instruction daily; students in 1st-3rd grades receive a minimum of 2 hours of language arts instruction daily; and students in 4th-5th grades receive a minimum 2 hours of language arts instruction daily. Students in grades TK/K receive a minimum of 45 minutes of math instruction daily and students in 1st-5th grades receive a minimum of 60-75 minutes of math instruction daily. In addition, 30 minutes of English Language Development (ELD) is provided to English Language Learners at their language proficiency levels daily and all students in grades 1st - 5th receive 100 minutes of physical education weekly. Every grade level has developed a common grade level schedule which adheres to the state and district expectations for instruction. Site administration monitors to ensure that every teacher is providing instruction to students based on the grade's academic standards. Please note that due to COVID-19 the amount of instructional minutes has been reduced for all grade levels as we are in a distance learning model and students are not presently at school. Once we return full time to the school site the above mentioned minutes will be adhered to.

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

Lesson plans reflect standards-based instruction. Within each grade level a common schedule and a common intervention period (Target Time) is assigned in order to provide targeted intervention for identified students in Reading Language Arts and Mathematics. In addition, systems for Multi-tiered Systems of Support (MTSS) and Student Success Team (SST) are in place as a means of formal support for at-risk students.

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

Rosemary Kennedy School complies with the District policy to provide student's access to standards and textbooks that allow for the standards to be taught in a rigorous manner. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards. Students have access to standards-based materials in their classroom and available for check-out. Many supplemental materials are available and used in the classroom and at home are to extend learning time and to support students.

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

Students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials. Each student is provided with textbooks, anthology and consumable practice workbooks. Teachers also use district adopted and approved supplemental resources to assist students in attaining mastery of standards. Grade level intervention blocks (Target Time) promote flexible student groupings and create opportunities for teachers to address diverse student needs by providing targeted, skill based lessons in response to student needs. Small group instruction allows teachers to differentiate lessons and utilize instructional strategies for at-risk and ELL students requiring remediation and English Language Development support. In addition, all staff have Teachers' Editions, supplemental materials, and other resources in order to fully implement the CCCSS. Rosemary Kennedy utilizes assessments on the standards to determine students academic deficits/needs. Students in grades K-5 that have been identified as being behind are provided ELA instruction that is aligned to grade level standards assessments and small group instruction is provided by the Literacy Specialist to recoup reading and other academic deficits. Students in grades K-5 are provided intervention support through use of supplemental materials that are standards-aligned during their intervention block time (Target Time). Due to COVID-19 many of these resources are being provided online and through virtual support and instruction.

Opportunity and Equal Educational Access

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

Rosemary Kennedy Elementary is in its twelfth year of including intervention as part of the regular school day. There are a number of benefits to doing intervention during school hours:

- Student attendance is consistent and mandatory.
- Intervention curriculum is directly tied to current learning and can be individualized appropriately and immediately.
- Teachers work as a team to provide intervention to identified students at their grade level; thus, maximizing the number of students that can be supported.
- The repertoire of support (administrative, specialists, aides, other teachers) is on hand for immediate consultation.
- Collaboration during intervention block time is also supported by utilizing our classified support staff such as resource aide, campus supervisors, special education aides, and bilingual instructional assistant which reduces the student to adult ratio for struggling learners.

Rosemary Kennedy also provides extended learning opportunities for students who are retained or who are at-risk of being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. Students may participate in the Half-Time after school program, which provides a quiet homework completion environment, support in math and language arts, and additional academic enrichment grade level specific focusing on English Language Arts and math skills. Collaboration on intervention and instructional practices are facilitated to HALF-Time Staff and by our teachers and site principal. The instructional coach supports teachers and HALF-Time staff in the implementation of differentiated instruction to meet students' diverse needs. Teachers also differentiate instruction and provide small group instruction to students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, incorporating accommodations and using strategies to address specific student needs based on achievement results from informal and formal assessments including, ELPAC, Common Formative Assessments, DIBELS, I-Ready math and reading assessments and standardized assessments (CAASPP).

Evidence-based educational practices to raise student achievement

Teachers focus their instructional efforts on research-based, high-leverage strategies that address the unique needs of all learners. RMK provides multiple learning opportunities for students that are not meeting grade level standards. Teachers differentiate instruction and provide small group instruction to students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, incorporating accommodations and using strategies to address specific student needs based on achievement results from informal and formal assessments including, ELPAC, Common Formative Assessments, DIBELS, i-Ready math and reading online assessments and also standardized assessments (CAASPP) when administered.

Intervention support at Rosemary Kennedy Elementary includes: small group instruction, intervention/enrichment block (Target Time), and an MTSS approach to supporting students including, but not limited to SST. In addition, some students will receive an additional layer of targeted literacy instruction from our Literacy Specialist.

Other services provided within our school to assist at-risk or under-performing students include:

- *Resource Program (RSP)--assist special education students to meet IEP goals
- *Speech and Language Specialist--serve special education students with speech/language needs
- *Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
- *Instructional Coach--assist classroom teachers in identifying and leveraging best instructional practices
- *Literacy Teacher--assist at-risk students with supplemental instruction in literacy
- *The Health Center--provides a nurse on-call and a health assistant at school site
- *Library Assistant--assist students in developing a love for reading, conducting research and locating and checking out our library books/resources
- *Psychologist--supports staff and evaluates students for qualification into special education
- *Counselor--supports students by providing character development lessons and provides assistance to families and students
- *Attendance Program--ensure students are attending school on a regular basis and obtaining adequate instructional minutes.

Parental Engagement

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

Students that are identified as under-achieving are invited to tutoring before/after school with a focus on Reading Language Arts and Math. At-risk students are also invited to attend our Half-Time Intervention Program, are SST'd, and are referred to our literacy teacher for support during the school day. As mentioned earlier the following supports are provided to support under-achieving students:

- *Resource Program (RSP)--assist special education students to meet IEP goals
- *Speech and Language Specialist--serve special education students with speech/language needs
- *Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
- *Instructional Coach--assist classroom teachers in identifying and leveraging best instructional practices
- *Literacy Teacher--assist at-risk students with supplemental instruction in literacy
- *The Health Center--provides a nurse on-call and a health assistant at school site
- *Library Assistant--assist students in developing a love for reading, conducting research and locating and checking out our library books
- *Psychologist--supports staff and evaluates students for qualification into special education
- *Counselor--supports students by providing character development lessons and provides assistance to families
- *Attendance Program--ensure students are attending school on a regular basis and obtaining adequate instructional minutes. Our goal this year is to improve our attendance from the previous school year.

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)

Parent involvement is highly valued at Rosemary Kennedy School. Parent Advisory groups meet regularly throughout the school year to provide valuable input. Parents at Rosemary Kennedy are encouraged to participate in the development, implementation, and monitoring of the site's action plan (SPSA). Parents, staff, and community members participate in this process through SSC and ELAC meetings. Parents are encouraged to become active participants in their child's learning. In addition, parents are also encouraged to participate in classroom visits throughout the school year to see student learning and the importance of students mastering early building blocks in literacy and mathematics to be successful in subsequent grade levels. We also have a Parent Involvement Policy (PIP) that outlines all the ways parents can get involved in our school. The Parent Involvement Policy is distributed annually as part of data confirmation and is discussed during parent meetings. The Parent Involvement Policy is updated and approved every year based on input from all stakeholders. Parent participation and attendance in our parent groups provides parents the opportunity to fully understand the workings of the public educational system, along with the programs and services offered at RMK. Meeting times are adjusted to meet the needs of the parents and to enhance participation. The RMK PTO sponsors multiple activities throughout the year including; school dances, family fun nights, and book fairs. They also support fundraising efforts to support student study trips and fifth grade end of the year promotion celebrations. Please note that due to school closures related to COVID-19 some or many of these activities may or may not be possible during the 2020-21 school year. When it is possible we will reach out to our students and parents online and through virtual meetings, trainings, and school activities.

Funding

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

Services provided by categorical funds that enable under-performing students meet standards include:

- *Support of students and teachers through the funding of our Instructional Coach
- *Before/After School Tutoring in ELA and math
- *Parent Workshops/Training's (AVID, ELD standards, Math CCCSS, Homework help, Counseling)
- *Supplemental resources - Accelerated Reader, i-Ready program, Ready Common Core math books in grades 3-5, Starfall, Mobymax, Wonders materials, math manipulatives
- *Grade level articulation days for all teachers in all grades
- *Konica-Minolta printers and toner products
- *We also provide technology (laptops, LCD projectors, elmo imaging devices, and printers) to enhance classroom instruction and to provide additional computer/technology access to our students

Fiscal support

Categorical funds utilized for the above noted services include: LCFF-Low Income, LCFF-English Learners, and Title I.

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 the Rosemary Kennedy Elementary stakeholders took place on the following dates:

RMK Staff - The staff met on Friday, September 4, 2020 and provided input including suggestions and recommendations towards the development of the 2020-21 SPSA.

ELAC - This committee of parents met on Thursday, October 24, 2020 and provided input including suggestions and recommendations towards the development of the 2020-21 SPSA.

School Site Council - This team meet on Thursday, September 17, 2020 and on October 22, 2020 to provide input and to review and approve the 2020-21 SPSA.

Resource Inequities

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

As of October 2020, Rosemary Kennedy Elementary School is not identified as a Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) 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	0.43%	0.41%	0.44%	2	2	2
African American	1.52%	2.04%	1.77%	7	10	8
Asian	2.39%	2.86%	3.55%	11	14	16
Filipino	%	0.2%	0%		1	0
Hispanic/Latino	82.86%	81.19%	82.93%	382	397	374
Pacific Islander	0.22%	0.61%	0.22%	1	3	1
White	11.50%	11.45%	9.76%	53	56	44
Multiple/No Response	0.43%	0.41%	1.33%	2	2	0
Total Enrollment				461	489	451

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	82	78	82
Grade 1	74	84	62
Grade 2	71	81	74
Grade3	75	76	77
Grade 4	88	76	74
Grade 5	71	94	82
Total Enrollment	461	489	451

Conclusions based on this data:

1. Since the 2016-17 school year RMK has seen a decrease in student enrollment from 514 students to 489 students. This is a decline of 25 students. It is unknown exactly why there is a decline however declining birth rates in the state of California are suspected to be the primary reason.
2. The composition of student groups has been relatively stable for the past three years with minimal changes occurring within each of our identified student groups. We have eight (8) different subgroups of student ethnicity. The largest subgroup is the Hispanic/Latino subgroup with 397 students during the 2018-19 school year. This is a decrease of 26 students, which mirrors the decline of the overall student enrollment of Rosemary Kennedy Elementary.
3. The composition of our second largest subgroup the white subgroup has slightly declined from 60 students in 2016-17 to 56 students in 2018-19. This is a relatively stable number and may be due to single family housing. No apartment complexes or transitional housing exist within our school's boundary lines.

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	192	187	140	41.6%	38.2%	31.0%
Fluent English Proficient (FEP)	16	15	58	3.5%	3.1%	12.9%
Reclassified Fluent English Proficient (RFEP)	22	19	50	9.7%	9.9%	26.7%

Conclusions based on this data:

1. In the past three years our EL population has decreased from 226 students to 187 students, which is a decrease of 44% ELL in 2016-17 to 38.2% in the 2018-19 school year. This decrease may be due to the decline in enrollment of Hispanic/Latino students who make up the largest portion of EL students at RMK.
2. Our Fluent English Proficient (FEP) population has remained virtually unchanged the past three years going down slightly from 17 students in 2016-17 to 15 students in 2018-19. The percentage change as a percentage of the population went from 3.3% in 2016-17 to 3.1% in 2018-19.
3. Our RFEP population has increased overtime since we started the practice of re-designating students as early as TK. We increased our percentage from 8.5% (20 students) in 2016-17 to 9.9% (19) students in the 2018-19 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	76	74	95	75	74	95	75	74	99	98.7	100
Grade 4	70	94	83	69	94	83	69	94	83	98.6	100	100
Grade 5	108	71	95	105	71	94	105	71	94	97.2	100	98.9
All Grades	274	241	252	269	240	251	269	240	251	98.2	99.6	99.6

* 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	2393.	2417.	2396.	10.53	13.33	16.22	28.42	37.33	14.86	24.21	25.33	33.78	36.84	24.00	35.14
Grade 4	2462.	2466.	2458.	24.64	24.47	14.46	28.99	29.79	38.55	14.49	20.21	20.48	31.88	25.53	26.51
Grade 5	2478.	2496.	2496.	18.10	14.08	12.77	28.57	35.21	36.17	16.19	28.17	24.47	37.14	22.54	26.60
All Grades	N/A	N/A	N/A	17.10	17.92	14.34	28.62	33.75	30.68	18.59	24.17	25.90	35.69	24.17	29.08

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	12.00	14.86	44.21	62.67	47.30	44.21	25.33	37.84
Grade 4	17.39	26.60	15.66	59.42	46.81	61.45	23.19	26.60	22.89
Grade 5	19.05	15.49	25.53	38.10	63.38	55.32	42.86	21.13	19.15
All Grades	15.99	18.75	19.12	45.72	56.67	54.98	38.29	24.58	25.90

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	12.63	17.33	6.76	46.32	48.00	59.46	41.05	34.67	33.78
Grade 4	27.54	15.96	9.64	40.58	57.45	65.06	31.88	26.60	25.30
Grade 5	25.71	23.94	21.28	41.90	56.34	53.19	32.38	19.72	25.53
All Grades	21.56	18.75	13.15	43.12	54.17	58.96	35.32	27.08	27.89

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	11.58	20.00	12.16	66.32	66.67	72.97	22.11	13.33	14.86
Grade 4	20.29	12.77	13.25	60.87	71.28	71.08	18.84	15.96	15.66
Grade 5	14.29	9.86	13.83	63.81	71.83	61.70	21.90	18.31	24.47
All Grades	14.87	14.17	13.15	63.94	70.00	68.13	21.19	15.83	18.73

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	22.11	24.00	14.86	42.11	54.67	47.30	35.79	21.33	37.84
Grade 4	20.29	21.28	14.46	59.42	55.32	57.83	20.29	23.40	27.71
Grade 5	19.05	16.90	19.15	51.43	64.79	56.38	29.52	18.31	24.47
All Grades	20.45	20.83	16.33	50.19	57.92	54.18	29.37	21.25	29.48

Conclusions based on this data:

1. RMK CAASPP results showed a slight decrease in the percentage of students meeting or exceeding standards in ELA from 45.72% in 2016-17 to 45.02 in 2018-19. This slight decrease may be a result of the highlighted focus we have had on mathematics culture, instruction, assessment, professional development and support at RMK.
2. The reading domain on the CAASPP is our highest performing area with 19.2% of our students above standard. The writing domain is our lowest domain with 13.15% of students above standard. This is a decrease from 2016-17 when 21.56% were above standard in writing. This change may be due in large part to the elimination of short answer response and writing on the ELA portion of the CAASPP that was administered in spring of 2019.
3. Our highest achieving grade level on the CAASPP was fourth grade. 52.01% of all fourth graders met or exceeded the ELA standards as measured by the CAASPP. Our lowest achieving grade level on the CAASPP was third grade as only 31.08% met or exceeded ELA standards. Third graders experienced this type of testing for the first time and may need more test prep, work with technology, or more refined instruction including intervention to help them met or exceed standards as measured by the CAASPP. Due to COVID-19 school closures there was no state testing in the the spring of 2020.

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	75	74	96	75	74	96	75	74	100	100	100
Grade 4	71	94	83	70	94	83	70	94	83	98.6	100	100
Grade 5	108	71	95	107	71	95	107	71	95	99.1	100	100
All Grades	275	240	252	273	240	252	273	240	252	99.3	100	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	2387.	2403.	2393.	4.17	6.67	2.70	27.08	28.00	28.38	20.83	28.00	29.73	47.92	37.33	39.19
Grade 4	2452.	2447.	2466.	7.14	5.32	8.43	21.43	25.53	32.53	48.57	42.55	40.96	22.86	26.60	18.07
Grade 5	2451.	2464.	2451.	6.54	5.63	4.21	11.21	14.08	13.68	21.50	35.21	28.42	60.75	45.07	53.68
All Grades	N/A	N/A	N/A	5.86	5.83	5.16	19.41	22.92	24.21	28.21	35.83	32.94	46.52	35.42	37.70

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	11.46	13.33	18.92	36.46	36.00	28.38	52.08	50.67	52.70
Grade 4	17.14	17.02	18.07	41.43	38.30	45.78	41.43	44.68	36.14
Grade 5	8.41	11.27	4.21	21.50	30.99	28.42	70.09	57.75	67.37
All Grades	11.72	14.17	13.10	31.87	35.42	34.13	56.41	50.42	52.78

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	12.50	17.33	9.46	44.79	40.00	43.24	42.71	42.67	47.30
Grade 4	14.29	8.51	14.46	55.71	48.94	62.65	30.00	42.55	22.89
Grade 5	9.35	9.86	4.21	32.71	52.11	38.95	57.94	38.03	56.84
All Grades	11.72	11.67	9.13	42.86	47.08	48.02	45.42	41.25	42.86

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	10.42	10.67	14.86	53.13	61.33	44.59	36.46	28.00	40.54
Grade 4	11.43	9.57	14.46	54.29	56.38	63.86	34.29	34.04	21.69
Grade 5	9.35	5.63	7.37	38.32	43.66	46.32	52.34	50.70	46.32
All Grades	10.26	8.75	11.90	47.62	54.17	51.59	42.12	37.08	36.51

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding the math standards increased to 29.37% in 2018-19 from 28.75 in 2017-18. Due to COVID-19 school closures there was no State testing for the 2019-20 school year.
2. Grade four had the highest grade level achievement on the CAASPP math test with 40.96% meeting or exceeding the standards.
3. In 2018-19 our students performed the best in the Communicating Reasoning domain with 63.94% at, near, or above the 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	1446.8	1444.1	1454.8	1454.9	1428.0	1419.1	35	24
Grade 1	1458.7	1430.3	1460.8	1435.6	1456.1	1424.6	31	33
Grade 2	1502.3	1486.6	1508.8	1485.4	1495.5	1487.4	28	28
Grade 3	1522.7	1448.2	1514.8	1442.0	1530.2	1454.0	37	20
Grade 4	1525.9	1533.2	1515.3	1539.4	1536.1	1526.7	32	31
Grade 5	1558.2	1501.0	1563.6	1498.7	1552.2	1502.9	19	27
All Grades							182	163

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	51.43	20.83	*	45.83	*	25.00		8.33	35	24
1	41.94	21.21	35.48	33.33	*	27.27	*	18.18	31	33
2	64.29	14.29	*	60.71		10.71	*	14.29	28	28
3	*	15.00	56.76	40.00	*	30.00	*	15.00	37	20
4	40.63	29.03	43.75	54.84	*	12.90	*	3.23	32	31
5	73.68	18.52	*	37.04		33.33	*	11.11	19	27
All Grades	46.70	20.25	36.81	45.40	12.09	22.70	*	11.66	182	163

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	51.43	29.17	*	45.83	*	16.67		8.33	35	24
1	64.52	24.24	*	39.39	*	24.24	*	12.12	31	33
2	85.71	25.00	*	53.57		14.29	*	7.14	28	28
3	51.35	20.00	32.43	60.00	*	5.00		15.00	37	20
4	56.25	61.29	*	35.48	*	0.00		3.23	32	31
5	84.21	40.74	*	33.33		14.81	*	11.11	19	27
All Grades	63.19	34.36	21.98	43.56	11.54	12.88	*	9.20	182	163

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	42.86	16.67	*	33.33	*	37.50	*	12.50	35	24
1	*	15.15	48.39	39.39	*	15.15	*	30.30	31	33
2	57.14	10.71	*	39.29	*	32.14	*	17.86	28	28
3	*	5.00	45.95	30.00	*	45.00	*	20.00	37	20
4	*	16.13	43.75	48.39	*	25.81	*	9.68	32	31
5	*	3.70	*	29.63	*	48.15	*	18.52	19	27
All Grades	33.52	11.66	38.46	37.42	17.58	32.52	10.44	18.40	182	163

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	77.14	25.00	*	70.83		4.17	35	24
1	74.19	57.58	*	30.30	*	12.12	31	33
2	85.71	17.86	*	67.86		14.29	28	28
3	51.35	10.00	43.24	65.00	*	25.00	37	20
4	56.25	38.71	37.50	58.06	*	3.23	32	31
5	68.42	14.81	*	66.67		18.52	19	27
All Grades	68.13	29.45	29.12	58.28	*	12.27	182	163

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	40.00	33.33	42.86	54.17	*	12.50	35	24
1	48.39	12.12	*	69.70	*	18.18	31	33
2	92.86	46.43	*	50.00	*	3.57	28	28
3	59.46	60.00	37.84	25.00	*	15.00	37	20
4	65.63	80.65	*	16.13	*	3.23	32	31
5	94.74	74.07		14.81	*	11.11	19	27
All Grades	63.74	50.31	25.82	39.26	10.44	10.43	182	163

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	31.43	12.50	62.86	83.33	*	4.17	35	24
1	35.48	39.39	41.94	21.21	*	39.39	31	33
2	60.71	10.71	*	67.86	*	21.43	28	28
3	*	5.00	70.27	65.00	*	30.00	37	20
4	*	12.90	68.75	77.42	*	9.68	32	31
5	*	11.11	63.16	66.67	*	22.22	19	27
All Grades	30.22	16.56	57.14	61.96	12.64	21.47	182	163

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	60.00	33.33	*	41.67	*	25.00	35	24
1	*	6.06	64.52	66.67	*	27.27	31	33
2	42.86	10.71	50.00	78.57	*	10.71	28	28
3	62.16	20.00	32.43	60.00	*	20.00	37	20
4	40.63	19.35	59.38	77.42		3.23	32	31
5	68.42	11.11	*	74.07	*	14.81	19	27
All Grades	48.90	15.95	42.86	67.48	8.24	16.56	182	163

Conclusions based on this data:

1. The 2017-18 academic year was the first time the newly adopted ELPAC assessments were utilized in the state of California. At RMK we had 182 ELL students take the ELPAC assessments.

In reviewing the ELPAC data RMK did very well. We had the second highest ELPAC scores in AUSD and many of our students reclassified as R-FEP as a result of being well developed ELL students as demonstrated on the ELPAC. In grades K - 2 students overall scaled scores were higher in oral language than written language, which indicates that the language development and ELD program is meeting the needs of our ELL students. In grades 3 and 4 written language scaled scores were higher than oral language scores indicating a stronger emphasis on reading comprehension and writing instruction in those grades. In grade 5, the overall oral language scaled scores were higher than written language scaled scores, perhaps indicating that the rigor in reading and writing instruction needs to be increased in order for students to score higher on the ELPAC.
2. We had a very smooth and effective ELPAC administration during the 2017-18 school year and we believe putting extra support staff (B.I.A. and instructional aides) in the classrooms during the school day and during ELA and ELD instruction contributed greatly to initial success on the ELPAC assessments at Rosemary Kennedy Elementary during the 2017-18 school year.
3. At the time of the development of the SPSA there was no 2018-19 assessment data available to review. Also due to COVID-19 school closures we did not complete our ELPAC testing and will not be getting results from the State level for 2019-20.

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
489	84.7	38.2	0.6
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	187	38.2
Foster Youth	3	0.6
Homeless	23	4.7
Socioeconomically Disadvantaged	414	84.7
Students with Disabilities	74	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.0
American Indian	2	0.4
Asian	14	2.9
Filipino	1	0.2
Hispanic	397	81.2
Two or More Races	4	0.8
Pacific Islander	3	0.6
White	56	11.5





Conclusions based on this data:

1. Nearly 85% of Rosemary Kennedy students live in poverty so it is imperative that staff find ways to help our students realize their full potential.
2. The majority of our student body is Hispanic with 382 students being Hispanic or 82% of all students at RMK.
3. 9.5% of our student body is in special education, which means these students have an IEP to help them overcome their speech, learning or medical disabilities.

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  Orange	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. This data is from two school years ago. There is no English Learner Progress data due to the ELPAC being introduced for the first time.
2. During the 2017-18 school year we were marked as yellow in ELA and Math. These results were based off CAASPP testing.
3. During the 2017-18 school year we were marked orange in the areas of Suspension Rate and Chronic Absenteeism.

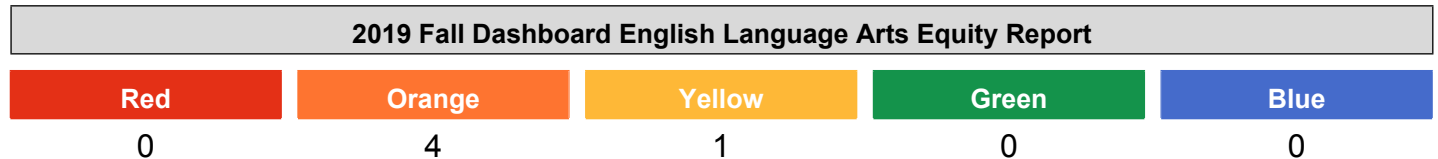
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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  Orange 14.1 points below standard Declined -5.3 points 235	English Learners  Orange 19.2 points below standard Declined -3.3 points 106	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Orange 20.1 points below standard Declined -10 points 201	Students with Disabilities  Orange 75 points below standard Increased Significantly ++34.8 points 40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 17.7 points below standard Declined -7.6 points 186	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Yellow 0.4 points below standard Declined -5 points 31

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 52.9 points below standard Declined -12.4 points 71	Reclassified English Learners 49 points above standard Declined -11.1 points 35	English Only 13 points below standard Declined -9.7 points 125
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Conclusions based on this data:

- Our ELA Academic Performance Indicator shows that our Students with Disabilities subgroup is performing at the orange level. However, when looking closer at this subgroup of 36 students they increased their performance by 21.3 points from the previous school year.
- Our overall rating for ELA was yellow. Three subgroups; English learners, Socioeconomically Disadvantaged, and Hispanic students all performed at the yellow level on the CA Dashboard. Each of these three groups increased their performance from the previous year. The Socioeconomically Disadvantaged subgroup increased their performance by 19.4 points from the previous year, which is the highest growth among all yellow subgroups. Our White subgroup was the highest performing subgroup and earned a green rating on the CA Dashboard. This group achieved above the standard by 4.6 points and increased their achievement from the previous year by 39.5 points. This subgroup contained 30 students which is a relatively small sampling of students.
- It is no surprise to us that Reclassified English Learners were the highest achieving students on the ELA CAASPP assessment. This subgroup of 27 students was 60.1 points higher than the grade level standard for ELA. In order to be reclassified students have to achieve standards in the classroom, on the ELPAC and have to score as meeting or above on the CAASPP to be considered for reclassification. There is no Dashboard available for the 2019-20 school year as schools closed on March 13, 2020 due to COVID-19.

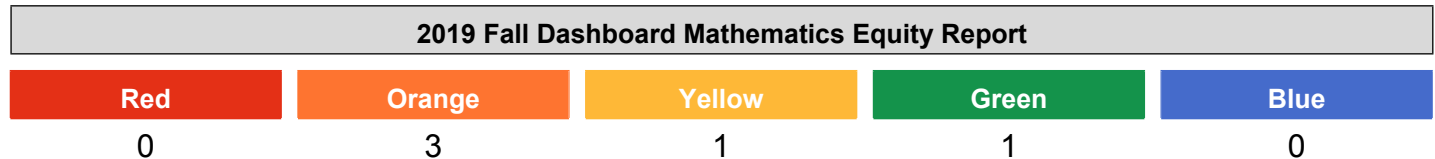
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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  Orange 44.1 points below standard Maintained ++0.3 points 236	English Learners  Orange 50 points below standard Maintained -1.9 points 106	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Orange 47.8 points below standard Maintained -1.4 points 202	Students with Disabilities  Yellow 90.6 points below standard Increased Significantly ++38.2 points 41

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 3	 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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50.5 points below standard Declined -5.5 points 187	 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 2	 Green 21.1 points below standard Increased Significantly ++15.4 points 31

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
70.7 points below standard Declined -10.4 points 71	8 points below standard Maintained ++2 points 35	41.6 points below standard Maintained ++0.3 points 126

Conclusions based on this data:

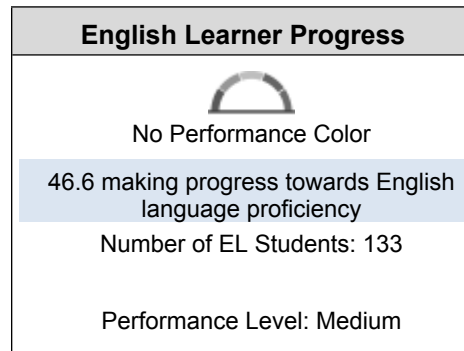
- Our overall rating in Math was yellow on the CA Dashboard. 226 students were tested. Our students increased their performance as an overall group by 10.1 points, but were still below the benchmark for math by 44.4 points.
- The three highest subgroups in math were the Hispanic subgroup, the Socioeconomically Disadvantaged and White subgroups. They all received a yellow rating. The Socioeconomically Disadvantaged subgroup increased their performance from the previous year by 11.6 points. The Hispanic subgroup increased their performance from the previous year by 9.4 points. The White subgroup increased their performance by 11.3 points from the previous year. Our English Language learners maintained an orange rating, but did increase their performance with 2.4 points of growth. Our Students with Disabilities increased their performance by 5.7 points, but are still 117.1 points below standard.
- Our Reclassified English Learners were the highest achieving math group at RMK, but were still 9.9 points below the grade level standard. They maintained their status from the previous year with less than one point of growth indicating that rigorous high quality math instruction and supports are needed in order to attain proficiency on the CCCSS math standards. There is no Dashboard available for the 2019-20 school year as schools closed on March 13, 2020 due to COVID-19.

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



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
21.8	31.5	5.2	41.3

Conclusions based on this data:

1. This data indicates that 46.7% of our students are Well Developed in their English Language proficiency as measured by the ELPAC, which had previously never been administered before.
2. Less than 5% of our students are considered at the Beginning Level in their English Language development based off the ELPAC results.
3. Over 83.5% of our EL students are Moderately Developed or Well Developed with their English Language proficiency according to the new ELPAC assessment. There is no data available for the 2019-20 school year due to school closing on March 13th due to COVID-19.

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.

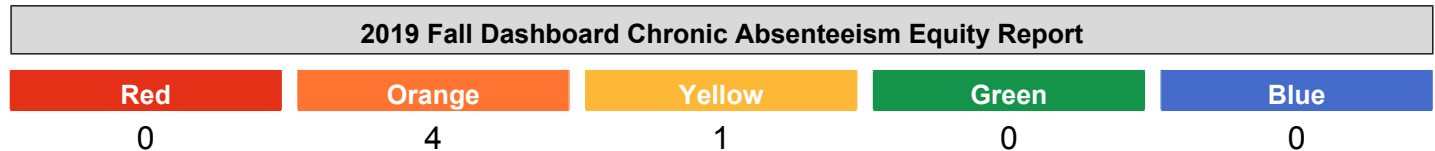
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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  Orange 8.9 Increased +0.5 530	English Learners  Orange 7.5 Increased Significantly +3.6 199	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color 12.5 Increased +6.3 32	Socioeconomically Disadvantaged  Orange 9.4 Increased +0.8 459	Students with Disabilities  Orange 16.5 Increased +4 97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>16.7</div> 12	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color <div>0</div> Maintained 0 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow <div>8.8</div> Maintained +0.4 431	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange <div>10.3</div> Increased +3.2 58

Conclusions based on this data:

1. Our school's Chronic Absenteeism rating was at an Orange level as measured by the CA Dashboard rating system. This percentage increased by .5% from the previous year. While student attendance incentives were in place this flu season was harsher than normal leading to more students missing more days of school.
2. Our lowest subgroups were the Hispanic subgroup and the Socioeconomically Disadvantaged subgroup with a rating of orange on the CA Dashboard. Both groups saw slight increases in Chronic Absenteeism, but are our two largest subgroups with over 400 students in each group meaning that dominating trends are going to affect these two subgroups the most like a harsh flu season.
3. Our highest subgroup by Race/Ethnicity was the White subgroup with a green rating on the CA Dashboard. This group of 56 students decreased their percentage by 9.3% to 7.1% chronically absent. It is not known why this group and not other racial/ethnic groups improved over others. There is no Dashboard available for the 2019-20 school year as schools closed on March 13, 2020 due to COVID-19.

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
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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.

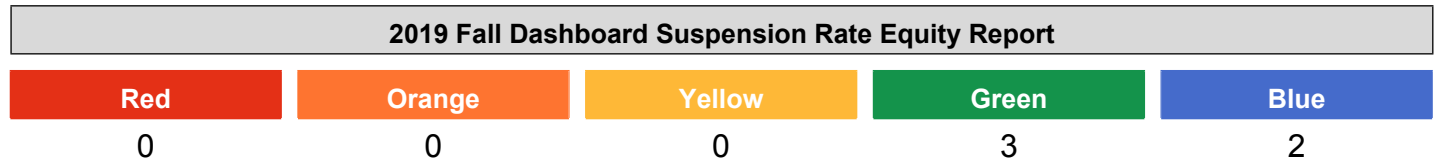
School and Student Performance Data

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.



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  Green 0.7 Declined -0.8 553	English Learners  Blue 0.5 Declined -0.5 209	Foster Youth  No Performance Color Less than 11 Students - Data Not 6
Homeless  No Performance Color 0 Maintained 0 35	Socioeconomically Disadvantaged  Green 0.8 Declined -0.9 474	Students with Disabilities  Green 2 Declined -2.6 98

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 8.3 Increased +8.3 12	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 0 Maintained 0 14	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Blue 0.4 Declined Significantly -1 452	Two or More Races  No Performance Color Less than 11 Students - Data 9	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Green 1.7 Declined -1.7 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	0.7

Conclusions based on this data:

1. The overall rating for Conditions and Climate is orange with a 1.5% of 521 students being suspended from school. This is a slight increase from the previous year where 1.2% of all students were suspended at least once. There is no Dashboard available for the 2019-20 school year as schools closed on March 13, 2020 due to COVID-19.
2. Only 1.0% of our English learners were suspended from school and this subgroup achieved a yellow rating and was the group with the least percentage of students being suspended from school.
3. 4.6% of our Students with Disabilities subgroup was suspended from school. This higher percentage is due to our campus hosting and operating the Emotionally Disturbed/Opportunity program for Alvord Unified and contains many students with significant behavioral issues.

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)

Goal 1.1 English Language Arts:

In grades 3 - 5, our goal is to increase the overall percentage of students meeting or exceeding proficiency on the CAASPP ELA assessment from 44% in 2018-19 to 50% in 2020-21.

For all grades K - 5, by June 2021, our goal is to have 70% of all students performing at or above grade level as measured by the End of Year DIBELS assessment.

Goal 1.2 Mathematics:

In grades 3 - 5, our goal is to increase the overall percentage of students meeting or exceeding proficiency on the CAASPP Math assessment from 30% in 2018-19 to 35% in 2020-21.

For grades 1 - 5, by June 2020, our goal is to have 50% of all students at or above grade level as measured by the End of Year I-Ready Math Diagnostic assessment.

Goal 2 English Language Learners:

Our goal is to increase the percentage of ELL students being reclassified as R-FEP from 14% in 2018-19 to 16% in 2020-21.

Please note that due to COVID-19 there is no data available for 2019-20 school year.

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)

ELA

To reach our ELA goals we will need to increase our students' reading comprehension abilities so they better understand the stories and the information that they read. Our CAASPP ELA data indicates that reading is a weakness in third grade. Our CAASPP ELA data indicates our fourth graders struggled with research/inquiry and fifth grade struggled the most with writing. More access to technology, reading interventions, and high quality rigorous instruction in all domains in these three grade levels will strengthen their overall abilities in ELA thus improving their performance on the annual CAASPP ELA assessment. In order to improve all of our students foundational reading skills early literacy skills must be taught, practiced and supported throughout the primary grades with interventions provided to students who are at-risk or lag behind their peers. Ongoing progress monitoring of students below the benchmark in reading as measured by DIBELS needs to occur and supports to help the students through our literacy teacher and Target Time intervention program must be impactful in leading towards positive growth for all students.

Math

To reach our goals in math we will need to use the intervention tools provided in I-Ready math along with the assessments to guide our instructional decisions and lesson planning. All classes in grades 3 - 5 must use the interim assessments in CAASPP to better prepare our students in grades 3 - 5 with the CAASPP. Our students are weak in the area of Number Sense and need to learn how to use mathematical rules and procedures and ideas more effectively.

ELL

In grades K - 2 students overall scaled scores were higher in oral language than written language, which indicates that the language development and ELD program is meeting the needs of our ELL students. In grades 3 and 4 written language scaled scores were higher than oral language scores indicating a stronger emphasis on reading comprehension and writing instruction in those grades. In grade 5, the overall oral language scaled scores were higher than written language scaled scores, perhaps indicating that the rigor in reading and writing instruction needs to be increased in order for students to score higher on the ELPAC assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to support ELA, math and ELL achievement goals noted above were based off data from the 2018-19 school year. At Rosemary Kennedy Elementary School we used CAASPP ELA assessment data along with DIBELS data to determine ELA goals, actions, and strategies needed to increase student achievement for all students, including at-risk, low income and ELL students. We used CAASPP math assessment data and I-Ready math diagnostic data to determine math goals, actions and strategies for all students, including at-risk, low income and ELL students. We used ELPAC scores and ELL reclassification data to determine goals, actions and strategies to support EL students.	<p>ELA Baseline: 44% of all students met or exceeded the standards as measured by CAASPP in 2018-19. In August of 2019 all students in grades K - 5, were administered the DIBELS assessment to determine baseline foundational reading skills. Here is the breakdown of how each grade level performed:</p> <p>Kindergarten: 40% on or above grade level</p> <p>First Grade: 70% on or above grade level</p> <p>Second Grade: 67% on or above grade level</p> <p>Third Grade: 60% on or above grade level</p> <p>Fourth Grade: 64% on or above grade level</p> <p>Fifth Grade: 64% on or above grade level</p> <p>Math Baseline: 30% of all students met or exceeded the standards as measured by CAASPP in 2018-19. In September of 2019 all students in grades 1 - 5, were administered the I-Ready math</p>	<p>ELA Goals:</p> <p>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 DIBELS 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 DIBELS achievement data from 2019-2020. Grade level achievement data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth on DIBELS when comparing beginning of year and end of year DIBELS data</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>diagnostic tool to determine baseline math data for every student. The results indicated the percentage of students meeting grade level standards at the beginning of the year for their new grade level. Here are their results:</p> <p>First Grade: 5% at or above grade level Second Grade: 4% at or above grade level Third Grade: 8% at or above grade level Fourth Grade: 8% at or above grade level Fifth Grade: 18% at or above grade level</p> <p>ELL Baseline: In 2018-19 we had 216 EL students and 30 students or 14% were reclassified to R-FEP based off AUSD requirements for reclassification. In 2019-20 we have 197 EL students and so far 20 students or 10% have been reclassified as R-FEP, which is based off AUSD reclassification criteria.</p> <p>Please note that due to COVID-19 there is no data available for the 2019-2020 school year.</p>	<p>from 2019-2020. In addition, effectiveness of instruction reports will be used to evaluate the percent of students who increased, maintained or decreased in performance level throughout the year. DIBELS achievement report will be analyzed to compare progress over multiple years. In addition, student achievement on the 2020-21 CAASPP ELA for grades 3 -5, grade levels will be evaluated.</p> <p>Math Goals: 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 achieved the goal of having 50% of all students met or exceed the standards for their grade level. Student achievement on the 2020-21 CAASPP Math for grades 3 -5, will be evaluated to determine if the goal was met.</p> <p>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-</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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

Instructional Coach

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)

129,591.00

Source(s)

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)

EL Students

Strategy/Activity

EI Parents to Attend CABA Conference

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)

1,000

Source(s)

LCFF-EL
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)

ELL Students

Strategy/Activity

EL Facilitator

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)

3,466

Source(s)

LCFF-EL
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)

EL Students

Strategy/Activity

Technology - laptop computers to support language acquisition, vocabulary development, and increased academic achievement 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)

10,924.00

Source(s)

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)

Socio-Economically Disadvantaged Students

Strategy/Activity

Ready Common Core math books, teaching materials, resources, math manipulatives that will support teachers in teaching the CCCSS to 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)

4,578

Source(s)

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

Konica-Minolta copiers lease/maintenance agreements

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)

8,056

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

Strategy/Activity

After School and Saturday Morning Tutoring

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)

5,000

Source(s)

LCFF-LI
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

Grade Level Articulation - Teacher Subs for Grades K - 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)

3,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

Strategy/Activity

Southwest (JIT) to purchase needed classrooms materials and 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)

1,500

Source(s)

LCFF-LI
4000-4999: Books And Supplies

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

Purchasing Technology -Printers, LCD projectors, Elmo projectors, laptop computers, headphones, monitors, mice hardware for classroom computers

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)

8,643.00

Title I
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.

This will be reviewed during the 2020-21 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.

This will be reviewed during the 2020-21 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.

This will be reviewed during the 2020-21 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)

Our goal is to have 80% of our teachers AVID trained and implementing the AVID Elementary program in their classrooms with their students by June 2021.

Identified Need(s)

We entered 2019- 2020 with having 65% of our teachers (mostly in grades 3 - 5) AVID trained either through Summer Institute or AVID Path trainings. In order to achieve full AVID implementation more teachers and certificated support staff need to be trained in order to eventually reach full implementation at Rosemary Kennedy. Beyond having beginning level AVID Elementary training there is also a need to revisit our implementation and our progress throughout the year. We need additional support trainings through RIMS AVID, via AVID Boost trainings, staff development during meetings or grade level release days in order to maintain and improve our overall implementation of AVID Elementary at Rosemary Kennedy Elementary School. We also need to go beyond basic level AVID implementation and provide deeper trainings on WICOR (Writing, Inquiry, Collaboration, Organization and Reading) to all staff. We continue to need financial support from our district in order to pay for the trainings, teacher subs, and organizational resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To develop our goal we used the 2018-19 AVID Certificated Self Study - CSS. Evaluation of the CSS from the 2018-19 school year of staff AVID training and implementation was used to develop the goal for 2020-21. We also used our AVID Staff Training Checklist to determine who needs to be trained and when trained staff was previously trained. To evaluate our goal for 2020-21 we will use the C.C.I. that will be completed in spring of 2021.	During the 2018-19 school year we were not able to send any teachers or certificated support staff to Summer Institute or to RIMS AVID Path trainings. Previously during the 2017-18 school year RMK teachers, certificated support staff, and one administrator attended AVID Summer Institute or AVID Path trainings to further help staff develop the knowledge and strategies necessary to implement AVID. Our CSS indicated the need to get more classroom teachers trained. During 2019 we were able to send 6 additional classroom teachers to AVID training. Due to COVID-19 stay at home hours, virtual learning and	We will evaluate our progress towards this goal based off how many staff members are sent to AVID Path trainings and by measuring their implementation of AVID through RIMS AVID walk-throughs, CCI results and feedback from our RIMS AVID coach. Six teachers and certificated support staff were sent to RIMS AVID Path trainings in October 2019. With the scheduled trainings and virtual support we expect to reach our goal of having 80% of our teachers implemented AVID with our students during the 2020-21 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school closures during the 2020-21 school year AVID implementation will vary from previous years.	

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 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AVID organizational tools; binders, pencil pouches, dividers, Nicky folders, pens, AVID pennants, professional development for teachers and teacher subs for conferences

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)

5,000

Source(s)

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.

This will be reviewed during the 2020-21 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.

This will be reviewed during the 2020-21 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.

This will be reviewed during the 2020-21 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 is to increase our Average Daily Attendance (ADA) by .5% from 2018-19.

Identified Need(s)

We need funding in order to provide attendance incentives for our students. We need meaningful incentives our students are going to work towards and the ongoing monitoring of their effectiveness once implemented. We also need an ability to recoup lost ADA during the school year so we can increase our ADA and subsequently reduce the percentage of students who are chronically absent from school. Saturday School we be offered once this year to help recoup lost ADA for students who have missed at least one day of school. On top of attendance incentives and recouping lost ADA via Saturday School we also need to enforce the SART procedures to ensure that students with chronic absenteeism have interventions provided to break the cycle of poor attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our monthly ADA averages for months August through June will be used to analyze and determine if improvements in ADA are made during the 2019-20 school year. We will also use our annual ADA percentage to determine if we reach the goal of improving our ADA by .5% for the 2019-20 school year.	In 2018-19 our ADA percentage was 95.67%	We expect to reach our goal of improving our ADA by .5% during the 2019-20 by using student attendance incentives, Saturday School to recoup ADA, and by enforcing our SART process.

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

ZooZingo Student Attendance Program January thru March of 2021

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)

500

Source(s)

Attendance
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

Purchase and Display RMK Colts Put-In Cups on chain link fence to promote school spirit

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)

700

Source(s)

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

CBEDS day student 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)

100

Source(s)

Attendance
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

Art Day in January 2021

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)

200

Source(s)

Attendance

0001-0999: Unrestricted: Locally Defined

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.

This will be reviewed during the 2020-21 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.

This will be reviewed during the 2020-21 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.

This will be reviewed during the 2020-21 school year.

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	\$182,258.00

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	\$149,290.00

Subtotal of additional federal funds included for this school: \$149,290.00

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	\$15,390.00
LCFF-LI	\$11,078.00

Subtotal of state or local funds included for this school: \$32,968.00

Total of federal, state, and/or local funds for this school: \$182,258.00

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	15,390.00	0.00
LCFF-LI	11,308.00	230.00
Title I	149,060.00	-230.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	15,390.00
LCFF-LI	11,078.00
Title I	149,290.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	200.00
1000-1999: Certificated Personnel Salaries	141,057.00
4000-4999: Books And Supplies	31,945.00
5000-5999: Services And Other Operating Expenditures	8,056.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Attendance	200.00
4000-4999: Books And Supplies	Attendance	1,300.00

4000-4999: Books And Supplies	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	3,466.00
4000-4999: Books And Supplies	LCFF-EL	10,924.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	5,000.00
4000-4999: Books And Supplies	LCFF-LI	6,078.00
1000-1999: Certificated Personnel Salaries	Title I	132,591.00
4000-4999: Books And Supplies	Title I	8,643.00
5000-5999: Services And Other Operating Expenditures	Title I	8,056.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	175,758.00
Goal 2	5,000.00
Goal 3	1,500.00

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
Jason Burns	Principal
Jennifer Guy	Classroom Teacher
Brittany Reese	Classroom Teacher
Tamara Record	Classroom Teacher
Angie Barajas	Parent or Community Member
Monica Dominguez	Parent or Community Member
Sara Wheaton	Other School Staff
Bryn Pellegrino	Parent or Community Member
Nadia Templeton	Parent or Community Member
Ana 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

Other: School Site Council, Chairperson Bryn Pellegrino

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 22, 2020.

Attested:



Principal, Jason Burns on October 22, 2020



SSC Chairperson, Bryn Pellegrino on October 22, 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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)



ROSEMARY KENNEDY ELEMENTARY SCHOOL

TITLE-I PARENT-STUDENT-STAFF COMPACT

2020 - 2021



PARENT RESPONSIBILITIES

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:

- Attend Parent Conferences, Back-to-School Night, Open House, parent advisory groups, parent education opportunities, and volunteering if possible.
- Actively support the school/district discipline and attendance policies.
- Treat other parents and staff with respect.
- Monitor and assist with the completion of daily schoolwork and homework; and return any paperwork that requires parent signature.
- Complete free and reduced lunch applications by August 30th, if applicable
- Set aside at least 20 minutes a day for reading with my child or ensure reading is practiced daily.
- Provide appropriate materials and a quiet place for my child to study.
- Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Have my child attend school on time each day and be prepared for a full day of learning.
- Be aware of and have access to grade level standards.

Parent/Guardian Signature

Date

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Attend school everyday and be on time.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Learn/master grade level standards.
- Respect the personal rights and property of others.
- Participate actively in class and ask for help when I need it.
- Complete and return all classwork and homework in a thorough, legible, and timely manner.
- Be drug, alcohol, tobacco, and violence free.
- Ensure all school communications are given to parents and returned in a timely manner.
- Be aware of and have access to grade level standards.

Student Signature

Date

STAFF RESPONSIBILITIES

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:

- Provide high quality curriculum and instruction.
- Teach all grade level standards and provide parents/students access to the standards.
- Maintain communication regarding students' progress in class to both student and parent.
- Hold an annual (minimum one) Parent-Teacher conference where the Parent-Student-Staff Compact will be discussed.
- Be aware of the individual needs of each student.
- Provide a safe, positive, healthy learning environment at RMK.
- Treat all students fairly and with respect.
- Form caring and genuine relationships with students.
- Provide homework, which reflects concepts taught in class.

Teacher Signature

Date

ALVORD UNIFIED SCHOOL DISTRICT

ROSEMARY KENNEDY ELEMENTARY

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.

Rosemary Kennedy Elementary agrees to implement the following 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 will provide a Parent Needs Survey to determine site specific needs and suggestions
- 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. Rosemary Kennedy Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Input from parents will be solicited at monthly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Colt Café meetings throughout the school year
- A site Parent Needs Survey or an online survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions
- This policy will be shared at Back to School Night and at the Annual Title I meeting
- Teachers will share the revised policy with parents
- Revisions of the Parent Involvement Policy will also be shared with parents through emails, Peachjar, website, virtually, or via hard copies sent home.

2. Rosemary Kennedy Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- The Parent Involvement Policy will be distributed at the beginning of the 2020- 2021 school year.
- Teachers will distribute the policy during the first month of school
- Copies of the Parent Involvement Policy will be available in the main office
- During data confirmation (re-registration)

3. Rosemary Kennedy Elementary will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The Parent Involvement Policy will be reviewed or revised every year
- Review of the Parent Needs Survey, school academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy

4. Rosemary Kennedy Elementary 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,
 - Parent Notices
 - Distribution of Parent Involvement Policy
 - Copy of School's three-way compact
 - About their school's participation in Title I:
 - Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement
 - Meeting notices will be sent home with students at least 48 hours in advance to provide notice and encourage parent involvement
 - The policy will be distributed during Back to School Night, Parent Conferences, SSC, ELAC, Parent Teacher Organization (PTO), and available in the office
5. Rosemary Kennedy Elementary will hold a flexible number of meetings at varying times as these services relate to parental involvement:
 - Child care may be provided for meetings with advance notice
 - Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement
 - Special contact (written or using the message broadcast system) will be made to invite parents of English learners
 - Parents Need Survey will be utilized to plan trainings, meetings, workshops, or other events of interest identified
6. Rosemary Kennedy Elementary 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, ELAC, and other meetings a minimum of 72 hours in advance
 - Notices and agendas will be posted in front office bulletin board 72 hours in advance
 - Results of annual state testing will be mailed home in a timely manner as well as reviewed by teachers during parent conferences
7. Rosemary Kennedy Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of

academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Teachers review grade level standards, curriculum, and assessments used to monitor student progress as well as explain proficiency levels during Back to School Night
 - Teachers send home Welcome Letters which include grade level expectations, standards, curriculum, and assessment used to monitor student progress
 - Parent Conferences
 - Annual Title I Meeting
 - Principal will present and explain State level expectations, current District and Site data on CAASPP assessments
 - A review of grade level standards, curriculum, and assessments used to monitor student progress as well as an explanation of proficiency levels during parent meetings (i.e. SSC, ELAC)
8. Rosemary Kennedy Elementary 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)
 - Colt Cafe
 - Parent Teacher Organization (PTO) Meetings
 - Every year a Needs Assessment Survey or Thought Exchange will be sent out by AUSD
 - A site Parent Needs Survey will be sent home once a year to all parents via Thought Exchange in order to allow input from those unable to attend school functions
9. The Rosemary Kennedy Elementary will submit to the district any parent comments if the schoolwide 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, and parent meetings; comments and suggestions are noted in the minutes and any unsatisfactory comment in regards to the plan will be forwarded to the district
 - If any parent comments dissatisfaction in the schoolwide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Assistant Superintendent
 - All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments

10. Rosemary Kennedy Elementary 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 during any related school event/function/meeting will be provided in parents primary language if requested

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Rosemary Kennedy Elementary 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:

- Teacher conferences
- School calendar of events
- Progress reports
- Back to School Night
- SSC meetings
- ELAC meetings
- Fliers to inform parents of trainings, events, and programs
- PTO meetings
- Family Nights
- Three-Way Compact
- Phone Calls
- Annual Title I meeting
- Open House Night

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parent input through Parent Needs Survey, ELAC and SSC
- Three-Way compact will be shared during Back to School Night, reviewed and signed at the parent conferences held in the first trimester of the school year; and revisited in the Annual Title I Meeting

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 and how to work with educators:
 - Parent workshops and trainings
 - Parent Conferences
 - Annual Title I Meeting
 - Back to School Night Presentations
 - Conference Attendance (i.e. CAFE, etc.)
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 and to foster parental involvement, by providing whenever possible:
- Adult Education offerings
 - Parent Resources
 - Parent Trainings (Technology, Literacy, Mathematics, etc...)
 - Helping Your Child with Homework Training
 - Science Fair Training
 - Family Nights
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 involvement and partnerships will be provided to teachers, paraprofessionals, and all support staff
 - Utilizing Character Counts Program
6. The district 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, public preschool and other programs that encourage and support parents in more fully participating in the education of their children, by:
- Provide parents training in regards to research based reading instruction by grade levels during Parent Council Meetings
 - Back to School night is to be held prior to the first day of school for all students
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:

- Event notices will be sent home in English and Spanish
- Announcements will be posted on school office bulletin board in English and Spanish shared via social media, all calls home and through email.
- Upcoming events will be shared verbally during the morning announcements for students and parents. Students will be encouraged to remind their parents of upcoming events.

PART IV. ADOPTION

The Rosemary Kennedy Elementary School Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs, as evidenced by School Site Council meetings.

This policy was adopted by the Rosemary Kennedy Elementary School Site Council on 5/27/2020 and will be in effect for the period of 2020-2021 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2020. The Rosemary Kennedy Elementary 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.



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
Phillip M. Stokoe Elementary School	33-66977-0113597	May 21, 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.

The School Plan for Student Achievement (SPSA) is a plan of actions and strategies to raise the academic performance of all students at Stokoe Elementary. Stokoe Elementary continues to show growth and progress towards mastery of California Common Core State Standards (CCCSS). Our major areas of focus are determined based on federal educational goals and grade level academic standards. Data from assessments administered at the district and classroom level are used to inform instruction and guide planning. Collaboration and professional learning promote a mindset that fosters continuous improvement with high expectations and equitable learning opportunities for all. Students, staff, parents and community members analyze data and collaboratively provide input

to help develop measurable actions, strategies and goals which ensure that economic, social and academic barriers do not impede the safety and education of our Stokoe students. All resources received by the school are coordinated and utilized in a manner that supports students in acquiring the knowledge and skills required by CCCSS so that students are college and career ready. This document will show actions, financial expenditures and planning to align with the goal of increasing student achievement.

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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).

Surveys were not administered during the 2019-2020 school year as a result of school closures. However, several surveys were administered in 2018-2019 to students, parents and staff. 98 5th grade students were surveyed with the California Healthy Kids Survey (CHKS). 56 parents were surveyed with the California School Parent Survey (CSPS) and 129 parents were surveyed with a site developed survey. Staff was surveyed with California School Staff Survey, but there was not a significant enough response to receive data report. All responses on CHKS were below state average. Parent responses on site survey and CSPS were statistically similar for common questions. Analysis of the surveys revealed the following:

Strengths:

*School and parents establish and have high expectations: 77% of students and 95% of parents feel our school has high expectations. 90% of students and 91% of parents report that staff wants students to do their best. 75% of students and 86% of parents report that staff believes students can do a good job.

*Clarity of rules: 79% of students and 100% of parents report that Stokoe clearly explains rules.

*Positive behavior on campus: 88% of students report that they engage in positive behaviors. Students report that they follow rules in class 89% of the time and 86% of the time on playground; that they listen to adults 87% of the time; and that they treat others kindly 93% of the time. 93% of parents report that students are taught to be kind and empathetic.

Areas in need of improvement:

*Caring adults: 62% of students feel that adult staff is caring. 70% of students and 87% of parents report that staff cares about students. 60% of students feel that staff listens to them and 56% feel that staff makes an effort to get to know them. 97% of parents feel that staff treats students with respect.

*Meaningful participation: 39% of students feel that they have opportunities for meaningful participation. Students report they are allowed to provide input related to school rules/activities 25% of the time and class rules/activities 27% of the time; that interesting activities are offered 59% of the time; that they have input into learning and instruction 19% of the time; that they are asked to share ideas 37% of the time; and that opportunities for them to help occur 52% of the time. Parents report that their input is solicited 77% of the time; and that their ideas are solicited 85% of the time.

*Connectedness: 61% of students feel connected to school. Students report that they feel close to others 41% of the time; that they are happy in school 64% of the time; that they feel part of the school 59% of the time; that they are treated fairly 74% of the time; and that they feel safe 67% of the time. Parents report that they feel welcome 96% of the time; that their concerns are addressed 91% of the time; that staff is helpful to students 97% of the time; and that the school offers opportunities for students to help 91% of the time.

Classroom Observations

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

Administration conducts consistent classroom visits on a weekly basis and provides timely formal and informal feedback to staff. Feedback is focused on leveraging highly effective instructional strategies, identifying areas in need of improvement, academic rigor and student engagement. During formal observations, teachers are evaluated and receive feedback on all standards for the teaching profession. Feedback also includes commendations and recommendations for continuous growth and improvement. All teachers are formally observed every other year, unless offered a 5 year deferral in alignment with district criteria. In addition, administration reviews PLC minutes and provides feedback based on: data analysis, refinement of research based instructional strategies and implementation of standards based lessons that support student mastery. Individual staff members and grade level teams receive targeted support from instructional coach as needed based on administrative recommendation.

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)

Teachers utilize a variety of formative, benchmark, grade level common assessments, and universal screening tools to determine academic performance of all students. In Transitional Kindergarten, the PELI is administered to TK students three times a year and DIBELS is administered to students in grades K-5 three times a year as well. The data generated from these assessments is analyzed by staff and used to guide instruction and to identify "at-risk" students in need of targeted instruction during intervention to remediate learning and close achievement gaps. Student achievement data for math and language development for EL students is also used to support planning and delivery of targeted instruction during math and D-ELD. Students with unique needs: English Language Learners, economically disadvantaged students, gifted and talented students, homeless/foster youth, and students with special needs are provided additional accommodations and modifications to their instruction in order to meet their specific needs. In some cases, Individualized Education Plans (IEP) and 504 plans are used to support student needs.

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

Student achievement data is consistently reviewed by staff during structured collaboration, leadership team meetings and staff meetings. Assessments are used to monitor student progress towards meeting grade level standards. Data from Common Formative Assessments, end of unit assessments, Silicon Valley Math Initiative (SVMI), DIBELS, ELPAC, CAASPP and other assessments are analyzed by teachers to guide planning, to determine best instructional practices and to cognitively plan lessons to meet diverse student needs. Some data is entered into EADMS and DIBELS data is entered into Dibels.net. EADMS and Dibels.net facilitate the planning of timely interventions and are also used to monitor the effectiveness of those interventions. In addition, staff uses data from formative assessments to guide instruction and inform planning so that instruction is differentiated to meet the unique needs of each student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent instructional staff at Stokoe Elementary, 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 Stokoe Elementary are fully credentialed and participate in timely professional learning opportunities multiple times during the year during site and district-wide professional learning opportunities. In addition, all paraprofessionals participate in timely professional learning sessions multiple times during the year during site and district-wide professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. Monthly professional learning opportunities are provided to ensure that staff remain up-to-date on the latest research and instructional methods. Teachers also participate in full day articulation and collaboration days a minimum of four times a year to support ongoing professional learning and cognitive planning for implementation of newly learned strategies and best instructional practices.

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

Professional learning is aligned with CCCSS and is designed to meet the diverse needs of students and staff. Staff development includes: data analysis, close reading strategies, writing, foundational skills, conceptual understanding of math, strategies to support flexible math thinking and math habits of mind, Designated/Integrated ELD and development of standards based lessons to align with ELA/ELD frameworks and math progressions. 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 intervention, remediation, enrichment and small group instruction which support grade level areas of need.

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

Instructional Coach and district staff remain focused on developing high quality teaching and learning in every classroom. Instructional assistance and support for implementation and planning of lessons and best instructional strategies is provided at the site level by the site Instructional Coach with support of other site Instructional Coaches throughout the district. In addition, Stokoe Elementary has teacher leaders to support effective implementation of NGSS, GATE and AVID.

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 teams during collaboration on early release days. During collaborations, teachers analyze student data, discuss effective instructional strategies, cognitively plan lessons and identify at-risk students in need of targeted instruction during small group instruction within the classroom and targeted intervention groups within the grade level. Additionally, teachers have several full-day sub-release articulation and collaboration days throughout the school year which allows for more in depth cognitive planning and ongoing professional growth.

Teaching and Learning

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

Instruction is aligned with CCCSS utilizing adopted curriculum and various materials to ensure students meet grade level standards. Teachers cognitively plan standards based lessons using the pacing guides, Units of Study, ELA/ELD frameworks, math progressions and additional resources that support the teaching and rigor of the CCCSS. The Instructional Coach supports the teaching of ELA and math by collaborating with teachers to discuss instructional practices, cognitively plan lessons, co-teach lessons and/or model lessons. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback.

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

Students in Transitional Kindergarten(TK) and Kindergarten (K) receive a minimum 60 minutes of language arts instruction daily; students in 1st-3rd grades receive a minimum of 2 ½ hours of language arts instruction daily; and students in 4th-5th grades receive a minimum 2 hours of language arts instruction daily. Students in grades TK/K receive a minimum of 30 minutes of math instruction daily and students in 1st-5th grades receive a minimum of 60 minutes of math instruction daily. In addition, 30 minutes of English Language Development (D-ELD) is provided to English Language Learners at their language proficiency levels daily, and all students in grades 1st-5th receive 100 minutes of physical education weekly.

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

Teachers use pacing guides, scope and sequence from adopted curriculum and collaboratively work with grade level teams using standards and common assessments to develop pacing schedules for language arts and mathematics in order to ensure that all students have access to the core curriculum. Differentiated instruction is provided to students in Language Arts and Math for remediation and extension of learning. All students in 1st-5th grades who are performing below grade level participate in targeted small group intervention embedded within the regularly scheduled school day. Kindergarten students that demonstrate a need for additional support participate in intervention outside of their regularly scheduled school day. In addition, Multi-tiered Systems of Support (MTSS) and Student Success Team (SST) are in place as a means of formal support for at-risk students.

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

Stokoe Elementary follows district and state regulations when providing standards based instructional materials to all students. Every student has all materials for all adoptions in: language arts, math, social science, and science in alignment with the CCCSS. EL students also have appropriate materials for D-ELD instruction. Supplemental materials are available and provided as needed to support differentiation of instruction.

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

Stokoe is following the rigorous academic CCCSS adopted by the California Board of Education. The standards serve as a framework that guide the development of school, grade level and classroom goals. Standards also support the development of content objectives, language objectives and expected learning outcomes towards mastery of grade level standards. Instructional time is valued and protected. Stokoe teachers utilize pacing guides and scope and sequence within adopted curriculum to support planning for both ELA and Math.

All Stokoe students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials. Each student is provided with textbooks, anthology and consumable practice workbooks. Teachers also use district adopted and approved supplemental resources to assist students in attaining mastery of standards. Grade level intervention blocks promote flexible student grouping and create opportunities for teachers to address diverse student needs by providing targeted, skill based lessons in response to student needs. Small group instruction allows teachers to differentiate lessons and utilize instructional strategies for at-risk and EL students requiring remediation and English Language Development support. Writing instruction is aligned to CCCSS. In addition, all staff have Teachers' Editions, supplemental materials and other resources in order to fully implement the CCCSS.

Opportunity and Equal Educational Access

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

All under-performing students receive needed services to support and enable them to meet grade level CCCSS. This is accomplished through small group instruction within each classroom where targeted, skills based prescriptions are utilized to remediate skills as an intervention. Student progress for interventions is documented and our Multi-tiered Systems of Support (MTSS) along with our Student Success Team (SST) monitors and tracks at-risk student progress. Every grade level uses data sets multiple times a year to analyze trends and to identify specific learning needs of students in order to write prescriptions and to group students for targeted, skill based instruction during intervention. Daily intervention blocks with targeted literacy instruction in response to student needs occur school-wide. In addition, some students also receive additional time with literacy teacher for supplemental targeted literacy instruction to close achievement gaps. D-ELD instruction is provided to EL students at their language proficiency level for 30 minutes daily. Teachers actively monitor and document student progress and effectiveness of prescribed interventions as part of a tiered system of interventions. The use of MTSS ensures that students who have not responded to tiered interventions receive additional support through SST. The SST system and team effectively monitors at-risk students by developing action plans and strategies in response to student needs. In some instances, students are provided additional learning supports and accommodations in the form of 504 plans or Individualized Educational Plans (IEPs).

Evidence-based educational practices to raise student achievement

Teachers focus their instructional efforts on research-based, high-leverage strategies that address the unique needs of all learners. Stokoe provides multiple learning opportunities for students that are not meeting grade level standards. Teachers differentiate instruction, provide small group instruction and implement targeted intervention using prescriptions to remediate learning gaps for underperforming students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, incorporating accommodations and using strategies to address specific student needs based on achievement results from informal and formal assessments including, ELPAC, Common Formative Assessments, DIBELS, SVMI, benchmark assessments and standardized assessments (CAASPP).

Intervention at Stokoe includes: targeted, skill based prescriptions for remediation of ELA skills during intervention blocks, small group instruction, Zearn, strategic oral language development opportunities with productive partners, active engagement strategies, and differentiated questioning. In addition, some students receive an additional layer of targeted literacy instruction from literacy teacher and Kindergarten teachers provide additional support for at-risk students after school hours.

Other services provided within our school to assist underperforming students include:

- *Resource Program (RSP)--assists special education students to meet IEP goals
- *Speech and Language Specialist--serves special education students with speech/language needs
- *Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
- *Instructional Coach--assists classroom teachers in identifying and leveraging best instructional practices
- *Literacy Teacher--assists at-risk students with supplemental instruction in literacy
- *The Health Center--provides a nurse on-call and a health assistant at school site
- *Library Assistant--assists students in developing a love for reading, conducting research and locating and checking out library materials
- *Psychologist--supports staff and evaluates students for qualification into special education
- *Counselor--supports students by providing character development lessons and provides assistance to families
- *Materials Center--ensures that each teacher has core curriculum and core components needed for instruction
- *Attendance monitoring program--ensures students are attending school on a regular basis and obtaining adequate instructional minutes
- *Foster/Displaced Family Liaison--provide support and resources for students and families in need

Parental Engagement

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

During the 2020-2021 school year, Stokoe will provide many family engagement opportunities. Information for parents of incoming TK/Kindergarten students is provided through our TK/Kinder Camp. During parent involvement week, parents have the opportunity to attend STEM classroom activities with their child. Parents of 4th and 5th grade students may attend Science Fair Information night to assist them in supporting students with the scientific method. Students are provided a science board for attending the information meeting. All students and families are invited to family nights scheduled throughout the year focused on interactive STEAM activities. Also, each grade level provides parents with an opportunity to participate in interactive learning in the classroom with their child at various times throughout the year. In addition, strategies and resources for parents to support the academic and social needs of their child are provided during various parent meetings including ELAC, (Action Teams for Partnership) ATP and Principal's Coffee. Translation is provided during parent group meetings and home/school communications.

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)

Parent participation is valued at Stokoe Elementary. Stokoe Elementary has a Parent Involvement Policy that outlines all the ways parents can get involved in our school. The Parent Involvement Policy is distributed annually as part of data confirmation and is discussed during all parent meetings. Parent Involvement Policy is updated and approved every other year based on input from all stakeholders. The current Parent Involvement Policy is effective from 2020-2022. Parents are involved through four specific parent groups: Parent Teacher Organization (PTO), Action Teams for Partnership (ATP), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Participation and attendance in these groups provides parents the opportunity to fully understand the workings of the public educational system, along with the programs and services offered at Stokoe. Meeting times are adjusted to meet the needs of the parents and to enhance participation. PTO sponsors multiple activities and celebrations throughout the year including, book fairs, assemblies, dances, Color Run and Family Fun/Movie Nights. ATP is a partnership between parents, teachers and administration that develops an annual action plan for parent engagement and plans family involvement events and activities in order to strengthen the home/school connections and families ability to support at home learning. ELAC is an advisory council that provides input and recommendations about programs, services and opportunities offered to specifically support EL students in the acquisition of English Language Development, Language Arts and Math. Their advice and input is taken to SSC. SSC is the decision making body that assists in the planning, implementation and evaluation of the School Plan for Student Achievement (SPSA). This council analyzes and evaluates services and program effectiveness in order to make important decisions to positively impact Stokoe and student achievement.

Stokoe also recruits male family members to participate in Watch DOGS (Dads of Great Students). Watch DOGS is a program that encourages male participation on campus. Dads and other male family figures volunteer and serve as positive male role models for students throughout the school year.

Parents are also encouraged to get involved by attending monthly award assemblies, Principal's Coffee, Parent/Teacher conferences, Family Nights, Parent Involvement week, special classroom events and assemblies. In addition, parents are given the opportunity to observe or serve as a volunteer in their child's classroom. All events are posted on our school website, school marquee, on our Stokoe Instagram page and in monthly newsletters which contain a calendar of events and important reminders for the month. Parents also receive information from flyers posted on PeachJar and through phone, text and/or email reminders via BlackBoard Connect. Stokoe is an AVID school and the home/school connection is promoted through the use of daily planners, agendas and/or folders which support the development of time management and organizational skills for students and serve as a written communication tool between parents and teachers. Many teachers also communicate consistently through the use of digital apps such as REMIND, Class Tag and Class DoJo. Our Title 1 Compact is distributed annually as part of data confirmation and outlines key responsibilities and commitments for staff, students and parents. Title 1 Compact is updated and approved every other year based on input from all stakeholders. The current Title 1 Compact is effective from 2020-2022. Translation is provided for school correspondence and during events.

Funding

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

Categorical funds provide professional learning opportunities as well as opportunities for underperforming students to meet standards through supplemental materials, technology to support learning and digital literacy, targeted intervention, and other extended learning opportunities. Supplemental materials are purchased to support and enrich core programs. Professional learning opportunities promote and foster research-based strategies and techniques that support capacity building and ongoing learning opportunities so that teachers can more effectively help students attain mastery of standards. Categorical funds are also used to facilitate parent involvement activities. Family Nights provide parents with fun and engaging strategies to support at home learning. Parents of incoming Transitional Kindergarten and Kindergarten students also have the opportunity to attend TK/Kinder Camp which encourages school readiness strategies. Parents of 5th grade students have the opportunity to attend a Middle School transition meeting and learn strategies to support a successful emotional, developmental and academic transition from elementary school to middle school. In addition, categorical funds are used to support students and teachers through the funding of our Instructional Coach.

Fiscal support

The District provides additional fiscal support by funding two Bilingual Instructional Assistants, a Library Assistant and a Literacy Teacher. Additionally, the District funds staff development and the after school program which are an essential part of the overall educational program for 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

SSC, ELAC and staff are involved in the annual development of the plan (SPSA). ELAC members, staff members and SSC members review student achievement data, discuss effectiveness of programs and services and provide input for development of schoolwide goals during regularly scheduled monthly meetings. After reviewing and discussing data trends along with current actions and strategies, ELAC and staff members provide input by making suggestions and recommendations for the plan. SSC analyzes data trends, discusses current actions/strategies, evaluates effectiveness of programs/services and reviews input from staff and ELAC in order to assess the effectiveness of the plan and to develop new goals.

ELAC, staff and SSC members review and monitor the plan throughout the school year. During the final few months of the school year, ELAC, staff and SSC review student achievement data to determine progress and attainment of each of the SPSA goals. Each stakeholder group also reviews and discusses the actions and strategies that were implemented to assess effectiveness and make recommendations for ongoing implementation of our programs and services. Throughout the year, data reports and trends that align with the SPSA are presented to ELAC, staff and SSC to monitor and evaluate effectiveness.

Stokoe will continue to invite and include all stakeholders in monitoring, reviewing and evaluating the effectiveness of our school programs and services. In addition, we will create and promote opportunities to increase parent participation in parent committee meetings.

Resource Inequities

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

As of 2020, Stokoe is not identified as a Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) 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	%	0.29%	0.59%		2	4
African American	8.54%	8.01%	7.11%	59	56	48
Asian	1.74%	1.57%	1.33%	12	11	9
Filipino	2.03%	1.86%	1.63%	14	13	11
Hispanic/Latino	78.15%	77.4%	78.81%	540	541	532
Pacific Islander	1.45%	0.72%	0.74%	10	5	5
White	6.95%	8.01%	8%	48	56	54
Multiple/No Response	0.14%	0.72%	1.78%	1	5	0
Total Enrollment				691	699	675

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	128	136	128
Grade 1	104	112	98
Grade 2	120	105	114
Grade3	114	123	102
Grade 4	118	112	121
Grade 5	107	111	112
Total Enrollment	691	699	675

Conclusions based on this data:

1. The composition of student groups has been relatively stable for the past three years with minimal changes occurring within each of our identified student groups. Stokoe is comprised of eight distinct student groups. Approximately 77% of Stokoe students are of Hispanic or Latino descent. The student groups with the largest change over three years are Pacific Islander and White which have decreased by .72% and 1.19% respectively.
2. Total enrollment has been stable for the past three years and has decreased slightly by eight students.
3. Total enrollment across all grade levels has been relatively stable across three years. The grade levels with the largest discrepancy has been 4th and 5th grades with an increase of 9 students and a decrease of 28 students respectively. All other grade levels have maintained enrollment that has changed by three students or less.

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	255	236	173	36.9%	33.8%	25.6%
Fluent English Proficient (FEP)	12	17	78	1.7%	2.4%	11.6%
Reclassified Fluent English Proficient (RFEP)	5	12	68	1.8%	4.7%	28.8%

Conclusions based on this data:

1. The percent of EL students has decreased by approximately 3% each year for the past three years, although total enrollment has only changed slightly.
2. The number of FEP students has increased by six students over the past three years. In that time, the percent of FEP students has increased by 0.8%.
3. The number of RFEP students has fluctuated over the past three years. The percent of RFEP students has increased by nearly 2% over three years.

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	114	109	124	113	108	122	113	108	122	99.1	99.1	98.4
Grade 4	98	117	111	95	117	109	95	117	109	96.9	100	98.2
Grade 5	137	102	114	135	100	114	135	100	114	98.5	98	100
All Grades	349	328	349	343	325	345	343	325	345	98.3	99.1	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	2390.	2391.	2373.	8.85	7.41	13.11	25.66	18.52	13.93	25.66	40.74	19.67	39.82	33.33	53.28
Grade 4	2440.	2437.	2449.	11.58	13.68	12.84	22.11	24.79	27.52	31.58	24.79	30.28	34.74	36.75	29.36
Grade 5	2432.	2469.	2451.	5.19	10.00	8.77	18.52	27.00	21.93	23.70	28.00	19.30	52.59	35.00	50.00
All Grades	N/A	N/A	N/A	8.16	10.46	11.59	21.87	23.38	20.87	26.53	31.08	22.90	43.44	35.08	44.64

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	7.96	10.19	14.75	46.90	49.07	45.08	45.13	40.74	40.16
Grade 4	15.79	12.82	13.76	53.68	47.01	51.38	30.53	40.17	34.86
Grade 5	8.89	8.00	12.28	42.22	53.00	43.86	48.89	39.00	43.86
All Grades	10.50	10.46	13.62	46.94	49.54	46.67	42.57	40.00	39.71

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	15.93	2.78	7.38	46.02	54.63	40.16	38.05	42.59	52.46
Grade 4	9.47	17.95	14.68	60.00	51.28	62.39	30.53	30.77	22.94
Grade 5	10.37	18.00	20.18	40.74	52.00	37.72	48.89	30.00	42.11
All Grades	11.95	12.92	13.91	47.81	52.62	46.38	40.23	34.46	39.71

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	7.08	12.04	9.84	71.68	66.67	64.75	21.24	21.30	25.41
Grade 4	11.58	7.69	11.01	51.58	70.94	66.97	36.84	21.37	22.02
Grade 5	6.67	8.00	4.39	54.07	65.00	60.53	39.26	27.00	35.09
All Grades	8.16	9.23	8.41	59.18	67.69	64.06	32.65	23.08	27.54

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	15.04	11.11	9.84	45.13	61.11	37.70	39.82	27.78	52.46
Grade 4	16.84	10.26	13.76	60.00	60.68	59.63	23.16	29.06	26.61
Grade 5	5.93	16.00	10.53	46.67	51.00	43.86	47.41	33.00	45.61
All Grades	11.95	12.31	11.30	49.85	57.85	46.67	38.19	29.85	42.03

Conclusions based on this data:

- CAASPP results from 2018-2019 revealed the following:

 - *32.46% of students met or exceeded standards, a decrease from 33.84% when compared to the previous year.
 - *67.54% of students nearly met or did not meet standards, an increase from 66.16% when compared to the previous year.
 - *The percent of Stokoe students meeting or exceeding standards decreased by 1.38% in overall ELA performance.
 - *The percent of Stokoe students not meeting standards increased by 9.56% in overall ELA performance.
 - *The percent of Stokoe students exceeding standards continues to increase slightly each year. While the percent of students meeting or nearly meeting standards has fluctuated over the past three years.
- Significant findings by domain are as follows:

 - *The percent of students performing above standard has increased in reading and writing and fluctuated slightly in listening and research/inquiry over the past three years.
 - *The percent of students performing at or near standard has fluctuated in all areas over the past three years.
 - *The percent of students performing below standard has decreased in reading, but has fluctuated in all other areas over the past three years.
 - *The domain of writing contains the highest percent of students above standard (13.91%).
 - *The domain of listening contains the highest percent of students at or near standards (64.06%).
 - *The domain of research/inquiry contains the highest percent of students below standard (42.03%).
- Significant findings by grade level are as follows:

 - *Students in 4th grade continue to make progress and growth. Progress for students in 3rd and 5th grade has fluctuated over the past three years.
 - *3rd Grade--Achievement for students exceeding standards increased (5.7%); meeting standards decreased (4.59%); nearly meeting standards decreased (21.07%); not meeting standards increased (19.95%).
 - *4th Grade--Achievement for students exceeding standards decreased (0.84%); meeting standards increased (2.73%); nearly meeting standards increased (5.49%); not meeting standards decreased (7.39%).
 - *5th Grade--Achievement for students exceeding standards decreased (1.13%); meeting standards decreased (5.07%); nearly meeting standards decreased (8.7%); not meeting standards increased (15%).

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	114	109	124	114	108	124	114	108	124	100	99.1	100
Grade 4	98	117	111	98	117	109	98	117	109	100	100	98.2
Grade 5	138	102	114	137	101	114	137	101	114	99.3	99	100
All Grades	350	328	349	349	326	347	349	326	347	99.7	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2398.	2396.	2388.	5.26	3.70	8.87	31.58	24.07	24.19	26.32	38.89	23.39	36.84	33.33	43.55
Grade 4	2454.	2440.	2442.	6.12	6.84	7.34	22.45	20.51	14.68	52.04	41.03	51.38	19.39	31.62	26.61
Grade 5	2424.	2439.	2443.	0.73	0.99	3.51	5.11	7.92	9.65	30.66	31.68	29.82	63.50	59.41	57.02
All Grades	N/A	N/A	N/A	3.72	3.99	6.63	18.62	17.79	16.43	35.24	37.42	34.29	42.41	40.80	42.65

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	14.91	11.11	20.16	47.37	47.22	30.65	37.72	41.67	49.19
Grade 4	18.37	18.80	12.84	38.78	32.48	40.37	42.86	48.72	46.79
Grade 5	2.19	3.96	6.14	16.79	26.73	22.81	81.02	69.31	71.05
All Grades	10.89	11.66	13.26	32.95	35.58	31.12	56.16	52.76	55.62

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	14.04	6.48	10.48	47.37	56.48	45.97	38.60	37.04	43.55
Grade 4	11.22	5.98	7.34	46.94	47.01	47.71	41.84	47.01	44.95
Grade 5	2.92	0.99	6.14	32.85	39.60	36.84	64.23	59.41	57.02
All Grades	8.88	4.60	8.07	41.55	47.85	43.52	49.57	47.55	48.41

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	10.53	12.04	14.52	51.75	56.48	36.29	37.72	31.48	49.19
Grade 4	11.22	12.82	11.01	57.14	47.01	55.05	31.63	40.17	33.94
Grade 5	1.46	4.95	1.75	37.23	42.57	43.86	61.31	52.48	54.39
All Grades	7.16	10.12	9.22	47.56	48.77	44.67	45.27	41.10	46.11

Conclusions based on this data:

- CAASPP results from 2018-2019 revealed the following:

 - *23.06% of students met or exceeded standards, an increase from 21.78% when compared to the previous year.
 - *76.94% of students nearly met or did not meet standards, an decrease from 78.22% when compared to the previous year.
 - *The percent of Stokoe students meeting or exceeding standards increased by 1.28% in overall Math performance.
 - *The percent of Stokoe students not meeting standards increased by 1.85%.
 - *The percent of Stokoe students not meeting, nearly meeting or meeting standards has remained fluctuated slightly each year, while the percent of Stokoe students exceeding standards continues to increase slightly each year.
- Significant findings by domain are as follows:

 - *The percent of students performing above standard increased in all areas, with the exception of Communicating Reasoning.
 - *The percent of students performing at or near standard decreased in all areas.
 - *The percent of students performing below standard increased in all areas.
 - *The domain of Concepts & Procedures has the highest percent of students performing above standard (13.26%) and the highest percent of students performing below standard (55.62%).
 - *The domain of Communicating Reasoning has the highest percent of students performing at or near standard (44.67%).
- Significant findings by grade level are as follows:

 - *Students in all grade levels continue to increase the percent of students exceeding standards over the past three years.
 - *Students in 5th grade continue to make positive growth each year.
 - *Students in 4th and 5th grades decreased the overall percent of students not meeting standards.
 - *3rd Grade--Achievement for students exceeding standards increased (5.17%); meeting standards increased (0.12%); nearly meeting standards decreased (15.5%); not meeting standards increased (10.22%).
 - *4th Grade--Achievement for students exceeding standards increased (0.5%); meeting standards decreased (5.83%); nearly meeting standards increased (10.35%); not meeting standards decreased (5.01%).
 - *5th Grade--Achievement for students exceeding standards increased (2.52%); meeting standards increased (1.73%); nearly meeting standards decreased (1.86%); not meeting standards decreased (2.39%).

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	1424.3	1438.4	1439.9	1453.2	1387.8	1403.8	43	39
Grade 1	1468.3	1424.3	1461.7	1452.6	1474.3	1395.5	32	30
Grade 2	1489.3	1505.9	1492.3	1500.3	1486.0	1510.9	44	29
Grade 3	1502.4	1478.0	1501.3	1471.5	1503.0	1484.0	57	34
Grade 4	1508.3	1539.3	1494.8	1544.0	1521.3	1534.1	36	45
Grade 5	1539.4	1526.9	1526.5	1524.3	1551.7	1529.0	36	33
All Grades							248	210

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	27.91	25.64	*	35.90	32.56	28.21	*	10.26	43	39
1	46.88	6.67	34.38	20.00	*	36.67	*	36.67	32	30
2	40.91	24.14	38.64	55.17	*	17.24	*	3.45	44	29
3	*	8.82	42.11	32.35	28.07	35.29	*	23.53	57	34
4	*	48.89	52.78	33.33	*	15.56	*	2.22	36	45
5	50.00	18.18	38.89	60.61	*	9.09	*	12.12	36	33
All Grades	33.06	23.81	38.31	39.05	18.55	23.33	10.08	13.81	248	210

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	37.21	35.90	27.91	35.90	*	17.95	*	10.26	43	39
1	50.00	20.00	*	23.33	*	40.00	*	16.67	32	30
2	63.64	44.83	25.00	37.93	*	13.79	*	3.45	44	29
3	33.33	23.53	38.60	41.18	19.30	11.76	*	23.53	57	34
4	38.89	68.89	44.44	22.22	*	8.89	*	0.00	36	45
5	61.11	36.36	36.11	45.45	*	9.09		9.09	36	33
All Grades	46.37	40.00	33.87	33.81	11.69	16.19	8.06	10.00	248	210

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	*	17.95	*	23.08	32.56	43.59	30.23	15.38	43	39
1	43.75	6.67	*	16.67	*	13.33	*	63.33	32	30
2	29.55	17.24	36.36	41.38	*	37.93	*	3.45	44	29
3	*	2.94	26.32	26.47	42.11	35.29	21.05	35.29	57	34
4	*	13.33	58.33	53.33	*	24.44	*	8.89	36	45
5	44.44	3.03	30.56	33.33	*	51.52	*	12.12	36	33
All Grades	23.79	10.48	31.85	33.33	25.40	34.29	18.95	21.90	248	210

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	53.49	35.90	34.88	53.85	*	10.26	43	39
1	50.00	30.00	40.63	53.33	*	16.67	32	30
2	75.00	37.93	*	55.17	*	6.90	44	29
3	38.60	8.82	54.39	64.71	*	26.47	57	34
4	36.11	40.00	52.78	57.78	*	2.22	36	45
5	61.11	18.18	38.89	69.70		12.12	36	33
All Grades	52.02	29.05	41.13	59.05	6.85	11.90	248	210

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	37.21	41.03	44.19	43.59	*	15.38	43	39
1	62.50	20.00	*	56.67	*	23.33	32	30
2	56.82	37.93	38.64	58.62	*	3.45	44	29
3	40.35	47.06	45.61	32.35	*	20.59	57	34
4	61.11	80.00	*	20.00	*	0.00	36	45
5	63.89	66.67	33.33	24.24	*	9.09	36	33
All Grades	52.02	50.95	37.50	37.62	10.48	11.43	248	210

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	*	5.13	67.44	84.62	*	10.26	43	39
1	53.13	16.67	*	13.33	*	70.00	32	30
2	34.09	13.79	38.64	82.76	27.27	3.45	44	29
3	*	2.94	57.89	50.00	33.33	47.06	57	34
4	*	4.44	66.67	77.78	*	17.78	36	45
5	44.44	9.09	38.89	75.76	*	15.15	36	33
All Grades	25.00	8.10	50.40	65.71	24.60	26.19	248	210

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	37.21	33.33	30.23	38.46	32.56	28.21	43	39
1	43.75	6.67	46.88	36.67	*	56.67	32	30
2	31.82	27.59	61.36	68.97	*	3.45	44	29
3	26.32	11.76	56.14	61.76	*	26.47	57	34
4	38.89	40.00	52.78	55.56	*	4.44	36	45
5	47.22	15.15	50.00	72.73	*	12.12	36	33
All Grades	36.29	23.81	50.00	55.24	13.71	20.95	248	210

Conclusions based on this data:

- ELPAC results from 2018-2019 revealed the following:

 - *210 EL students were assessed in grades K-5th.
 - *For Overall Language Skills, the overall percent of EL students by performance level ranged from 13.81%-39.05%. 62.86% of EL students demonstrated overall proficiency at performance levels 3 and 4. 37.14% of EL students demonstrated overall proficiency at performance levels 1 or 2. This reflects an increase of 8.51% more students performing at levels 1 or 2 when compared to previous year.
 - *For Oral Language Skills, the overall percent of EL students by performance level ranged from 10.00%-40.00%. 73.81% of EL students demonstrated oral language proficiency at performance levels 3 and 4. 26.19% of EL students demonstrated oral language proficiency at performance levels 1 and 2. This reflects an increase of 6.44% more students performing at levels 1 or 2 when compared to previous year.
 - *For Written Language Skills, the overall percent of EL students by performance level ranged from 10.48%-34.39%. 43.81% of EL students demonstrated written language proficiency at performance levels 3 and 4. 56.19% of EL students demonstrated written language proficiency at performance levels 1 and 2. This reflects an increase of 11.84% more students performing at levels 1 or 2 when compared to previous year.
 - *The overall percent of EL students performing at levels 1 or 2 increased across all areas.
 - *EL students demonstrate stronger oral language skills than written language skills.
- Significant findings by domain are as follows:

 - *29.05% of EL students demonstrated well developed proficiency in listening.
 - *50.95% of EL students demonstrated well developed proficiency in speaking.
 - *8.10% of EL students demonstrated well developed proficiency in reading.
 - *23.81 % of EL students demonstrated well developed proficiency in writing.

*The highest percent of EL students at the beginning level was in the domain of reading with 26.19%.

*The lowest percent of EL students at the beginning level was in the domain of speaking with 11.43%.

*The highest percent of EL students at the somewhat/moderately developed level was in the domain of reading with 65.71%.

*The lowest percent of EL students at the somewhat/moderately developed level was in the domain of speaking with 37.62%.

*The highest percent of EL students at the well developed level was in the domain of speaking with 50.95%.

*The lowest percent of EL students at the well developed level was in the domain of reading with 8.10%.

*The overall percent of EL students that demonstrated beginning or somewhat/moderately developed levels increased in all domains. The overall percent of EL students that demonstrated well developed levels decreased in all areas.

3. Significant findings by grade level are as follows:

*The number of EL students by grade level ranged from 29-45.

*The grade levels with the lowest number of EL students was 2nd grade with 29 students.

*The grade level with the highest number of EL students was 4th grade with 45 students.

*Kindergarten:

- ---The highest percent of EL students at the well developed level was in speaking with 41.03%.
- ---The lowest percent of EL students at the well developed level was in reading with 5.13%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in reading with 84.62%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 43.59%
- ---The highest percent of EL students at the beginning level was in writing with 28.21%.
- ---The lowest percent of EL students at the beginning level was in listening and reading, both with 10.26%.

*First Grade:

- ---The highest percent of EL students at the well developed level was in listening with 30.00%.
- ---The lowest percent of EL students at the well developed level was in writing with 6.67%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in speaking with 56.67%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in reading with 13.33%
- ---The highest percent of EL students at the beginning level was in reading with 70.00%.
- ---The lowest percent of EL students at the beginning level was in listening with 16.67%.

*Second Grade

- ---The highest percent of EL students at the well developed level was in listening with 37.93%.
- ---The lowest percent of EL students at the well developed level was in reading with 13.79%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in reading with 82.76%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in listening with 55.17%
- ---The highest percent of EL students at the beginning level was in listening with 6.09%.
- ---The lowest percent of EL students at the beginning level was in reading and writing both with 3.45%.

*Third Grade

- ---The highest percent of EL students at the well developed level was in speaking with 47.06%.
- ---The lowest percent of EL students at the well developed level was in reading with 2.94%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening with 64.71%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 32.35%
- ---The highest percent of EL students at the beginning level was in reading with 47.06%.

- ---The lowest percent of EL students at the beginning level was in speaking with 20.59%.

*Fourth Grade

- ---The highest percent of EL students at the well developed level was in speaking with 80.00%.
- ---The lowest percent of EL students at the well developed level was in reading with 4.44%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in reading with 77.78%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 20.00%
- ---The highest percent of EL students at the beginning level was in reading with 17.78%.
- ---The lowest percent of EL students at the beginning level was in speaking with 0.00%.

*Fifth Grade

- ---The highest percent of EL students at the well developed level was in speaking with 66.67%.
- ---The lowest percent of EL students at the well developed level was in reading with 9.09%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in reading with 75.76%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 24.24%
- ---The highest percent of EL students at the beginning level was in reading with 15.15%.
- ---The lowest percent of EL students at the beginning level was in speaking with 9.09%.

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
699	83.4	33.8	0.7
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	236	33.8
Foster Youth	5	0.7
Homeless	16	2.3
Socioeconomically Disadvantaged	583	83.4
Students with Disabilities	89	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	8.0
American Indian	2	0.3
Asian	11	1.6
Filipino	13	1.9
Hispanic	541	77.4
Two or More Races	10	1.4
Pacific Islander	5	0.7
White	56	8.0

Conclusions based on this data:

- Student population data indicates:
 *The majority of our students (83.4%) come from families who are socio-economically disadvantaged and may require additional services and resources to meet grade level standards. This percent decreased by 3.6% when compared to the previous year.
 *Stokoe is a diverse school with a high need for additional supports and services to ensure students have access to content in order to achieve and meet academic standards.
- Significant findings by student groups include:

*Approximately 33.8% of students are English Language Learners who may need additional services while acquiring language skills in order to meet standards. The percent of EL students decreased by 3.2% when compared to previous year.

*Nearly 13% of students receive special education services and may need specialized academic instruction to meet standards. The percent of students receiving special education services increased by 1% when compared to previous year.

*0.7% of students are foster youth or homeless and may require additional services and resources to meet basic needs and academic standards. The percent of foster youth or homeless students decreased by 1.7% when compared to previous year.

3. Significant findings by race/ethnicity include:





*Stokoe is comprised of students from eight different ethnicities.

*The largest student group is Hispanic (77.4%). The next largest student groups are African American (8.0%) and White (8.0%). All other student groups comprise 2 or less percent of total student population.

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  Orange	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. All performance areas fall within the orange or yellow performance colors which represents a decrease across all areas.
2. Stokoe students decreased in their overall academic performance in ELA and Math.
3. Stokoe had an increase in the percent students who are chronically absent. Although there was a slight increase in the percent of discipline incidents resulting in suspensions, Stokoe continues to maintain a low level of discipline incidents resulting in suspensions.

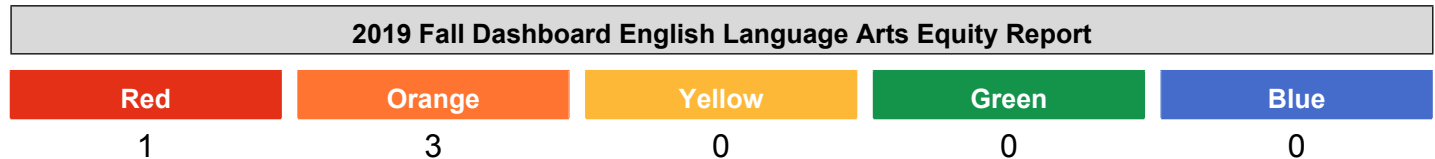
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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 42.7 points below standard Declined -7.7 points 327	 Orange 44.9 points below standard Declined -8.8 points 140		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 50.2 points below standard Declined -13.8 points 277		 Red 125.6 points below standard Declined -7.9 points 48		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 40.6 points below standard Increased ++4.2 points 22	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Orange 45.8 points below standard Declined -11 points 260	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 54.3 points below standard Declined -6.9 points 24

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 73.3 points below standard Declined Significantly -18.7 points 102	Reclassified English Learners 31.1 points above standard Declined Significantly -50.7 points 38	English Only 42.5 points below standard Declined -7.7 points 185
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Conclusions based on this data:

- CA Dashboard data for 2019 indicates:
 - *All student groups decreased their overall number of points in ELA.
 - *All student groups with a significant amount of students to be assigned a color gauge, decreased in points and obtained a color gauge performance of orange, with the exception of SWD which obtained a color gauge performance of red.
 - *SWD had the largest distance from standard (125.6 points below standard).
 - *EL students demonstrated a decrease in points of 8.8 and scored 44.9 points below standard.
 - *SED students demonstrated a decrease in points of 13.8 and scored 50.2 points below standard.
- Significant findings by race/ethnicity include:
 - *Stokoe only has one race/ethnicity with a significant amount of students to be assigned a color gauge performance. Hispanic students obtained a color gauge performance of orange.
 - *Hispanic students demonstrated a decrease in points of 11.0 and scored 45.8 points below standard.
 - *African American and White students were not assigned a color gauge performance. However, African American students increased by 4.2 points and performed 40.6 points below standard; and White students decreased by 6.9 points and scored 54.3 points below standard.

3. Significant findings for EL students include:
- *EL students demonstrated a decrease in points of 18.7, and continue to perform nearly 31 points farther below standards when compared to EO students. In comparison, EO students demonstrated a decrease in points of 7.7 which indicates that the achievement gap between EL and EO students widened.
 - *RFEP students outperform all other student groups scoring 31.1 points above standard but decreased by 50.7 points when compared to the previous year.

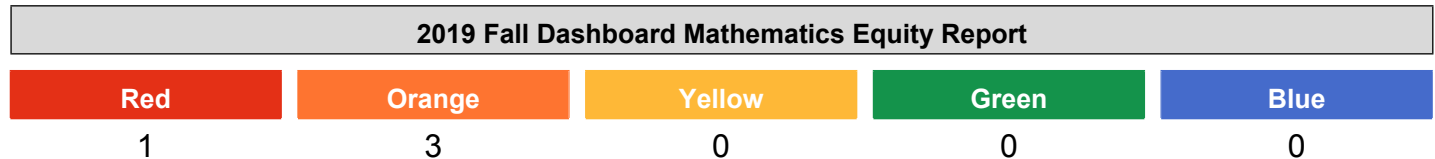
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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  Orange 57 points below standard Maintained -0.9 points 327	English Learners  Orange 57.6 points below standard Maintained -0.2 points 140	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Orange 61.7 points below standard Declined -5.8 points 277	Students with Disabilities  Red 153.4 points below standard Declined Significantly -18.2 points 48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 54 points below standard Increased Significantly ++28.2 points 22		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.5 points below standard Declined -6.7 points 260	 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 76.6 points below standard Declined -4.5 points 24

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
79 points below standard Declined -12.8 points 102	0.4 points below standard Maintained ++1.1 points 38	57.9 points below standard Maintained -2.6 points 185

Conclusions based on this data:

- CA Dashboard data for 2019 indicates:
 - *All student groups maintained their overall number of points in Math.
 - *All student groups with a significant amount of students to be assigned a color gauge obtained a color gauge performance of orange, with the exception of SWD which obtained a color gauge performance of red. EL students maintained, SED declined and SWD declined significantly in the number of points.
 - *SWD had the largest distance from standard (153.4 points below standard).
 - *EL students maintained points within 0.2 and scored 57.9 points below standard.
 - *SED students demonstrated a decrease in points of 5.8 and scored 61.7 points below standard.
- Significant findings by race/ethnicity include:
 - *Stokoe only has one race/ethnicity with a significant amount of students to be assigned a color gauge performance. Hispanic students obtained a color gauge performance of orange.
 - *Hispanic students demonstrated a decrease in points of 6.7 and scored 58.5 points below standard.
 - *African American and White students were not assigned a color gauge performance. However, African American students increased significantly by 28.2 points and scored 54 points below standard; and White students decreased by 4.5 points and scored 76.7 points below standard.

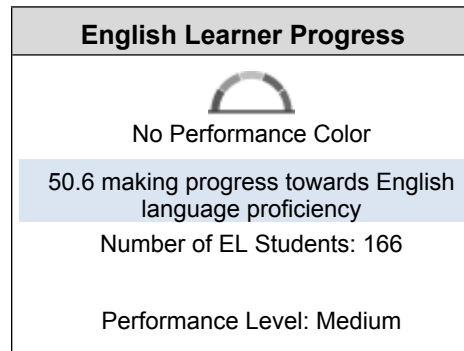
3. Significant findings for EL students include:
- *EL students demonstrated a decrease in points of 12.8 and continue to perform nearly 21 points farther below standards when compared to EO students. In comparison, EO students maintained within 2.6 points which indicates that the achievement gap between EL and EO students widened.
 - *RFEP students maintained within 1.1 points and scored 0.4 points below standard. RFEP students outperform all other student groups by scoring closer to standard than any other group.

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



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
17.4	31.9	8.4	42.1

Conclusions based on this data:

1. Data indicates that the majority of EL students continue to increase their English proficiency skills and are improving in levels. 50.6% of EL students are making progress towards English language fluency.
2. 70% of EL students increased at least one level while 29% of EL students decreased one level.
3. 14% of EL students maintained a performance level of 4 and 53% of EL students maintained lower proficiency levels (1-3).

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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	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  Orange 11.9 Increased +1.6 757	English Learners  Orange 7.4 Increased +0.8 257	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless  No Performance Color 29.4 17	Socioeconomically Disadvantaged  Orange 12.9 Increased +2 629	Students with Disabilities  Orange 14.4 Increased +4.6 104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 10 Increased +4.1 60	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 6.3 Increased +6.3 16	Filipino  No Performance Color 7.7 Increased +1.4 13
Hispanic  Orange 11.5 Increased +0.9 584	Two or More Races  No Performance Color 16.7 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Orange 18.6 Increased +2 59

Conclusions based on this data:

- CA Dashboard data for 2019 indicates:
 - *Stokoe received a color gauge performance of orange. 11.9% of students are chronically absent which represents an overall increase (1.6%) in the percent of students chronically absent when compared to the previous year.
 - *All student groups with a significant amount of students to be assigned a color gauge received a color gauge performance of orange and increased in the percent of students chronically absent.
- Significant findings by student group include:
 - *SWD students demonstrated the largest increase (4.6%) in the percent of students chronically absent.
 - *EL students demonstrated the smallest decline (0.8%) in the percent of students chronically absent.
 - *For the second year, SED students continue to have the highest percentage of chronically absent students (14.4%).
 - *For the second year, EL student continue to have the lowest percentage of chronically absent students (7.4%).
- Significant findings by race/ethnicity include:
 - *African American students demonstrated the largest increase (4.1%) in the percent of students chronically absent.
 - *Hispanic students demonstrated the smallest increase (0.9%) in the percent of students chronically absent.
 - *For the second year, White students continue to have the highest percentage of chronically absent students (18.6%).
 - *For the second year, African American students continue to have the lowest percentage of chronically absent students (10.0%).
 - *Although Asian and Filipino students were not assigned a color gauge performance, each group increased in the percent of students chronically absent (6.3% and 1.4% respectively). 6.3% of Asian students and 7.7% of Filipino students are chronically absent.

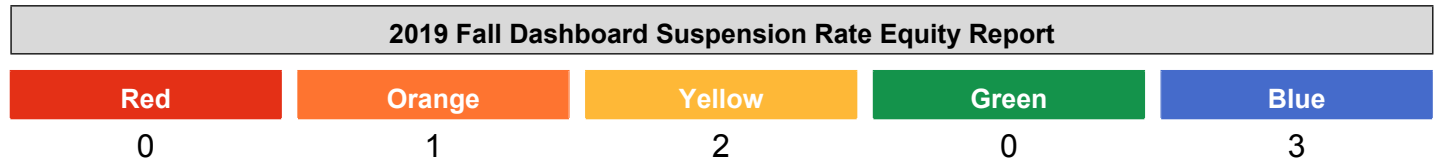
School and Student Performance Data

Conditions & Climate Suspension Rate







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



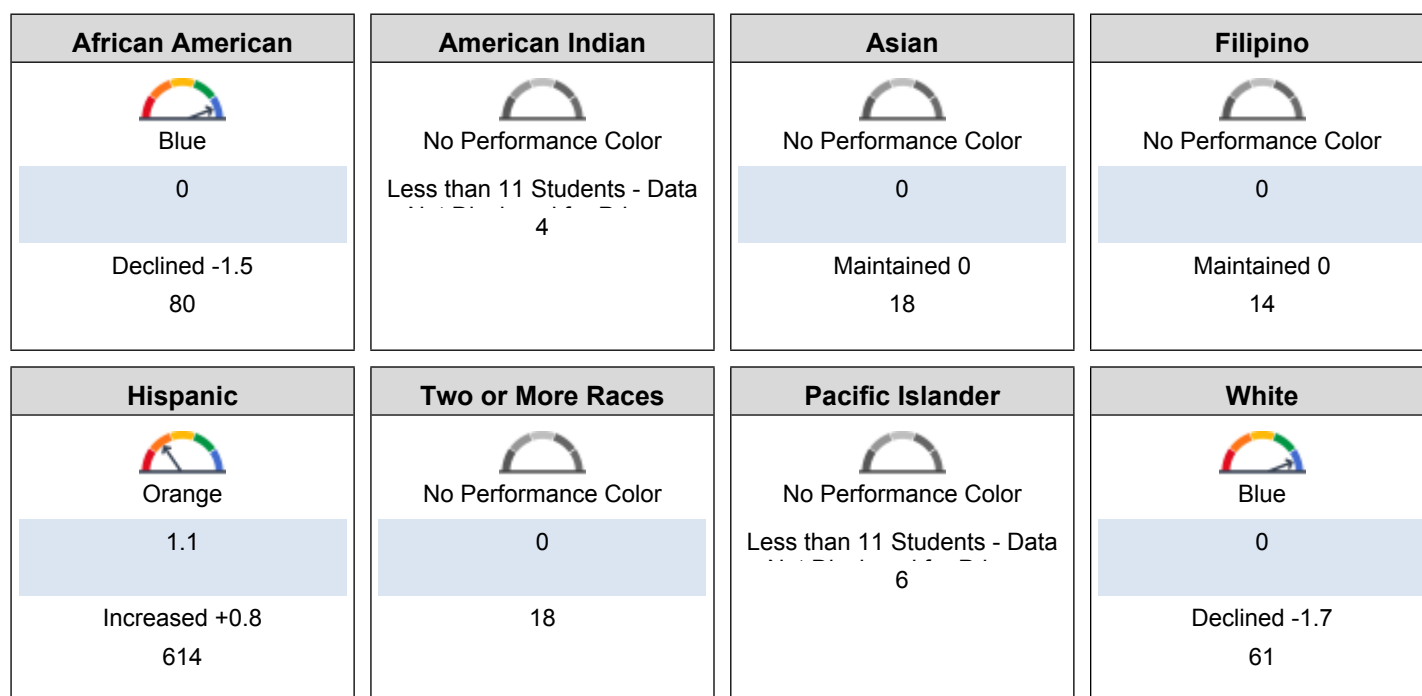
This section provides number of student groups in each color.



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  Yellow 0.9 Increased +0.3 815	English Learners  Blue 0.4 Maintained 0 265	Foster Youth  No Performance Color 0 Maintained 0 12
Homeless  No Performance Color 0 Declined -8.3 25	Socioeconomically Disadvantaged  Yellow 0.9 Increased +0.3 666	Students with Disabilities  Yellow 1.8 Maintained -0.1 109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.9

Conclusions based on this data:

- CA Dashboard data for 2019 indicates:
 - *Stokoe received a color gauge performance of yellow. 0.9% of students are suspended at least once which represents an overall increase (0.3%) in the percent of students suspended when compared to the previous year. The percent of students suspended remains 0.5% lower than three years prior.
 - *Of the student groups with a significant amount of students to be assigned a color gauge, Hispanic and SED students increased the percent of students suspended at least once; EL and SWD students maintained the percent of students suspended at least once.
 - *Hispanic students obtained a color gauge performance of orange and increased the percent of students suspended by 0.8%.
 - *SWD and SED students obtained a color gauge performance of yellow. SED students increased the overall percent of students suspended by 0.3%. SWD students maintained the percent of students suspended by 0.1%.
 - *EL, African American and White students obtained a color gauge performance of blue. EL students maintained the percent of students suspended by 0.4%. African American students and White students declined in the overall percent of students (1.5% and 1.7% respectively).
- Significant findings by student group include:
 - *Although homeless students are not assigned a color gauge performance level, homeless students demonstrate the largest decrease (8.3%) in the percent of students suspended.
 - *SED students demonstrated the largest increase in the percent (0.3%) of students suspended.
 - *EL students demonstrated the smallest increase (0%) in the percent of students suspended.
 - *For the second year, SWD students continue to have the highest percentage of students suspended (1.8%).
 - *For the second year, EL students have the lowest percentage of students suspended (0.4%).
- Significant findings by race/ethnicity include:
 - *Hispanic students demonstrated the largest increase in the percent (0.8%) of students suspended.

*Hispanic students have the highest percentage of students suspended (1.1%).

*African American and White students have the lowest percentage of students suspended (both with 0%).

*Although Asian students, Filipino students and students of Two or more races were not assigned a color gauge performance, no students were suspended in these student groups.

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)

Goal 1A--ELA:

* By January 2021, 55% of students will reach their typical growth goal as measured by mid-year administration of iReady diagnostic assessment for ELA.

Goal 1B--Math:

*By March 2021, 60% of students who scored in the 50% percentile or below on pre-assessment of SVMl will make 2 points of growth in number sense when comparing pre-assessment and post-assessment SVMl results.

Goal 1C--EL Students:

*By March 2021, 60% of EL students demonstrate positive growth in overall English language skills as measured by local assessments from Wonders curriculum.

Identified Need(s)

Goal 1A--ELA:

When analyzing multiple years of end of year DIBELS data (2015-2019), the number of students needing intensive support (WBB) and the number of students performing at/above grade level remains stagnant. Middle of the year DIBELS data from 2019-2020 indicates that 51% of students performed at or above grade level which was a 2% decrease when compared to the beginning of the year. When analyzing effectiveness of instruction reports from middle of the year, 13% of students increased their performance level, but the overall percent of students performing well below basic remained the same. 33% of students receiving support from the Early Literacy Teacher increased in their performance level and were exited from the intervention. Due to the school closure, we were unable to administer the end of year DIBELS assessment to fully analyze student achievement and progress for the 2019-2020 school year. In 2018-2019, the overall percentage of proficient students increased by 7% from beginning of the year and the overall percentage of students requiring intensive support decreased by 7% from the beginning of the year. In 2018-2019, 73% of students maintained or increased in performance level and 6% of students decreased in performance level. End of year data over multiple years indicates that only 57% of students achieve proficiency which indicates a need for ongoing improvement in foundational literacy skills. 3rd-5th grade student achievement data on the 2019 CAASPP ELA indicates a 1% decrease in the overall percent of students meeting or exceeding standards and an overall 12% increase in the percent of students not meeting standards. In addition, the progress of students in our cohorts has fluctuated. Student cohort #1 (which tracks students for three years from 2017, 2018 and 2019) indicates an 7% decrease in the percent of students meeting or exceeding standards and a 1% decrease in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2018 and 2019) indicates an 26% increase in the percent of students meeting or exceeding standards and a 4% decrease in the percent of students not meeting standards. CA Dashboard ELA reports for student progress in 2019 indicate that our students demonstrate a low status and

declined which corresponds with the orange performance gauge. Student performance was 42.7 points below standards which represents a 6.9 point decrease when compared to previous year.

Goal 1B--Math:

There are not common assessments in the district for math. In 2018-2019, staff recognized the need for common assessments and elected to use SVMI for measuring math progress. SVMI assessments were used in 2019-2020 to measure math progress in number sense. Pre-assessments for two number sense tasks were administered in the fall. Post assessments were scheduled for Feb-March. School closure prevented data post-assessment administration across all grade levels. Data for 43% of students was analyzed. On task 1, 73% of students assessed made more than 2 points growth. On task 2, 55% of students assessed made more than 2 points growth. The combined number sense growth for students assessed indicated that 65% of students scoring in the 50% on pre-assessment improved by a minimum of 2 points on post-assessment. However, all data could not be analyzed and a large percent of students (57%) were unassessed. 3rd-5th grade student achievement data on the 2019 administration of math CAASPP indicates a 1% overall increase in the percent of students meeting or exceeding standards and a 1% overall increase in the percent of students not meeting standards. In addition, the progress of students in our cohorts decreased. Student cohort #1 (which tracks students from three years from 2017, 2018 and 2019) indicates an 13% decrease in the percent of students meeting or exceeding standards and a 25% increase in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2018 and 2019) indicates an 2% decrease in the percent of students meeting or exceeding standards and a 6% decrease in the percent of students not meeting standards. CA Dashboard Math reports for student progress in 2019 indicate that our students demonstrate a low status and maintained the level of points which corresponds with the orange performance gauge. Student performance was 57 points below standards. Although students demonstrated some progress on CAASPP, only 23% of students were meeting or exceeding standards which indicates a significant need to improve and evaluate math curriculum and instructional delivery methods.

Goal 1C--EL Students:

ELPAC data from 2019 indicates that the overall percent of EL students scoring at the moderately or well developed level is higher in oral language than written language. Data also indicates that EL students performed higher in speaking than listening and higher in writing than reading. The largest percent of EL students (39.05%) is at the moderately developed level. 23.81% of students performed at well developed level; 23.33% at somewhat developed level; and 13.8% at beginning stage. When comparing two years of ELPAC data, the overall percent of students performing at the well or moderately developed levels decreased by 8.31%. 28% of EL students who were assessed both years increased in performance levels and 85% demonstrated positive growth on scale scores. CAASPP student achievement reports for ELA and math from the CA Dashboard for 2019 were also analyzed. EL student achievement in ELA significantly declined (18.7 points) and is significantly lower (30.6 points further below standard) when compared to overall student achievement. RFEP student achievement in ELA declined significantly (50.7 points), but is still significantly higher (31.1 points above standard) than all other student groups in ELA. EL student achievement in math declined (12.8 points) is significantly lower (22 points further below standard) when compared to overall student achievement. RFEP student achievement in math maintained (within 1.1 points) and remains higher (0.4 points below standard) than all other student groups in math. The number of RFEP students has increased over the past years. CA Dashboard ELA reports for student progress in 2019 indicate that our EL students demonstrate a low status and declined by 8.8 points which corresponds with the orange performance gauge. EL student performance in ELA was 44.9 points below standards. CA Dashboard math reports for student progress in 2019 indicate that our EL students demonstrate a low status and maintained within 0.2

points which corresponds with the orange performance gauge. EL student performance in math was 57.6 points below standards. 50.6% of EL students are making progress towards English language proficiency. 70% of EL students increased by at least one performance level and 29% of EL students decreased by at least one level. 14% of EL students maintained a performance level of 4 and 53% of EL students maintained performance levels of 1-3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Goal 1A--ELA</p> <p>Data used to form this goal was beginning and middle of year DIBELS achievement data for 2019-2020 that included overall performance levels, grade level performance levels as well as effectiveness of instruction reports by grade level to measure growth; a multi-year comparison of end of year DIBELS achievement data from May of 2015-May of 2019; and a multi-year comparison of beginning of year DIBELS achievement data from September of 2016-September of 2019. In addition, ELA CAASPP results from the past 3 years (2017, 2018 and 2019) for grades 3rd-5th were reviewed by overall site performance, overall grade level performance and cohort performance.</p>	<p>Goal 1A--ELA</p> <p>Middle of Year DIBELS Data for Overall Performance Levels from 2019-2020: *Kindergarten--19% above grade level; 19% at grade level; 27% below basic; 35% well below basic *1st Grade--37% above grade level; 22% at grade level; 14% below basic; 28% well below basic *2nd Grade--46% above grade level; 15% at grade level; 7% below basic; 32% well below basic *3rd Grade--27% above grade level; 37% at grade level; 13% below basic; 24% well below basic *4th Grade--24% above grade level; 27% at grade level; 16% below basic; 41% well below basic *5th Grade--31% above grade level; 13% at grade level; 31% below basic; 25% well below basic</p> <p>Beginning of Year DIBELS for Overall Performance Levels 2019-2020: *All Students--35% above grade level; 18% at grade level; 17% below basic; 31% well below basic *Kindergarten--21% above grade level; 20% at grade level; 19 % below basic; 39% well below basic</p>	<p>Goal 1A--ELA</p> <p>This goal will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing middle of year DIBELS achievement data from 2019-2020 with middle of year DIBELS achievement 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 grade level proficiency and growth on DIBELS when comparing middle of year DIBELS data from 2019-2020 with middle of year DIBELS data from 2020-2021. In addition, effectiveness of instruction reports will be used to evaluate the percent of students who increased, maintained or decreased in performance level across both years. Middle of year DIBELS achievement report will be analyzed to compare progress over multiple years. In addition, student achievement on CAASPP ELA portions for applicable grade levels will be evaluated.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*1st Grade--33% above grade level; 19% at grade level; 14 % below basic; 34% well below basic</p> <p>*2nd Grade--42% above grade level; 21% at grade level; 7% below basic; 29% well below basic</p> <p>*3rd Grade--40% above grade level; 21% at grade level; 15% below basic; 25% well below basic'</p> <p>*4th Grade--33% above grade level; 17% at grade level; 13 % below basic; 37% well below basic</p> <p>*5th Grade--38% above grade level; 10% at grade level; 31% below basic; 21% well below basic</p> <p>End of Year DIBELS Data for Effectiveness of Instructional Support 2018-2019:</p> <p>*Kindergarten--8% of students decreased in performance level; 58% maintained; 34% increased</p> <p>*1st Grade--13% of students decreased in performance level; 69% maintained; 17% increased</p> <p>*2nd Grade--2% of students decreased in performance level; 85% maintained; 13% increased</p> <p>*3rd Grade--12% of students decreased in performance level; 80% maintained; 9% increased</p> <p>*4th Grade--5% of students decreased in performance level; 75% maintained; 20% increased</p> <p>*5th Grade--9% of students decreased in performance level; 68% maintained; 22% increased</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Goal 1B--Math</p> <p>Data used to form this goal was pre-assessment data from SVMl assessments using Mini MAC for number sense, post-assessment data from SVMl assessments (represented only 43% of students due to school closure, and Math CAASPP results from the past three years (2017, 2018 and 2019) for grades 3rd-5th. Math CAASPP results were reviewed by overall site performance, overall grade level performance and cohort performance.</p>	<p>Goal 1B--Math</p> <p>When analyzing raw scores from post-assessment of SVMl in 2019-2020 for students who scored in the 50% percentile or lower:</p> <p>*Kindergarten--66 students (78%) improved by at least 2 points on task 1; 57 students (84%) improved by at least 2 points on task 2. Data sets were complete.</p> <p>*1st Grade--50 students (77%) improved by at least 2 points on task 1; 19 students (26%) improved by at least 2 points on task 2. Data sets were complete.</p> <p>*2nd Grade--post-assessments were not administered and/or scored. No data was available for 54 students on task 1 or 82 students on task 2.</p> <p>*3rd Grade--9 students (75%) improved by at least 2 points on task 1; 10 students (56%) improved by at least 2 points on task 2. Data set was incomplete. No data was available for 42 students on task 1 or 54 students on task 2.</p> <p>*4th Grade--6 students (33%) improved by at least 2 points on task 1; 14 students (58%) improved by at least 2 points on task 2. Data set was incomplete. No data was available for 59 students on task 1 or 69 students on task 2.</p> <p>*5th Grade--22 students (77%) improved by at least 2 points on task 1; No data was available for task 2. Data set was incomplete. No data was available for 66 students on task 1 or 90 students on task 2.</p>	<p>Goal 1B--Math</p> <p>SVMl assessments align with the rigor required in CCCSS. Each grade level will continue to administer SVMl tasks that align with number sense from the comprehensive assessment in September as a pre-assessment. The same assessment will be administered in late February of 2021 as a post-assessment. The raw scores of students who take both pre/post assessment will be analyzed to evaluate student growth and to measure student progress. Cut-points to indicate grade level proficiency for comprehensive SVMl will also be used if available. In addition, student achievement on CAASPP math portions for applicable grade levels will be evaluated.</p>
Goal 1C--EL Students	Goal 1C--EL Students	Goal 1C--EL Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Data used to form this goal was 2018 and 2019 ELPAC student achievement reports and 2019 CAASPP reports for ELA and math. 2019 ELPAC data was reviewed by comparing EL student results across two years for overall ELPAC, oral language and written language performance levels. EL performance levels by each domain across two years was also reviewed. In addition, scale score growth for overall ELPAC, oral language and written language was analyzed for students who were assessed in consecutive years. 2019 CAASPP reports were reviewed by comparing overall performance of EL and RFEP students with EO students for ELA and Math.</p>	<p>2019 ELPAC Overall Performance Level Data: *Overall Levels--23.81% well developed; 39.05% moderately developed; 23.33% somewhat developed; 13.81% beginning stage *Oral Language Levels--40% well developed; 33.81% moderately developed; 16.19% somewhat developed; 10% beginning stage *Written Language Levels--10.48% well developed; 33.33% moderately developed; 34.29% somewhat developed; 21.9% beginning stage</p> <p>2019 ELPAC Performance Level by Domain: *Listening--29.05% well developed; 59.05% somewhat/moderately developed; 11.9% beginning stage *Speaking--50.95% well developed; 37.62% somewhat/moderately developed; 11.43% beginning stage *Reading--8.1% well developed; 65.71% somewhat/moderately developed; 26.19% beginning stage *Writing--23.81% well developed; 55.24% somewhat/moderately developed; 20.95% beginning stage</p> <p>2019 ELPAC Scale Score Trends for students who took assessment across 2 consecutive years: *28% of EL students increased one performance level.</p>	<p>Student achievement reports from EL assessments in Wonders curriculum will be used to evaluate positive growth in overall English language proficiency skills. Due to school closure, ELPAC administration for 2020 was incomplete. If any data reports for ELPAC assessments are available, this information will also be used. Site trends for EL student performance in oral language, written language along with domain performance from previous years of ELPAC administration will continue to be analyzed. In addition, EL and RFEP student achievement from 2019 administration of CAASPP for ELA and math will continue to be analyzed. Data related to reclassification of EL students and students identified as Long-term ELs will also be used.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*85% of EL students increased in the number of scale score points *9% of EL students remained at performance level 4. *29% of students remained at performance levels 1-3. *30% of students decreased in performance levels.	

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

Instructional Coach will provide support to teaches with the implementation of adopted curriculum, CA Common Core State Standards, ELA/ELD frameworks, math progressions, Standards for Mathematical Practice, and ELD standards. Support will be provided to teachers through: demonstration lessons, classroom visits, observational feedback, assistance with cognitive planning, co-teaching, facilitation of instructional rounds and targeted professional development. (Personnel 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)

151,337

Source(s)

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

Teachers will utilize tenets of MTSS to identify and group students according to targeted skill needs during both small group instruction and intervention block. (substitute, additional hours, materials and resources costs)

For ELA: teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention using targeted prescriptions, tutoring and extended learning opportunities in targeted literacy and foundational skills for all students as identified by DIBELS and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to SIPPS, BPST, IL and other research-based strategies.

For Math: teachers will remediate learning gaps in numeracy, conceptual and procedural understanding and will enrich and extend student application of math skills using a variety of resources.

For ELD: teachers and support staff will use language performance levels to identify and group students according to targeted language needs during both small group instruction and intervention blocks. Teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention, tutoring and extended learning opportunities in targeted literacy, oral language acquisition, written language production, vocabulary development, foundational skills and reading comprehension for all students as identified by ELPAC, DIBELS and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to SIPPS, BPST, IL and other research-based strategies.

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)
3,192	Title I 2000-2999: Classified Personnel Salaries
2,464	LCFF-LI 2000-2999: Classified Personnel Salaries
4,240	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

Grade levels will participate in articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of CA Common Core Standards, ELD standards, adopted curriculum, ELA/ELD frameworks, math progressions, Standards for Mathematical Practice, differentiation strategies, oral production strategies, small group instruction, content driven strategies and other research based instructional strategies to align with the rigorous demands of CCCSS. Teachers will also participate in bi-weekly Professional Learning

Collaborations (PLC) to analyze student achievement data, to discuss high leverage instructional strategies and to cognitively plan lessons that support effective implementation of CCCSS and ELD standards. Instructional Assistants (library, bilingual aides and special education aids) will attend district meetings and professional learning sessions as well as site paraprofessional learning sessions to build capacity with effective strategies to support student achievement in all content areas. (substitute/additional hours costs)

ELA content strategies may include, but are not limited to: foundational skills, close reading skills, Thinking Maps and Step Up to Writing.

Math content strategies may include, but are not limited to: conceptual understanding, number strands/strings, number talks, flexible math thinking, choral counting, counting collections and number sense routines.

ELD content strategies may include, but are not limited to: oral language production and language acquisition strategies. The instructional coach will lead and facilitate the 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)
25,200	Title I 1000-1999: Certificated Personnel Salaries
3,122	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)

All students

Strategy/Activity

Supplemental instructional materials, resources and supplies will be used to support differentiation, intervention, enrichment and/or distance learning for all content areas in order to increase student achievement.

Supplemental ELA materials may include, but are not limited to: printing/purchase of decodable readers and/or consumable texts, Scholastic News, Times for Kids, interactive journals/notebooks and items to support literacy, foundational skills and writing.

Supplemental math materials may include, but are not limited to: math tools, manipulatives, interactive math journals, grid journals, and items to support numeracy, number sense, flexible math thinking and conceptual understanding.

Supplemental ELD materials may include, but are not limited to: visual aids, color posters, realia and items to support and enhance language acquisition.

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)
3,089	Title I 4000-4999: Books And Supplies
1,733	LCFF-LI 4000-4999: Books And Supplies
2,419	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

Computers, printers, laptops, digital licenses, supplies (ink/toner), laminators, poster makers, copy machines (including maintenance contracts and supplies) will be used by staff and students to support instruction and student achievement. Copies will be used for teacher planning, professional learning, collaborations and parent workshops. Posters will be used in classrooms, during professional learning, and for parent workshops/events as a visual support and means to reinforce learning outcomes. Technology will be used to increase digital literacy skills, to allow access of digital programs that support intervention/enrichment and to print reports or resources that supplement and support core instruction, intervention or enrichment 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)
21,100	Title I 4000-4999: Books And Supplies
7,062	Title I 5000-5999: Services And Other Operating Expenditures

3,000

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

Professional development books and materials will be used to support the building of teacher capacity in learning current research based strategies to support reading, writing, foundational skills, conceptual understanding, numeracy, application of mathematical concepts, math progressions, flexible math thinking, oral language acquisition/development, language conventions/mechanics and effective implementation of CCCSS and/or ELD 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)

1,500

Source(s)

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

A variety of parent events will be planned to build parent understanding, to raise awareness and to provide instructional strategies, materials and resources that support development of strong literacy skills, mathematical skills, oral language development, vocabulary and written language skills so that parents can better support student achievement and learning at home. Events may include, but are not limited to TK/K camp, TK/K orientation, 5th Grade Transition meeting, Family Nights, parent information nights or student awards and displays. Staff will be paid additional hours to facilitate and plan events outside of normal school hours. Interpretation and translation services will be made available through the use of interpreters and/or language interpretation audio equipment.

Teachers and parents will participate in parent advisory groups (ELAC, ATP, SSC and PTO) to analyze and evaluate the effectiveness of our parent engagement program and to plan and coordinate parent involvement opportunities and activities. Refreshments and child care will be provided for parents attending parent meetings and workshops that build capacity to support their child's education. ELAC and ATP will convene a minimum of 7 times a year. SSC will convene a minimum of 8 times a year. (substitute, additional hours, materials, supplies, equipment and translation 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)
2,950	Title I 1000-1999: Certificated Personnel Salaries
1,100	Title I 4000-4999: Books And Supplies
65	Title I 2000-2999: Classified Personnel Salaries
4,440	LCFF-EL 1000-1999: Certificated Personnel Salaries
1,100	LCFF-EL 2000-2999: Classified Personnel Salaries
250	LCFF-EL 4000-4999: Books And Supplies

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 and support staff will be used to provide extended learning opportunities including but not limited to Choir, Readers Theater, Music, Engineering, Robotics or STEAM activities.
(substitute/additional hours 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)
1,200	Title I 1000-1999: Certificated Personnel Salaries

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

Administration, instructional coach, teachers, support staff, classified staff and parents will participate in targeted professional learning experiences and conferences that focus on the implementation of CCCSS, equity, data analysis or student engagement to increase professional capacity to support planning, delivery and implementation of highly effective lessons. Conferences may include, but are not limited to AVID or Regional CAFE. Conference topics may include, but are not limited to close reading, foundational skills, oral language acquisition, effective communication, college and career readiness, math progressions, numeracy, flexible math thinking, conceptual understanding, procedural understanding, or language acquisition/development. (registration, substitute, additional hours and reimbursement 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)

1,300

Source(s)

LCFF-EL
5000-5999: Services And Other Operating Expenditures

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

Supplemental programs and digital licenses will be used as supplemental resources to support enrichment, intervention, differentiation, distance learning and assessments for students in grades TK-5 in order to increase literacy, math, vocabulary or language skills. Programs and licenses may include, but are not limited to: Imagine Learning, Achieve 3000, Starfall, Moby Max, Splash Math, Zearn or Rosetta Stone.

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

A variety of support staff will be used to improve achievement for students.

School Library Assistant will provide access to literature and non-fiction books, including titles that align with adopted curriculum, units of study and content areas in order to support literacy and differentiation of instruction. (district funded)

Literacy teacher will provide support to teachers and at-risk students by providing small group targeted literacy instruction to remediate foundational and literacy skills; will provide support with data analysis and development of specific strategies for literacy interventions within MTSS and SST; and may develop, facilitate and provide professional learning to staff to improve literacy skills. (district funded)

Bilingual Instructional Assistants will provide primary language support to EL students at the emerging and/or expanding level; will support oral language acquisition; and will provide classroom academic support so that EL students will have access to core curriculum. (district funded)

EL Facilitator will provide staff support related to EL student achievement; will facilitate parent involvement during ELAC meetings; will attend district meetings to increase professional capacity; and will prepare reports and maintain documentation related to EL student achievement. (stipend and substitute 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)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Teachers and instructional coach will administer ELPAC exam annually and analyze ELPAC data along with data from common formative and benchmark assessments to identify language proficiency levels of students in order to cognitively plan for effective implementation of ELD standards during Integrated and Designated ELD instructional blocks. (substitute/additional hour 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)

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

Staff will plan and deliver first best instruction that is engaging, rigorous, differentiated and aligned with CCCSS and ELD standards. Staff will plan lessons that include directed, guided, cooperative, inquiry based, project based and independent learning opportunities. Staff will dedicate instructional minutes daily for key content areas:

ELA (TK/K--1 hour, 1st-3rd--2.5 hours, 4th-5th--2), math (TK/K--30 mins, 1st-5th--1 hour), D-ELD (TK-5th--30 minutes).

ELA instruction will include foundational skills, fluency practice, reading comprehension of complex fiction and non-fiction text, writing, grammar, listening skills, speaking/presentation skills, strategic oral language production, close reading strategies, vocabulary development, use of technology, targeted literacy skill instruction during intervention using prescriptions, small group instruction, and complex levels of questioning which require student demonstration of depth of knowledge both orally and in writing.

Math instruction will include balanced implementation of conceptual, procedural and application of math skills, math habits of mind (SMPs), daily use of number sense routines and problem types, consistent use of mental math, use of manipulatives, use of technology, fluency practice and lessons that promote real world application.

ELD instruction will include language acquisition, language production, language mechanics, grammatical structures, reading and writing.

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

Staff will analyze student achievement data from common formative assessments, end of unit/benchmark assessments, DIBELS, SVMI, ELPAC and CAASPP and use results to identify students who have not demonstrated progress towards mastery, to determine targeted instructional strategies; to develop instructional intervention including use of prescriptions to remediate targeted

literacy gaps; to refine instructional practices; and to plan lessons to remediate or differentiate instruction to meet student needs. Targeted intervention/enrichment opportunities will occur during small group and/or intervention blocks using targeted prescriptions along with supplemental resources.

Staff will communicate academic progress with families and students. Staff will engage in individual and collective goal setting conferences with students to promote growth and progress on all varieties of assessments. Student progress, growth and achievement will be acknowledged and celebrated during student recognition ceremonies (Flag Assemblies, award assemblies etc). (substitute, awards 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)

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.

Analysis of SPSA Goals from 2018-2019

Goal 1A: ELA

*This goal was impacted by school closure.

*Data from middle of year administration of DIBELS indicated:

- ----51% of Stokoe students performed at or above grade level.
- ----85% of students scoring at or above grade level maintained their performance level.
- ----13% of students requiring intensive or strategic support increased in performance level.

*This goal was considered not met based on middle of year data. The inability to evaluate end of year student achievement impacted complete goal evaluation. This goal has been revised and continued.

Goal 1B: Math

*This goal was impacted by school closure.

*43% of all students were assessed.

- ----Of the 51% of students assessed on task 1, 73% improved by at least 2 points

- ----Of the 37% of students assessed on task 2, 55% improved by at least 2 points

*Combined average:

- ----65% of students assessed improved by at least 2 points

* This goal was considered partially met due to inability to fully administer and evaluate student achievement. This goal has been revised and continued.

Goal 1C: EL Students

*This goal was impacted by school closure.

*EL students were unable to complete ELPAC assessments for 2019-2020.

*Goal was analyzed using EL student achievement data from 2019 CA Dashboard and 2019 ELPAC scores.

*CA Dashboard results indicate:

- ----EL students continue to perform lower than EO students on standardized assessments.
- ----RFEP students continue to perform higher than EO students on standardized assessments.

*2019 ELPAC results indicate:

- ----28% of EL students increased one performance level.
- ----85% of EL students increased in the number of scale score points.
- ----9% of EL students remained at performance level 4 across 2 years.
- ----29% of EL students remained at performance levels 1-3 across 2 years.
- ----30% of EL students decreased in performance levels..

*This goal was considered not met based on 2019 data. The inability to evaluate 2020 ELPAC data impacted complete goal evaluation. This goal has been revised to include a different assessment tool and has been continued.

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

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.

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.

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.

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)

2A--AVID

*By April 2021, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and AVID note-taking strategies will be used on a weekly basis in 90% of classrooms as measured by teacher survey results.

2B--Parent Involvement

*By April 2021, the total number of parents attending school events will increase by 5% when comparing attendance at 2019-20 events with 2020-21 events as measured by event sign in sheets.

Identified Need(s)

83,4% of students receive free/reduced lunch. This data is indicative that students and parents need ongoing opportunities to learn about college readiness skills and preparations including: academic rigor, vocabulary, process and requirements for college admission, financial opportunities available to support college enrollment, and ways to support college preparation and readiness in elementary school. Due to school closure parent survey data was unable to be gathered for the 2019-2020 school year. Parent survey results from 2018-2019 indicate that 89% of parents have attended at least one school event; that 96% of parents feel welcome on campus; and that 45% of parents feel the school provides information on how to help their child be prepared for college. Stokoe utilizes AVID strategies to promote development of time management skills, organizational skills and study habits in our students. We have continued to expand the number of teachers who are trained in AVID strategies each year. 9 more teachers were trained this school year. Systems are established to recognize student achievement and to support college readiness. A variety of parent engagement opportunities are offered throughout the year and a welcoming and inclusive school climate is being established. In addition, a system for MTSS and early intervention is being implemented along with a system for SST to provide intervention support for behaviors and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 2A--AVID	Goal 2A--AVID	Goal 2A--AVID
Data analyzed to form this goal included staff implementation and use of AVID strategies. Student achievement on common formative assessments, benchmark assessments and standardized assessments. Data related to	Trends from 2019 end of year teacher survey: *90.6% of teachers use communication folders/planners and agendas (65% weekly; 29% daily; 5% in another manner)	To evaluate this goal, we will conduct a staff survey at end of 2021 to determine how and with what frequency AVID strategies are being used. Our site AVID plan and progressions chart will also be used to determine and develop

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent education levels along with free/reduced lunch data was also considered.	<p>*87.1% of teachers utilize AVID note-taking strategies during lessons (67% weekly; 7% monthly; 13% daily; 13% in another manner)</p> <p>*AVID note-taking strategies are used by teachers in multiple content areas. 96% of teachers use for ELA; 68% of teachers use for math; 46% of teachers use for science; 25% of teachers use for social studies.</p>	appropriate next steps for AVID implementation. In addition, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, benchmark assessments, DIBELS and reports from research based intervention programs.
<p>Goal 2B--Parent Involvement</p> <p>Sign in sheets from parent events were used to determine parent attendance at district planned and site planned events. Student achievement on common formative assessments, benchmark assessments, standardized assessments, parent education levels along with free/reduced lunch data was also considered.</p>	<p>Goal 2B--Parent Involvement</p> <p>School closure impacted ability to compare all spring and some annual events across both years.</p> <p>Trends from parent sign-ins during events offered in both 2018-2019 and 2019-2020:</p> <p>*7 types events were offered.</p> <p>*260 more parents attended events offered both years which represents a 23% overall increase.</p> <p>*An average of 54% of parents attended district planned events which represents an increase of 7% when compared to previous year.</p> <p>*An average of 30% of parents attended site planned events which represents an increase of 10% when compared to previous year.</p> <p>Attendance at district planned events:</p> <p>*Parent Teacher Conference--90% (an increase of 14%)</p> <p>*Back to School Night--47% (an increase of 6%).</p>	<p>Goal 2B--Parent Involvement</p> <p>To evaluate this goal, we will utilize sign in sheets from parent meetings, workshops and school events to monitor and evaluate parent attendance and involvement. Our site parent engagement action plan, developed by ATP, will also be used to evaluate and assess effectiveness of our events and our parent involvement program. In addition, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, benchmark assessments, DIBELS and reports from research based intervention programs.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*Parent Involvement Week--29% (an increase of 2%) *1138 parents signed in at district planned events</p> <p>Attendance at site planned events: *TK/Kinder Orientation--64% (an increase of 2%). *Storybook Parade--14% (a decrease of 1%). *Family Science Night--36% (an increase of 20%). *Science Fair Information Meeting--39% (an increase of 14%). *518 parents signed in at site planned events</p>	

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 review and utilize data from student achievement reports to identify areas in need of improvement and to strengthen instructional practices that support academic rigor and college readiness. Staff will utilize tenets of MTSS to identify student needs and provide targeted small group instruction using targeted prescriptions to remediate learning gaps in language development, literacy or math using a variety of curriculum resources.

Staff will communicate student progress with families and students. Staff will continue to celebrate academic excellence and citizenship as a component of college readiness in a variety of ways including, but not limited to Flag Ceremonies, Semester Awards, CAASPP awards, Honor roll, Principal's Lunch, Spelling Bee and Science Fair. (substitute, additional hours, awards 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)

2,000

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

Staff will continue to implement school wide systems that support equitable practices, academic rigor and development of college readiness skills. Staff will continue with weekly integrated and designated STEAM learning.

Supplemental instructional resources, materials, supplies and technology will be used by staff and students to support an equitable learning environment and to encourage the development of college readiness skills. Supplementary instruction may include, but is not limited to AVID, History Day Science Fair, STEAM, PLTW and GATE activities designed to provide rigorous enrichment and extended learning opportunities. (substitute, additional hours and materials 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)

1,487

Source(s)

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

A variety of parent events, networking opportunities and parent meetings (ELAC, ATP, SSC, Watch DOGS, Principal's Coffee) will be planned to educate, motivate, build capacity and raise parent awareness of college preparation and readiness skills

Staff will communicate information regarding upcoming events to parents using flyers, newsletters, Blackboard Connect, PeachJar, site social media accounts, site website and marquee. Staff will communicate information related to academic progress and behavior needs during parent teacher conference and as needed during phone calls, emails and digital platforms (Google Classroom, Remind, Class DoJo or Class Tag).

Student planners, communication folders and/or agendas will be used to increase and support home-school communication and to promote college readiness and character development.

Interpretation and translation services, child care and/or refreshments may be provided during parent events as needed. (additional hours, substitute, child care, translation, refreshments, materials and supplies 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)

2,000

Title I
4000-4999: Books And Supplies

3,884

Title I
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)

All students

Strategy/Activity

Administration, instructional coach, teachers, support staff and/or classified staff will participate in targeted professional learning experiences and conferences that improve equitable practices, increase cultural proficiency, promote STEAM fields, support digital literacy and distance learning, college and career readiness, use of AVID strategies for development of effective communication, study habit, time management strategies, organizational strategies and other research based instructional strategies in order to build capacity to support systems of academic excellence. (additional hours, registration, substitute and reimbursement 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)

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 continue the focus of college readiness during classroom lessons, morning announcements and student recognition ceremonies. Staff will promote the expectation that all students will graduate from high school and be college/career ready.

Staff will implement and plan special events, days and projects to increase awareness of post-graduate opportunities, college preparation and college readiness skills including, but not limited to, Career Day, motivational speakers, college research projects, college campus visits and public displays with college symbolism and information. (materials, substitute, additional hours, registration, contracts and reimbursement 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)

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.

Analysis of SPSA Goals from 2018-2019

Goal 2A: AVID

*This goal was not impacted by school closure.

*90.6% of classrooms utilize communication folders/agendas/planners on a weekly basis. In order to achieve this goal, 100% usage was required. This portion of the goal was not met.

*87.1% of classrooms use AVID note-taking strategies . 80% of teachers use AVID note-taking strategies on a weekly basis. This portion of the goal was met.

*9 more teachers were trained in AVID strategies. Grade level teams are fully trained in grades 2nd-5th.

*This goal was partially met. This goal has been expanded and continued.

Goal 2B: Parent Involvement

*This goal was impacted by school closure.

*Of the 7 events that occurred across both school years:

- ----260 more parents attended events this school year.
- ----7% more parents attended district planned events.
- ----10% more parents attended site planned events.

- *Parent attendance increased across all events (with the exception of storybook parade).
- *Parent attendance increased at ELAC meetings and principal's coffee.
- *ATP was fully functional this year and had parent attendance at each meeting.
- *Overall parent participation increased by 23% for events that occurred both years.
- *Although not planned events occurred, this goal was met. The goal has been modified and continued.

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

School closure impacted ability to fully utilize funds as intended. Funds that were designated for some parent involvement events, student recognition events and intervention unable to be used when school closed.

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.

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.

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)

3A--Attendance

*By April 2021, the chronic absenteeism rate will decrease by 0.5% as measured by local data in Aeries.

3B--School Climate (Discipline and Suspensions)

*By April 2021, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

Identified Need(s)

Goal 3A--Attendance

Stokoe average daily attendance (ADA) rates have increased slightly over the past three years. Due to school closure, we do not have a full year of data to analyze for 2019-2020. Based on ADA rates from months 1-8 this year, attendance has increased slightly by 0.36%. ADA rates were 95.97% in 2018-18 and 96.10% in 2018-19. CA Dashboard reports for chronic absenteeism in 2010 indicate that 11.9% of our students are chronically absent. Our students are at a high status and increased by 1.6% which corresponds with the orange performance gauge. Data indicates an ongoing need for a comprehensive attendance incentive plan.

Goal 3B--School Climate (Discipline and Suspensions)

Data for suspensions indicates that the number of suspensions increased significantly (8 students) between the 2018-2019 school year and the 2019-2020 school year. CA Dashboard reports for suspensions in 2019 indicate that 0.9% of students were suspended at least once. Our students are at a low status and increased by 0.3% which corresponds with the yellow performance gauge. Due to school closure, school climate surveys were unable to be fully administered and analyzed. Data from parent surveys in 2018-2019 indicates that parents feel rules are clearly communicated and enforced fairly 100% of the time; that incidents of physical violence are not a problem 71% of the time; and that school is safe 100% of the time. Data from 2018-2019 CHKS indicates that students feel that rules are clearly communicated 79% of the time; that students are treated fairly when rules are broken 36% of the time; that they engage in positive behaviors 88% of the time (but 57% report that they have engaged in acts of physical or verbal aggression); and that they feel safe at school 67% of the time. Data indicates an overall positive school climate and low number of discipline incidents. However, ongoing character development lessons and conflict resolution lessons are also needed to maintain the number and frequency of student discipline incidents.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Goal 3A--Attendance

Goal 3A--Attendance

Goal 3A--Attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used in the development of these goals was district attendance(ADA) reports in Aeries and CA Dashboards for chronic absenteeism.	<p>ADA trends from Aeries:</p> <ul style="list-style-type: none"> *2017-18--95.97% *2018-19--96.10% *2019-20--96.46% (due to school closure represents only months 1-8) <p>2010 CA Schools Dashboard trends:</p> <ul style="list-style-type: none"> *11.9% of Stokoe students are chronically absent *Student group chronic absenteeism rates: White--18.6%, Hispanic--11.5%, SED--12.9%, African American--10.0%, SWD--14.4% and EL--7.4% *The percent of Stokoe students who are chronically absent increased by 1.6% compared to previous year *Student group trends: White--increased by 2.0%, Hispanic--increased by 0.9%, SED--increased by 2.0%, African American--increased by 4.1%, SWD--increased by 4.6% and EL--increased by 0.8% <p>Monthly ADA Trends from Aeries 2019-2020</p> <ul style="list-style-type: none"> *Month 1 96.84% *Month 2 96.56% *Month 3 96.04% *Month 4 94.77% *Month 5 94.07% *Month 6 94.20% *Month 7 94.95% *Month 8 99.20% 	Monthly attendance summary data from Aeries and CA Dashboard will be used to evaluate this goal.
<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>Data used in the development of these goals was assertive discipline reports from Aeries, CA Dashboards for suspensions and 2018-2019</p>	<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>Assertive discipline trends from Aeries:</p> <ul style="list-style-type: none"> *2017-18--9 suspensions *2018-19--10 suspensions 	<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>Assertive discipline data reports from Aeries, suspension data from CALPADS and CA Dashboard will be used to evaluate this</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
survey results from parents (site created) and students (CHKS).	<p>*2019-2020--18 suspensions (due to school closure, data reflects months 1-8 of school)</p> <p>2019 CA Schools Dashboard trends: *0.9% of Stokoe students were suspended at least once *Student group suspension trends: SED--0.9%, EL--0.4%, Hispanic--1.1%, African American--0.0%, SWD--1.8%, and White--0.0% *The percent of Stokoe students suspended at least once increased by 0.3% *Student group trends: SED--increased by 0.3%, EL--maintained at 0%, Hispanic--increased by 0.8%, African American--declined by 1.5%, SWD--maintained at 0.1% and White--declined by 1.7%</p> <p>CHKS Survey Trends from survey administered in 2018-2019: (percent who responded yes to most/all of the time) *Positive behaviors: follow rules in class--89%, follow rules on playground--86%, listen to adults--87%, be kind to others--93%, been a victim of physical/verbal aggression at least once--46%, acted physically/verbally aggressive at least once--57% *Rules: clearly communicated--79%; enforced fairly--36%</p>	goal. Data from parent, staff and student surveys (CHKS and/or site created) related to school climate will also be used to evaluate this goal.

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 implement MTSS as a means of early intervention and utilize SST process to monitor at-risk students and to support students, teachers and parents. Consistent SST meetings will be held to provide timely support by building upon the strengths of students in order to develop action plans for remediation of academic and behavior concerns. Staff will use data to identify specific student needs and will document tiered levels of intervention and results prior to convening for SST meeting. (substitute and additional hours 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)

2,950

Source(s)

LCFF-LI

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

Supplemental resources, materials and incentives will be used by staff, students and parents to support instruction of character development, inclusive and equitable learning climates, healthy living choices and to motivate and encourage school attendance, citizenship, active lifestyles or student achievement.

Site technology (sound systems, speakers, screens, podiums etc) will be updated as needed to ensure appropriate communication and inclusiveness during awards assemblies, educational presentations (character development, bullying, self-esteem etc) and parent events/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)

2,000

Source(s)

Title I

4000-4999: Books And Supplies

1,700

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)

All students

Strategy/Activity

A variety of parent events will be planned to build parent understanding, to raise awareness and to provide parents with strategies, materials and resources that support character development so that parents can better support student achievement and at home learning.

Teachers and parents will participate in parent advisory groups/committees (ELAC, ATP, SSC and PTO) to analyze data related to school climate, attendance and discipline, to evaluate the effectiveness of site attendance plan and to ensure our school climate is safe and inclusive. Positive parent strategies, attendance information and tips to encourage school attendance will be provided during meetings. Refreshments, child care and translation services will be provided for parents attending meetings/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)

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

Data related to school climate, attendance, discipline and character will be used by staff to plan lessons that utilize a variety of instructional strategies to support character development, to minimize discipline incidents, to foster an equitable learning environment and to encourage attendance. Staff will provide ongoing instruction related to topics of conflict resolution, character development, bullying and drug/alcohol/tobacco use. Bullying lessons will include strategies for building character, conflict resolution identification of bullying behaviors and appropriate responses for bullying situations.

Daily, weekly and monthly attendance data will be shared with staff, students and parents to increase accountability, to promote goal setting, to monitor progress and to encourage attendance. Suspension, discipline, school climate, disaster preparedness and healthy living data will be shared with staff, students and parents a minimum of once a year. Daily announcements will be made to promote monthly character focus of "Character Counts Traits" which include: respect, responsibility, trustworthiness, caring, fairness and citizenship. Disaster drills (fire, earthquake and/or lock-down) 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 5

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 and psychologist will provide behavior support services, assist with development of behavior plans and meet with students (on individual and small group basis) to provide social and emotional support with character development, conflict resolution and behavior interventions.

Counselor will provide student lessons along with staff and parents training that support character development, self-esteem, decision making, stress management, social skills, conflict resolution, friendship, bullying, study skills, attendance and other topics as needed.

Counselor, school psychologist, administration and other staff will attend conferences and/or seminars to learn strategies to increase capacity to support, develop and implement site plan for character development in order to effectively meet the social, developmental and emotional needs of students. (registration, substitute, additional hours and reimbursement 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)

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.

Analysis of SPSA Goals from 2018-2019

Goal 3A: Attendance

*This goal was impacted by school closure. Only months 1-8 were available for analysis.

*Chronic absenteeism increased by 1.6% when comparing 2017-18 with 2018-19 CA Dashboard data.

- ----Chronic absenteeism increased across all student groups.
- ----SWD had the largest increase with 4.6%
- ----EL students had the smallest increase with 0.8%

*Local data in Aeries indicates a slight improvement 0.36% in ADA rates.

*This goal was not met. This goal has been revised and continued.

Goal 3B: School Climate (Discipline and Suspension)

*This goal was impacted by school closure. Only months 1-8 were available for analysis.

*Suspension rate increased by 0.3% when comparing 2017-2018 with 2018-2019 CA Dashboard data.

- ----2 student groups declined (African American and White).
- ----2 student groups maintained (SWD and EL)
- ----2 student groups increased (Hispanic and SED).
- ----Hispanic student groups had the largest increase (0.8%).
- ----White student group had the largest decrease (1.7%).

*Local data in Aeries indicates a significant increase in the number of suspensions (8).

*This goal was partially met. The goal has been revised and continued.

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

School closure impacted ability to fully utilize funds as intended. Funds that were designated for some attendance incentives, student recognition events, intervention/MTSS support, and school climate events were unable to be used when school closed

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.

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.

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$260,871.00

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	\$227,166.00

Subtotal of additional federal funds included for this school: \$227,166.00

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 (\$)
LCFF-EL	\$16,736.00
LCFF-LI	\$16,969.00

Subtotal of state or local funds included for this school: \$33,705.00

Total of federal, state, and/or local funds for this school: \$260,871.00

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	16,736	0.00
LCFF-LI	16,969	0.00
Title I	227,166	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	16,736.00
LCFF-LI	16,969.00
Title I	227,166.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	199,557.00
2000-2999: Classified Personnel Salaries	11,061.00
4000-4999: Books And Supplies	41,891.00
5000-5999: Services And Other Operating Expenditures	8,362.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,427.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,340.00
4000-4999: Books And Supplies	LCFF-EL	2,669.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,300.00

1000-1999: Certificated Personnel Salaries	LCFF-LI	6,072.00
2000-2999: Classified Personnel Salaries	LCFF-LI	2,464.00
4000-4999: Books And Supplies	LCFF-LI	8,433.00
1000-1999: Certificated Personnel Salaries	Title I	186,058.00
2000-2999: Classified Personnel Salaries	Title I	3,257.00
4000-4999: Books And Supplies	Title I	30,789.00
5000-5999: Services And Other Operating Expenditures	Title I	7,062.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	244,850.00
Goal 2	9,371.00
Goal 3	6,650.00

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
Francine Ramirez	Principal
Michele Morales	Classroom Teacher
Monica Johnson	Classroom Teacher
Elizabeth George	Classroom Teacher
Susan Perez	Other School Staff
Stephanie Thomas	Parent or Community Member
Vanessa Paea	Parent or Community Member
Adriana Garcia	Parent or Community Member
Maribel Hernandez	Parent or Community Member
Lorena Diaz	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 5-21-20.

Attested:



Principal, Francine Ramirez on 5-21-20



SSC Chairperson, Maribel Hernandez on 5-21-20



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
January 8th, 2020
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC #2a
 - ii. Election of ELAC Officials for the 2019-2020 School Year
 - iii. Election of DELAC Representatives for the 2019-2020 School Year
- III. Dialogue and Action/Training
 - a. Approve Minutes from 12-11-2019
 - b. SSC Input and Update
 - c. Mini Mac Pre-Assessment Achievement Data
 - d. LCFF-EL
 - e. Importance of Attendance
 - f. Reports: ATP, DELAC, and CABE
- IV. Open Session
- V. Closing
 - a. Next Meeting will be February 5th, 2020 at 8:45am in the Family Resource Room
 - b. Closing

***Indicates Action must be taken**

"All Students will realize their unlimited potential."



Districto Escolar Unificado Alvord
Escuela Primaria Phillip M. Stokoe
Comité Consejero para Aprendices
del Idioma Ingles
8 de enero del 2020
8:45am, Salón de Recursos Familiares



Agenda

I. Procedimientos de Introducción

1. Llamar al Orden
2. Bienvenida/Registro de Asistencia (#2b)
3. Saludo a la Bandera

II. Asuntos de Acción

1. Agenda
 - a. Elección de Nuevos Miembros de ELAC (#2a)
 - b. Elección de oficiales para el año escolar del 2019/2020
 - c. Elección de miembros para DELAC para el año escolar 2019/2020

III. Dialogo/Información/Entrenamiento

- a. Aprobación de minuta de 12-11-2020
- b. Opiniones y Actualizaciones SPSA/SSC
- c. Datos Iniciales de Rendimiento de Mini Mac
- d. Presupuesto LCFF-EL
- e. La Importancia de la Asistencia Escolar
- f. Reporte ATP, DELAC, y CABE
- g. Próximos Eventos

IV. Sesión de Audiencia

V. Clausura

- a. Próxima junta será el 5 de febrero del 2020 a las 845 en el Salón de Recursos Familiares.
- b. Clausura



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
January 8th, 2020

- I. Introductory Procedures:
 - a. Meeting was called to order at 9:00am
 - b. Parents were asked to sign in
 - c. Pledge of Allegiance was recited
- II. Action Items
 - a. Agenda:
 - i. Election of new members ELAC #2A: Ms. Flores and Ms. Hincapi were welcomed as new members. Ms. Diaz motioned the election and Ms. Ortiz seconded.
 - ii. Election of ELAC Officials for the 2019-2020: No action was needed in election of ELAC Officials.
 - iii. Election of DELAC Representatives for 2019-2020: No action was needed in the election of DELAC Representatives.
- III. Dialogue and Action/Training
 - a. Approval of Minutes from December 11, 2019 meeting. Ms. Diaz motioned for approval and Ms. Rosario Gomez seconded the motion.
 - b. SSC Input and Update: Mr. Diaz began the meeting by explaining and reviewing the SSC meeting from the previous month. He told the parents that there have been approvals in Title I funding for math materials. Teachers will also have the opportunity to make posters that are relevant to our student's math curriculum and how the visuals would help our EL population. The one thing that the parents enjoyed hearing was about the implantation of our laptop carts at each grade level. Mr. Diaz explained that we now have a great advantage in our classrooms because each teacher will now have access to a lap top cart on a daily basis. The parents were made aware of the different programs we can implement for our students like Zearn Math, ELPAC Practice, Access to Wonders, and the opportunity to type out essays would be more frequent. Ms. Diaz and Ms. Ortiz mentioned that it was going to give our students a great advantage in improving their literacy and growth.
 - c. Mini-Mac Pre Assessment: Mr. Diaz reviewed the Math data with the parents. Our goal for May 2020 was to have 60% of our students be within the 50% percentile. We are looking for growth in each student and not everyone grows at the same rate. The parents were a bit confused but it was quickly cleared up how we want to see growth in small bites and not necessarily large one. Ms. Flores cleared up the confusing by stating how important that is because not all students can jump levels so quickly, but as long as they jump a few steps it is progress. We are in the process of aligning our Math Curriculum through-out all grade levels.
 - d. LCFF-EL: Mrs. Ramirez that our budget is at \$18,550. The parents remembered that this covers BIA's, EL Facilitator, materials that will support our EL Students, and CAFE registration. The parents were told they have a month to decide whether or not they will be wanting to register for the CAFE Conference in May of 2020
 - e. Importance of Attendance: Ms. Ramirez reviewed our attendance rate for the month of December. The parents enjoyed seeing the stats. For our 5th month of school we were at a 93.75%. Our attendance average went down and the parents agreed that it was due to the Holiday Season. We had between 29-67 Students absent and about 30-61 students who were late. Our goal for next month is to improve above 97%. The parents were interested in hearing that we were 3% points below the district average.
 - f. Reports: There were no DELAC reports to be given. Parents were told about CAFE conference coming up in May. We will be revisiting this in April to see what parents would like to attend.
- IV. Open Session:

V. Adjournment/Closing:

1. Next meeting: February 5th, 2019 at 845am.
2. Meeting adjourned at 10:15am. Ms. Lorena Diaz Motioned and Gabriela Ortiz seconded.

[illegible]



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
February 5, 2020
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC #2a
 - ii. Election of ELAC Officials for the 2019-2020 School Year
 - iii. Election of DELAC Representatives for the 2019-2020 School Year
- III. Dialogue and Action/Training
 - a. Approve Minutes from 01-08-2020
 - b. SSC Input and Update
 - c. SPSA Goal 1A
 - d. DIBELS Achievement Data
 - e. LCFF-EL Budget Update
 - f. CALPADS
 - g. Importance of Attendance
 - h. Reports: DELAC
 - i. Upcoming Events
- IV. Open Session
- V. Closing
 - a. Next Meeting will be March 11, 2020 at 8:45am in the Family Resource Room
 - b. Closing

***Indicates Action must be taken**



Districto Escolar Unificado Alvord
Escuela Primaria Phillip M. Stokoe
Comité Consejero para Aprendices
del Idioma Ingles
5 de febrero del 2020
8:45am, Salón de Recursos Familiares



Agenda

I. Procedimientos de Introducción

1. Llamar al Orden
2. Bienvenida/Registro de Asistencia (#2b)
3. Saludo a la Bandera

II. Asuntos de Acción

1. Agenda
 - a. Elección de Nuevos Miembros de ELAC (#2a)
 - b. Elección de oficiales para el año escolar del 2019/2020
 - c. Elección de miembros para DELAC para el año escolar 2019/2020

III. Dialogo/Información/Entrenamiento

- a. Aprobación de minuta de 01-08-2020
- b. Opiniones y Actualizaciones SSC
- c. SPSA Meta 1A
- d. Datos y Metas de DIBEL
- e. Presupuesto LCFF-EL
- f. CALPADS
- g. La Importancia de la Asistencia Escolar
- h. Reporte DELAC
- i. Próximos Eventos

IV. Sesión de Audiencia

V. Clausura

- a. Próxima junta será el 11 de marzo del 2020 a las 845 en el Salón de Recursos Familiares.
- b. Clausura



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
February 5th, 2020

- I. Introductory Procedures:
 - a. Meeting was called to order at 8:57am
 - b. Parents were asked to sign in
 - c. Pledge of Allegiance was recited
- II. Action Items
 - a. Agenda:
 - i. Election of new members ELAC #2A: No action was needed.
 - ii. Election of ELAC Officials for the 2019-2020: No action was needed in election of ELAC Officials.
 - iii. Election of DELAC Representatives for 2019-2020: No action was needed in the election of DELAC Representatives.
- III. Dialogue and Action/Training
 - a. Approval of Minutes from January 5th, 2019 meeting. Ms. Diaz motioned for approval and Ms. Hincapie seconded the motion.
 - b. SSC Input and Update: Mr. Diaz reviewed the powerpoint for the day. SPSA Goal 1A Achievement Data Reports were reviewed. Mr. Diaz broke down the demographics and performance rates for each group. The parents were very interested on how our EL Population is mad of different backgrounds. The parents were told that there were no expenditure approvals in the month of January but that February might have some more because of the CAFE Registrations. At SSC we are now looking towards the Data Review for the SPSA Goal 1B Math.
 - c. SPSA Goal 1A: The parents were told that our data is not up to date yet because we are in the process of updating new scores in our reading assessments. The diagram was explained that we are in the orange sections of the rubric and that our goal is not to jump out of it in one trial. Our goal is to grow and move not necessarily at a rapid pace, but a steady pace. Mr. Diaz explained that students do not grow at the rapid rates we want them to grow, but that they grow in small increments. Slow progress is better than no progress at all. Ms. Flores asked what happens if there is no growth. Mr. Diaz explained that we would then have to sit and rethink our goals and strategies.
 - d. DIBELS Achievement Data: We reviewed our mid-year Dibels assessment data. The parents were interested and asked that everything remained the same and it looked as if there was no growth or much movement. Mr. Diaz explained that the mid-year report normally demonstrates that for a number of reasons. One of the reasons is that the reading passages increase in difficulty. A second reason could be that there is a small shift in student adjustment. We noted that we did see a slight increase in 1st and 3rd grade. We also noted that there will be more students working with our reading specialist. Our trend indicates that 13% of our students need strategic support. This showed that those students grew at least 10 percentages points.
 - e. LCFF-EL Budget Update: There was no update in our Budget for this month. The only thing we will be spending is for CAFE Registration. We will have five parents attending plus one teacher.
 - f. CALPADS: The parents were very interested in the CALPADS report. They took a look at our demographics. They liked seeing the breakdown of our school and they got to see the breakdown per grade level. Ms. Flores indicated that it is nice to see that they are not the only parents with the same issue of having to be reclassified. Mr. Diaz also explained the new criteria in that reclassification process and said that we may see a decrease in our EL Student population. The parents were given the link to our school and districts website.
 - g. Importance of Attendance: We reviewed the attendance numbers for the month of January and we saw our percentage goal slightly decrease at a 94.05%.

- h. Reports: Ms. Balbino spoke of DELAC. She said that the meeting focused on SBAC and ELPAC. The meeting was focused on how to make your student responsible when taking the test. The parents received tips on how to motivate students. Ms. Balbino gave the parents some links where they could do their own research.

IV. Open Session:

V. Adjournment/Closing:

1. Next meeting: March 11th, 2019 at 845am.

2. Meeting adjourned at 9:45am. Ms. Lorena Diaz Motioned and Gabriela Ortiz seconded.

[illegible]



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
March 11, 2020
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC #2a
 - ii. Election of ELAC Officials for the 2019-2020 School Year
 - iii. Election of DELAC Representatives for the 2019-2020 School Year
- III. Dialogue and Action/Training
 - a. Approve Minutes from 02-05-2020
 - b. SSC Input and Update
 - c. Local Control and Accountability Plan
 - d. SPSA Goal 3: Student Engagement Achievement Data Reports
 - e. SSC Input
 - f. LCFF-EL Budget Update
 - g. Importance of Attendance
 - h. Reports: ATP and DELAC
 - i. Upcoming Events
- IV. Open Session
- V. Closing
 - a. Next Meeting will be April 8, 2020 at 8:45am in the Family Resource Room
 - b. Closing

***Indicates Action must be taken**



Districto Escolar Unificado Alvord
Escuela Primaria Phillip M. Stokoe
Comité Consejero para Aprendices
del Idioma Ingles
11 de marzo del 2020
8:45am, Salón de Recursos Familiares



Agenda

I. Procedimientos de Introducción

1. Llamar al Orden
2. Bienvenida/Registro de Asistencia (#2b)
3. Saludo a la Bandera

II. Asuntos de Acción

1. Agenda
 - a. Elección de Nuevos Miembros de ELAC (#2a)
 - b. Elección de oficiales para el año escolar del 2019/2020
 - c. Elección de miembros para DELAC para el año escolar 2019/2020

III. Dialogo/Información/Entrenamiento

- a. Aprobación de minuta de 02-05-2020
- b. Opiniones y Actualizaciones SPSA/SCC
- c. Plan de Responsabilidad y Control Local
- d. SPSA Meta 3: Participacion Datos de Rendimiento
- e. Recomendaciones SSC
- f. Presupuesto LCFF-EL
- g. La Importancia de la Asistencia Escolar
- h. Reporte DELAC y ATP
- i. Próximos Eventos

IV. Sesión de Audiencia

V. Clausura

- a. Próxima junta será el 8 de abril del 2020 a las 845 en el Salón de Recursos Familiares.
- b. Clausura



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
March 11th, 2020

- I. Introductory Procedures:
 - a. Meeting was called to order at 8:50am
 - b. Parents were asked to sign in
 - c. Pledge of Allegiance was recited
- II. Action Items
 - a. Agenda:
 - i. Election of new members ELAC #2A: No action was needed.
 - ii. Election of ELAC Officials for the 2019-2020: No action was needed in election of ELAC Officials.
 - iii. Election of DELAC Representatives for 2019-2020: No action was needed in the election of DELAC Representatives.
- III. Dialogue and Action/Training
 - a. Approval of Minutes from February 5th, 2019 meeting. Ms. Balbino motioned for approval and Ms. Ortiz seconded the motion.
 - b. SSC Input and Update: Mr. Diaz spoke to the group about the key expenditures that were done in the month of February. Everything was moving along with the lap top carts and headphones for each of the upper grade classrooms. Ms. Lomeli asked why the lower grade classrooms had not received their own laptops. Mrs. Ramirez explained that is the future intention, but for now we prioritized the older grades since it is good practice for SBAC, ELPAC, and preparation for Middle School since they use Google Docs and Classroom a lot. The parents asked if we could make up a list of free resources the students can use with their laptops and programs they use at school so they can continue and use them at home. Mr. Diaz started to compile a list that will be emailed to the parents a little later during the course of the next two weeks.
 - c. Local Control and Accountability Plan: Mrs. Ramirez went over the LCAP plan for the district and school. The first goal is the conditions of learning, goal two is pupil outcomes, and goal three is engagement. Mrs. Ramirez further explained that there are certain priorities we have and that we need to look into renew our LCAP Goals. The parents indicated that they would like to see more tutoring available for the students in an after school manner of some sort. They also felt computer training was a good thing. We indicated that they were to have to be goals that fit to the conditions of learning, pupil outcomes, and engagement. We will reconvene in our next meeting and speak more about this plan that will be renewed for the next three years.
 - d. SPSA Goal 3: The Student Engagement Achievement Reports were reviewed by Mrs. Ramirez. She began by explaining that our goal was focused on Goal 3A Chronic Absenteeism rate. Our goal as a whole was to reduce that rate by 0.5% in May of 2020. This is measured by the CA Schools Dashboard. Mrs. Ramirez explained that we had improved in several demographics but not enough to meet our goal overall. The dashboard indicates we are in the high area for chronic absenteeism. The parents were happy to find out that our EL Students had the smallest increase with a 0.8%. Our SPSA Goal 3A was not met. Mr. Diaz added that he believed it will increase because of all the incentives that have been put in place for the year. The good news was that SPSA Goal 3b was met.
 - e. SSC Input: The Parent Engagement/Participation Policies and Title 1 Compact together with the Stokoe Parent Involvement Policy will be approved by SSC in 2020. Once it is approved it will be in place for the 2020-2021 and 2021-2022 School years.
 - f. LCFF-EL Budget: There was no change really from the previous month meeting.
 - g. Importance of Attendance: Mrs. Ramirez went over the attendance rates for month 7. Our daily average for daily attendance was at 94.96%. We did not meet the goal and the parents seemed to think it was because of fear over the news of the Covid 19. Mr. Diaz stated that may

not be the entire issue since he believe having that week in February gives people the chance to extend their vacations. The parents were disappointed that we have only met the district attendance rate of 96.5% in month 1 and 2.

- h. ATP and DELAC Report: Ms. Balbino stated that at DELAC the EL Office people shared a bunch of internet resources with the parents. Ms. Balbino handed the notes to Mr. Diaz. Mr. Diaz will be typing a list for the parents and emailing them out to them. They were presented with three different areas. Resources of students that are immigrants, internet resources for productivity, and what kind of resources the schools use for the kids in class. Ms. Ortiz stated that it would be a very helpful list for the parents.
- i. Upcoming Events

IV. Open Session:

V. Adjournment/Closing:

1. Next meeting: April 8th, 2020 at 845am.

2. Meeting adjourned at 9:45am. Ms. Balbino Motioned and Gabriela Ortiz seconded.



**Alvord Unified School District
Philip M. Stokoe Elementary School
Parental Involvement Policy
2020-2022**

PART I. GENERAL EXPECTATIONS

Stokoe 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.

Stokoe 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. Stokoe 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)
 - Blackboard Connect—Parent Phone Messages
 - Input from Leadership Team/Grade Levels
 - Review with parents at Annual Title 1 meeting

2. Stokoe 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
 - Policy will be reviewed at Annual Title 1 meeting
 - Policy will be distributed during registration
 - Copies of the policy will be available in the main office
 - Policy will be posted on school website
 - Blackboard Connect—Parent Phone Messages
3. Stokoe Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The Parent Involvement Policy will be revised every other year
 - School academic achievement, parental concerns, and safety issues will assist in revising the Parent Involvement Policy
4. Stokoe 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
 - Blackboard Connect—Parent Phone Messages
5. Stokoe 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 provided for all meetings as needed
 - Meetings and workshops will be held in the morning and evening to accommodate all parents
 - Blackboard Connect—Parent Phone Messages will be used to inform parents of meetings and events
 - Electronic notices will go home with every student (Peach Jar, Google Classroom, Class Dojo, Remind and/or Class Tag)
 - Input from parents via SSC, ELAC, Parent Teacher Organization (PTO), ATP, and Principal's Coffee Meetings will be used to plan special events that are of interest to parents
6. Stokoe Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
 - Notice of meetings for SSC and ELAC meetings will be provided a minimum of 72 hours in advance
 - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members and posted on school website
 - Results of annual state testing will be available in a timely manner
 - Blackboard Connect—Parent Phone Messages
7. Stokoe 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:
 - Parent-Teacher Conferences
 - Annual Title 1 Meeting
 - SSC, ELAC, ATP and Principal's Coffee Meetings
 - Family Nights
 - TK/Kinder Camp
 - Parent Involvement Week
8. Stokoe 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

- PTO meetings
 - ATP meetings
 - Principal's Coffee Meetings
 - Parent-Teacher Conferences
9. Stokoe 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. Stokoe 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
 - Blackboard Connect—Parent Phone Messages sent in home language
 - Translation services available for meetings and workshops
 - Family Nights
 - ELAC meetings
 - Principal's Coffee Meetings
 - Kinder Camp
 - Parent Involvement Week
 - California Association of Bilingual Education (CABE) Conference
 - "Google Classroom, "Class Dojo", "Remind" and/or "Class Tag"
 - Child care will be provided for all meetings as needed

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Stokoe 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 workshops at a variety of times
 - Family Nights
 - College and Career Events (Career Day)
 - Parent-Teacher Conferences
 - Blackboard Connect—Parent Phone Messages
 - Annual Title 1 Meeting
 - TK/Kinder Camp
 - CABE Conference
 - Principal's Coffee Meetings
 - ELAC, SSC, ATP and PTO Meetings
 - Student Success Team (SST) Meetings
 - Running Rockets/ 100 Mile Club
 - Parent Involvement Week
 - Peach Jar
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 and signed by all stakeholders as indicated on the compact with registration materials
 - Copies of the school-parent compact will be available on the school website and 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: 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 during:
 - Parent workshops at a variety of times
 - Parent -Teacher Conferences
 - Annual Title 1 Meeting
 - CAFE Conference
 - TK/Kinder Camp
 - Family Nights
 - Parent Involvement Week
 - ELAC, SSC, ATP and PTO meetings
 - SST meetings
 - Awards ceremonies (Flag Ceremony, SBAC Achievements)
 - "Google Classroom, "Class Dojo", "Remind" and "Class Tag"
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 meetings
 - Parent workshops at a variety of times
 - TK/Kinder Camp
 - Family Nights
 - Parent Involvement Week
 - Running Rockets/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 Development trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
 - Professional Learning Community training
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 offering:
 - TK/Kinder Camp to be held each spring for incoming TK/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 available in English and Spanish
 - Announcements will be displayed on the school marquee, school office bulletin boards, monthly newsletters and 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
 - Blackboard Connect—Parent Phone Messages providing notices in English and Spanish
 - Classroom communications from teachers to parents including class newsletters, emails, "Google Classroom," Class Dojo", "Remind" and "Class Tag"

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 Stokoe Elementary School on April 30, 2020, and will be in effect for the period of 2020–22 school years. 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 Stokoe 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.



Francine Ramirez, Principal

4-30-20

Date



Distrito Escolar Unificado Alvord
Escuela Primaria Phillip M. Stokoe
Póliza de Participación Escolar de Padres
2020-2022

PARTE I. EXPECTATIVAS GENERALES

La póliza de participación de padres de La Escuela Primaria Stokoe se basa en la póliza de la Mesa Directiva de Educación Estatal, la cual fue establecida para realzar la participación de los padres en las escuelas (SBE, 1994). La póliza SBE anota seis prioridades (o tipos) de programas de participación efectiva de padres: comunicación, destrezas de padres, aprendizaje de los estudiantes, servicios voluntarios, hacer decisiones escolares y abogacía, y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y las escuelas. Nuestra escuela reconoce estos estándares como un esfuerzo comprometido y coordinado para habilitar a los padres para que trabajen en cooperación como socios totales hacia nuestra misión de asegurar que cada estudiante dominará o excederá los estándares académicos, mientras desarrolla destrezas académicas y de la vida.

La Escuela Primaria Stokoe 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 Póliza 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 Póliza de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.
- La escuela tendrá disponible para la comunidad la Póliza 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 actualizará periódicamente la Póliza de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el contrato escuela-padres como un componente de su Póliza de Participación Escolar de Padres.
- La escuela está de acuerdo en ser regida por los requisitos legales de la definición de la participación escolar de los padres y realizará 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:

- *los padres juegan un papel esencial ayudando en el aprendizaje de su hijo/a;*
- *se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*
- *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 su hijo/a;*
- *se siga adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCION DE COMO LA ESCUELA IMPLEMENTARA LOS COMPONENTES REQUERIDOS DE LA POLIZA DE PARTICIPACION ESCOLAR DE PADRES

1. La Escuela Primaria Stokoe tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Póliza de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo la sección 1118 (b) de ESEA:
 - Información obtenida de los padres en las reuniones del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Iniciativa de Liderazgo para la Participación de Padres (ATP) y el Café con la Directora.
 - Contrato entre la Escuela y los Padres (Contrato Título 1)
 - Mensajes telefónicos para padres—Blackboard Connect
 - Información de parte del Equipo de Liderazgo/Niveles de Grado
 - Repaso con los padres en las reuniones anuales de Título 1

2. La Escuela Primaria Stokoe tomará las siguientes acciones para distribuir la Póliza de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:
 - La póliza se enviará a casa con los materiales de inscripción
 - La póliza se repasará en las reuniones anuales de Título 1
 - La póliza se distribuirá con los materiales de inscripción
 - Habrá copias de la póliza disponibles en la oficina escolar
 - Habrá copias de la póliza disponibles en el sitio escolar del internet
 - Mensajes telefónicos para padres—Blackboard Connect
3. La Escuela Primaria Stokoe periódicamente actualizará la Póliza Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
 - La política será revisada cada dos años.
 - Logros escolares académicos, inquietudes de los padres y asuntos de seguridad nos ayudarán en la revisión de la Política de Participación de Padres.
4. La Escuela Primaria Stokoe organizará una reunión anual para informar a los padres de lo siguiente:
 - Que la escuela de su hijo/a participa en el Título I,
 - Acerca de los requisitos para el Título I,
 - De su derecho de participar
 - Sobre la participación de su escuela en el Título 1:
 - Las reuniones se llevarán a cabo en diferentes horarios para acomodar a todos los padres
 - Los avisos se enviarán a casa con todos los estudiantes
 - Habrá servicios de traducción disponibles para todos los avisos escritos para los padres y para las reuniones.
 - Mensajes telefónicos para padres—Blackboard Connect
5. La Escuela Primaria Stokoe tendrá un número flexible de reuniones 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:
 - Se proveerá cuidado para niños en todas las reuniones según sea necesario
 - Las reuniones y talleres se llevarán a cabo por la mañana y por la noche para acomodar a todos los padres
 - Mensajes telefónicos para padres—Blackboard Connect se utilizará para informar a los padres sobre las reuniones y eventos
 - Los avisos electrónicos se enviarán a casa con cada estudiante (Peach Jar, Google Classroom, Class Dojo, Remind y Class Tag)
 - La información de los padres vía reuniones SSC, ELAC, ATP, Organización de Padres y Maestros (PTO), y el Café con la Directora se utilizará para planear eventos especiales que son de interés para los padres.
6. La Escuela Primaria Stokoe proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
 - Los avisos para las reuniones SSC y ELAC se serán disponibles con 72 horas de anticipación
 - Las agendas y minutas de las reuniones ELAC y SSC se envían en inglés y español a los miembros participantes y habrán disponibles en el sitio escolar del internet
 - Los resultados de los exámenes estatales anuales serán disponibles de manera oportuna
 - Mensajes telefónicos para padres—Blackboard Connect
7. La Escuela Primaria Stokoe proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del estudiante y los niveles de habilidad que se espera que alcancen:
 - Conferencias entre Padres y Maestros
 - Reunión Anual de Título 1
 - Reuniones SSC, ELAC, ATP y Café con la Directora
 - Noches Familiares
 - Instituto TK/Kinder
 - Semana de Participación de Padres

8. Si los padres de los niños que están participando lo piden, La Escuela Primaria Stokoe proveerá oportunidades para reuniones regulares para hacer formular sugerencias y participar, cuando sea adecuado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
- Reuniones SSC y ELAC
 - Reuniones de la Organización PTO
 - Reuniones ATP
 - Reuniones del Café con la Directora
 - Conferencias entre Padres y Maestros
9. La Escuela Primaria Stokoe presentará al distrito cualquier comenario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
- El Plan Escolar se repasará con los padres en las reuniones SSC y ELAC
 - Si cualquier padre comenta su desacuerdo tocante al plan escolar, los comentarios se enviarán a la Oficina de Proyectos Especiales y al Superintendente Delegado
 - Se harán todos los esfuerzos para revisar el plan para cumplir con la satisfacción de todos los padres
10. La Escuela Primaria Stokoe tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
- Los avisos/volantes se enviarán a casa en inglés y español
 - Mensajes telefónicos para padres—Blackboard Connect se envía a casa en el idioma del hogar
 - Se proveerán servicios de traductores para las reuniones y talleres
 - Noches Familiares
 - Reuniones ELAC
 - Reuniones de Café con la Directora
 - Instituto TK/Kinder
 - Semana de Participación de Padres
 - Conferencias de la Asociación de Educación Bilingüe de California (CABE)
 - Se proveerá cuidado para niños en todas las reuniones según sea necesario
 - Programas celulares de "Google Classroom," Class Dojo, "Remind" y "Class Tag"

PORTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE EL ESTUDIANTE TENGA ALTOS LOGROS ACADEMICOS

1. La Escuela Primaria Stokoe aumentará la capacidad de los padres y alumnos para tener una fuerte participación escolar de los padres la cual asegure la participación y apoyo a una sociedad compuesta por la escuela, padres y comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación:
- Talleres para padres de diferentes horas
 - Noches Familiares
 - Eventos del colegio y las carreras
 - Conferencias entre Padres y Maestros
 - Mensajes telefónicos para padres—Blackboard Connect
 - Reunión Anual de Título 1
 - Instituto TK/Kinder
 - Conferencia CABE
 - Reuniones de Café con la Directora
 - Reuniones ELAC, SSC, ATP y PTO
 - Reuniones del Equipo de Asistencia Estudiantil (SST)
 - Club de Correr 100 Millas
 - Semana de Participación de Padres
 - Peach Jar

2. La escuela incorporará el contrato escuela-padres como componente de su Póliza de Participación Escolar de Padres:
 - Solicitaremos Información de los padres sobre el contrato escuela-padres
 - El contrato escuela-padres se enviará a casa y será firmada por todos los interesados con los materiales de inscripción
 - Copias del contrato escuela-padres habrá disponible en el sitio escolar del internet o en la oficina

3. Con la ayuda del distrito, la escuela proveerá ayuda a los padres de los niños que reciben servicios de la escuela para que entiendan temas tales como los siguientes: Los estándares del contenido académico del Estado, los estándares del Estado de logros académicos del estudiante, las evaluaciones académicas Estatales y locales incluyendo evaluaciones alternas, los requisito de Título 1, como monitorear el progreso del niño, y como trabajar con los educadores durante:
 - Talleres para padres de diferentes horas
 - Conferencias entre Padres y Maestros
 - Reunión Anual de Título 1
 - Conferencia CABA
 - Universidad para Padres
 - Instituto de TK/Kinder
 - Noches Familiares
 - Semana de Participación de Padres
 - Reuniones ELAC, SSC, ATP y PTO
 - Reuniones SST
 - Ceremonias de Reconocimiento (Flag Ceremony, SBAC Achievement)
 - Programas celulares de "Google Classroom," Class Dojo, "Remind" y "Class Tag"

4. Con ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: entrenamiento de alfabetización, de estilos de vida saludables, y el uso de tecnología apropiadamente para fomentar la participación escolar de los padres con:
 - Reuniones SST
 - Talleres para padres de diferentes horas
 - Instituto de TK/Kinder
 - Noches Familiares
 - Semana de Participación de Padres
 - Club de Correr 100 Millas
 - Conferencias entre Padres y Maestros

5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en atraer, comunicarse y trabajar junto con los padres como si fueran socios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, con:
 - Entrenamiento para el desarrollo profesional de maestros y personal semiprofesional tocante a la participación de padres, comunicación y asociación
 - Entrenamiento sobre la Comunidad de Aprendizaje Profesional

6. Hasta donde sea posible y apropiado, 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,* y escuelas preescolares públicas y otros programas y conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen más profundamente en la educación de sus hijos con:
 - Instituto Pre-K el cual se lleva a cabo cada primavera para los padres/guardianes de niños que están por entrar al Kindergarten
 - Plantel Preescolar del Estado disponible en la escuela
 - Biblioteca Escolar disponible para uso de los padres

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, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en

un formato uniforme y que se entienda, incluyendo formatos alternativos si son solicitados y a cierto grado en un lenguaje que los padres puedan entender:

- Todos los avisos sobre eventos serán disponibles en ambos idiomas inglés y español
- Los anuncios se exhibirán en la marquesina electrónica escolar, en el tablero de anuncios de la oficina escolar, en los noticieros y por el sitio escolar del internet. Los anuncios en los tableros de la oficina estarán escritos en ambos idiomas inglés y español
- Los anuncios serán disponibles con 72 horas de anticipación. Se animará a los estudiantes para que recuerden a sus padres los próximos eventos
- Mensajes telefónicos para padres—Blackboard Connect proporcionando avisos en ambos idiomas inglés y español
- Comunicaciones del salón de clase de parte de los maestros para los padres incluyendo el uso de email, noticias del salón y programas celulares "Google Classroom," Class Dojo", "Remind" y "Class Tag"

PARTE IV. ADOPCION

La Póliza de Participación Escolar de Padres ha sido desarrollada de acuerdo y en común con los padres de los niños que participan en Título I, programas Parte A, como se demuestra en las minutas de los concilios para padres.

Esta póliza fue adoptada por la Escuela Primaria Stokoe el 30 de abril, 2020, y estará en efecto durante el periodo de los años escolar 2020-22. La escuela distribuirá ésta póliza a todos los padres de niños que participan en Título I, Parte A y estará disponible en o antes de septiembre, 2020. Estará disponible para la comunidad local en o antes de septiembre, 2020. La Escuela Primaria Stokoe hará la notificación de la póliza en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.


Francine Ramirez, Directora

4-30-20
Fecha



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, May 21, 2020

3:00 p.m.

Zoom 836 3413 7404 / 5BDGHS

AGENDA

- I. Introductory Procedures
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items
 - 1. Minutes of Meeting held April 30, 2020
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - 3. Approval of participation in Title 1 School Wide Program
 - 4. Approval of Site Categorical Budgets (Preliminary 2020-21 Budget Allocations)
 - 5. Approval of 2020-21 School Plan for Student Achievement (SPSA)
- III. Discussion/Information
 - 1. Budget Reports
 - 2. Preliminary Budget 2020-2021
 - 3. Training Topic:
 - a. SSC Year End Evaluation
 - b. Election Cycle 2020-21
 - 4. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 - 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 6. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

The next School Site Council meeting is TBD for the 2020-2021 School Year



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

jueves, 21 de mayo del 2020

3:00 p.m.

Zoom 836 3413 7404 / 5BDGHS

AGENDA

I. Procedimientos de Introducción

1. Llamar al orden
2. Establecer el Quórum
3. Saludo a la Bandera
4. Bienvenida

II. Asuntos de Acción

1. Minuta de la Reunión del 30 de abril 2020
2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
3. Aprobar la participación en el Programa Escolar de Título 1
4. Aprobar los Presupuestos Categóricos Escolares (Asignaciones principales del presupuesto 2020-21)
5. Aprobar el Plan Escolar para Logros Estudiantiles 2020-2021 (SPSA)

III. Diálogo/Información

1. Reportes del Presupuesto
2. Reporte Preliminar de Presupuesto 2020-2021
3. Temas para la capacitación:
 - a. Evaluación de fin de Año de SSC
 - b. Fechas para las elecciones en 2020-2021
4. Reportes de Comités de Padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
5. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
6. Reporte de la Directora

IV. Sesión de Audiencia/Comentarios del Público

V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar se anunciara en el año escolar 2020-2021



ALVORD UNIFIED SCHOOL DISTRICT

Stokoe Elementary School

School Site Council

Thursday, May 21, 2020

3:00 p.m.

Zoom 836 3413 7404 / 5BDGHS

MINUTES

- I. Introductory Procedures
 1. Meeting was called to order at 3:11pm.
 2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Michele Morales, Adriana Garcia, Stephanie Thomas, Susan Perez, Elizabeth George, Maribel Hernandez and Lorena Diaz.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in digitally via Zoom.
- II. Action Items
 1. No revisions were noted in the April 30, 2020 minutes:
 - a. It was motioned/seconded/carried (Perez/George 8/0/0) to approve the minutes.
 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures for the 2020-2021 school year on the categorical expenditure request sheets were reviewed and discussed.
 - b. It was motioned/seconded/carried (Hernandez/George/8-0-0) to approve all Title 1 expenditures as listed on the expenditure request sheet.
 3. Approval of participation in School Wide Title 1 Program
 - a. Members discussed elements of a School Wide Title 1 Program.
 - b. It was motioned/seconded/carried (George/Thomas 8/0/0) to approve the School Wide Title 1 Program.
 4. Approval of Site Categorical Budgets (Preliminary 2020-2021 Budget Allocations)
 - a. Members reviewed and discussed the preliminary allocations for 2120-2021 site Categorical Budgets.
 - b. Final budget allocations will be discussed and approved once available.
 - c. It was motioned/seconded/carried (Morales/Perez 8/0/0) to approve the preliminary allocations for 2120-2021 site Categorical Budgets
 5. Approval of 2020-2021 School Plan for Student Achievement (SPSA)
 - a. Members reviewed and discussed the 2020-2021 SPSA
 - b. SPSA Goal Summary was provided.
 - c. It was motioned/seconded/carried (Perez/Garcia 8/0/0) to approve the 2020-2021 School Plan for Student Achievement (SPSA)
 - d. SPSA was digitally signed and attested by Francine Ramirez, Principal, Maribel Hernandez, SSC Chairperson and Lorena Diaz, ELAC President.
- III. Discussion/Information
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 2. Preliminary Budget 2020-2021
 - a. The preliminary budget for 2020-2021 was reviewed and discussed.
 - b. A two year budget comparison chart was provided.

3. Training Topic:
 - a. SSC Year End Evaluation
 - Members reviewed, discussed and completed the end of year SSC evaluation.
 - b. Election Cycle
 - Members discussed election cycle and timelines for 2020-2021.
 - All members are elected for 1-year terms.
 - Staff elections will occur in August.
 - Parent nominations—August 17- 28, 2020.
 - Parent ballots—Aug 31- Sept 8, 2020
 - Parent election results—Sept 9-14, 2020
 - All members agreed with election cycle timeline.
4. Parent Committee Reports
 - a. ELAC Report
 - There was no ELAC meeting in April
 - Next ELAC meeting will be next school year.
 - b. ATP Report
 - There was no ATP meeting in April.
 - Next ATP meeting will be next school year.
 - c. PAC Report
 - April PAC highlights included: District Parent Involvement Policy, and LCAP Stakeholder Input.
 - May PAC highlights included: LCAP discussion and member recognition.
 - PAC minutes from April were distributed for review.
 - Next PAC meeting: TBD
5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent staff professional development included: synchronous and asynchronous learning, math coherence and teacher collaboration.
 - SBAC awards (certificates and medals) will be distributed to students. A virtual awards ceremony will be posted as a link for 5th grade students.
 - b. Parent and Family Involvement Opportunities
 - Due to school closure, no recent parent involvement opportunities occurred.
 - c. Interventions
 - ELT will continue to provide intervention support next school year
6. Principal's Report
 - a. Last Day of School—May 28th
 - b. Registration for returning and new students for the next school year will be online via Aeries beginning June 12th.
- IV. Hearing Session/Public Comments
 1. No additional discussion was brought forward:
- V. Adjournment: Action Item
 1. It was motioned/seconded/carried (Perez/Thomas 8/0/0) to adjourn the meeting at 4:18pm.

The next School Site Council meeting is TBD for the 2020-2021 School Year


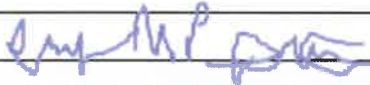




Stokoe Elementary

School Site Council Elementary Sign In Sheet

May 21, 2020

Zoom 836 3413 7404 / 5BDGHS

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michele Morales	Michele Morales	Teacher	Secretary
Beth George	beth george	Teacher	
Monica Johnson		Teacher	Vice-Chairperson
Susan Perez		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Maribel Hernandez	Maribel Hernandez	Parent/Community Member	Chairperson
Adriana Garcia		Parent/Community Member	
Vanessa Paea		Parent/Community Member	PAC Rep.
Stephanie Thomas	Stephanie Thomas	Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



Alvord Unified School District

Stokoe Elementary

Categorical Budget Expenditure Request

May 21, 2020

Approvals for the 2020-2021 School Year

TI					
Vendor	Item Requested	Quantity	Price	SPSA Page #	Justification - How Supplemental
Rochester	Communication Folders	450	NTE \$1400	Performance Goal 2A AVID pgs. 59-65	Communication folders will be used by classroom teachers, students and parents to support effective implementation of AVID and to enhance the core curriculum by providing a resource that supports the home-school connection and promotes college readiness to raise the achievement of at-risk students.
CDW	Laptops: Chromebooks (including software license) Laptop Cart	40	NTE \$12,000	Performance Goal 1A ELA. 1B Math and 1C EL Students pgs. 41-58	Laptops will be used by classroom teachers and students to enhance the core curriculum by serving as a resource and tool to support research and digital literacy skills to raise the achievement at-risk students.
Intell-tech	Laptop Carts	1	NTE \$2000	Performance Goal 1A ELA. 1B Math and 1C EL Students pgs. 41-58	Laptop cart will be used by classroom teachers and students to enhance the core curriculum by serving as a resource and tool to support research and digital literacy skills to raise the achievement of at-risk students
Total:			NTE \$15,400		

SSC Training: SPSA Approval and Implementation Monitoring



May 21, 2020



SSC Roles and Responsibilities



- Provide on-going monitoring of the effectiveness and implementation of SPSA
- Analyze and evaluate academic achievement
- Evaluate and review the SPSA and make modifications to reflect changing needs and priorities.
- Develop and approve the school plan including all related budgets with proposed expenditures for supplemental funds



Stokoe Elementary SPSA Goal Summary 2020-2021

Performance Goal	Topic	Stokoe Goal
1	Conditions of Learning	<p>1A ELA</p> <ul style="list-style-type: none"> By March 2021, 55% of students will perform at or above grade level as measured by middle of year DIBELS. By March 2021, 90% of students scoring at or above grade level will maintain their performance and 15% of students requiring strategic or intensive support in reading will increase one performance level when comparing beginning of year DIBELS with middle of year DIBELS. <p>1B Math</p> <ul style="list-style-type: none"> By March 2021, 60% of students who scored in the 50% percentile or below on pre-assessment of SVMl will make 2 points of growth in number sense when comparing pre-assessment and post-assessment SVMl results <p>1C EL Students</p> <ul style="list-style-type: none"> By March 2021, 60% of EL students will demonstrate positive growth in overall language skills as measured by local assessments from Wonders curriculum.
2	Pupil Outcomes	<p>2A AVID</p> <ul style="list-style-type: none"> By April 2021, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and AVID note-taking strategies will be used on a weekly basis in 90% of classrooms as measured by teacher survey responses. <p>2B Parent Involvement</p> <ul style="list-style-type: none"> By April 2021, the total number of parents attending involvement events will increase by 5% when comparing 2019-20 events with 2020-21 events as measured by event sign-in sheets.
3	Student Engagement	<p>3A Chronic Absenteeism</p> <ul style="list-style-type: none"> By April 2021, the chronic absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries. <p>3B Suspension</p> <ul style="list-style-type: none"> By April 2021, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.



Escuela Primaria Stokoe
Resumen de las metas SPSA
2020-2021

Meta de Rendimiento	Tema	Meta Stokoe
1	Condiciones de aprendizaje	<p>1A ELA (Artes de Lenguaje)</p> <ul style="list-style-type: none"> Para marzo 2021, 55% de los alumnos tendrán rendimiento a nivel de grado o superior, medido a mediados de año por DIBELS. Para marzo 2021, 90% de los alumnos con puntuaciones a nivel de grado o superiores, mantendrán su rendimiento y 15% de los alumnos que requieren apoyo estratégico o intensivo en lectura, incrementarán un nivel de rendimiento cuando se comparen las evaluaciones con DIBELS de principios de año con los de mediados de año. <p>1B Matemáticas</p> <ul style="list-style-type: none"> Para marzo 2021, 60% de los alumnos que calificaron al 50% percentil o menos en la pre evaluación de SVMI tendrán 2 puntos de progreso en sentido numérico cuando se comparen con evaluaciones previas y posteriores con los resultados de SVMI. <p>1C Estudiantes EL</p> <ul style="list-style-type: none"> Para marzo 2021, 60% de los alumnos EL demostrarán progreso positivo en sus habilidades del idioma en general, medido por evaluaciones locales del currículo de Wonders.
2	Resultados estudiantiles	<p>2A AVID</p> <ul style="list-style-type: none"> Para abril 2021, 100% de los maestros en salones de clase continuarán usando fólderes, carpetas o agendas semanales y las estrategias para tomar notas estilo AVID se usarán semanalmente en 90% de los salones de clases, medido por respuestas de los maestros en las encuestas. <p>2B Participación de padres</p> <ul style="list-style-type: none"> Para abril 2021, el total del número de padres que asisten a eventos de participación incrementará en un 5% cuando se comparen los eventos del 2019-2020 con los del 2020-2021 y se midan por las hojas de registro de asistencia a los eventos.
3	Participación estudiantil	<p>3A Ausentismo Crónico</p> <ul style="list-style-type: none"> Para abril 2021, la tasa de ausentismo crónico se reducirá en un 0.5% según lo medido por reportes de datos locales en Aeries. <p>3B Suspensiones</p> <ul style="list-style-type: none"> Para abril 2021, el porcentaje de suspensiones permanecerá dentro del 0.5% según lo medido por los reportes de datos locales en Aeries.

**Stokoe Elementary Budget
May 2020**

Title 1				
Objects	Revised Budget	Revenue/Expend	Encumbrances	UnCommitted
1000's	139,906	105,625	18,349	15,932
2,000's	2,870	1,110	0	1,760
3000's	45,707	36,529	5,152	4,026
4000's	42,637	40,159	1,102	1,376
5000's	7,257	5,112	2,145	0
Total	238,377.00	188,535	26,748	23,094

LCFF-LI				
Objects	Revised Budget	Revenue/Expend	Encumbrances	UnCommitted
1000's	4,721	3,544	0	1,177
2,000's	2,106	2,105	0	1
3000's	1,870	1,310	0	560
4000's	8,039	7,301	710	28
5000's	816	916	0	-100
Total	17,552.00	15,176	710	1,666

LCFF-EL				
Objects	Revised Budget	Revenue/Expend	Encumbrances	UnCommitted
1000's	5,656	3,223	0	2,433
2,000's	6,509	3,785	0	2,724
3000's	3,650	1,323	0	2,327
4000's	1,538	99	1,275	164
5000's	1,197	1,196	0	1
Total	18,550.00	9,626	1,275	7,649



Alvord Unified School District

Stokoe Elementary

Preliminary Budget Comparison Report

2020-2021

	Preliminary Budget 2019-2020	Preliminary Budget 2020-2021	Change
Title 1	238,377	227,116	-11,261
LCFF-LI	17,552	16,969	-583
LCFF-EL	18,550	16,736	-1,814
Attendance	9,660	1,500	-8,160
	284,139	260,321	-21,818

Stokoe Elementary

SCHOOL SITE COUNCIL

YEAR-END EVALUATION

2019-2020

<u>Legal compliance requirements</u>	<u>In Compliance</u>	<u>Not In Compliance</u>
1. Half of the members of the school SSC are:		
(a) Principal, classroom teachers, and other school personnel	<u> X </u>	<u> </u>
(b) Parents or other community members not employed at the school site (students in secondary)	<u> X </u>	<u> </u>
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	<u> X </u>	<u> </u>
3. The SSC developed the school plan and Budget and recommended the plan to the Governing Board for approval.	<u> X </u>	<u> </u>
4. All members of SSC reviewed the implementation of the School Plan and periodically assessed the effectiveness of the program.	<u> X </u>	<u> </u>
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.	<u> X </u>	<u> </u>

Organizational Effectiveness

	<u>Excellent</u>	<u>Good</u>	<u>Improvement Needed</u>
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.	<u> X </u>	<u> </u>	<u> </u>

	<u>Excellent</u>	<u>Good</u>	<u>Improvement Needed</u>
2. By-laws The SSC uses bylaws in guiding its operation.	<u>X</u>	_____	_____
3. Leadership The SSC has strong, positive, supportive leadership.	<u>X</u>	_____	_____
4. Training on Roles & Responsibilities The SSC provides orientation training for new members and continuing training for all members.	<u>X</u>	_____	_____
5. Continuity in Membership Real efforts are made to maintain interest in membership on the SSC.	<u>X</u>	_____	_____
6. Meetings Meetings are well organized and well conducted.	<u>X</u>	_____	_____
7. Planning An annual calendar has been established which guides the year.	<u>X</u>	_____	_____

School Based Coordinated Plan

	<u>Excellent</u>	<u>Good</u>	<u>Improvement Needed</u>
Assesses student needs	<u>X</u>	_____	_____
Sets and prioritizes goals	<u>X</u>	_____	_____
Develops and recommends the SPSA	<u>X</u>	_____	_____
Evaluates the effectiveness of the plan	<u>X</u>	_____	_____
Reviews and updates the plan	<u>X</u>	_____	_____
Establishes the annual budget	<u>X</u>	_____	_____

BOARD OF EDUCATION

Joanna Dorado, Ed.D.

Julie A. Moreno

Robert Schwandt

Lizeth Vega

Carolyn M. Wilson

**ALVORD UNIFIED SCHOOL DISTRICT**

All students will realize their unlimited potential

SUPERINTENDENT

Allan J. Mucerino, Ed.D.

9 KPC Parkway

Corona, CA 92879

P: (951) 509-5070

F: (951) 509-6070

State and Federal Programs Office

District Parent Advisory Committee

Wednesday, April 22, 2020 | 5:00 – 6:30 p.m.

Virtual "Zoom" Meeting

Minutes

M/S/C = motioned/seconded/carried

I. Opening Business

1. At 5:01 p.m. Angela Gallardo-Hopkins excepted Zoom participants, welcomed all attendees, and gave instructions on how to maneuver through the Zoom meeting. Theresa Gooder, Co-Chairperson, officially called the meeting to order at 5:12 p.m. and welcomed all attendees.
2. Staff in attendance were introduced: Angela Gallardo-Hopkins (Director, State and Federal Programs), Pauline Kawahara (Assistant to the Director), and Patty Arvide (Interpreter).
3. Guest in attendance were Francisco Gonzalez, Promenade Principal
4. Roll was called and quorum was established with 10 members and 11 sites in attendance.
 - i. Elementary Schools: Arlanza – Tabitha Dickey, Foothill – Alba Vasquez, Myra Linn - Esther Hernandez, Orrenmaa – Quinn Hickman, Promenade – Rudy Medina, Terrace – Peter Palumbo, and Valley View - Osvaldo Vazquez
 - ii. Middle Schools: Loma Vista – Jacque Clark
 - iii. High Schools: La Sierra – Theresa Gooder, and Norte Vista – Laura Flores

- II. Approval of Minutes – It was M/S/C unanimously (Arlanza-Bunuan/Orrenmaa-Hickman) to approve the minutes from January 22, 2020.

III. New Business

1. 2019-20 Local Control and Accountability Plan (LCAP) input: Ms. Gallardo-Hopkins shared Governor Newsoms concerns of the LCAP process continuing during the current Covid-19 situation. The Governor and the California Department of Education (CDE) will change the LCAP timeline and template. Members reviewed the Actions and Items form then shared their concerns regarding LCAP money not being spent during the closure of schools, more DLI classrooms, new textbooks, and transportation for students. Ms. Gallardo-Hopkins informed members the timeframe for stakeholder input with Thoughtexchange has been extended through May 30, 2020. The California Healthy Kids Surveys has been postponed and will be administered next school year.



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2. District Parent Involvement Policy: Ms. Gallardo-Hopkins had members review the policy. Parents shared their concerns with feeling disconnected with their children's online distance learning.
- IV. Hearing Session /Public Comments: Parents would like computer classes to be available to parents to help assist their children with homework. Ms. Vasquez shared that Foothill ES offers computer training through Parent University to all district parents. The training is very helpful and parents need to take advantage of this. Parents expressed how pleased they are with the ongoing communication from the superintendent and would like to see this and laptop distribution to continue on a regular basis.
 - V. Adjournment – The meeting adjourned at 6:42 p.m.





ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, January 16, 2020

3:15 p.m. Room FRC

AGENDA

- I. Introductory Procedures
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items
 - 1. Minutes of Meeting held December 12, 2019
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
 - 1. Budget Reports
 - 2. School Plan (SPSA) Input
 - a. Implementation Monitoring
 - b. Pre-assessment SVMII Data Reports SPSA Goal 1B
 - 3. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 - 4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 5. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

The next School Site Council meeting is scheduled for February 20, 2020



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

jueves, 16 de enero del 2020

3:15 p.m. Salón FRC

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. Minutas de la Reunión del 12 de diciembre 2019
 - 2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
 - 1. Reportes del Presupuesto
 - 2. Plan Escolar (SPSA)
 - a. Monitorear la implementación
 - b. Logros de Rendimiento de SVMI: Meta SPSA 1B
 - 3. Reportes de Comités de Padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 - 4. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
 - 5. Reporte de la Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 20 de febrero del 2020



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, January 16, 2020

3:15 p.m. Room FRC

MINUTES

- I. Introductory Procedures
 1. Meeting was called to order at 3:22pm.
 2. Establishment of Quorum: Quorum was established with 9 out of 10. The following members were present: Francine Ramirez, Susan Perez, Stephanie Thomas, Beth George, Maribel Hernandez, Adriana Garcia, Vanessa Paea, and Lorena Diaz.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. Action Items
 1. No revisions were noted in the December 12, 2019 minutes:
 - a. It was motioned/seconded/carried (Hernandez/Perez 8/0/0) to approve the minutes as revised.
 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. No expenditure requests were brought forward.
- III. Discussion/Information
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 2. Training Topic:
 3. School Plan (SPSA) Input
 - a. Members discussed the role of SSC in monitoring effectiveness of SPSA.
 - b. Input SPSA Goal 1B Math
 - Members reviewed preliminary data reports for initial administration of MAC assessment and CA Dashboard data reports and discussed proposed actions for actions for 2020-2021 SPSA Goal 1B Math.
 - Team noted that progress on math has been relatively unchanged and there is an ongoing need for improvement in math.
 - Members reviewed input from ELAC and provided input for the proposed actions for the 2020-2021 SPSA Goal 1B Math.
 - Proposed actions for goal 1B: Coach support for teachers; professional development focused on conceptual understanding and application of Standards for Mathematical Practice (SMPs); daily use of number sense routines, problem types and mental math strategies; parent training (Kinder Camp) to support math learning at home; and small group instruction for remediation
 - Additional recommendations included:
 - i. Parent workshops to provide strategies for supporting math learning at home.
 - ii. Possible creation of online tutorials or virtual dictionary on our webpage as a resource for families.

- iii. Continued expansion of our digital devices to promote digital literacy and math intervention.
 - All members agreed that the proposed actions and recommendations will support SPSA Goal 1B Math for 2020-2021.
- 4. Parent Committee Reports
 - a. ELAC Report
 - ELAC minutes from December were distributed for review.
 - January ELAC highlights included: Input for SPSA Goal 1B Math, school attendance and CAFE conference were discussed.
 - Many EL students were reclassified and recognized during semester awards. There will be a special reclassification celebration in May.
 - Next ELAC meeting will be Feb.5th.
 - b. ATP Report
 - There was no ATP meeting in December.
 - Next ATP meeting will be January 23rd.
 - c. PAC Report
 - There was no PAC meeting in December.
 - Next PAC meeting will be January 22, 2020
- 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent staff professional development included: AVID use of 3 column notes, literacy intervention and problem types.
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Spelling Bee and semester Awards.
 - Upcoming parent involvement opportunities include: Science Fair Viewing and Awards (Jan 16th) and Principal's Coffee (Jan 31st)
 - c. Interventions
 - Student groups in classrooms and with ELT will be adjusted based on middle of year administration of DIBELS.
- 6. Principal's Report
 - a. Upcoming events include:
 - MLK Day—Jan 20th No School
 - Kindness Week—Jan 27th – 31st
 - Flag Ceremony—Jan 29th
 - Alvord Spirit Run—Feb 1st NOVI
 - Stokoe Night at CBU Basketball game—Feb 6th
 - Winter Break—Feb 10th- 17th
 - Career Day—March 3rd
- IV. Hearing Session/Public Comments
 - 1. The following discussion was brought forward.
 - a. Members discussed possibilities of improving acoustics and sound in MPR.
 - b. Flyers for Stokoe Night at CBU for basketball game and for AEF Spirit Run were distributed.
- V. Adjournment: Action Item
 - 1. It was motioned/seconded/carried (Paea/Hernandez 9/0/0) to adjourn the meeting at 4:10pm

The next School Site Council meeting is scheduled for February 20, 2020



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

Concilio Escolar

Jueves, 16 de enero de 2020

3:15 p.m. Salón FRC

MINUTA

- I. Procedimientos de Introducción
 1. La junta se llamó al orden a las 3:22pm.
 2. Establecimiento del Quórum: El quórum se estableció con 9 de los 10 miembros. Los siguientes miembros estuvieron presentes: Francine Ramirez, Susan Perez, Stephanie Thomas, Beth George, Maribel Hernandez, Adriana Garcia, Vanessa Paea y Lorena Diaz.
 3. Se recitó el saludo a la bandera.
 4. Se les dio la bienvenida a los miembros y se les pidió que registraran su asistencia.
- II. Asuntos de Acción
 1. No se hicieron modificaciones a la minuta de la junta del 12 de diciembre de 2019:
 - a. Se propuso una moción y fue secundada (Hernandez/Perez 8/0/0) para aprobar la minuta sin cambios.
 2. Solicitud de Gastos (TI, LCFF-LI, LCFF-EL)
 - a. No hubo gastos categóricos para su aprobación.
- III. Diálogo/Información
 1. Informes de Presupuesto
 - a. Se revisaron y dialogaron los presupuestos categóricos.
 2. Tema de Capacitación:
 3. Sugerencias al Plan Escolar (SPSA)
 - a. Los miembros dialogaron la función de SSC en supervisar la eficacia del SPSA.
 - b. Sugerencias a la Meta 1B de Matemáticas del SPSA
 - Los miembros revisaron los reportes preliminares de los datos para la administración inicial de la evaluación MAC y el reporte de los datos del Tablero de CA y dialogaron las acciones propuestas para la Meta 1B de Matemáticas del SPSA 2020-2021.
 - El equipo señaló que el progreso en matemáticas no ha cambiado mucho y que existe una necesidad continua de mejorar en matemáticas.
 - Los miembros revisaron las sugerencias de ELAC y proporcionaron sugerencias a las acciones propuestas para la Meta 1B de Matemáticas del SPSA 2020-2021.
 - Acciones propuestas para la meta 1B: apoyo de los asesores a maestros, desarrollo profesional enfocado en la comprensión conceptual y aplicación de los Estándares para la Práctica Matemática (SMPs); uso diario de rutinas de sentido numérico, tipos de problemas y estrategias de cálculo mental; capacitación para padres (*Kinder Camp*) para apoyar el aprendizaje de matemáticas en el hogar e instrucción en grupo pequeño para recuperación.
 - Las recomendaciones adicionales incluyeron:
 - i. Talleres para padres para proporcionar estrategias para apoyar el aprendizaje de matemáticas en el hogar.
 - ii. Posible creación de tutoriales en línea o diccionario virtual en nuestras páginas web como un recurso para las familias.
 - iii. Expansión continua de nuestros dispositivos digitales para promover la lectoescritura e intervención de matemáticas.
 - Todos los miembros estuvieron de acuerdo que las acciones propuestas y las recomendaciones apoyarán la Meta 1B de Matemáticas del SPSA 2020-2021.
 4. Reporte de Comités de Padres

- a. Reporte de ELAC
 - Se distribuyó la minuta de ELAC de diciembre para su revisión.
 - Los aspectos destacados de ELAC de enero incluyeron: se dialogó sobre las sugerencias para la Meta 1B de Matemáticas del SPSA, asistencia escolar y conferencia CABA.
 - Muchos alumnos EL se reclasificaron y fueron reconocidos durante la premiación semestral. Habrá una celebración especial de reclasificación en mayo.
 - La próxima junta de ELAC se llevará a cabo el 5 de febrero.
 - b. Reporte de ATP
 - No hubo junta de ATP en diciembre.
 - La próxima junta de ATP será el 23 de enero.
 - c. Reporte de PAC
 - No hubo junta de PAC en diciembre.
 - La próxima junta de PAC será el 22 de enero de 2020
 5. Reportes del Programa
 - a. Oportunidades de Desarrollo Profesional (paradoctentes, maestros)
 - El reciente desarrollo profesional del personal incluyó: uso de notas de 3 columnas en AVID, intervención de lectoescritura y tipos de problemas.
 - b. Oportunidades de Participación para Padres y Familias
 - Las recientes oportunidades de participación de padres incluyeron: Concurso de deletreo *Spelling Bee* y reconocimientos semestrales.
 - Las próximas oportunidades de participación de padres incluyen: presentación de la Feria de Ciencias y Reconocimientos (16 de enero) y Café con la Directora (31 de enero)
 - c. Intervenciones
 - Los grupos de alumnos en los salones de clase y con ELT se ajustarán de acuerdo a la administración de DIBELS a mediados del año.
 6. Reporte de la Directora
 - a. Los próximos eventos incluyen:
 - Día de MLK—20 de enero No habrá clases
 - Semana de la amabilidad—27–31 de enero
 - Ceremonia a la Bandera—29 de enero
 - Carrera *Spirit Run* de Alvord— 1 de feb NOVI
 - Noche de Stokoe en el partido de basquetbol de CBU—6 de feb
 - Vacaciones de invierno—10-17 de feb
 - Día de profesiones— 3 de marzo
- IV. Sesión de Audiencia/Comentarios Públicos
1. Se presentó el siguiente diálogo:
 - a. Los miembros dialogaron las posibilidades de mejorar la acústica y el sonido en el Auditorio MPR.
 - b. Se distribuyeron folletos para la Noche de Stokoe en CBU para el partido de basquetbol y para la Carrera AEF *Spirit Run*.
- V. Clausura: Asunto de Acción
1. Se propuso una moción y fue secundada (Paea/Hernandez 9/0/0) para clausurar la junta a las 4:10pm

La próxima junta del Concilio Escolar está programada para el 20 de febrero de 2020.



Stokoe Elementary

School Site Council Elementary Sign In Sheet January 16th, 2019

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michele Morales		Teacher	Secretary
Beth George		Teacher	
Monica Johnson		Teacher	Vice-Chairperson
Susan Perez		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Maribel Hernandez		Parent/Community Member	Chairperson
Adriana Garcia		Parent/Community Member	
Vanessa Paea		Parent/Community Member	PAC Rep.
Stephanie Thomas		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, February 20, 2020

3:15 p.m. Room FRC

AGENDA

- I. Introductory Procedures
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items
 - 1. Minutes of Meeting held January 16, 2020
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
 - 1. Budget Reports
 - 2. Training Topic:
 - a. School Accountability Report Card (SARC)
 - 3. School Plan (SPSA) Input
 - a. Implementation Monitoring
 - b. DIBELS Reports SPSA Goal 1A
 - 4. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 - 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 6. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

The next School Site Council meeting is scheduled for March 19, 2020



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Foothill

Concilio Escolar

jueves 20 de febrero del 2020

3:15 p.m. Salón FRC

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. Minutas de la Reunión del 16 de enero 2020
 - 2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Discusión/ Información**
 - 1. Reportes del Presupuesto
 - 2. Temas para la capacitación:
 - a. Informe de Responsabilidad Escolar (SARC)
 - 3. Plan Escolar (SPSA)
 - a. Monitorear la implementación
 - b. Logros de Rendimiento de DIBELS: Meta SPSA 1A
 - 4. Reportes de Comités de Padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 - 5. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
 - 6. Reporte del Director
- IV. Sesión de Audiencia/Comentarios del Público**
- V. Clausura: Asunto de Acción**

La próxima reunión del Concilio Escolar está programada para el 20 de marzo del 2020



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, February 20, 2020

3:15 p.m. Room FRC

MINUTES

- I. Introductory Procedures
 1. Meeting was called to order at 3:19pm.
 2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Susan Perez, Elizabeth George, Michele Morales, Maribel Hernandez, Adriana Garcia, Vanessa Paea, and Stephanie Thomas.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. Action Items
 1. The following revisions were noted in the January 16, 2020 minutes
 - a. Item III.3b should read "discussed proposals" instead of "discussed proposed actions for actions".
 - b. It was motioned/seconded/carried (Paea/Perez 8/0/0) to approve the minutes as revised.
 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - o Members discussed and agreed to increase the amount of screens ordered to 6 and to increase the amount of laptops ordered to 25. The adjusted NTE for Title 1 is \$14,300.
 - b. It was motioned/seconded/carried (Maribel Hernandez/Elizabeth George 8/0/0) to approve all Title 1 and LCFF-EL expenditures as listed on the expenditure request sheet.
- III. Discussion/Information
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 2. Training Topic:
 - a. School Accountability Report Card (SARC)
 - o Members reviewed and discussed the SARC.
 3. School Plan (SPSA) Input
 - a. Members discussed the role of SSC in monitoring effectiveness of SPSA.
 - b. Input SPSA Goal 1A ELA
 - o Members reviewed CA Dashboard 2019 reports, Middle of Year DIBELS reports and discussed proposals for 2020-2021 SPSA Goal 1A ELA.
 - ✓ Team discussed possible types of assessments for data collection to support development of the 2020-2021 SPSA Goal.
 - ✓ Assessment options for proposed goal included CAASPP data that reflects "Distance from Standard (DFS) and Wonders Unit assessments.
 - ✓ Staff input will include these assessment options prior to development of new goal.
 - o Members reviewed input from ELAC and provided input for proposed actions for the 2020-2021 SPSA Goal 1A ELA.
 - o Proposed actions for 2020-2021 SPSA Goal 1A: Coach support for teachers; intervention blocks for targeted literacy interventions using prescriptions to remediate skills; additional hours for support staff to provide intervention support; professional development focused on ELA framework, foundational skills, close reading skills; parent training (Kinder Camp) to support literacy; celebration of student progress and success; differentiated instruction during foundational skills; and ongoing support from literacy teacher.

4. Parent Committee Reports
 - a. ELAC Report
 - ELAC minutes from January were distributed for review.
 - February ELAC highlights included: CALPADS Language Census and participation in the Regional CABE conference.
 - Next ELAC meeting is March 13th.
 - b. ATP Report
 - ATP minutes from January were distributed for review.
 - January ATP highlights included: Stokoe Night at CBU game and preliminary planning for Family STEAM night.
 - Next ATP meeting is February 27th.
 - c. PAC Report
 - PAC minutes from January will be distributed when available.
 - January PAC highlights included: LCAP and district budget discussion.
 - Next PAC meeting is March 11th.
 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent staff professional development included: Problem types for multiplication/division and writing prescriptions for tier 2 interventions.
 - Upcoming paraprofessional development includes: ELPAC administration
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Principal's Coffee, Stokoe Night at CBU, AUSD Science Fair and Spelling Bee.
 - Upcoming parent involvement opportunities include: Principal's Coffee (Feb 28th)
 - c. Interventions
 - Middle of the Year DIBELS assessments have been administered. Teachers have made adjustments to intervention groups to address student needs.
 6. Principal's Report
 - a. Upcoming events include:
 - PTO Father/Daughter Dance—Feb 21st 6pm
 - Flag Ceremony—February 26th
 - PTO Mother/Son Dance—Feb 28th 6pm
 - Read Across America—March 2nd
 - Career Day—March 3rd
- IV. Hearing Session/Public Comments
1. Flyers for Bourns College of Engineering Day, La Sierra University Music Department "Sound of Music" and AUSD Special Education Parent Presentation were distributed for review.
 2. The following discussion was brought forward:
 - a. Options to increase parent support by developing a system for parents to volunteer and complete tasks at home.
 - b. Options for parents with multiple siblings to support on first day of school and Back to School Night.
 - c. Possibility of offering science fair workshop sessions next year to improve our science fair projects.
- V. Adjournment: Action Item
1. It was motioned/seconded/carried (Hernandez/Paea 8/0/0) to adjourn the meeting at 4:20pm.

The next School Site Council meeting is scheduled for March 19, 2020



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

Concilio Escolar

Jueves, 20 de febrero 2020

3:15 p.m. Salón FRC

MINUTA

- VI. Procedimientos de introducción
1. La junta se llamó al orden a las 3:19pm.
 2. Establecimiento del quórum: El quórum se estableció con la presencia de 8 de 10. Los siguientes miembros estuvieron presentes: Francine Ramírez, Susan Pérez, Elizabeth George, Michele Morales, Maribel Hernández, Adriana García, Vanessa Paea y Stephanie Thomas.
 3. Se realizó el saludo a la Bandera.
 4. Se dio la bienvenida a los miembros y se les pidió anotarse en la lista de asistencia.
- VII. Asuntos de acción
1. Se hicieron las siguientes revisiones a la minuta de la junta del 16 de enero 2020
 - a. Artículo III.3b debe decir "se dialogaron las propuestas" en lugar de "se dialogaron las propuestas de acciones para las acciones".
 - b. Se propuso/secundó la moción para aprobar la minuta sin cambios (Paea/Pérez 8/0/0).
 2. Solicitudes de gastos (TI, LCFF-LI, LCFF-EL)
 - a. Se revisaron y dialogaron las propuestas de gastos categóricos en la hoja de solicitudes.
 - o Los miembros dialogaron y estuvieron de acuerdo en incrementar la cantidad de pantallas ordenadas a 6 y de computadoras portátiles a 25. La cantidad ajustada de NTE para el Título 1 es \$14,300.
 - b. Se propuso/secundó la moción para aprobar los gastos Título 1 y LCFF-EL sin hacer cambios a la lista de solicitudes de gastos (Maribel Hernández/Elizabeth George 8/0/0).
- VIII. Diálogo/información
1. Reportes de presupuestos
 - a. Se revisaron y se dialogó sobre los gastos categóricos.
 2. Tema de capacitación:
 - a. Reporte de Responsabilidad Escolar (SARC)
 - o Los miembros revisaron y dialogaron sobre SARC.
 3. Sugerencias sobre el Plan Escolar (SPSA)
 - a. Los miembros dialogaron sobre la función de SSC en cuanto a la supervisión del SPSA.
 - b. Sugerencias de la meta1A ELA de SPSA
 - o Los miembros revisaron los reportes del Tablero de CA 2019, reportes DIBELS de mediados de año y las propuestas de la meta 1 ELA de SPSA 2020-2021.
 - ✓ El equipo dialogó sobre los posibles tipos de evaluaciones para recopilación de datos que apoye el desarrollo de la meta SPSA 2020-2021.
 - ✓ Opciones de evaluaciones para la meta propuesta incluyeron datos de CAASPP que reflejan "Distancia del Estándar (DFS) y evaluaciones *Wonders Unit*".
 - ✓ Las sugerencias del personal escolar incluirán estas opciones de evaluaciones antes del desarrollo de una nueva meta.
 - o Los miembros revisaron las sugerencias de ELAC y opinaron en cuanto a las propuestas de acciones de la meta 1A ELA del SPSA 2020-2021.
 - o Acciones propuestas para la meta 1A de SPSA 2020-2021: Apoyo para los maestros de parte de asesor; bloques de intervención centrada en lectoescritura usando estrategias para remediar habilidades; horas adicionales para que el personal de apoyo proporcione ayuda con las intervenciones; desarrollo profesional centrado en el currículo de ELA, destrezas básicas, habilidades de lectura detallada, capacitación para padres de familia (*Kinder Camp*) para apoyar la lectoescritura; celebración del

progreso y éxito estudiantil; instrucción diferenciada durante enseñanza de destrezas básicas; y apoyo continuo de parte del maestro de lectoescritura.

4. Reportes de comités de padres
 - a. Reporte ELAC
 - Se distribuyó la minuta ELAC de la junta de enero para revisarla.
 - Lo destacado de la junta ELAC de febrero incluyó: Censo de idioma en CALPADS y la participación en la conferencia regional CABE.
 - La próxima junta ELAC es el 13 de marzo.
 - b. Reporte de ATP
 - Se distribuyó la minuta ATP de enero para revisarse.
 - Lo destacado de la junta ATP de enero incluyó: Noche de Stokoe con partido en CBU y planeación preliminar para la noche familiar STEAM.
 - La próxima junta de ATP es el 27 de febrero.
 - c. Reporte PAC
 - La minuta PAC de enero se distribuirá cuando esté disponible.
 - Lo destacado de la junta PAC de enero incluyó: diálogo sobre LCAP y presupuesto del Distrito.
 - La próxima junta PAC es el 11 de marzo.
5. Reportes de programas
 - a. Oportunidades de Desarrollo Profesional (paradocentes, maestros)
 - Las recientes oportunidades de desarrollo profesional incluyeron: tipos de problemas para multiplicación/división y estrategias de escritura para intervenciones de nivel 2.
 - Próximas oportunidades de desarrollo profesional de paradocentes: administración de ELPAC
 - b. Oportunidades de participación de padres y familias
 - Las recientes oportunidades de participación de padres incluyen: café con la directora, Noche Stokoe en CBU, feria de ciencias de Alvord y concurso de deletreo.
 - Las próximas oportunidades de participación de padres incluyen: café con la directora (28 de febrero)
 - c. Intervenciones
 - Se han administrado las evaluaciones DIBELS de mediados de año. Los maestros han adaptado los grupos de intervención para abordar las necesidades de los alumnos.
6. Reporte de la directora
 - a. Próximos eventos incluyen:
 - Baile PTO padres/hijas— 21 de febrero a las 6pm
 - Ceremonia a la Bandera—26 de febrero
 - Baile PTO madres/hijos— 28 de febrero a las 6pm
 - Evento de lectura *Read Across America*—2 de marzo
 - Día de profesiones—3 de marzo

IX. Sesión de audiencia/comentarios públicos

1. Se proporcionaron volantes para revisarlos acerca del evento Día de Ingeniería de Bourns College, departamento musical de La Sierra University "Sound of Music" y presentación para padres sobre Educación Especial de AUSD.
2. Se presentaron los siguientes temas para dialogarse:
 - a. Opciones para aumentar el apoyo de los padres de familia desarrollando un sistema para que puedan ser voluntarios y completar trabajos en la casa.
 - b. Opciones para que los padres de familia con varios hijos apoyen durante el primer día de clases y la noche de Inauguración de Ciclo Escolar (*Back to School Night*).
 - c. La posibilidad de que el próximo año se ofrezcan talleres de feria de ciencias para mejorar nuestros proyectos.

X. Clausura: Asunto de acción

1. Se propuso/secundó la moción para clausurar la junta a las 4:20pm (Hernández/Paea 8/0/0).

La próxima junta del Concilio Escolar está programada para el 19 de marzo, 2020.



Stokoe Elementary

School Site Council Elementary Sign In Sheet February 20th, 2019

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michele Morales		Teacher	Secretary
Beth George		Teacher	
Monica Johnson		Teacher	Vice-Chairperson
Susan Perez		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Maribel Hernandez		Parent/Community Member	Chairperson
Adriana Garcia		Parent/Community Member	
Vanessa Paea		Parent/Community Member	PAC Rep.
Stephanie Thomas		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, April 30, 2020

2:30 p.m.

Zoom 963 1416 6936 / 203004

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items**
 - 1. Minutes of Meeting held February, 20, 2020
 - 2. Expenditures Requests (T1, LCFF-LI, LCFF-EL)
 - a. Approve Instructional Coach 2020-2021
 - 3. Approve Stokoe Parent Involvement Policy 2020-2022
 - 4. Approve Title 1 Compact 2020-2022
- III. Discussion/Information**
 - 1. Budget Reports
 - 2. Local Control and Accountability Plan (LCAP) Input
 - 3. School Plan (SPSA)
 - a. Achievement Data Reports
 - 2019-2020 SPSA Goals 1A, 1B, 1C, 2A, 2B, 3A, and 3B
 - b. SPSA Input 2020-2021 Goals and Actions
 - 4. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 - 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 6. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for May 21, 2020



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

Concilio Escolar

Jueves, 30 de abril del 2020

2:30 p.m.

Zoom 963 1416 6936 / 203004

AGENDA

- I. Procedimientos de Introducción
 - 1. Llamar al orden
 - 2. Establecer el Quórum
 - 3. Saludo a la Bandera
 - 4. Bienvenida
- II. Asuntos de Acción
 - 1. Minuta de la Reunión del 20 de febrero 2020
 - 2. Solicitudes de Gastos (T1, LCFF-LI, LCFF-EL)
 - a. Aprobar el asesor de instrucción 2020-2021
 - 3. Aprobación de La Política de Participación de Padres de Stokoe 2020-2022
 - 4. Aprobación de Acuerdo de Título I 2020-2022
- III. Diálogo/Información
 - 1. Reportes del Presupuesto
 - 2. Opiniones sobre Plan de Control y Responsabilidad Local (LCAP)
 - 3. Plan Escolar (SPSA)
 - a. Reporte de datos de rendimiento
 - a. Metas del Plan Escolar (SPSA) 2019-2020 1A, 1B, 1C, 2ª, 2B, 3A y 3B
 - b. Recomendaciones para la Metas y Acciones del Plan Escolar (SPSA) 2020-2021
 - 4. Reportes de Comités de Padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 - 5. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
 - 6. Reporte de la Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 21 de mayo del 2020



ALVORD UNIFIED SCHOOL DISTRICT

Stokoe Elementary School

School Site Council

Thursday, April 30, 2020

2:30 p.m.

Zoom 963 1416 6936 / 203004

MINUTES

- I. Introductory Procedures
 1. Meeting was conducted via Zoom and was called to order at 2:33pm.
 2. Establishment of Quorum: Quorum was established with 9 out of 10. The following members were present: Francine Ramirez, Michele Morales, Adriana Garcia, Monica Johnson, Stephanie Thomas, Susan Perez, Vanessa Paea, Lorena Diaz, and Elizabeth George. Maribel Hernandez arrived at 3:45pm.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. Action Items
 1. No revisions were noted in the February, 20, 2020 minutes:
 - a. It was motioned/seconded/carried (Perez/Diaz 9/0/0) to approve the minutes as revised.
 2. Expenditures Requests (T1, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditure of instructional coach for 2020-2021 was reviewed and discussed.
 - b. It was motioned/seconded/carried (Morales/Thomas 9/0/0) to approve the ongoing expenditure from Title 1 for instructional coach for the 2020-2021 school year.
 3. Approve Stokoe Parent Involvement Policy 2020-2022
 - a. Stokoe Parent Involvement Policy was reviewed.
 - b. Members suggested adding Google Classroom and social media to sections related to parent communications,
 - c. Input from ELAC and staff was discussed.
 - d. It was motioned/seconded/carried (Johnson/Paea 9/0/0) to approve the Stokoe Parent Involvement Policy for 2020-2022.
 4. Approve Title 1 Compact 2020-2022
 - a. Title 1 Compact was reviewed.
 - b. Input from ELAC and staff was discussed.
 - c. It was motioned/seconded/carried (Diaz/Garcia 9/0/0) to approve the Title 1 Compact for 2020-2022.
- III. Discussion/Information
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 2. Local Control and Accountability Plan (LCAP) Input
 - a. Members discussed LCAP goals and priorities.
 - b. Input and suggestions by goal:
 - Goal 1: Conditions of Learning
 - Maintain staffing in critical support staff positions, including counselors, elementary Assistant Principals, instructional coaches and literacy teachers.
 - Increase custodial staff at all sites to ensure sites are clean, sanitized and in good repair especially with new precautions as a result of COVID.
 - Goal 2: Pupil Outcomes
 - Increase purchase and use of technology to support digital literacy and distance learning opportunities.
 - Provide training for students, staff and families on use of digital platforms.

- Continue to implement and use AVID at all levels to support study habits, organizational skills and time management.
 - Work towards smaller class sizes for increased learning and to support potential health concerns.
 - Goal 3: Engagement
 - Continue with after school programs (Half-Time).
 - Continue to expand and use curriculum to support social-emotional learning and character development.
 - Continue and expand extra-curricular opportunities at elementary level including, visual arts, performing arts, music and choir.
 - Expand parent training opportunities and include digital platforms and distance learning options for families.
3. School Plan (SPSA)
- a. Achievement Data Reports
- Members reviewed and discussed student achievement trends from all SPSA goals for 2019-2020.
 - School closure impacted data collection and ability to fully analyze goals.
 - Input and discussion by goal included:
 - Conditions of Learning: 1A ELA
 - End of year assessments were unable to be administered or analyzed.
 - Data from MOY DIBELS was reviewed and discussed previously.
 - Goal 1A was not met.
 - Conditions of Learning: 1B Math
 - Pre-assessment data was previously reviewed and discussed.
 - Post-assessment data was only administered to 43% of students.
 - Goal 1B was partially met.
 - Conditions of Learning: 1C EL Students
 - None of our students fully completed ELPAC assessments this year.
 - EL student progress compared to EO student progress was reviewed and discussed.
 - Goal 1C was not met.
 - Pupil Outcomes: 2A Avid
 - Data for this goal was complete.
 - Site continues to expand the number of AVID trained teachers and use of strategies.
 - Goal 2A was partially met.
 - Pupil Outcomes: 2B Parent Involvement
 - Many planned events did not occur due to school closure.
 - Data from events held prior to school closure was reviewed and discussed.
 - Goal 2B was partially met.
 - Student Engagement: 3A Attendance
 - Complete data for this goal was available.
 - Goal 3A was not met.
 - Student Engagement: 3B School Climate (Discipline and Suspensions)
 - Complete data for this goal was available.
 - Goal 3B was partially met.
- b. SPSA 2020-2021 Proposed Goals and Actions
- Members reviewed staff and ELAC input and provided input for proposed actions, strategies and new goals. Discussion included:
 - Conditions of Learning: Goal 1A
 - Proposed actions/strategies: coach support for teachers; intervention blocks for targeted literacy instruction using prescriptions to remediate skills (including additional hours for support staff); professional development focused on ELA/ELD frame work; foundational skills, close reading skills; parent training (Kinder Camp

and other workshops to support literacy); celebrate student progress; differentiated instruction in classrooms during foundational skills; support from literacy teacher.

- Proposed goal
 1. By March 2021, 55% of students will perform at or above grade level as measured by middle of year DIBELS.
 2. By March 2021, 90% of students scoring at or above grade level will maintain their performance and 15% of students requiring strategic or intensive support in reading will increase one performance level when comparing beginning of year DIBELS with middle of year DIBELS.
- All members were in agreement with the proposed actions, strategies and goal.
- Conditions of Learning: Goal 1B
 - Proposed actions/strategies: coach support for teachers; professional development focused on conceptual understanding and application of Standards for Mathematical Practice (SMP); daily use of number sense routines and consistent use of mental math strategies and problem types; parent training (Kinder Camp and other workshops to support math); small group targeted instruction for remediation
 - Proposed goal
 1. By March 2021, 60% of students who scored in the 50% percentile or below on pre-assessment of SVMI will make 2 points of growth in number sense when comparing pre-assessment and post-assessment SVMI results
 - All members were in agreement with the proposed actions, strategies and goal.
- Conditions of Learning: Goal 1C
 - Proposed actions/strategies: coach support for teachers; professional development focused on ELA/ELD frameworks and Designated/Integrated ELD; parent training (ELAC, Kinder Camp, CAFE, family nights); additional intervention/tutoring support for EL students; continued focus on small group instruction, reading and oral language production during DELD
 - Proposed goal
 1. By March 2021, 60% of EL students will demonstrate positive growth in overall language skills as measured by local assessments from Wonders curriculum.
 - All members were in agreement with the proposed actions, strategies and goal.
- Pupil Outcomes: Goal 2A and 2B
 - Proposed actions/strategies: emphasis on college readiness; multiple types and modes of communication between home and school (including student planners/folders, monthly newsletters, Google Classroom, social media, PeachJar, Blackboard Connect, classroom apps); student recognitions for achievement; parent education and networking opportunities to educate, motivate and encourage parent support of college readiness; career day; ongoing implementation of AVID strategies to support student organization, time management and note-taking skills; ongoing professional learning opportunities related to implementation of systems that support an equitable climate and establishment of academic systems of excellence.
 - Proposed goal 2A
 1. By April 2021, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and AVID note-taking strategies will be used on a weekly basis in 90% of classrooms as measured by teacher survey responses.
 - Proposed goal 2B
 1. By April 2021, the total number of parents attending involvement events will increase by 5% when comparing 2019-20 events with 2020-21 events as measured by event sign-in sheets.

- All members were in agreement with the proposed actions, strategies and goal.
 - Student engagement: Goal 3A and 3B
 - Proposed actions/strategies: counselor support for teachers, students and parents; Student Success Team (SST) meetings for intervention support; character development, conflict resolution, anti-drug and anti-bullying programs; monthly disaster drills; discipline assemblies and staff consistency with systems of success; incentives and supplemental resources/materials to motivate and improve attendance; monthly attendance reports at parent meetings
 - Proposed goal 3A
 1. By April 2021, the chronic absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries.
 - Proposed goal 3B
 1. By April 2021, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.
 - All members were in agreement with the proposed actions, strategies and goal.
- 4. Parent Committee Reports
 - a. ELAC Report
 - March ELAC highlights included: SPSA Goals 1 -3, Regional CABE, LCAP Input and budget input.
 - ELAC minutes from February and March were distributed for review.
 - Next ELAC meeting will be in 2020-2021 school year. Date TBD.
 - b. ATP Report
 - February ATP highlights included: Event planning for Family STEAM Night, Read Across America and Parent Appreciation Breakfast; feedback on Career Day, PTO dances, field trips and talent show.
 - ATP minutes from February were distributed for review.
 - Next ATP meeting will be in 2020-2021 school year. Date TBD.
 - c. PAC Report
 - PAC highlights from April will be discussed at next meeting.
 - Next PAC meeting will be in May.
- 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent professional development occurred via Zoom and/or Google Meets and included: distance learning expectations, strategies and resources for synchronous and asynchronous learning including management and number sense routines.
 - b. Parent and Family Involvement Opportunities
 - Prior to school closure, parent involvement opportunities included: Principal's Coffee, Father/Daughter Dance and Mother/Son Dance,
 - c. Interventions
 - Staff was trained by ELT in writing targeted literacy prescriptions to remediate literacy skills.
 - Grade level teams used middle of year DIBELS data to group students and write prescriptions.
 - School closure prevented full implementation of use of prescriptions during intervention blocks.
 - Students continue to receive support from ELT during school closure in distance learning model.
- 6. Principal's Report
 - a. All teachers have established online learning platforms and have opportunities for daily contact with students and families.
 - b. Front office staff is helping connect with families who have not responded to teacher requests for communication on a weekly basis.
 - c. Details related to registration will be shared once available. Parents will confirm data via Aeries. New students may be able to register online this year as well.

- d. Half Time is currently accepting applications for 2020-2021. Link can be accessed on district website.

IV. Hearing Session/Public Comments

- 1. No additional discussion was brought forward:

V. Adjournment: Action Item

- 1. It was motioned/seconded/carried (Perez/Hernandez 9/0/0) to adjourn the meeting at 4:54pm.

The next School Site Council meeting is scheduled for May 21, 2020



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

Concilio Escolar

Jueves, 30 de abril 2020

2:30 p.m.

Zoom 963 1416 6936 / 203004

MINUTA

- I. Procedimientos de introducción
 2. La junta se realizó en Zoom y se llamó al orden a las 2:33 p.m.
 3. Establecimiento de Quórum: El quórum se estableció con 9 de 10. Los siguientes miembros estuvieron presentes: Francine Ramírez, Michele Morales, Adriana García, Mónica Johnson, Stephanie Thomas, Susan Pérez, Vanessa Paea, Lorena Díaz y Elizabeth George. Maribel Hernández llegó a las 3:45pm.
 4. Se realizó el Saludo a la Bandera.
 5. Se dio la bienvenida a los miembros y se les pidió poner su nombre en la lista de asistencia.
- VI. Asuntos de Acción
 1. No se hicieron revisiones a la minuta del 20 de febrero 2020:
 - a. Se realizó la primera moción y fue secundada para aprobar la minuta sin cambios (Pérez/Díaz 9/0/0).
 2. Solicitud de gastos (T1, LCFF-LI, LCFF-EL)
 - a. Se revisó y habló de la propuesta del gasto categórico para un asesor de instrucción para 2020-2021.
 - b. Se propuso la moción y fue secundada para aprobar continuar con el gasto de Título I para un asesor de instrucción para el año escolar 2020-2021. (Morales/Thomas 9/0/0).
 3. Aprobación de la Política de Participación Familiar de Stokoe 2020-2022
 - a. Se revisó la Política de Participación Familiar en Stokoe.
 - b. Los miembros sugirieron agregar Google Classroom y medios sociales a las secciones relacionadas con comunicación con los padres.
 - c. Se habló de recomendaciones para ELAC y personal escolar.
 - d. Se propuso la moción y fue secundada para aprobar la Política de Participación de Padres en Stokoe para 2020-2022 (Johnson/Paea 9/0/0).
 4. Aprobación del Acuerdo de Título 1 2020-2022
 - a. Se revisó el Acuerdo de Título 1.
 - b. Se habló de recomendaciones para ELAC y personal escolar.
 - c. Se propuso la moción y fue secundada para aprobar el Acuerdo de Título I 2020-2022 (Díaz/García 9/0/0).
- VII. Diálogo/Información
 1. Reportes del presupuesto
 - a. Se habló de los presupuestos categóricos y se revisaron.
 2. Recomendaciones para el Plan de Control y Responsabilidad Local (LCAP).
 - a. Los miembros revisaron las metas y prioridades de LCAP.
 - b. Recomendaciones y sugerencias por meta:
 - Meta 1: Condiciones de aprendizaje
 - Mantener el personal y los puestos críticos del personal de apoyo, incluidos consejeros, subdirectores de primaria, asesores de instrucción y maestros de lectoescritura.
 - Aumentar el personal de conserjes en todas las escuelas para garantizar que estén limpias, desinfectadas y en buen estado, especialmente con las nuevas precauciones como resultado de COVID.

- Meta 2: Resultados estudiantiles
 - Incrementar la compra y uso de tecnología para apoyar el conocimiento tecnológico y oportunidades de aprendizaje a distancia.
 - Proveer capacitación en el uso de plataformas digitales a los alumnos, personal y familias.
 - Continuar la implementación y uso de AVID a todos los niveles para apoyar hábitos de estudio, habilidades de organización y distribución del tiempo.
 - Trabajar hacia clases más pequeñas para aumentar el aprendizaje y apoyar posibles problemas de salud.
 - Meta 3: Participación
 - Continuar con programas después de clases (Half-Time).
 - Continuar expandiendo y utilizando el plan de estudios para apoyar el aprendizaje socio emocional y desarrollo del carácter.
 - Continuar y ampliar las oportunidades extracurriculares a nivel de primaria, incluyendo artes visuales, artes escénicas, música y coro.
 - Ampliar las oportunidades de capacitación para padres e incluir plataformas digitales y opciones de aprendizaje a distancia para las familias.
3. Plan Escolar (SPSA)
- a. Reportes de datos de rendimiento
- Los miembros revisaron y hablaron de las tendencias de rendimiento estudiantil de todas las metas de SPSA para 2019-2020.
 - El cierre de la escuela afectó la recolección de datos y la capacidad de analizar completamente las metas.
 - Recomendaciones y plática acerca de las metas incluyó:
 - Condiciones de aprendizaje: 1A ELA
 - No fue posible administrar o analizar las evaluaciones de fin de año.
 - Previamente se habló de los datos de MOY DIBELS y fueron revisados.
 - La meta 1A no se logró
 - Condiciones de aprendizaje: 1B Matemáticas
 - Se habló y revisó previamente los datos de la evaluación.
 - Los datos posteriores a evaluaciones fueron administrados únicamente al 43% de alumnos.
 - Meta 1B: Se logró parcialmente.
 - Condiciones de aprendizaje: 1C Alumnos EL
 - Ninguno de los alumnos completó en su totalidad los exámenes ELPAC de este año.
 - Se habló y revisó el progreso de alumnos EL comparado con el de los alumnos EO.
 - Meta 1C: No se logró
 - Resultados estudiantiles: 2A AVID
 - Se completaron los datos para esta meta.
 - La escuela continúa la expansión del número de maestros capacitados con AVID y el uso de estrategias.
 - Meta 2A: Se logró parcialmente.
 - Resultados estudiantiles: 2B Participación de padres de familia
 - Muchos de los eventos planeados no se llevaron a cabo debido al cierre escolar.
 - Se habló de y revisaron los datos de eventos realizados antes del cierre escolar.
 - Meta 2B: Se logró parcialmente.
 - Participación estudiantil: 3A Asistencia escolar
 - Los datos completos de esta meta estuvieron disponibles.
 - Meta 3A: No se logró.
 - Participación estudiantil: 3B Entorno escolar (Disciplina y Suspensiones)
 - Los datos completos de esta meta estuvieron disponibles.
 - Meta 3B: Se logró parcialmente

b. Metas y acciones propuestas para SPSA 2020-2021

- Los miembros revisaron las aportaciones del personal y de ELAC y proporcionaron recomendaciones para las acciones, estrategias y nuevas metas propuestas. El diálogo incluyó:
 - Condiciones de aprendizaje: Meta 1A
 - Acciones/estrategias propuestas: apoyo del asesor para maestros; bloques de intervención para instrucción de lectoescritura dirigida utilizando instrucciones para remediar habilidades (incluidas horas adicionales para el personal de apoyo); desarrollo profesional enfocado en el marco de trabajo ELA/ELD; habilidades básicas, habilidades de lectura detallada; capacitación para padres (Kinder Camp y otros talleres para apoyar lectoescritura); celebrar el progreso de los alumnos; instrucción diferenciada en los salones durante las habilidades básicas; Apoyo del maestro de lectoescritura.
 - Meta propuesta:
 1. Para marzo 2021, 55% de los alumnos tendrán rendimiento a nivel de grado o superior, medido a mediados de año por DIBELS.
 2. Para marzo 2021, 90% de los alumnos con puntuaciones a nivel de grado o superiores, mantendrán su rendimiento y 15% de los alumnos que requieren apoyo estratégico o intensivo en lectura, incrementarán un nivel de rendimiento cuando se comparen las evaluaciones con DIBELS de principios de año con los de mediados de año.
 - Todos los miembros estuvieron de acuerdo con las acciones, estrategias y meta propuesta.
 - Condiciones de aprendizaje: Meta 1B
 - Acciones/estrategias propuestas: apoyo de asesores para maestros; desarrollo profesional enfocado en la comprensión conceptual y la aplicación de los Estándares para la Práctica de Matemáticas (SMP); uso diario de rutinas de sentido numérico y uso constante de estrategias de cálculo mental y tipos de problemas; capacitación para padres (Kinder Camp y otros talleres para apoyar las matemáticas); instrucción dirigida en grupos pequeños para recuperación.
 - Meta propuesta:
 1. Para marzo 2021, 60% de los alumnos que calificaron al 50% percentil o menos en la preevaluación de SVMI tendrán 2 puntos de progreso en sentido numérico cuando se comparen con evaluaciones previas y posteriores con los resultados de SVMI.
 - Todos los miembros estuvieron de acuerdo con la meta, acciones y estrategias propuestas.
 - Condiciones de aprendizaje: Meta 1C
 - Acciones/estrategias propuestas: apoyo del asesor para maestros; desarrollo profesional enfocado en marcos ELA / ELD y ELD Designado/Integrado; entrenamiento para padres (ELAC, Kinder Camp, CABE, noches familiares); intervención adicional/apoyo de tutoría para alumnos EL; enfoque continuo en instrucción en grupos pequeños, lectura y producción de lenguaje oral durante DELD
 - Meta propuesta:
 1. Para marzo 2021, 60% de los alumnos EL demostrarán progreso positivo en sus habilidades del idioma en general, medido por evaluaciones locales del currículo de *Wonders*.
 - Todos los miembros estuvieron de acuerdo con la meta, acciones y estrategias propuestas.
 - Resultados estudiantiles: Meta 2A y 2B

- Acciones/estrategias propuestas: énfasis en la preparación universitaria; múltiples tipos y maneras de comunicación entre el hogar y la escuela (incluyendo agendas/carpetas de alumnos, boletines mensuales, *Google Classroom*, redes sociales, *PeachJar*, *Blackboard Connect*, aplicaciones para el salón de clase); reconocimientos estudiantiles por logros; educación para padres y oportunidades de establecer contactos para educar, motivar y alentar el apoyo de los padres a la preparación universitaria; día de carreras; implementación continua de estrategias AVID para apoyar la organización estudiantil, la administración del tiempo y las habilidades para tomar notas; Oportunidades continuas de aprendizaje profesional relacionadas con la implementación de sistemas que apoyan un clima equitativo y el establecimiento de sistemas académicos de prestigio.
 - Meta propuesta 2A
 1. Para abril 2021, 100% de los maestros en salones de clase continuarán usando fólderes, carpetas o agendas semanales y las estrategias para tomar notas estilo AVID se usarán semanalmente en 90% de los salones de clases, medido por respuestas de los maestros en las encuestas.
 - Meta propuesta 2B
 1. Para abril 2021, el total del número de padres que asisten a eventos de participación incrementará en un 5% cuando se comparen los eventos del 2019-2020 con los del 2020-2021 y se midan por las hojas de registro de asistencia a los eventos.
 - Todos los miembros estuvieron de acuerdo con la meta, acciones y estrategias propuestas.
 - Participación estudiantil: Meta 3A y 3B
 - Acciones/estrategias propuestas: apoyo de consejeros para maestros, estudiantes y padres; juntas del Equipo para el Éxito Estudiantil (SST) para apoyo de intervención; desarrollo del buen carácter, resolución de conflictos, programas antidrogas y en contra del acoso escolar *bullying*; simulacros mensuales de desastres; asambleas de disciplina y consistencia del personal con sistemas de éxito; incentivos y recursos/materiales suplementarios para motivar y mejorar la asistencia; reportes mensuales de asistencia a las juntas de padres.
 - Meta propuesta 3A
 1. Para abril 2021, la tasa de ausentismo crónico se reducirá en un 0.5% según lo medido por reportes de datos locales en Aeries.
 - Meta propuesta 3B
 1. Para abril 2021, el porcentaje de suspensiones permanecerá dentro del 0.5% según lo medido por los reportes de datos locales en Aeries.
 - Todos los miembros estuvieron de acuerdo con la meta, acciones y estrategias propuestas.
- 4. Reportes de los comités para padres
 - a. Reporte de ELAC
 - Lo más destacado del ELAC de marzo incluyó: Metas 1 -3 de SPSA, CABE regional, recomendaciones para LCAP y el presupuesto.
 - La minuta de ELAC de febrero y marzo fue distribuida para su revisión.
 - La próxima junta de ELAC será en el año escolar 2020-2021. Se anunciará la fecha.
 - b. Reporte de ATP
 - Lo más destacado de la junta ATP de febrero incluyó: Planeación para Desayuno de Agradecimiento a los Padres; recomendaciones para el Día de Carreras, Bailes de PTO, excursiones y presentaciones de talento.
 - La minuta de ATP de febrero fue distribuida para su revisión.
 - La próxima junta de ATP será en el año escolar 2020-2021. Se anunciará la fecha.
 - c. Reporte de PAC
 - Lo más destacado de la junta de PAC se repasará durante la próxima junta.
 - La próxima junta de PAC será en mayo.

5. Reportes del programa
 - a. Oportunidades de Desarrollo Profesional (paradocentes, maestros)
 - El más reciente desarrollo profesional se produjo a través de Zoom y/o Google Meets e incluyó: expectativas de aprendizaje a distancia, estrategias y recursos para el aprendizaje sincrónico y asincrónico, incluidas las rutinas de administración y sentido numérico.
 - b. Oportunidades de participación de padres y familias
 - Antes del cierre escolar, las oportunidades de participación de padres incluían: Café con la Directora, Baile padre/hija y Baile madre/hijo.
 - c. Intervenciones
 - El personal fue capacitado por ELT en métodos específicos de lectoescritura para restablecer habilidades.
 - Los equipos de nivel de grado utilizaron datos DIBELS de mitad de año para agrupar alumnos y redactar métodos.
 - El cierre escolar impidió la implementación completa y uso de métodos durante los grupos de intervención.
 - Los alumnos continúan recibiendo apoyo de ELT durante el cierre escolar a través del modelo de aprendizaje a distancia.
6. Reporte de la Directora
 - a. Todos los maestros han establecido plataformas de aprendizaje en línea y tienen oportunidad de contacto diario con alumnos y familias.
 - b. El personal de la oficina está ayudando con la comunicación con familias que no han respondido a la solicitud de comunicación semanal de parte de los maestros.
 - c. Los detalles de la inscripción se compartirán en cuanto estén disponibles. Los padres confirman datos a través de Aeries. Es posible que los alumnos de nuevo ingreso, también se puedan inscribir por Internet.
 - d. Actualmente *Half-Time* está aceptando solicitudes para 2020-2021. El enlace puede encontrarse en el sitio Web del Distrito.
- VIII. Sesión de Audiencia/Comentarios del público
 1. No se presentó ningún diálogo adicional
- IX. Clausura: Asunto de acción
 1. Se propuso la moción y fue secundada para clausurar la junta a las 4:54 p.m. (Pérez/Hernández 9/0/0)

La próxima junta del Concilio Escolar, está programada para el 21 de mayo 2020.



Stokoe Elementary

School Site Council Elementary Sign In Sheet April 30th, 2020

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez	Via Zoom	Principal	
Michele Morales	Via Zoom	Teacher	Secretary
Beth George	Via Zoom	Teacher	
Monica Johnson	Via Zoom	Teacher	Vice-Chairperson
Susan Perez	Via Zoom	Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz	Via Zoom	Parent/Community Member	
Maribel Hernandez	Via Zoom	Parent/Community Member	Chairperson
Adriana Garcia	Via Zoom	Parent/Community Member	
Vanessa Paea	Via Zoom	Parent/Community Member	PAC Rep.
Stephanie Thomas	Via Zoom	Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



Alvord Unified School District
Stokoe ELEMENTARY SCHOOL
TITLE 1 SCHOOL COMPACT
2020-2022



PARENT RESPONSIBILITIES

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:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, dictionary, scissors, ruler, crayons, thesaurus, etc.)
- Help your child as needed; look over homework assignments to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adult with respect.
- Comply with school dress code, attendance and discipline policies.
- Discuss the importance of school attendance and learning standards with my child; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Be aware of the Common Core grade level standards and expectations for my child; Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, volunteer in the classroom, attend parent workshops, and/or become involved in PTA, ATP, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly for at least 20 minutes.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy and discipline policies.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.
- If I see something, I will say something. I will not be a bully or bystander.

STAFF RESPONSIBILITIES

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:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach the Common Core grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of the Common Core standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits; Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year to discuss academic achievement.
- Provide opportunities for parents to observe in their child's classroom if requested.

Parent/Guardian Signature Date

Student Signature Date

Teacher Signature Date

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
Terrace Elementary School	33-66977-6031579	October 22,2020	

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.

The purpose of the schoolwide program is to narrow the achievement gap for students and to improve and increase services to 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).

California Healthy Kids Survey: 91 fifth grade students out of 104 (88%) completed the CHKS in the 2018-2019 school year. Based on the key indicators for school climate and student well-being over 80% of the students gave a positive report on: academic motivation, high expectations-adults in the school, facilities upkeep, social and emotional learning supports. The lowest areas reported were: meaningful participation (31%), students well behaved (46%), and students treated fairly when break rules (44%). 69% of the students felt school connectedness and caring adults in the school.

California School Parent Survey: Based on the summary of the most recent parent survey, over 80% of parents gave a favorable response to the areas of parental involvement, academic orientation and participation, respect and cultural sensitivity, and facilities. Even though close to 90% of parents believe the school clearly communicates consequences of breaking rules and school enforces rules equally, 49% think that harassment or bullying is a small problem or not a problem.

California School Staff Survey: Over 90% of the staff responses were favorable to student learning environment, staff working environment, safety, student discipline and support, positive relationships and student behavior. Staff feels the school is a safe place for students and staff, the facilities are clean and well-maintained, the school encourages parent involvement and partnerships with their child's education.

Classroom Observations

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

There are formal observations required for teacher evaluation and other observations through walk-throughs by the administration and the instructional coach. Terrace is a Dual Language Immersion School, so, part of the observations also include the use of academic language in Spanish for the DLI classrooms.

Informal walk-throughs help us observe common instructional practices, alignment to standards, student engagement, implementation of AVID strategies.

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)

Teachers begin planning conversations with a focus on a measure of mastery. Teachers develop assessments to support what the students have learned, what they have not learned, and to inform the need for further interventions. Our site uses district assessments as well as teacher/grade level created assessments, short cycle assessments, performance tasks, DIBELS, intervention assessments, and state assessments to assess learning. The data analysis is used to modify instructional practices and improve student achievement. As teachers plan they begin with the California Common Core State Standards (CCCSS) and curricular resources provided by the district. The most recent tools provided are the Coherent Guide to Mathematics and iReady (ELA, Math, and Spanish). These tools are essential to creating plans that reflect the proper instructional rigor. Additionally, teachers use these materials to create short cycle assessments which guide the cycle of teaching and intervention.

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

The teaching staff administers assessments that are aligned to the CCCSS along with appropriate reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers meet twice monthly (at a minimum) in grade level teams to monitor student progress and modify and improve instruction using common assessments, performance task data, and student work samples. This information is used to make instructional planning decision, evaluate programs, write goals and action plans, differentiate instruction, provide in-class interventions, and update the SPSA to better meet the academic needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Terrace staff is 100% 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 no teachers are miss-assigned. Teachers participate in trainings to provide quality teaching and learning through focused and intentional professional development at the site level, district level, voluntary professional growth opportunities, and conferences. The focus for professional development during the 2019-2020 school year was on ELD and math teaching and learning.

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

Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at district level.

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

Terrace has an instructional coach who works with teachers and provides support for classroom teachers. We also have a RIMS AVID coach to assist us with AVID implementation. This year, RCOE continues to provide a math trainer to our TK-2 teachers on Early Numeracy.

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

Teachers meet every other week for grade level collaboration. During collaboration, teachers analyze student data, discuss effective instructional strategies, identify students in need of additional support, and plan for differentiated instruction and interventions.

Teaching and Learning

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

Teachers plan lessons based on Common Core State Standards, using ELA, ELD and math frameworks. In ELA they utilize McGraw-Hill's Wonders. DLI classrooms teachers incorporate McGraw-Hill's Maravillas for Spanish Language Arts instruction. In math, teachers also utilize the California HSP Math curriculum provided by the district and the Mathematics Coherent Guide. The instructional coach supports teachers through collaboration, demonstrations, walk-throughs and feedback.

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

In accordance with the State Framework, a minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in 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

At-risk students are provided multiple before/during/after school interventions to support specific learning skills needed. All at-risk students are provided intervention opportunities each day. A Literacy teacher provides additional support to kindergarten through fifth grade students struggling with English foundational skills.

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

At Terrace, teachers follow 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. This is verified every year through the Williams visit at the beginning of the school year.

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

Terrace is following the academic standards adopted by the California Board of Education and National Common Core Standards in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards mastery of the CCCSS. In accordance with the CA curriculum guideline, the required minutes are ensured for reading/language arts: 1 hour for Kindergarten, 2.5 hours for grades 1-3 and 2 hours for grades 4-5.

The faculty of Terrace School meets regularly in collaborative grade level teams to review curriculum, instructional practices and instructional materials in reference to the CCCSS. All Terrace 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/anthology and practice book. Teachers use district adopted and supplemental resources to assist students to master State standards.

Opportunity and Equal Educational Access

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

Teachers identify at-promise 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 and invited to before/after school intervention opportunities. 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 assessments are analyzed to identify instructional gaps and skills. 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-promise students, building academic language, and utilizing effective scaffolding. Additionally, after-school tutoring and programs are made available to many 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)

There are a number of resources available to assist under-achieving students. The site uses categorical and general funds to provide pay for teachers providing after-school tutoring. Terrace has a number of before/after-school tutoring classes facilitated by teachers.

The site also 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 2:15 pm – 6:00 pm (1:00 pm - 6:00 pm 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)

Terrace involves the family and community in a number of ways. A full-time counselor is at Terrace Elementary five days a week. The counselor is available to meet with students, parents, and small groups and also offer classroom presentations throughout the school year as well as parent trainings.

Parent trainings 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 when in-person meetings are permitted. 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 invited to monthly award ceremonies, flag ceremonies and evening events such as Reading Night, Math Night, PTA activities, DLI Community Events, Performing Arts events, and more. School Site Council, Parent Teacher Association, Action Team for Partnership, and English Learner Advisory Committee also offer parents an opportunity to become involved with the school. These advisory/council 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 are provided by categorical funds to enable underperforming students to meet standards. 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, by teachers providing after-school instruction, and by those providing interventions. Categorical funds are used to purchase additional technology that is used by at-risk students to access skills and concepts with which they need more practice and assistance. Categorical funds also pay for an instructional coach to support teachers and paraprofessionals with the implementation of best instructional practices.

Fiscal support

The instructional program at Terrace is supported by funding from: Title I, LCFF-LI, and LCFF-EL. In addition to the site allocation of funding, the district categorical funds also support the instructional program. As indicated in the school plan these funds are used to ensure that all students access the core curriculum by supporting, intervention, parent involvement, staff development, and by providing supplemental materials. The district fiscally supports the school by providing 4 Bilingual Instructional Assistants and a 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

The School Site Council, ELAC, and leadership team provide input for goals and action steps of the SPSA throughout the year during their monthly meetings. SPSA review and input is a standing agenda item in all ELAC 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 are supported through release days for professional development to address the 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. There is a need for incrementing, updating and replacing technology in the classrooms. There is also the need for additional support for students in the DLI program.

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%			0
African American	1.21%	2.47%	1.7%	8	17	12
Asian	0.46%	0.29%	0.28%	3	2	2
Filipino	%	%	0%			0
Hispanic/Latino	94.54%	94.18%	94.76%	623	647	669
Pacific Islander	0.30%	0.29%	0.14%	2	2	1
White	2.88%	2.04%	2.12%	19	14	15
Multiple/No Response	%	0.15%	0.99%		1	0
Total Enrollment				659	687	706

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	140	130	138
Grade 1	111	122	108
Grade 2	114	103	124
Grade3	103	117	107
Grade 4	99	109	115
Grade 5	92	106	114
Total Enrollment	659	687	706

Conclusions based on this data:

1. Hispanic students comprise the largest student group at 94.76%.
2. The enrollment has steadily increased every year.
3. Kindergarten has consistently been the largest grade level at the school

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	407	395	330	61.8%	57.5%	46.7%
Fluent English Proficient (FEP)	9	22	86	1.4%	3.2%	12.2%
Reclassified Fluent English Proficient (RFEP)	16	20	80	4.0%	4.9%	20.3%

Conclusions based on this data:

1. Near 50% of enrolled students are English Learners; this is a decrease when compared to the previous two years.
2. The percentage of reclassified students have increased every year,
3. The percentage of FEP students have also increased every year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	99	105	119	97	105	115	97	105	115	98	100	96.6
Grade 4	92	100	114	90	99	111	90	99	111	97.8	99	97.4
Grade 5	115	96	104	113	94	104	113	94	104	98.3	97.9	100
All Grades	306	301	337	300	298	330	300	298	330	98	99	97.9

* 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	2391.	2411.	2381.	9.28	18.10	3.48	20.62	20.95	20.00	25.77	30.48	37.39	44.33	30.48	39.13
Grade 4	2421.	2426.	2451.	7.78	11.11	17.12	18.89	17.17	22.52	25.56	28.28	22.52	47.78	43.43	37.84
Grade 5	2459.	2454.	2463.	3.54	5.32	7.69	22.12	20.21	26.92	32.74	30.85	25.00	41.59	43.62	40.38
All Grades	N/A	N/A	N/A	6.67	11.74	9.39	20.67	19.46	23.03	28.33	29.87	28.48	44.33	38.93	39.09

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	10.31	20.00	13.04	46.39	41.90	45.22	43.30	38.10	41.74
Grade 4	8.89	11.11	18.02	51.11	52.53	48.65	40.00	36.36	33.33
Grade 5	9.73	12.77	19.23	48.67	44.68	41.35	41.59	42.55	39.42
All Grades	9.67	14.77	16.67	48.67	46.31	45.15	41.67	38.93	38.18

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	14.43	23.81	6.09	48.45	37.14	47.83	37.11	39.05	46.09
Grade 4	10.00	10.10	17.12	46.67	45.45	53.15	43.33	44.44	29.73
Grade 5	7.96	7.45	10.58	51.33	44.68	52.88	40.71	47.87	36.54
All Grades	10.67	14.09	11.21	49.00	42.28	51.21	40.33	43.62	37.58

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	11.34	20.00	6.96	67.01	65.71	70.43	21.65	14.29	22.61
Grade 4	11.11	10.10	18.92	52.22	69.70	63.96	36.67	20.20	17.12
Grade 5	7.96	9.57	7.69	63.72	60.64	71.15	28.32	29.79	21.15
All Grades	10.00	13.42	11.21	61.33	65.44	68.48	28.67	21.14	20.30

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	13.40	18.10	6.96	53.61	55.24	56.52	32.99	26.67	36.52
Grade 4	12.22	11.11	18.02	47.78	59.60	47.75	40.00	29.29	34.23
Grade 5	13.27	17.02	6.73	48.67	43.62	50.96	38.05	39.36	42.31
All Grades	13.00	15.44	10.61	50.00	53.02	51.82	37.00	31.54	37.58

Conclusions based on this data:

1. For 2018-2019, the highest percentage of students (39.09%) scored at the Standard Not Met level, while the second highest percentage of students (28.48%) scored at the Standard Nearly Met level. 32.42% of the students met or exceeded standard for English Language Arts.
2. For 2018-2019, 16 % of students are above standard in Reading, 11 % above standard in writing, 11% above standard in listening and 10% above standard in research/inquiry. The majority of students scored at or near standards in reading (45%), writing (51%), listening (68%), and research/inquiry (51%).
3. We find overall inconsistent patterns with increases and decreases in all domains between 2017-2018 through 2018-2019. Around 40% of students have scored at standard not met every year in reading, writing, and research/inquiry. In listening, we have made gains by reducing students below the standard from 28% to 20% in the last three years. Consequently, the listening domain has the highest percentage of students scoring at Standard or Near Standard (68%).

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	100	105	120	99	105	117	99	105	117	99	100	97.5
Grade 4	92	100	114	92	100	112	92	100	112	100	100	98.2
Grade 5	115	96	104	115	95	104	115	95	104	100	99	100
All Grades	307	301	338	306	300	333	306	300	333	99.7	99.7	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	2407.	2414.	2385.	6.06	8.57	2.56	27.27	30.48	18.80	33.33	36.19	28.21	33.33	24.76	50.43
Grade 4	2415.	2420.	2439.	4.35	1.00	3.57	11.96	16.00	21.43	35.87	40.00	40.18	47.83	43.00	34.82
Grade 5	2438.	2434.	2444.	2.61	3.16	1.92	6.09	7.37	11.54	30.43	29.47	34.62	60.87	60.00	51.92
All Grades	N/A	N/A	N/A	4.25	4.33	2.70	14.71	18.33	17.42	33.01	35.33	34.23	48.04	42.00	45.65

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	20.20	17.14	7.69	44.44	46.67	34.19	35.35	36.19	58.12
Grade 4	9.78	4.00	10.71	17.39	39.00	33.04	72.83	57.00	56.25
Grade 5	1.74	6.32	5.77	21.74	22.11	28.85	76.52	71.58	65.38
All Grades	10.13	9.33	8.11	27.78	36.33	32.13	62.09	54.33	59.76

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	13.13	11.43	7.69	47.47	52.38	32.48	39.39	36.19	59.83
Grade 4	8.70	2.00	8.93	32.61	41.00	41.07	58.70	57.00	50.00
Grade 5	3.48	3.16	1.92	33.04	33.68	44.23	63.48	63.16	53.85
All Grades	8.17	5.67	6.31	37.58	42.67	39.04	54.25	51.67	54.65

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	14.14	21.90	8.55	54.55	56.19	51.28	31.31	21.90	40.17
Grade 4	6.52	4.00	8.93	39.13	47.00	43.75	54.35	49.00	47.32
Grade 5	3.48	3.16	2.88	38.26	38.95	46.15	58.26	57.89	50.96
All Grades	7.84	10.00	6.91	43.79	47.67	47.15	48.37	42.33	45.95

Conclusions based on this data:

1. The largest percentage of students (45.65%) scored in the Standard Not Met category in math for the overall performance in 2018-2019.
2. Concepts and procedures has the highest percentage of students Above Standard (8.11%) but also the highest percentage Below Standard (59.76%) in 2018-2019. Problem Solving and Modeling/Data Analysis has the smallest percentage of students Above Standard (6.31%).
3. More than 50% of all students at all grade levels scored Below Standard in Concepts and Procedures and Problem Solving and Modeling/Data Analysis for the 2018-2019 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	1423.6	1412.3	1437.9	1427.2	1390.2	1377.6	83	63
Grade 1	1457.7	1447.8	1467.0	1468.9	1447.9	1426.2	64	74
Grade 2	1475.7	1474.2	1478.4	1478.5	1472.6	1469.5	67	57
Grade 3	1509.8	1473.4	1503.7	1465.9	1515.5	1480.5	66	42
Grade 4	1517.2	1515.6	1512.5	1506.9	1521.3	1523.7	49	52
Grade 5	1530.2	1529.2	1518.1	1518.1	1541.6	1539.6	48	49
All Grades							377	337

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	26.51	1.59	36.14	34.92	28.92	53.97	*	9.52	83	63
1	40.63	6.76	34.38	31.08	*	50.00	17.19	12.16	64	74
2	34.33	8.77	44.78	45.61	*	33.33	*	12.28	67	57
3	25.76	2.38	42.42	28.57	25.76	47.62	*	21.43	66	42
4	32.65	21.15	36.73	48.08	26.53	26.92	*	3.85	49	52
5	47.92	18.37	39.58	48.98	*	24.49	*	8.16	48	49
All Grades	33.69	9.50	38.99	39.17	18.30	40.36	9.02	10.98	377	337

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	43.37	12.70	37.35	41.27	*	39.68	*	6.35	83	63
1	62.50	21.62	23.44	40.54	*	33.78	*	4.05	64	74
2	53.73	24.56	32.84	50.88	*	17.54	*	7.02	67	57
3	40.91	16.67	43.94	35.71	*	28.57	*	19.05	66	42
4	44.90	34.62	46.94	55.77	*	7.69	*	1.92	49	52
5	58.33	36.73	29.17	51.02	*	10.20	*	2.04	48	49
All Grades	50.13	24.04	35.54	45.70	7.96	24.04	6.37	6.23	377	337

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	*	1.59	19.28	14.29	56.63	65.08	15.66	19.05	83	63
1	25.00	0.00	35.94	22.97	*	43.24	28.13	33.78	64	74
2	26.87	5.26	29.85	35.09	20.90	33.33	22.39	26.32	67	57
3	*	0.00	25.76	21.43	40.91	47.62	18.18	30.95	66	42
4	*	9.62	32.65	38.46	28.57	44.23	*	7.69	49	52
5	31.25	12.24	41.67	26.53	*	44.90	*	16.33	48	49
All Grades	20.16	4.45	29.71	26.11	31.03	46.59	19.10	22.85	377	337

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	55.42	7.94	38.55	82.54	*	9.52	83		63
1	73.44	44.59	21.88	51.35	*	4.05	64		74
2	71.64	28.07	28.36	66.67		5.26	67		57
3	48.48	21.43	50.00	61.90	*	16.67	66		42
4	51.02	50.00	42.86	48.08	*	1.92	49		52
5	64.58	24.49	29.17	71.43	*	4.08	48		49
All Grades	60.74	29.97	35.28	63.50	3.98	6.53	377		337

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	36.14	17.46	53.01	52.38	*	30.16	83		63
1	46.88	18.92	43.75	70.27	*	10.81	64		74
2	38.81	22.81	53.73	68.42	*	8.77	67		57
3	56.06	16.67	31.82	57.14	*	26.19	66		42
4	57.14	26.92	38.78	65.38	*	7.69	49		52
5	58.33	40.82	31.25	57.14	*	2.04	48		49
All Grades	47.48	23.44	43.24	62.31	9.28	14.24	377		337

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	*	1.59	80.72	80.95	*	17.46	83	63
1	45.31	9.46	32.81	51.35	21.88	39.19	64	74
2	43.28	8.77	20.90	66.67	35.82	24.56	67	57
3	*	2.38	63.64	50.00	24.24	47.62	66	42
4	*	7.69	57.14	75.00	26.53	17.31	49	52
5	35.42	24.49	50.00	57.14	*	18.37	48	49
All Grades	25.73	8.90	51.99	63.80	22.28	27.30	377	337

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	39.76	31.75	43.37	34.92	16.87	33.33	83	63
1	*	5.41	60.94	60.81	25.00	33.78	64	74
2	*	7.02	71.64	61.40	16.42	31.58	67	57
3	27.27	2.38	65.15	73.81	*	23.81	66	42
4	26.53	17.31	59.18	76.92	*	5.77	49	52
5	39.58	4.08	54.17	83.67	*	12.24	48	49
All Grades	26.53	11.87	58.62	63.50	14.85	24.63	377	337

Conclusions based on this data:

1. The majority of our English Learners' overall score is at Level 2 (40.4%) and Level 3 (39.2%). 11% of them scored at Level 1 and 9.5% at Level 4. There is big discrepancy in the scores from the 2017-2018 school year, 18.3% of the students scored at Level 2 and 33% at Level 4, the previous year.
2. Over 60% of our English Learners fall in the "Somewhat/Moderately" level for the Listening, Speaking, Reading and Writing domains. 30% of the students score at "Well developed" in Listening and 23.4% at "Well developed" in Speaking.
3. As a school we need to focus on the reading and writing since the percentage of students at "Well Developed" dropped significantly from the previous 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
687	89.7	57.5	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	395	57.5
Foster Youth	3	0.4
Homeless	16	2.3
Socioeconomically Disadvantaged	616	89.7
Students with Disabilities	60	8.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.5
Asian	2	0.3
Hispanic	647	94.2
Two or More Races	4	0.6
Pacific Islander	2	0.3
White	14	2.0

Conclusions based on this data:

1. Nine out of ten students are eligible for free or reduced priced meals or have a parent/guardian who did not receive a high school diploma.
2. About 60% of the students are English Learners.
3. Hispanic students are about 95% of the student enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. Chronic absenteeism is an area of concern and could play a role in lack of academic progress.
2. The academic performance of students in English Language Arts and Math have stayed mostly the same.
3. The suspension rate has improved.

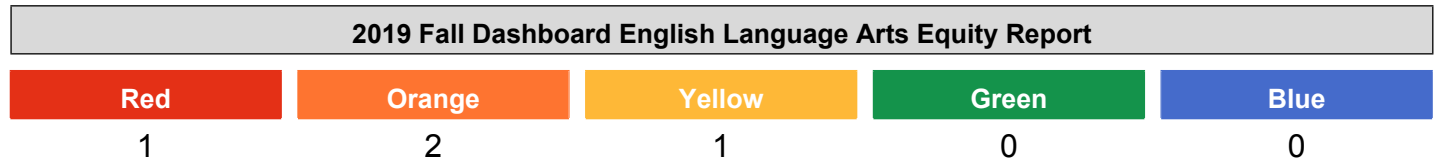
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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  Orange 36.2 points below standard Maintained ++0.3 points 317	English Learners  Yellow 36.7 points below standard Increased ++4.4 points 201	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 65.7 points below standard 15	Socioeconomically Disadvantaged  Orange 41.6 points below standard Maintained ++0.1 points 287	Students with Disabilities  Red 99.2 points below standard Maintained -1.3 points 39

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 9	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.4 points below standard Maintained ++2.3 points 299	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 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
69.4 points below standard Declined Significantly -17.1 points 134	28.8 points above standard Increased ++6.8 points 67	36.3 points below standard Declined -8.7 points 112

Conclusions based on this data:

1. Out of 280 students who took the Smarter Balanced Summative Assessment in ELA, the overall performance increased by 8.7 points, but it is still 36.5 points below the standard.
2. The overall performance in English Language Arts appears to be increasing for all subgroups. Reclassified students declined, but they are still 22 points above the standard.
3. Out of 185 English Learners who took the SBAC, their performance increased 8 points. Nevertheless, the English Learners are 41.1 points below the standard.

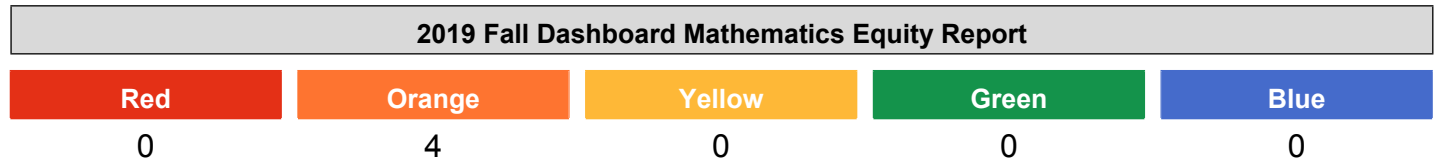
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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  Orange 58.8 points below standard Maintained -1.6 points 318	English Learners  Orange 57.8 points below standard Maintained 0 points 202	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 72.5 points below standard 15	Socioeconomically Disadvantaged  Orange 62.1 points below standard Declined -3 points 288	Students with Disabilities  Orange 104.4 points below standard Increased ++13.7 points 39

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 9		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59 points below standard Maintained -1.6 points 300	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 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
81.3 points below standard	11.4 points below standard	61.7 points below standard
Declined -14.3 points	Declined -5.4 points	Declined -5.6 points
134	68	112

Conclusions based on this data:

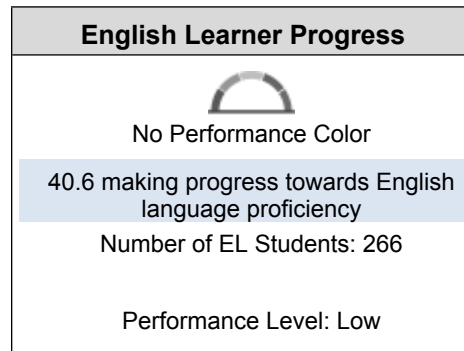
1. Out of 280 students who took the Smarter Balanced Summative Assessment in Math, their performance increased by 3.2 points, but it is still 57.2 points below the standard.
2. English Learners performance in Math parallels the results for all students.
3. Even though there are some small increases in Math performance, students are still about 60 points below the standard. Math is an area that needs to be strengthened.

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



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
26.6	32.7	2.6	37.9

Conclusions based on this data:

1. Out of all 377 English Learners who took the ELPAC, the largest percentage (39%) scored at level 3, Moderately Developed.
2. A third of all English Learners scored at level 4, Well Developed.
3. Only 9% of students scored at level 1, and 18% at level 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 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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	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  Orange 10.7 Maintained +0.1 737	English Learners  Orange 6.2 Increased +0.6 417	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 31.8 Increased +6.8 22	Socioeconomically Disadvantaged  Orange 11.5 Maintained +0.3 670	Students with Disabilities  Orange 13.7 Increased +7 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">33.3</div> 24	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Green <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">9.6</div> Declined -0.9 686	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">28.6</div> Increased +14.3 14

Conclusions based on this data:

- 10.6% of all students were chronically absent, which is a slight increase of 0.7% from the previous year.
- The homeless group, 16 students, had the highest percentage of chronic absenteeism at 25%. They declined by 5.8% but it is still the most concerning group.
- English Learners, 424 students, maintained their attendance at 5.7%. This is the best performing group in attendance.

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.

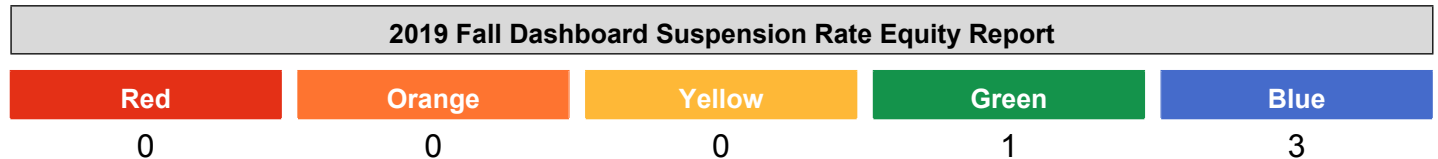
School and Student Performance Data

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.



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  Blue 0.5 Maintained -0.2 748	English Learners  Blue 0.2 Maintained +0.2 425	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  No Performance Color 0 Maintained 0 25	Socioeconomically Disadvantaged  Green 0.6 Maintained -0.2 678	Students with Disabilities  Blue 0 Maintained 0 73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.2 Increased +4.2 24		 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Maintained -0.2 697	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Declined -9.5 14

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.5

Conclusions based on this data:

1. The suspension rate at Terrace Elementary has remained very low with 0.7% of all students, 727, suspended at least once.
2. The suspension rate in all subgroups have declined or maintained.
3. The suspension rate for the white group, 21 students, increased by 5.4% with 9.5% suspended at least once. This means, about 2 students.

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)

Student achievement will improve in English Language Arts, Mathematics, and English Language Development (ELD). In English Language Arts, students need to demonstrate proficiency in comprehension (reading, writing, and listening). In math, students need to demonstrate proficiency in problem solving and communicating reasoning. In ELD, students need to demonstrate proficiency in listening, speaking, reading and writing.

Identified Need(s)

English Language Arts

DIBELS: Students in the primary grades need to increase in phonics and phonological awareness as measured by the DIBELS benchmarks. Students in the upper grades need to increase in reading comprehension and fluency as measured by the DIBELS benchmarks.

The school will strengthen the MTSS and identify students in need of additional support.

Interventions will focus on specific skills to support intensive (at-risk) students. The iReady assessment has been added in the 2020-2021 school year as part of the MTSS system.

CAASPP: Comprehension in both reading and listening needs to be an instructional focus; writing will be used to learn and help boost overall comprehension of content. Students also need to be computer literate. There is a need for consistency between reading programs and materials. Close reading and response to text (Thinking Maps) strategies will be provided to all students.

Mathematics: Proper implementation and use of the Coherent Guide to Mathematics is necessary, including the three reads protocol. Students need to get in the habit of communicating their reasoning (Claim 3). TK-2 need to continue to implement the RCOE Early Numeracy -Silicon Valley Math Initiative (SVMI), which will involve students in re-engagement lessons.

ELD: Focus on writing to learn during ELD time for all grade levels. Students need to be given ample opportunities to collaborate through different groupings and use academic language/vocabulary/discourse.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS	For 2018-2019 DIBELS End of the Year Outcomes, based on composite scores, the percentage of students at benchmark were as follows: Kinder-68%, 1st grade-55%, 2nd grade-64%, 3rd grade-	By June 2021, increase the percentage of students scoring at the benchmark level at the end of the year to: Kinder-72%, 1st grade-60%, 2nd grade-68%, 3rd grade-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	49%, 4th grade-55% and 5th grade- 51%.	55%, 4th grade-60% and 5th grade- 56%.
CAASP Summative English Language Arts 2018-2019	For 2018-2019, the highest percentage of students (39.09%) scored at the Standard Not Met level, while the second highest percentage of students (28.48%) scored at the Standard Nearly Met level. 32.42% of the students met or exceeded standard for English Language Arts.	By June 2021, reduce the percentage of students with "Standard Not Met" from 39% to 35% or less, and increase the percentage of students with "Standard Met" from 23% to 27% as measured by CAASPP data.
CAASP Summative Math 2018-2019	The largest percentage of students (45.65%) scored in the Standard Not Met category in math for the overall performance in 2018-2019.	By June 2021, reduce the percentage of students with "Standard Not Met" from 45% to 41% or less, and increase the percentage of students with "Standard Met" from 17% to 22% as measured by CAASPP data.
ELPAC Summative Assessment	Over 60% of our English Learners fall in the "Somewhat/Moderately" level for the Listening, Speaking, Reading and Writing domains. 30% of the students score at "Well developed" in Listening and 23.4% at "Well developed" in Speaking.	By June 2021, increase the percentage of English Learners scoring at the "Well Developed" level in Reading from 8% to 20% as measured by ELPAC data.

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

Instructional Coach to provide instructional support in all content areas, including PD, Parent Involvement, Data Analysis and Coaching Cycles. Coach will support teachers by doing lesson demos, walk-through observation, providing feedback, and targeted professional learning and planning.

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)
108568	Title I 1000-1999: Certificated Personnel Salaries
34727	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

DUPLO Renewal: Maintenance agreement for teachers to make mass copies for school wide or grade level copies.

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)
650	Title I 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)

All students

Strategy/Activity

Targeted Math Supports provided to students who need additional supports through extended day, supplemental materials, and 1:1 or 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At-Promise Students, English Learners & Low Income Students

Strategy/Activity

Extended day learning: Certificated staff will provided targeted and intensive intervention outside of the regular school day to support literacy, mathematics, and language acquisition.

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)

15000

Title I
1000-1999: Certificated Personnel Salaries

5000

LCFF-EL
1000-1999: Certificated Personnel Salaries

1045

LCFF-EL
1000-1999: Certificated 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

Grade Level Release Days:

Release days provided to all certificated staff to participate in professional development to plan, calibrate and improve instructional practices, students engagement, and mastery of 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)

15000

Title I
1000-1999: Certificated Personnel Salaries

3135

Title I
3000-3999: Employee Benefits
Certificated

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

Renaissance Learning/Accelerated Reader: Supports independent reading to enhance reading comprehension and fluency.

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)

8500

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures

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

CGI Training for Instructional Coach

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 8

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

English Language Facilitator will provide professional development, attend district trainings, and ensure compliance documentation of all things pertaining to English Language 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 based on number of EL students
719	LCFF-EL 3000-3999: Employee Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Classified employees will have additional hours available to provide translation services to the Terrace community, during parent conferences.

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 2000-2999: Classified Personnel Salaries
316	LCFF-EL 3000-3999: Employee Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Recognition for reclassification: Students will be recognized for reclassification and meeting all reclassification criteria.

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)

English Learners

Strategy/Activity

CABE Conference: Parents and staff will attend local CABE in supporting the understanding of language acquisitions for 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)

1500

Source(s)

LCFF-EL
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learners -DLI

Strategy/Activity

Classroom library books will be purchased for new DLI classrooms.

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)

1978

Source(s)

LCFF-EL
4000-4999: Books And Supplies
DLI Classrooms

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Library books (Spanish and Spanish/English bilingual books). Books will be purchased to enhance the current library.

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)

3022

Source(s)

LCFF-EL
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

Math/Writing Journals: to support teacher and learning at 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)

4000

Source(s)

LCFF-LI
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

Reading A-Z (two-year subscription): Differentiated literature and informational text is made available to at-risk learning in both digital and printed formats to support areas of literacy.

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
(2 year subscription)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

At-Promise students

Strategy/Activity

Literacy Teacher: A district provided Literacy teacher supports targeted students lacking in foundational skills in reading through a pull-out program 4 times a week, about 30 minutes each session.

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

Lesson Study release (Included in release days)

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

Projects Clerk: Classified staff member will support, organize, and maintain efficient categorical compliance.

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)

2675	Title I 2000-2999: Classified Personnel Salaries Additional hours to support unique tasks to the requirement of categorical programs and FPM, including record keeping, IT work orders, data processing, and the monitoring of expenditures.
847	Title I 3000-3999: Employee Benefits Classified

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

Copy paper will be provided to teachers to provide materials needed for teaching and 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)
2000	Title I 4000-4999: Books And Supplies

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

Teachers will be provided two toner cartridges for the school year. Printer is used to print out materials for teaching and 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)
5000	Title I 4000-4999: Books And Supplies
4351	LCFF-EL 4000-4999: Books And Supplies

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

Supplemental materials and supplies will be purchased to support at-risk students access to learning tools in supporting academic achievement and language acquisition.

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)

15000

Source(s)

Title I
4000-4999: Books And Supplies

2000

LCFF-EL
4000-4999: Books And Supplies

5918

LCFF-LI
4000-4999: Books And Supplies

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

Technology will be repaired or replaced based on age of inventory.

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)

23000

Source(s)

Title I
4000-4999: Books And Supplies

1770

LCFF-EL
4000-4999: Books And Supplies

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

Copier lease agreement will be used to supplement instruction of the core curriculum, provide parent communication and progress monitoring support to identify intervention.

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)

1475

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

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

Copier maintenance agreement will be used to supplement instruction of the core curriculum, provide parent communication and progress monitoring support to identify intervention.

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)

4647

Source(s)

Title I
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 made in the 2021-2022 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 made in the 2021-2022 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 made in the 2021-2022 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)

Implement AVID elementary strategies in all TK-5th grade classrooms to improve student organizational skills, parent communication and note taking skills.
Implement No Excuses University to continue to establish a college ready culture by providing all students with learning experiences with college vocabulary, scholarship and lessons throughout the school year.

Identified Need(s)

Increase the level of implementation of AVID strategies in all classrooms at all grade levels, using the essential progression chart for Agenda/Planner, Organizational Tool, Note-Taking, and Levels of Thinking and Questioning.
Increase the number of AVID trained teachers through AVID Pathways.
Provide training and collaboration opportunities for teachers to continue implementation of NEU's college conversations.
Expose students and their families to college and career options and provide information regarding careers, colleges and universities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers trained in AVID Pathway -Foundations.	Not all teachers have had formal training in AVID Foundations.	Register teachers to upcoming AVID foundations training.
Classroom implementation of AVID organizational strategies.	Most classroom teachers are implementing some AVID organizational strategies.	Use the essential progression chart to determine common grade level implementation of organizational strategies.
No Excuses University College Conversations	College conversations are being implemented in most classrooms.	The habits of scholarly behaviors will be taught in every classroom and these behaviors will be expected by all staff. Lessons on College Conversations will engage students in skills that support college and career readiness success.

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

Teachers will attend a 2-day AVID Pathway Foundation training to improve student organizational skills, note-taking and support students to become 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)

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 University classes offered to parents to establish a family reading routine, improve reading and writing skills in English and Spanish, and strengthen communication between parents and children.

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

Provide students with instructional classroom supplies and organizational materials (i.e. agenda planners, binders, school supply storage, 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)
4000	AVID 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)

4th and 5th graders

Strategy/Activity

Upper grade students will use planning agendas to support the teaching of college and career readiness skills of organization, time, and 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)
2500	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

Study Trips: Study trips will support the grade level standards to provide learning as an extension of classroom 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)
3000	LCFF-LI 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

Staff will organize a College and Career Day and a Vehicle Career Day to increase awareness of college 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 7**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

All classroom to adopt a college or university and display college flags, bulletin boards, slogans, signs and chants. Students and teachers will display their college pride at Flag Ceremonies by displaying their flag, wearing the college shirt and singing their chant.

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 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 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)

1000

AVID

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 made in the 2021-2022 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 made in the 2021-2022 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 made in the 2021-2022 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)

Increase student attendance, provide a safe school environment for staff and student learning, and provide opportunities for family engagement and connection to the school.

Identified Need(s)

The focus of the school's engagement goal is divided into three major areas: attendance, suspension rates, and school climate.

Attendance as measured by the Chronic absenteeism dashboard is affected by students having absences above the 10% during the school year. There is a need to reduce the number of absences and increase daily attendance. Students with frequent absences miss essential instruction and their academic performance is affected.

Suspension rates have been low in the past few years and it is essential to continue to maintain a low suspension rate.

School climate based on surveys to students, staff and families indicate a need to continue to improve in school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance rate for 2018-2019 at 96%	Increase attendance by 0.5%
Chronic Absenteeism Rate	10.7% of students are chronically absent (2019 CA Dashboard)	Reduce the number of students with chronic absenteeism to 5%
Suspension rate	Suspension rate at 0.5% on the dashboard	Maintain suspension rate under 1%
California Healthy Kids Survey	69% of students felt connected to the school	Increase the percentage of student connectedness to at least 80%

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 Supports: Counselor will be allocated funds to support professional growth and materials needed to support our low-income school community and building community engagement.

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)

3000

Source(s)

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

Home visits: A team will conduct home visits to address concerns and provide support to families regarding chronic absenteeism.

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

Attendance Incentives and recognition provided to students who demonstrate positive and/or improvement in attendance. Examples of incentives include Picture books/chapter books, lunch with the principal, and Attendance Assemblies/Events.

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 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Have informational meetings with families of English learners to discuss reclassification requirements and progress towards reclassification.

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)

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.

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

Provide parent involvement opportunities such as: Back to School Night, Parent Universities, DLI community nights, parent involvement week, parent conferences, math, science, and literacy nights, health and safety fair, and PTA sponsored evening events.

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

Home and School Communication: All teachers and administration utilize Class Dojo for regular communication to families. In addition to this, the administration maintains an updated Facebook page and a school webpage for regular school announcements and information. A monthly calendar is sent home to families to keep them inform of activities, events and holidays for each month. A phone call out system, Blackboard Connect, is also used to relate important and/or urgent information to families. Blackboard Connect is also used to send text messages to families.

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.

Will be made in the 2021-2022 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 made in the 2021-2022 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 made in the 2021-2022 school year.

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	\$291,284.00

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	\$240,224.00

Subtotal of additional federal funds included for this school: \$240,224.00

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	\$26,142.00
LCFF-LI	\$18,418.00

Subtotal of state or local funds included for this school: \$51,060.00

Total of federal, state, and/or local funds for this school: \$291,284.00

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	26142	0.00
LCFF-LI	18418	0.00
Title I	240224	0.00
AVID	5,000	0.00
Attendance	1500	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	26,142.00
LCFF-LI	18,418.00
Title I	240,224.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	148,054.00
2000-2999: Classified Personnel Salaries	3,675.00
3000-3999: Employee Benefits	39,744.00
4000-4999: Books And Supplies	79,039.00
5000-5999: Services And Other Operating Expenditures	20,772.00

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	9,486.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,000.00
3000-3999: Employee Benefits	LCFF-EL	1,035.00
4000-4999: Books And Supplies	LCFF-EL	13,121.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,500.00
4000-4999: Books And Supplies	LCFF-LI	15,418.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	138,568.00
2000-2999: Classified Personnel Salaries	Title I	2,675.00
3000-3999: Employee Benefits	Title I	38,709.00
4000-4999: Books And Supplies	Title I	45,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,272.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	276,284.00
Goal 2	10,500.00
Goal 3	4,500.00

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
Francisco J Gonzalez	Principal
Christine Ledesma	Classroom Teacher
Raul Gomez	Classroom Teacher
America Najarro	Classroom Teacher
Brandi Crum	Other School Staff
Peter Palumbo	Parent or Community Member
Marcela Zuniga	Parent or Community Member
Dilcia Munoz	Parent or Community Member
Christina Simala	Parent or Community Member
Maricruz Guillen	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 10/22/2020.

Attested:

Principal, Francisco J. Gonzalez on

SSC Chairperson, Christine Ledesma 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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 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
Twinhill Elementary School	33669776031587	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

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 Twinhill Elementary School site plan is aligned with the LEA LCAP goals-Conditions of Learning, Pupil Outcomes and Engagement with a central focus on strategies that provide opportunities for all students to achieve academically, socially and emotionally. Students will be enrolled in a comprehensive course of study taught by highly qualified staff in a school that is clean and in good repair (conditions of learning). Additionally, students will be prepared to be college and career ready when they graduate from high school (pupil outcomes). Lastly, students will be educated in an environment which fosters school connectedness and is inclusive of students, parents/families and staff (engagement).

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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).

Input is gathered from parents/families, teachers and support staff during the school year to evaluate the school's instructional program. Parents and families completed a School Climate Survey. The majority of parent/family respondents strongly agree/agree that Twinhill allows and welcomes input from parents/families and encourages active partnerships with parents/families. The majority of parent/family respondents strongly agree/agree that Twinhill promotes academic success, is a safe place for their child, motivates students, has caring adults and provides opportunities for meaning student participation. The majority of parent/family respondents strongly agree/agree that Twinhill treats students with respect, respects cultural beliefs and practices, clearly communicates discipline consequences and enforces school rules equally. Lastly, the majority of parent/family respondents strongly agree/agree that Twinhill has clean and well-maintained facilities. An area of concern noted by the parent/family respondents was bullying of students.

Classroom Observations

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

Formal classroom observations are conducted as required by the collective bargaining agreement—permanent certificated staff are formally observed every two years with a minimum of two formal classroom observations. Probationary or temporary certificated staff are formally observed for two consecutive years with a minimum of two formal classroom observations. Informal classroom observations occur weekly by site administration. Classroom teachers support and engage students in learning through the use of adopted curriculum and supplemental materials. Classroom teachers utilize a variety of instructional strategies (e.g. whole group/direct instruction, small group, cooperative learning, etc.) to meet the diverse learning needs of their students. Due to the coronavirus pandemic and subsequent school building closure, classroom observations are conducted virtually by site administration.

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)

Grade level teams meet at least two times per month to review data from their common assessments, benchmarks, and other formative and summative assessments (e.g. CAASPP, DIBELS, PELI, ELPAC, STAR reading, iReady Diagnostic, SVMI, etc.). The data from these assessments are used to inform and modify instruction to improve student achievement.

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

Data is obtained from the standardized assessment results, common formative assessments, adopted curriculum assessments, and grade-level developed common assessments. The results of the data analysis completed by the district and site level staff are used to inform instructional practices and address the identified needs of students to ensure students receive core curriculum and increase student achievement at Twinhill. Teachers meet with the principal and instructional coach to discuss student progress, appropriate instructional strategies and necessary intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Twinhill are highly qualified as determined by ESEA standards.

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 none are mis-assigned. Teachers receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and student engagement strategies. Teachers receive training through district and site staff development to address the implementation of the California Common Core State Standards, supplemental curriculum, and assessment materials. Teachers will continue to receive training on mathematics instruction and social emotional learning. Teachers have previously received training on the ELA-ELD Framework including The White Paper (Foundational Skills), Designated ELD, ELPAC, Close Reading, Next Generation Science Standards and iReady Math Diagnostic. These areas are revisited as needed.

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

Professional development occurs at the site in addition to district-sponsored professional development opportunities. Current staff development is based on data analysis of student performance and progress, effective research-based instructional strategies and Common Core Standards. Staff has received professional development on the newly adopted ELA-ELD Wonders curriculum, mathematical practices, and support for English-Language Learners. Due to the coronavirus pandemic and subsequent school building closure, teachers and support staff will receive professional development in instructional strategies for distance learning.

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

Instructional Coach at Twinhill provides on-going support through staff development training, one-on-one interactive coaching, and demonstration lessons. For the 2020-2021 school year, the Riverside County Office of Education will continue to partner with Twinhill's TK-2 grade teachers, Instructional Coach and administrator to support teaching and learning in the content area of mathematics with an Early Numeracy Initiative. TK-2 teachers are provided with release days for professional learning with an RCOE administrator. The Instructional Coach will also be provided with professional learning days to work with RCOE administrator and other site coaches. All Twinhill teachers in TK-5 and Instructional Coach will receive two days of professional learning from a Curriculum Associates program specialist for the iReady Diagnostic (math and reading).

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

The Twinhill leadership team in collaboration with administration and Instructional Coach will facilitate grade level and/or vertical collaboration for teachers to analyze student data, plan instruction and intervention to address student needs. Every Tuesday is a designated Early Release day allowing for teacher directed collaboration and professional learning. Two grade level articulation days are provided for each grade level during the school year. Due to the coronavirus pandemic and subsequent school building closure, every Friday teachers have a two-hour block for office hours and the remainder of the work day may be utilized for professional learning, prep and/or collaboration. Although the school building is closed due to the coronavirus pandemic, teachers and support staff will continue to receive virtual professional development in instructional strategies for distance learning and instructional strategies to support student achievement in mathematics.

Teaching and Learning

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

The District has adopted State Board of Education approved materials to support the delivery of effective instruction to meet the state standards. Teachers utilized research based instructional strategies and student engagement strategies to improve student achievement.

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

Twinhill adheres to the recommended instructional minutes for reading/language arts, mathematics and English Language Development. Due to the coronavirus pandemic and subsequent school building closure with no in-person instruction, Twinhill adheres to the required instructional minutes. TK-K has a total of 120 minutes for instruction and 60 minutes for office hours (student support), and grades 1-5 have a total of 240 minutes with 120 minutes for instruction and 120 minutes for office hours (student support).

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

Pacing at Twinhill is guided through the alignment of grade level essential standards. Pacing guides provided by publishers are utilized by grade level teams to support teaching and learning. Each grade level has a daily designated Targeted Learning for All Children (TLC) time and designated English Language Development (D-ELD) time. The TLC time is a designed intervention block designed to meet targeted learning needs of students. Differentiated teaching and learning strategies are used throughout core content instruction to meet the various learning needs of students.

Thirty minutes of differentiated Designated-English Language Development is provided daily for all English Learners. The D-ELD time is designed to meet the language development needs of our English Learner students.

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

Every student at Twinhill has the appropriate required standards-based instructional materials for reading/language arts, mathematics, science and social students.

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

Twinhill uses the California Common Core State Standards in Language Arts, Math and ELD. In addition the following instructional materials are utilized to support student access to standards-aligned core content, McGraw-Hill Wonders Reading Language Arts and ELD, Harcourt School Publishers Mathematics, Engage New York, and McGraw-Hill Social Science. The current Harcourt Science is not aligned with the Next Generation Science Standards.

Opportunity and Equal Educational Access

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

All teachers adhere to the mandatory instructional minutes for the core program. Differentiated learning opportunities and access to the core curriculum are provided within the instructional day to enable under-performing, at promise students to meet standards. Teachers utilize differentiated instructional strategies (e.g. intervention block/TLC) and materials to support under-performing, at promise students to meet standards. In addition, other services or personnel are provided to ensure all students meet standards (i.e., Resource Specialist; Language and Speech therapist; Adaptive Physical Education teacher; Bilingual Instructional Assistants, Psychologist; Early Literacy Intervention teacher, and Student Study Team).

During the school day the following programs provided by the District and Regular Program help all students meet standards:

- * Nurse, Health Assistant
- * Intervention built into the core reading and math programs.
- * P.E. teacher for 1-5 grade students
- * Moby Max/Earobics/Starfall
- *iReady Math and Reading Diagnostic
- * Accelerated Reader

After or Before School Programs or Services are the following:

- * After School tutoring taught by teachers/support staff as available to support under-performing, at promise students in ELA, Math and Science
- * Expanded Learning Program (after school program) which includes homework help, tutoring, and enrichment activities
- * Groups organized for students to access intervention programs: Fastt Math, Leapster/Leap Track, and Read About – time as designated by the Expanded Learning program.

Computer-based programs are also available for students to access at home as additional support (e.g. Accelerated Reader, iREADY).

Evidence-based educational practices to raise student achievement

Through the use of research-based practices Twinhill is a Professional Learning Community in which teacher collaboration and analysis of current student data informs instruction. Each collaborative 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 will we do when they do get it?

Effective instructional and student engagement strategies, identified during the collaborative process, are implemented to increase student achievement. The results are utilized to assess the effectiveness of the strategies and to continue to develop an effective program for student success.

An intervention block (TLC) for each grade level is in place to provide a system for all students to receive on-going support with meeting grade level standards and increasing student achievement. This intervention block during the instructional day is designed to assist students at all levels. Students receive additional instruction in the content area of need. Twinhill also offers after school extended learning opportunities in language arts, mathematics and science taught by teachers. The Expanded Learning Program is an afterschool program designed to be an extension of the learning day for students in grades 1-5. This program offers homework support, intervention, enrichment and recreation. All designed to stimulate and improve student learning in a safe environment for students.

An Early Intervention Literacy Teacher provides support to at-risk students who are demonstrating need in reading based upon DIBELS data two days per week. Identified students in grades 1-5 received small group, specialized instruction.

Parental Engagement

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

Twinhill provides a variety resources to assist at promise students and their parents and families. The following resources are available at Twinhill:

- -a full-time, bilingual counselor supporting students with individual and group counseling sessions, classroom lessons focused on character education and parent/family outreach, and home visits.
- -a full time Instructional Coach who provides teaching and learning support to teachers in order to assist at promise students in the classroom.
- -a part-time Early Literacy Teacher who provides early literacy instruction two days per week to identified students
- -a Family Engagement coordinator who works collaboratively with district and site staff to identify needs and provide resources to assist at-promise students and their families

Some resources include business support via donations, grants or scholarship opportunities. In addition, families provide resources to at-promise students by volunteering in the classroom and/or becoming involved in school events before, during and after the school day. Lastly, the district provides resources to assist under-achieving, at promise students by aligning their resources to Twinhill's site objectives and goals. Parents and families have access to classes provided by the school and/or district in English and Spanish throughout the school year. The school provides the following resources and opportunities: Parent/Teacher conferences (formal/informal)

Translation of home-school communication, Grade Reports/Deficiency Notices/Progress Reports, Phone calls/electronic communication (e.g. Class Dojo, Blackboard message system), Back-to-School Night, Annual Title I meeting, Parent advisory group meeting, Open House Night, Parent/Student School Handbook (available on school website), Parent Resource Library and materials, CAASPP Test results provided to parents/families of students in grades 3, 4 and 5, Community Business Partners, Interpreters and childcare for parents, Parent/Teacher Organization (PTO), Family Ed Nights, Parent Involvement Policy/Parent-Student-School compact, SARC, SART/SARB,

Half-Time/ Extended Learning Program/After School Program, Library assistant supports parents/families with Family Library Time (14 hours/year), Bilingual Instructional assistants support students, parents/families with primary language needs, School Resource Officer, TK/Kinder Camp/Incoming /TK/Kinder Parent Orientation

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)

Involvement at Twinhill occurs through a variety of opportunities. Parent groups including School Site Council, English Learner Advisory Council, and PTO, offer opportunities for parents/families to participate in the planning, implementation, and evaluation of programs specific to Twinhill. Additionally, we have community and city volunteers as well as parent/family volunteers who participate regularly in our school programs and provide input for improvement and refinement.

Funding

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

Curriculum aligned with the Common Core State Standards is provided to all students. Intervention and English Language Development is provided to students who demonstrate a need. Additional support and services are provided in school (Bilingual Instructional assistants, intervention block plus materials) and after school (tutoring, materials). Teachers and support staff continue to receive and actively participate in professional learning opportunities to increase their effectiveness in the classroom and support student learning and progress. The Instructional Coach provides targeted, specialized professional learning opportunities to teachers and support staff.

Fiscal support

The instructional program at Twinhill is supported by the site general funds and federal and state categorical funding from: Title I, LCFF-LI and LCFF-EL. These funds are coordinated, prioritized, and allocated to align with the full implementation of EPC's in ELA/ELD and mathematics and the Single Plan for Student Achievement (SPSA). The Twinhill SPSA is aligned with the goals in the AUSD's LCAP.

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 reviewed and updated based upon student achievement data, school climate survey data from parents/families, students and staff. Nine School Site Council meetings have been scheduled for the 2020-2021 school year. The SSC meetings are held at Twinhill after school hours for approximately 1-2 hours. The SSC is comprised of five parents, three teachers, one other staff member and the principal. Input is also collected from teachers and support staff during a monthly staff meeting when student and school data is reviewed.

Resource Inequities

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

Current science curriculum adoption is not aligned with the NGSS standards. Additional professional development for the ELA/ELD adoption is needed to further teachers' efficacy with the materials.

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	0.20%	%	0%	1		0
African American	1.76%	1.96%	2.65%	9	9	12
Asian	0.39%	0.87%	0.66%	2	4	3
Filipino	0.98%	1.09%	1.11%	5	5	5
Hispanic/Latino	91.60%	91.94%	90.27%	469	422	408
Pacific Islander	0.39%	%	0%	2		0
White	4.10%	4.14%	5.31%	21	19	24
Multiple/No Response	%	%	0%			0
Total Enrollment				512	459	452

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	100	74	79
Grade 1	87	78	60
Grade 2	76	81	77
Grade3	77	69	84
Grade 4	83	87	74
Grade 5	89	70	78
Total Enrollment	512	459	452

Conclusions based on this data:

1. Student enrollment by student group and grade level has steadily decreased for the past three years.
2. The majority of student enrollment is Hispanic/Latino.
3. Note: As of August 2020, Twinhill has approximately 314 TK-5 students enrolled in the Hybrid learning model and approximately 119 TK-5 students enrolled in the full-distance learning model.

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	287	227	177	56.1%	49.5%	39.2%
Fluent English Proficient (FEP)	11	18	63	2.1%	3.9%	13.9%
Reclassified Fluent English Proficient (RFEP)	17	14	50	5.5%	4.9%	22.0%

Conclusions based on this data:

1. The English Learner population has continued to decrease at Twinhill over the last three years.
2. The Fluent English Proficient (FEP) student population has increased at Twinhill.
3. The percentage of RFEP students at Twinhill increased by 17.1% (36 students) from 2018-19 to 2019-20 which is a direct result of changes in the reclassification requirements and instructional strategies.

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	83	85	69	82	84	69	82	84	69	98.8	98.8	100
Grade 4	96	80	83	92	80	82	92	80	82	95.8	100	98.8
Grade 5	105	93	75	102	93	73	102	93	73	97.1	100	97.3
All Grades	284	258	227	276	257	224	276	257	224	97.2	99.6	98.7

* 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.	2380.	2399.	7.32	13.10	17.39	21.95	13.10	11.59	18.29	29.76	37.68	52.44	44.05	33.33
Grade 4	2451.	2464.	2442.	13.04	21.25	12.20	33.70	31.25	31.71	19.57	17.50	17.07	33.70	30.00	39.02
Grade 5	2444.	2478.	2499.	7.84	7.53	12.33	22.55	37.63	36.99	22.55	18.28	35.62	47.06	36.56	15.07
All Grades	N/A	N/A	N/A	9.42	13.62	13.84	26.09	27.63	27.23	20.29	21.79	29.46	44.20	36.96	29.46

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	7.32	10.71	10.14	31.71	41.67	55.07	60.98	47.62	34.78
Grade 4	9.78	12.50	13.41	58.70	61.25	43.90	31.52	26.25	42.68
Grade 5	7.84	10.75	17.81	49.02	58.06	60.27	43.14	31.18	21.92
All Grades	8.33	11.28	13.84	47.10	53.70	52.68	44.57	35.02	33.48

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	12.20	11.90	10.14	39.02	39.29	53.62	48.78	48.81	36.23
Grade 4	18.48	20.00	15.85	46.74	51.25	47.56	34.78	28.75	36.59
Grade 5	11.76	20.43	20.55	47.06	43.01	53.42	41.18	36.56	26.03
All Grades	14.13	17.51	15.63	44.57	44.36	51.34	41.30	38.13	33.04

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	9.76	8.33	15.94	59.76	65.48	62.32	30.49	26.19	21.74
Grade 4	14.13	17.50	19.51	60.87	70.00	59.76	25.00	12.50	20.73
Grade 5	4.90	16.13	10.96	55.88	60.22	71.23	39.22	23.66	17.81
All Grades	9.42	14.01	15.63	58.70	64.98	64.29	31.88	21.01	20.09

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	14.63	16.67	11.59	54.88	52.38	53.62	30.49	30.95	34.78
Grade 4	20.65	21.25	14.63	58.70	63.75	52.44	20.65	15.00	32.93
Grade 5	11.76	26.88	19.18	42.16	44.09	64.38	46.08	29.03	16.44
All Grades	15.58	21.79	15.18	51.45	52.92	56.70	32.97	25.29	28.13

Conclusions based on this data:

1. In the content area of English Language Arts, the percentage of students in grades 3-5 exceeding or meeting standards overall has continued to increase. (No CAASPP data for 2019-20 due to school closure.)
2. The performance level of the majority of students in grades 3-5 falls in the at or near standard level in the four domains; however, the greatest gains are in the areas of Reading and Listening. (No CAASPP data for 2019-20 due to school closure.)
3. The performance level of students in grades 3-5 has fluctuated in the areas of Writing and Research/Inquiry. (No CAASPP data for 2019-20 due to school closure.)

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	83	85	69	83	85	69	83	85	69	100	100	100
Grade 4	96	80	83	93	79	83	93	79	83	96.9	98.8	100
Grade 5	105	93	75	103	93	75	102	93	75	98.1	100	100
All Grades	284	258	227	279	257	227	278	257	227	98.2	99.6	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	2379.	2375.	2394.	1.20	2.35	5.80	21.69	18.82	20.29	22.89	32.94	30.43	54.22	45.88	43.48
Grade 4	2454.	2466.	2449.	6.45	10.13	9.64	29.03	27.85	24.10	38.71	41.77	32.53	25.81	20.25	33.73
Grade 5	2451.	2451.	2475.	7.84	5.38	9.33	10.78	11.83	16.00	26.47	32.26	34.67	54.90	50.54	40.00
All Grades	N/A	N/A	N/A	5.40	5.84	8.37	20.14	19.07	20.26	29.50	35.41	32.60	44.96	39.69	38.77

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	7.23	10.59	13.04	28.92	38.82	39.13	63.86	50.59	47.83
Grade 4	19.35	22.78	18.07	34.41	40.51	40.96	46.24	36.71	40.96
Grade 5	9.80	8.60	16.00	24.51	32.26	36.00	65.69	59.14	48.00
All Grades	12.23	13.62	15.86	29.14	36.96	38.77	58.63	49.42	45.37

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	2.41	5.88	13.04	44.58	38.82	40.58	53.01	55.29	46.38
Grade 4	9.68	15.19	15.66	51.61	50.63	37.35	38.71	34.18	46.99
Grade 5	5.88	5.38	8.00	36.27	34.41	48.00	57.84	60.22	44.00
All Grades	6.12	8.56	12.33	43.88	40.86	41.85	50.00	50.58	45.81

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	9.64	4.71	14.49	53.01	51.76	50.72	37.35	43.53	34.78
Grade 4	13.98	15.19	24.10	54.84	58.23	32.53	31.18	26.58	43.37
Grade 5	8.82	7.53	9.33	40.20	43.01	52.00	50.98	49.46	38.67
All Grades	10.79	8.95	16.30	48.92	50.58	44.49	40.29	40.47	39.21

Conclusions based on this data:

1. In the content area of Mathematics, the percentage of students in grades 3-5 exceeding or meeting standards overall has continued to increase. (No CAASPP data for 2019-20 due to school closure.)
2. The performance level of the majority of students in grades 3-5 falls in the below standard area in concepts and procedures and in problem solving and modeling/data analysis; students need support with applying mathematical concepts and procedures and using appropriate tools and strategies to solve real world and mathematical problems. (No CAASPP data for 2019-20 due to school closure.)
3. There have been consistent increases in the above standard level across grades 3-5 in the three mathematics achievement areas. (No CAASPP data for 2019-20 due to school closure.)

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	1419.7	1400.6	1431.3	1413.6	1392.4	1369.9	49	29
Grade 1	1464.9	1434.6	1464.9	1445.9	1464.4	1422.6	42	34
Grade 2	1488.6	1467.3	1478.0	1469.0	1498.5	1465.0	47	24
Grade 3	1490.3	1483.8	1477.4	1471.4	1502.7	1495.8	52	29
Grade 4	1510.2	1508.4	1494.9	1492.9	1525.1	1523.3	34	35
Grade 5	1524.2	1540.5	1507.9	1543.8	1540.1	1536.8	40	29
All Grades							264	180

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	*	6.90	30.61	27.59	32.65	41.38	*	24.14	49	29
1	45.24	0.00	*	26.47	26.19	55.88	*	17.65	42	34
2	38.30	0.00	48.94	37.50	*	62.50		0.00	47	24
3	*	3.45	34.62	44.83	40.38	44.83	*	6.90	52	29
4	*	11.43	50.00	40.00	*	37.14	*	11.43	34	35
5	32.50	44.83	55.00	24.14	*	20.69	*	10.34	40	29
All Grades	26.89	11.11	39.02	33.33	24.24	43.33	9.85	12.22	264	180

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	28.57	6.90	38.78	34.48	22.45	41.38	*	17.24	49	29
1	47.62	8.82	40.48	35.29	*	44.12	*	11.76	42	34
2	42.55	8.33	51.06	62.50	*	25.00		4.17	47	24
3	*	13.79	42.31	58.62	23.08	10.34	*	17.24	52	29
4	32.35	22.86	47.06	51.43	*	14.29	*	11.43	34	35
5	27.50	58.62	60.00	31.03	*	0.00		10.34	40	29
All Grades	32.58	20.00	46.21	45.00	14.39	22.78	6.82	12.22	264	180

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	*	0.00	*	31.03	42.86	41.38	24.49	27.59	49	29
1	42.86	0.00	*	17.65	*	41.18	26.19	41.18	42	34
2	44.68	0.00	27.66	25.00	23.40	58.33	*	16.67	47	24
3	*	0.00	28.85	41.38	40.38	41.38	25.00	17.24	52	29
4	*	14.29	41.18	40.00	*	31.43	*	14.29	34	35
5	32.50	10.34	40.00	37.93	*	31.03	*	20.69	40	29
All Grades	26.52	4.44	26.14	32.22	29.92	40.00	17.42	23.33	264	180

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	44.90	10.34	42.86	68.97	*	20.69	49	29
1	59.52	32.35	35.71	52.94	*	14.71	42	34
2	57.45	20.83	42.55	75.00		4.17	47	24
3	28.85	6.90	61.54	75.86	*	17.24	52	29
4	58.82	20.00	41.18	65.71		14.29	34	35
5	70.00	17.24	30.00	79.31		3.45	40	29
All Grades	51.89	18.33	43.18	68.89	4.92	12.78	264	180

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	*	10.34	73.47	75.86	*	13.79	49	29
1	38.10	5.88	59.52	82.35	*	11.76	42	34
2	31.91	4.17	68.09	91.67		4.17	47	24
3	25.00	37.93	55.77	48.28	*	13.79	52	29
4	*	31.43	55.88	54.29	*	14.29	34	35
5	27.50	68.97	67.50	20.69	*	10.34	40	29
All Grades	27.27	26.67	63.64	61.67	9.09	11.67	264	180

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	65.31	79.31	22.45	20.69	49	29
1	50.00	11.76	*	35.29	33.33	52.94	42	34
2	48.94	4.17	38.30	75.00	*	20.83	47	24
3	*	0.00	51.92	79.31	42.31	20.69	52	29
4	*	11.43	64.71	57.14	*	31.43	34	35
5	*	13.79	65.00	68.97	*	17.24	40	29
All Grades	26.52	7.22	50.00	64.44	23.48	28.33	264	180

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	36.73	34.48	36.73	27.59	26.53	37.93	49	29
1	33.33	5.88	52.38	73.53	*	20.59	42	34
2	40.43	8.33	57.45	75.00	*	16.67	47	24
3	26.92	20.69	55.77	65.52	*	13.79	52	29
4	*	22.86	67.65	68.57	*	8.57	34	35
5	45.00	24.14	52.50	65.52	*	10.34	40	29
All Grades	34.85	19.44	53.03	62.78	12.12	17.78	264	180

Conclusions based on this data:

1. Based upon the ELPAC data for two consecutive years, there has been a decrease in the number of English Learner students tested from 264 in 2017-18 to 180 in 2018-19. Overall Levels 4 (Well Developed) and 3 (Moderately Developed) have decreases which may be attributed to an increase in students who have reclassified; while Levels 2 (Somewhat Developed) and 1 (Minimally Developed) have experienced increases. (No ELPAC data for 2019-20 due to school closure.)
2. The majority of English Learner students in grades TK-5 performed at Level 2 (Somewhat/Moderately Developed) in the four domains, Listening, Speaking, Reading and Writing. Two areas for celebration are the number of first grade students scoring at Level 3 in the Listening Domain, and the number of TK/K students scoring at Level 3 in the Writing Domain. (No ELPAC data for 2019-20 due to school closure.)
3. Professional learning for staff needs to continue in order to increase English language proficiency for English Learner students in grades K-5. (No ELPAC data for 2019-20 due to school closure.)

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
459	87.1	49.5	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	227	49.5
Foster Youth	2	0.4
Homeless	22	4.8
Socioeconomically Disadvantaged	400	87.1
Students with Disabilities	54	11.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.0
Asian	4	0.9
Filipino	5	1.1
Hispanic	422	91.9
White	19	4.1

Conclusions based on this data:

1. The majority of the Twinhill student population are socio-economically disadvantaged which allows the school to received additional federal and state funding (e.g. Title 1, LCFF-LI) to support the needs of the students in order to increase student achievement.
2. A little more than half of the Twinhill student population speaks a language other than English which allows the school to receive additional state funding (e.g. LCFF-EL) to support the language needs of the students in order to increase student achievement and English language proficiency.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Twinhill remains in the yellow performance color in ELA and Math as compared to 2018 CA Dashboard.
2. Twinhill had an increase in chronic absenteeism.
3. Twinhill had an increase in the number of suspensions.

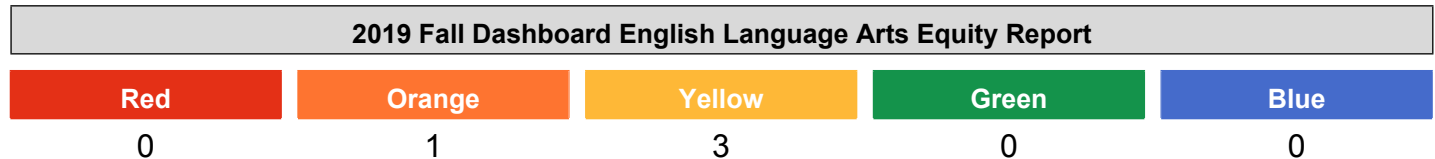
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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	
18 points below standard		33.7 points below standard		0 Students	
Increased ++7.3 points		Increased ++7.4 points			
210		127			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
40.1 points below standard		25.4 points below standard		84.5 points below standard	
14		Increased ++4.8 points		Increased Significantly ++24.5 points	
		191		34	

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 0 Students	 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
 Yellow 22 points below standard Increased ++3.7 points 199	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
67.1 points below standard Declined -6.1 points 85	33.8 points above standard Declined Significantly -32.1 points 42	5 points above standard Increased ++5.3 points 82

Conclusions based on this data:

- Overall, in 2019 students in grades 3-5 demonstrated improved performance in English Language Arts as compared to 2018 CAASPP data according to the CA Dashboard.
- In 2019 as compared to 2018, ELA performance increases were demonstrated by students in the following student groups: Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities and English Only.

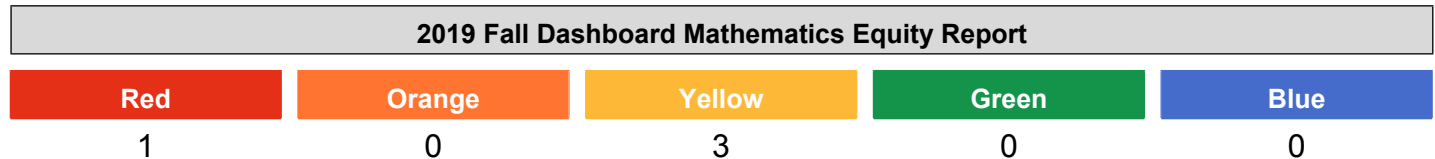
School and Student Performance Data

Academic Performance Mathematics






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








This section provides number of student groups in each color.



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  Yellow 38.4 points below standard Increased ++11.5 points 210	English Learners  Yellow 46 points below standard Increased ++8.9 points 127	Foster Youth
Homeless  No Performance Color 77 points below standard 14	Socioeconomically Disadvantaged  Yellow 44.7 points below standard Increased ++8.4 points 191	Students with Disabilities  Red 106.9 points below standard Declined -6.5 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 39.5 points below standard Increased ++9.1 points 199	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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 75.9 points below standard Declined -4.9 points 85	Reclassified English Learners 14.5 points above standard Declined Significantly -17 points 42	English Only 27.7 points below standard Increased ++14.3 points 82
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Conclusions based on this data:

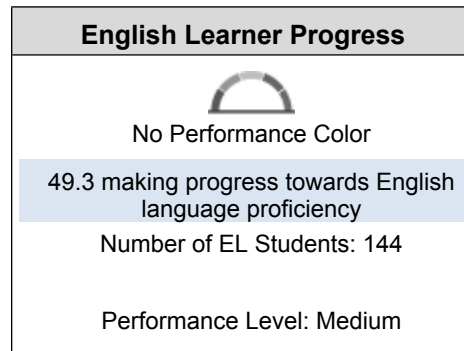
- Overall, in 2019 students in grades 3-5 demonstrated improved performance in Mathematics as compared to 2018 CAASPP data according to the CA Dashboard.
- In 2019 as compared to 2018, Mathematics performance increases were demonstrated by students in the following student groups: Hispanic, English Learners, Socioeconomically Disadvantaged, and English Only.
- In 2019 as compared to 2018, students with disabilities declined in their performance according to the CA Dashboard.

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



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
16.6	34.0	2.0	47.2

Conclusions based on this data:

1. In 2019, English Learners continued to make progress towards English Language proficiency with 68% progressing as least one ELPI level.
2. Professional learning for all TK-5 students must continue in order to improve the language proficiency of English Language Learner students. Professional learning should focus on ELD standards, instructional and student engagement strategies.

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.

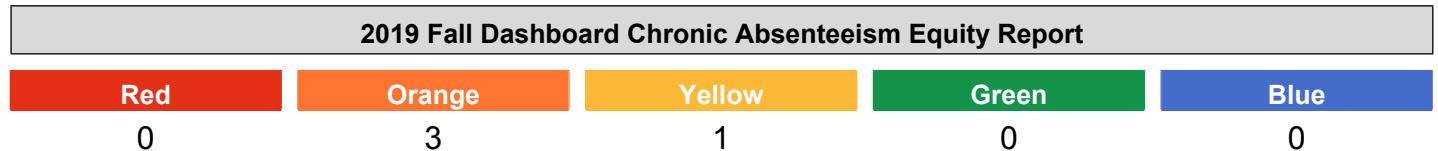
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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  Orange 13.2 Increased +0.6 507	English Learners  Orange 9.3 Increased +1.9 248	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 19.4 Declined -11.9 31	Socioeconomically Disadvantaged  Orange 13.4 Increased +1.7 454	Students with Disabilities  Yellow 15.3 Declined -1.9 72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 13.1 Increased +1.6 465	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color 13 Declined -3.6 23

Conclusions based on this data:

- Overall in 2019 as compared to 2018, there was a slight increase in the percentage of students who are identified as chronically absent according to the CA Dashboard.
- In 2019 as compared to 2018, the following student groups demonstrated an increase in the number of students identified as chronically absent according to the CA Dashboard: English Learner, Hispanic, and Socioeconomically Disadvantaged.
- In 2019 as compared to 2018, White and students with disabilities demonstrated a decrease in the number of students identified as chronically absent according to the CA Dashboard.

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.

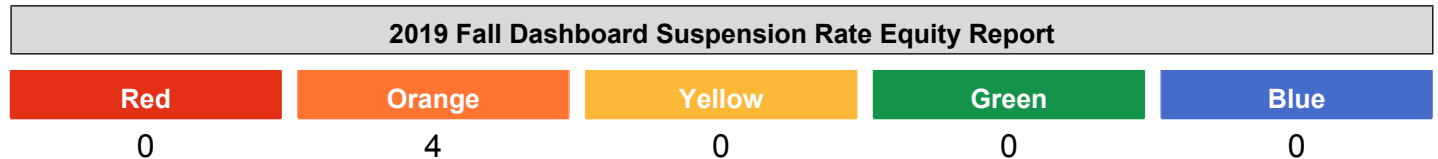
School and Student Performance Data

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.



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  Orange 1.9 Increased +1.4 518	English Learners  Orange 1.2 Increased +0.9 253	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  No Performance Color 0 Maintained 0 31	Socioeconomically Disadvantaged  Orange 1.7 Increased +1.3 462	Students with Disabilities  Orange 4.2 Increased +2.6 72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 10	American Indian	Asian  No Performance Color Less than 11 Students - Data 4	Filipino  No Performance Color Less than 11 Students - Data 5
Hispanic  Orange 2.1 Increased +1.7 475	Two or More Races	Pacific Islander	White  No Performance Color 0 Maintained 0 24

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	1.9

Conclusions based on this data:

1. Overall in 2019 as compared to 2018, there was an increase in the suspension rate at Twinhill.
2. Continued use of intervention strategies, having consistent high expectations for student behavior balanced with support and positive recognition for appropriate behavior.

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)

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. Twinhill endeavors to increase student achievement in the areas of English-Language Arts, Mathematics and English Language Development.

Goal 1A: English Language Arts

By January 2021, 51% of students will reach their typical growth goal as measured by mid-year administration of i-Ready Reading Diagnostic assessment.

By May 2021, 55% of all students will demonstrate an increase in overall performance when comparing i-Ready Reading Diagnostic #1 (beginning of the year) to i-Ready Reading Diagnostic #3 (end of the year).

Goal 1B: Mathematics

By January 2021, 51% of students will reach their typical growth goal as measured by mid-year administration of i-Ready Math Diagnostic assessment.

By May 2020, 55% of all students will demonstrate an increase in overall performance when comparing i-Ready Math Diagnostic #1 (beginning of the year) to i-Ready Math Diagnostic #3 (end of the year).

Goal 1C: English Language Development (ELD)

By May 2021, 70% of EL students who take the ELPAC summative assessment will demonstrate positive growth when comparing overall ELPAC performance levels and Domain Performance levels from 2018-19.

By May 2021, the number of EL students reclassified as Fluent English Proficient will continue to increase.

Identified Need(s)

Twinhill has identified the need to increase or improve student achievement in English Language Arts, Mathematics and English Language Development.

ELA:

When analyzing multiple years of years of year end DIBELS data (2015-2019), the number of students performing at/above grade level remains stagnant. Middle of the year DIBELS data from 2019-2020 indicates that 52% of students performed at/above grade level which is equivalent to the Beginning of the year DIBELS data from 2019-2020. When analyzing the effectiveness of instruction reports from middle of the year, first, fourth and fifth grades increased the percentage of students scoring at/above grade level. Due to the school closure, we were unable to administer the end of the year DIBELS assessment to fully analyze student achievement and progress for the 2019-2020 school year.

Additionally, the CA Dashboard ELA reports for student progress in 2019 indicate that overall our students are at the midpoint which corresponds with the yellow performance gauge; while this is an increase of 7.3 points as compared to 2018, it is still 18 points below standard. Student groups in the yellow performance level are: English Learners, Hispanic and Socioeconomically Disadvantaged; however, students with disabilities demonstrate a low status which corresponds with the orange performance gauge. All student groups demonstrated growth towards meeting grade level standards-English Learners (increased 7.4 points), Hispanic (increased 3.7 points), Socioeconomically Disadvantaged (increased 4.8 points) and Students with Disabilities (increased 24.5 points).

In English Language Arts, continued professional learning and instructional planning in reading, writing and foundational skills content and pedagogy; use of student performance data to inform teaching and learning; use of systematic intervention utilizing small group instruction within the school day; development of extended learning opportunities after the school day.

Math:

Common formative assessments are not available in the district for mathematics. In 2018-2019, the staff and administration recognized the need for a common assessment to measure student achievement and progress in mathematics and elected to pilot the i-Ready math diagnostic and use the teacher and student resources available. The i-Ready math diagnostic was used by all grades at the beginning and mid-year points; however, to the school closure, we were unable to administer the end of the year iREADY math diagnostic to fully analyze student achievement and progress for the 2019-2020 school year. Data from the 2019 Fall administration of the i-Ready Math Diagnostic indicated 7% (N=29) were at or above grade level, 55% (N=227) were one grade level below, and 38% (N=157) were two or more grade levels below. Data from the 2020 Winter administration of the i-Ready Math Diagnostic indicated 20% (N=86) were at or above grade level, 53% (N=227) were one grade level below, and 27% (N=116) were two or more grade levels below.

The CA Dashboard Math reports for student progress in 2019 indicate that overall our students are at the midpoint which corresponds with the yellow performance gauge; while this is an increase of 11.5 points as compared to 2018, it is still 38.4 points below standard. Student groups in the yellow performance level are: English Learners, Hispanic and Socioeconomically Disadvantaged; however, students with disabilities demonstrate the lowest status which corresponds with the red performance gauge. The following student groups demonstrated growth towards meeting grade level standards-English Learners (increased 8.9 points), Hispanic (increased 9.1 points), Socioeconomically Disadvantaged (increased 8.4 points). Students with Disabilities declined by 6.5 points.

In Mathematics, continued professional learning and instructional planning in mathematics content and pedagogy specifically for students with disabilities; use of student performance data to inform teaching and learning; use of systematic intervention utilizing small group instruction within the school day; development of extended learning opportunities after the school day.

English Learner students:

The CA Dashboard reports for English Learner Progress in 2019 indicate 49.3% are making progress towards English language proficiency which corresponds with a medium performance level. CA Dashboard reports in ELA and Math indicate that English Learners increased their performance towards meeting grade level standards by 7.4 points (ELA) and 8.9 points (Math) which correspond with the yellow performance gauge. The English Learner Progress Indicator from 2019 indicates 47.2% progressed at least one ELPI level, 2% maintained ELPI Level 4, 34% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, 16.6% decreased at least one ELPI level. The number of RFEP students has increased over the past years. Due to the school closure, we were

unable to administer the summative ELPAC assessment to fully analyze English Learner student achievement and progress for the 2019-2020 school year.

For English Learner students continued professional learning and instructional planning on instructional strategies and routines within Designated ELD block and integrated across all content areas is needed; development of extended learning opportunities after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA:</p> <p>Data used to form this goal was beginning and middle of the year DIBELS achievement data from 2019-2020 that included overall performance levels, grade level performance levels as well as effectiveness of instruction reports by grade level. A multi-year comparison of end of the year DIBELS achievement data from May 2015 to May 2019, a comparison of September 2019 beginning of the year DIBELS achievement data to January 2020 mid-year DIBELS achievement data.</p> <p>ELA CAASPP results from 2017-2019 for grades 3, 4 and 5 were reviewed for overall site performance and overall grade level performance.</p> <p>2020-21 i-READY Reading Diagnostic #1 overall placement results.</p>	<p>Our 2020-2021 school wide i-Ready Reading Diagnostic #1 data indicate the following: On/above grade level 19% (N=57), one grade level below 45% (N=135) and two or more grade levels below 36% (N=108). (This is baseline data.)</p> <p>Our Spring 2019 CAASPP data for grades 3, 4 and 5 indicated that 13.84% are above standard, 52.68% are at or near standard and 33.48% are below standard in Reading. These findings are indicative of student progress in the area of Reading.</p> <p>Our school wide 2019-2020 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-52% (N=227), Middle of the Year-52% (N=192), End of the Year-no data available. As compared to the 2018-19 middle of the year data, there was a 3% increase of students scoring At/Above Benchmark.</p> <p>Our school wide 2018-2019 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-49% (N=213), Middle of</p>	<p>This goal will be evaluated using the i-Ready Reading Diagnostic assessments. The overall school performance data will be analyzed to measure proficiency and growth when comparing the three i-Ready Reading Diagnostic assessments (beginning of the year to mid-year to end of the year).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>the Year-49% (N=213), End of the Year-49% (N=217). As compared to the 2017-18 end of the year data, there was a 3% decrease.</p> <p>Our school wide 2017-2018 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-45% (N=214), Middle of the Year-49% (N=241), End of the Year-52% (N=249). As compared to 2016-17 end of the year data, there was a 1% increase.</p>	
<p>Math:</p> <p>Data used to form this goal was from 2019-2020 i-Ready Math Diagnostic assessments #1 (Fall 2019) and #2 (Winter 2021) and 2020-2021 i-Ready Math Diagnostic assessment #1 (Fall 2020).</p> <p>Math CAASPP results from 2017-2019 for grades 3, 4 and 5 were reviewed for overall site performance and overall grade level performance.</p>	<p>Our 2020-2021 school wide i-Ready Reading Diagnostic #1 data indicate the following: On/above grade level 19% (N=57), one grade level below 45% (N=135) and two or more grade levels below 36% (N=108). (This is baseline data.)</p> <p>Our 2019-2020 school wide i-Ready Math Diagnostic #2 (Winter 2020) data indicate the following: On/above grade level 20% (N=86), one grade level below 53% (N=227) and two or more grade levels below 27% (N=116).</p> <p>Our 2019-2020 school wide i-Ready Math Diagnostic #1 (Fall 2019) data indicate the following: On/above grade level 7% (N=29), one grade level below 55% (N=227) and two or more grade levels below 38% (N=157). (This was baseline data.)</p>	<p>This goal will be evaluated using the three 2020-2021 i-Ready Math Diagnostic assessments.</p> <p>The overall school performance data will be analyzed to measure proficiency and growth when comparing the three i-Ready Math Diagnostic assessments (beginning of the year to mid-year to end of the year).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Our Spring 2019 CAASPP data for grades 3, 4 and 5 indicate that 8% exceeded the standard, 20% met the standard, 32.6% nearly met the standard and 38.7% did not meet the standard. This data is indicative of student progress in the area of Mathematics.</p> <p>Our Spring 2018 CAASPP data for grades 3, 4 and 5 indicate that 6% exceeded the standard, 19% met the standard, 35% nearly met the standard and 40% did not meet the standard. This data is indicative of student progress in the area of Mathematics.</p> <p>Our Spring 2017 CAASPP data for grades 3, 4 and 5 indicate that 44.96% did not meet the standard and 29.5% nearly met the standard in Math. Our 2015-2016 CAASPP data for grades 3, 4 and 5 indicate that 45.0% did not meet the standard and 34.0% nearly met the standard in Math.</p>	
<p>English Learner students:</p> <p>Data used to form this goal was 2018 and 2019 ELPAC Summative data reports. English Learner student results were reviewed across the two years for overall ELPAC, oral language and written language performance levels.</p>	<p>2019 ELPAC overall summative data indicates 11.1% (n=20) at Level 4, 33.3% (n=60) at Level 3, 43.3% (n=78) at Level 2, and 12.2% (n=22) at Level 1. (N=180)</p> <p>2019 ELPAC Domain Performance level data: Listening-Well Developed 18.33% (N=33), Somewhat/Moderately 68.89% (N=124), Beginning 12.78% (N=23)</p>	<p>Due to school closure, 2020 ELPAC administration was not completed. Any available 2020 ELPAC summative data will be reviewed.</p> <p>Site trends for each domain will also be analyzed for areas of progress and improvement.</p> <p>EL and RFEP student achievement from 2021 CAASPP for ELA and math and 2020-2021 i-Ready Reading and Math Diagnostic assessments will be analyzed.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Speaking-Well Developed 26.67% (N=48), Somewhat/Moderately 61.67% (N=111), Beginning 11.67% (N=21)</p> <p>Reading-Well Developed 7.22% (N=13), Somewhat/Moderately 64.44% (N=116), Beginning 28.33% (N=51)</p> <p>Writing-Well Developed 19.44% (N=35), Somewhat/Moderately 62.78% (N=113), Beginning 17.78% (N=32)</p> <p>2018 ELPAC overall summative data indicates 26.89% (n=71) at Level 4, 39.02% (n=103) at Level 3, 24.24% (n=64) at Level 2, and 9.85% (n=26) at Level 1. (N=264)</p>	

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

Instructional coach will provide support to teachers with the implementation of district adopted curriculum, CA Common Core Standards, ELA/ELD frameworks, Standards for Mathematical Practice, and ELD standards. Additional instructional support for the use of supplemental curriculum will also be provided (i.e. Accelerated Reader, i-Ready ELA and Math Diagnostic and resources, NGSS) as needed. Instructional support will be provided to teachers through: demonstration lessons, instructional visits, co-teaching, observational feedback, assistance with cognitive lesson planning, and targeted professional development. (Personnel cost)

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)
144892	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

For ELA: Teachers will provide targeted learning support to remediate the literacy gaps and enrich literacy skills by providing daily intervention during both small group instruction and intervention block (TLC).

For Math: Teachers will provide targeted learning support to remediate the learning gaps in numeracy, conceptual and procedural understanding by providing differentiated instruction within the instructional day (i.e. small group instruction, flexible student groupings). Teachers will enrich and extend student application of math skills using a variety of curriculum 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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At promise students (ELA, Math) and English Learners

Strategy/Activity

For ELA: Teachers will provide targeted learning support to remediate the literacy gaps and enrich literacy skills in targeted literacy and foundational skills by providing extended learning opportunities beyond the instructional day. At promise students will be identified by using data from DIBELS, i-Ready Reading diagnostic and common formative assessments. Teachers and support staff will utilize a variety of research based instructional strategies, curriculum resources and materials.

For Math: Teachers will provide targeted learning support to remediate learning gaps in numeracy, conceptual and procedural understanding and will enrich/extend student application of math skills by providing extended learning opportunities beyond the instructional day. At promise students will be identified by using data from i-Ready Math Diagnostic and common formative assessments. Teachers will utilize a variety of research based instructional strategies, curriculum resources and materials.

For ELD: Teachers will provide targeted learning support for EL students to remediate the literacy gaps and enrich literacy skills in targeted literacy: foundational skills, reading comprehension, oral language acquisition, written language, and content vocabulary development by providing extended learning opportunities beyond the instructional day. At promise students will be identified by using data from ELPAC, DIBELS, i-Ready Diagnostics (Reading and Math) and common formative assessments. Teachers will utilize a variety of research based instructional strategies, curriculum resources and 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)
1426	LCFF-LI 1000-1999: Certificated Personnel Salaries
1400	LCFF-EL 1000-1999: Certificated Personnel Salaries
2241	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)

All students

Strategy/Activity

All teachers including Resource Specialist will actively participate in grade level specific articulation/cognitive planning days for targeted professional learning and collaboration with a focus on implementation of CA Common Core Standards, ELD standards, district adopted curriculum, site determined supplemental curriculum, ELA/ELD frameworks, Standards for Mathematical Practice, differentiation strategies, oral language production strategies, small group instruction, content driven strategies, and other research based instructional strategies to align with the rigorous demands of CA CCSS and ELD standards.

The Instructional Coach will lead and facilitate the professional learning.

EL Facilitator may assist with leading and facilitating the professional learning related to EL learners. (EL Facilitator stipend)

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)
2200	LCFF-EL 1000-1999: Certificated Personnel Salaries
0	
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

Instructional assistants/paraprofessionals (e.g. library assistant, bilingual assistants, special education assistants) will attend district and site professional learning sessions to build professional capacity with effective instructional strategies that support student progress and achievement in all content areas. (District paid additional hours for ELPAC/SBAC training and support)

Instructional coach will lead and facilitate the professional learning.
EL Facilitator may assist with leading and facilitating the professional learning related to EL learners. (EL Facilitator stipend)

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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A variety of parent/family involvement and engagement activities will be coordinated to build and/or increase parent/family understanding, raise awareness and provide instructional strategies, materials, and resources that support the development of strong literacy skills, mathematical skills, oral language development, content vocabulary, and written language skills for parents and families to better support student learning, progress and achievement within the home learning environment. Events may include, but are not limited to: TK/Kindergarten Camp, Fifth Grade Transition meeting, Parent/Family Nights/workshops, parent information nights/workshops, Family Library Time, parent-teacher conferences, student awards, etc.

Certificated and classified staff will be paid additional hours to facilitate events outside of their normal work day.

Interpretation and/or translation services will be available through the use of interpreters (classified staff and interpretation audio equipment).

Teachers, staff and parents/families will actively participate in parent/family advisory groups (ELAC, SSC, PTO) to analyze and evaluate the effectiveness of our parent involvement and engagement program. Refreshments be provided for parents/families attending parent/family involvement meetings and/or workshops that build capacity to support their children's education within the home learning environment. ELAC will meet a minimum of seven times per year. SSC will meet a minimum of eight times per year. (Teacher additional hours paid by district for SSC)

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 1000-1999: Certificated Personnel Salaries
1600	LCFF-EL 2000-2999: Classified Personnel Salaries
0	
0	

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

Supplemental instructional materials, resources and supplies used to support differentiation, intervention and enrichment for all students to increase student achievement. Copy machines (including maintenance contracts and supplies), computers, printers, laptops, digital licensing, laminator, poster maker, and supplies (ink, toner, paper, laminating film) will be utilized by staff to support instruction, student learning and achievement. Copies will be utilized for teacher lesson planning, professional learning, collaboration and parent/family workshops. Posters will be used as teaching and learning tools, as well as for professional learning, parent/family workshops/events as visual supports and a resource to reinforce learning outcomes. Technology will be utilized to increase digital literacy skills, allow access to digital programs (AR, i-Ready) that support learning, intervention and enrichment. Additionally technology will be utilized to print reports and/or resources that supplement and support core instruction, intervention and enrichment programs.

ELA-supplemental materials may include but are not limited to: printing/purchase of consumable materials, Renaissance Learning licenses which support literacy, foundational skills, reading comprehension, etc.

Math-supplemental materials may include but are not limited to: printing/purchase of consumable materials, iReady Diagnostic (Curriculum Associates), math tools, math manipulatives, items that support numeracy, number sense, flexible math thinking, and conceptual understanding.

ELD-supplemental materials may include but are not limited to: printing/purchase of consumable materials, visual aids, color posters, realia and items to support and enhance language acquisition.

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)
2697	Title I 4000-4999: Books And Supplies
6075	Title I 5000-5999: Services And Other Operating Expenditures
4772	LCFF-LI 4000-4999: Books And Supplies
5300	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures
2741	LCFF-EL 4000-4999: Books And Supplies

500	LCFF-EL 5800: Professional/Consulting Services And 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

Teachers and support staff will be utilized to provide extended learning and enrichment activities including but not limited to: Drama Club, Choir, 100 Mile Club, Student Council. (District paid stipends; no cost to site)

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 9

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, teachers, support staff, classified staff and parents/families will actively participate in targeted professional learning opportunities that focus on the implementation of CA CCSS, EL standards and NGSS, equity, data analysis, student engagement, culturally relevant instructional practices which will increase professional capacity to support planning, delivery and implementation of effective lesson plans. Conferences may include, but are not limited to: NEU National Convention/conference, CAFE, NGSS, RCOE Early Numeracy. (Costs may include: registration, substitute, additional hours, and/or reimbursement costs. Staff may self fund or seek scholarship/grant funding.)

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

Support staff will be utilized to improve student learning and achievement for all students.

Early Literacy Teacher (40%) will provide support to teachers and at promise students by providing targeted literacy instruction to remediate foundational and literacy skills; will provide support with data analysis and development of specific strategies for literacy intervention and SST; may develop, facilitate and provide professional learning to staff to improve student literacy skills. (District funded)

EL Facilitator (1) will provide support to teachers and staff related to EL student learning and achievement; will facilitate parent involvement during ELAC meetings; will attend district sponsored meetings to increase professional capacity; will prepare reports and maintain documentation related to EL student achievement. (stipend-\$3441)

Bilingual Instructional Assistants (3) will provide primary language support to EL students at the emerging and /or expanding level; will provide support for oral language acquisition, classroom academic support for EL students to access core curriculum. (District funded)

School library assistant (1) will provide access to literature and non-fiction books, including titles that align with adopted curriculum and content areas in order to support literacy and differentiated instruction. (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)

3441

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Teachers, instructional coach and Bilingual Instructional assistants will administer annual summative ELPAC assessment and analyze ELPAC data and other common formative assessment data to identify language proficiency levels of EL students in order to cognitively plan for effective implementation of ELD standards during Designated and Integrated ELD instruction. (costs are included in other sections of Goal 1)

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)

0

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

Teachers will plan and implement first best instruction that is engaging, culturally relevant, rigorous, differentiated and aligned to CA CCSS and ELD standards. Lessons will include direct, guided, cooperative and independent learning activities. Teachers will dedicate instructional minutes daily for key content areas as follows:

ELA: TK/K--1 hour; 1st-3rd--2.5 hours; 4th-5th--2 hours

Math: TK/K--30 minutes; 1st-5th--1 hour

ELD: TK-5th--30 minutes

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)

0

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.

Goal 1 ELA: *This goal was impacted by the school closure.

Data from mid-year DIBELS administration indicated: 52% of Twinhill students performed at/above grade level, 16% of Twinhill students performed below benchmark, 33% of Twinhill students required intensive support.

**The ELA goal was considered not met based upon mid-year data. The inability to evaluate end of the year student achievement impacted the complete goal evaluation. This goal has been revised and updated to include student achievement data from the i-Ready Reading Diagnostic assessments.

Goal 1 Math: *This goal was impacted by the school closure.

Data from the 2019-2020 i-Ready Math Diagnostic #1 (Fall 2019) indicated: 7% of Twinhill students placed on/above grade level, 55% of Twinhill students placed one year below grade level, 38% of Twinhill students placed two or more years below grade level.

Data from the 2019-2020 i-Ready Math Diagnostic #2 (January) indicated: 20% of Twinhill students placed on/above grade level, 53% of Twinhill students placed one year below grade level, 27% of Twinhill students placed two or more years below grade level.

**The Math goal was considered partially met due to the inability to administer the i-Ready Math Diagnostic #3 at the end of the year and to fully evaluate end of the year student achievement. This goal has been revised and continued to include student achievement data from the i-Ready Math Diagnostic assessments.

Goal 1 English Learners: *This goal was impacted by the school closure.

English Learner students were unable to complete ELPAC assessments for 2019-2020.

Goal was analyzed using English Learner student achievement data from the 2019 CA Dashboard and 2019 ELPAC scores.

CA Dashboard data indicates: English Learner students continue to perform lower than English Only students on standardized assessments. RFEP students continue to perform higher than English Only students on standardized assessments.

2019 ELPAC results indicate: 47.2% of English Learner students increased one performance level; 2% of English Learner students maintained at performance level 4; 34% of English Learner students maintained at performance levels 1-3, 16% of English Learner students decreased in performance levels.

**The English Learner goal was considered not met based upon 2019 data due to the inability to evaluate 2020 ELPAC data. This goal has been revised and continued.

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

School closure impacted the ability to fully utilize funds as intended. Funds designated for collaboration, articulation and intervention were not able to be used when school closed in Spring 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.

Goals were developed without complete data sets as a result of the 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 SPSA in some all of the listed items.

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)

Parent Involvement/Engagement: Twinhill endeavors to improve outcomes for students by increasing student and parent/family access to academic support, resources and/or information including preparation for college and/or career.

Identified Need(s)

According to the CA Dashboard in 2019-2020, 87.1% (N=400) of Twinhill students were socioeconomically disadvantaged. This data is indicative that students and families need ongoing opportunities to learn about college readiness and preparations including: academic rigor, vocabulary, college admission process and requirements, financial opportunities available to support college admissions, and additional ways to support college and career preparation and readiness in elementary school.

Due to school closure parent/family survey data was not gathered for the 2019-2020 school year. A variety of family involvement and engagement opportunities are offered throughout the school year. A welcoming and inclusive school climate is being established. Additionally, a system for Student Study Team (SST) has been established to provide intervention support for academics and behavior.

Fostering a culture of college and career readiness by increasing opportunities for students and parents/families to learn about college readiness and preparation at the elementary school level, refining intervention block, and continuing parent/family education and support opportunities are needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement/engagement-number of parent/family participants attending trainings, workshops, conferences, etc.	School closure impacted the ability to compare 2019-2020 site sponsored events with site sponsored events from the past.	To monitor and evaluate this goal, we will utilize sign in sheets from parent/family meetings, workshops and school events.
Twinhill will have a staff member serve as the site Family Engagement Coordinator.	Events offered in 2019-2020: back to school night (August 2019), Parent-teacher conferences (October 2019), Read with a Loved One (March 2020), Career Day (February 2020), Family Library time, Parent/Family Involvement	The Twinhill Family Engagement Coordinator will develop an action plan with the ATP.
Sign-in sheets from parent/family events were used to determine parent/family		With an increase in home-school communication, the parent/family participant rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance at site planned events.	<p>week, TK/Kinder orientation (Spring 2020), Science Fair Information meeting, and monthly awards assemblies.</p> <p>The average parent participation rate school sponsored trainings, workshops, etc. is seven participants.</p> <p>The 2020-2021 school year began with full distance learning for all students. A variety of family events are being offered virtually: family engagement nights, Parent/Family Involvement week, monthly awards assemblies, etc.</p>	will increase by a minimum of five participants for trainings, workshops, etc.
<p>Student learning groups</p> <p>Twinhill will have SST/504 chairperson(s) work collaboratively with teachers and families to identify academic and/or behavior intervention supports for students.</p>	<p>School closure impacted the ability to compare student achievement data from 2019-2020 to 2018-2019.</p> <p>In 2018-2019, all students participated in flexible groupings during intervention block (TLC) for ELA and/or math within the school day.</p> <p>In 2020-2021 students are participating in virtual flexible groupings within the school day including but not limited to: Early Literacy teacher, intervention block, office hours, Bilingual Assistant support, etc.</p>	By May 2021, students identified performing below grade level in ELA and/or math will receive flexible small group instruction within the school day and will demonstrate progress on the i-Ready Reading and/or math Diagnostic #3.

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

Teachers and certificated support staff will utilize student achievement data to identify areas needing improvement to strengthen instructional practice and student engagement in order to improve academic rigor for college readiness.

Targeted small group instruction will be utilized to remediate learning gaps in language development, literacy and/or math using a variety of curriculum resources. Curriculum resources include but are not limited to: Accelerated Reader, i-Ready Diagnostics (ELA/Math).

Professional learning resources include but not limited to: Instructional Coach, Early Literacy teacher, Library Assistant, Bilingual Instructional Assistants. (Cost included in Goal 1)

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)

0

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

Teachers and certificated support staff will communicate student progress with students, parents/families and other significant school personnel. Staff will continue to recognize academic excellence, academic effort and citizenship as a component of college readiness through a variety of inclusive events including, but not limited to: Monthly Award ceremonies, Semester Award ceremonies, Character In Action (bimonthly events), Caught Being Good, Student Council, Spelling Bee, and Science Fair. (Cost: award 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)

1500

Source(s)

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

Staff will continue the focus of college readiness within classroom lessons, morning announcements, college symbolism (i.e. college board, flags, college T-shirts, college Fridays), and student recognition ceremonies. Staff will promote the expectation that all students will graduate from high school and be college and career ready.

Staff will plan and implement special events, days and projects to increase awareness of post-secondary opportunities including, but not limited to: Gateway to College, Career Day, Student Council visit to City Hall, motivational speakers, college campus visits, college symbolism and information. (Cost for supplies noted in Goal 1)

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)

0

Source(s)

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

Teachers will continue daily implementation of Targeted Learning for All Children (TLC) intervention block and afterschool extended learning opportunities. Supplemental resources, materials, supplies and technology will be utilized by students and staff to support equitable learning environments and to encourage college readiness skills. (Cost noted in Goal 1)

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)

0

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

A variety of parent/family events, parent/family meetings and networking and learning opportunities, including but not limited to: SSC, ELAC, Pastries with Parsons, will be planned to inform, educate, motivate, build capacity and raise awareness of college preparation, access and readiness skills for parents and families. (Costs are noted in Goal 1; district stipend for site Parent Engagement coordinator, PTO liaison)

Staff will communicate with parents/families regarding upcoming events including the use of, but not limited to: flyers, BlackBoard Parentlink, PeachJar, school website, AERIES, marquee, and Class Dojo. Teachers and staff will communicate information related to student academic progress and character needs during Parent-Teacher conferences and as needed throughout the school year via phone calls, emails and/or digital apps (i.e. Class Dojo).

Interpreting and translation will be provided 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)

0

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

Student planners, communication folders and/or other home-school information tools will be used to increase and support home-school partnership and communication and to promote college readiness and character development. Translation and interpretation services, childcare and/or refreshments provided during parent/family events as needed. (Costs: childcare-additional hours, translation, refreshments, printing)

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)

800

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

300

LCFF-EL
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

Teachers and staff will continue to implement school wide systems that support equitable practices, academic rigor and development of college readiness skills. Supplemental instructional resources, materials, supplies and technology will be used by staff and student to support an equitable learning environment.

Extended learning opportunities are designed to provide enrichment (i.e. Science Fair, STEM club, Drama Club, 100 Mile club, etc.) (District paid stipend; site discretionary budget for additional hours)

SST/504 chairpersons will work with teachers, support staff and families to identify academic and/or behavior interventions to support students. (district paid stipend)

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)

0

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.

Parent Involvement/Engagement was partially impacted by school closure. Family Involvement and Engagement events scheduled in the fall and winter were held. The following events were well attended with approximately 40% of families participating-back to school night (August 2019), Parent-teacher conferences (October 2019), Read with a Loved One (March 2020), and monthly awards assemblies. For Career Day (February 2020), at least 30% of the presenters had a student enrolled at Twinhill. Family Library time had approximately 4-5 families attend bi-monthly. TK/Kinder orientation (Spring 2020) was not held due to school closure.

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

School closure impacted the ability to fully utilize funds as intended. Funds designated for some parent involvement/engagement events, student recognition events, and intervention were not able to be utilized due to school closure.

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.

Goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school physically re-opens may impact goals, outcomes, strategies and activities that have been developed for the 2020-2021 school year. Adjustments may needed in the SPSA in some or all of the listed strategies/activities.

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)

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

3A--Student Attendance

By April 2021, Twinhill will decrease the number of students identified as chronically absent as measured by data reports in AERIES (student information system).

3B--School Climate

By April 2021, the number of out of school suspensions will be maintained and not increase as measured by data reports in AERIES (student information system).

Identified Need(s)

Attendance:

Due to school closure in March 2020, we do not have a full year of attendance data to analyze for 2019-2020. CA Dashboard reports for chronic absenteeism in 2019 indicate that 13.2% (N=61) are identified as chronically absent. This aligns with the orange gauge (high status) on the CA Dashboard. The number of students identified as chronically absent has continued to increase at Twinhill despite efforts to improve student attendance at Twinhill. In 2018, the percentage of chronically absent students increased by 1.3%, and 12.6% (n=70) of students were identified as chronically absent according to the CA Dashboard.

School Climate:

Data for suspensions indicates an increase in the number of suspensions between 2018-2019 and 2019-2020. CA Dashboard reports for suspensions in 2019 indicate that 1.9% (N=9) of students were suspended at least once. Our suspensions correspond with the orange performance gauge.

Due to school closure, school climate surveys were unable to be fully administered and analyzed. Twinhill will continue to implement the school wide discipline plan with consistent implementation, Behavior Standards Assemblies and character incentives to serve as reminders and motivation to foster school connectedness for all students. Ongoing character development lessons and conflict resolution lessons are also needed to maintain and/or reduce the number and frequency of student discipline incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism-CA Dashboard	The 2019-2020 CA Dashboard indicates 13.2% (N=61) are	Monthly attendance summary data from AERIES and CA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District attendance (ADA) reports in AERIES	<p>identified as chronically absent. This is a 0.6% increase as compared to 2018-2019 CA Dashboard report.</p> <p>ADA trends from AERIES:</p> <ul style="list-style-type: none"> - 2019-2020 (months 1-8): 95.23%. (*impacted by school closure) -2018-2019 (months 1-11): 95.32%. -2017-2018 (months 1-11): 95.35%. <p>2019 CA Dashboard trends:</p> <ul style="list-style-type: none"> -13.2% (N=61) of Twinhill students are chronically absent; this is a 0.6% increase. <p>Student group chronic absenteeism:</p> <ul style="list-style-type: none"> -English Learners 9.3% (N=23); increased 1.9% -Hispanic 13.1% (N=61); increased 1.6% -Socioeconomically Disadvantaged 13.4% (N=61); increased 1.7% -White 13%; declined 3.6% -Homeless 19.4%; declined 11.9% <p>2019-2020 Monthly ADA trends from AERIES:</p> <ul style="list-style-type: none"> -Month 1 96.31% -Month 2 95.87% -Month 3 95.81% -Month 4 95.42% -Month 5 94.11% -Month 6 94.45% -Month 7 94.15% 	<p>Dashboard will be used to evaluate this goal. The 2020 CA Dashboard will indicate a decline of at least 0.5% in the overall percentage of students identified as chronically absent.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Cumulative total: 95.23%	
Suspension-CA Dashboard Discipline reports in AERIES	<p>The 2019 CA Dashboard indicates 1.9% of students were suspended at least once during the school year. This is a 1.4% increase as compared to 2018-2019.</p> <p>The 2018 CA Dashboard indicates 0.5% of students were suspended at least once during the school year. This is a -1% decline as compared to the 2017-2018 school year.</p>	<p>Assertive discipline data reports from AERIES and suspension data from the 2020 CA Dashboard will be used to evaluate this goal. Data from student and family surveys related to school climate will also be utilized to evaluate this goal.</p> <p>The CA Dashboard will indicate at least a maintained status or decline status in the number of suspensions.</p>

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 students TK-5 will attend annual Behavior Standards assemblies in August/September and January. Each student will sign in on a class sign in sheet indicating their attendance at the assembly and filed in the administration office.

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 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students have the opportunity to earn "Caught Being Good" slips for their character. (Cost: printing-site discretionary funds)

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)

0

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

All students will participate in Monthly and Semester Awards ceremonies recognizing academics and/or character. Parents/families will be invited to participate. (Printing costs noted in Goal 1)

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)

0

Source(s)

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

All students have the opportunity to participate in bi-weekly Character in Action (CIA) activity. (No cost)

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)

0

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 utilize SST process to monitor at promise students and to support students, teachers and parents/families. Consistent SST meetings will be held to provide timely support by building upon the strengths of students in order to develop action plans for remediation of academic and behavior concerns. (No cost to site-SST chairperson stipend paid by district)

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)

0

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

Supplemental resources, materials and incentives will be used by students, parents/families and staff to support instruction of character development, inclusive and equitable learning environments, healthy living choices which will motivate and encourage regular school attendance, citizenship, active lifestyles and/or student achievement. (costs noted in previous goal)

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)

0

Source(s)

Attendance

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

A variety of parent/family events will be planned to build parent/family understanding, raise awareness and provide strategies, materials and resources that support character development so that parents/families can better support student achievement in the home learning environment.

Teachers, staff and parents/families will participate in parent advisory groups/committees (ELAC, SSC, PTO) to analyze data related to school climate, attendance and discipline in order to evaluate the effectiveness of site attendance plan and to ensure our school climate is safe and inclusive. Positive parenting strategies and attendance information will be provided during meetings. Refreshments, child care and translation services will be provided for parents/families attending meetings/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)

510

Source(s)

LCFF-EL
4000-4999: Books And Supplies

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

Data related to school climate, attendance, discipline and character will be used by staff to plan lessons that utilize a variety of instructional and student engagement strategies that support character development, minimize discipline incidents, foster an equitable learning environment and encourage regular school attendance.

Daily, weekly and monthly attendance data will be shared with students, parents/families and staff to increase accountability, promote goal setting, monitor progress and encourage regular school attendance.

Staff will utilize attendance data to plan home visits and restorative SART meetings which will support and encourage regular school 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)

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

School counselor and psychologist will provide behavior support services, assist with development of positive behavior support plans, and meet with students, both individually and small group, to provide social, behavioral and emotional support with character development, conflict resolution and positive behavior strategies and interventions. (No cost to site.)

School counselor will provide classroom lessons that support character development, conflict resolution, self-esteem, decision-making, emotional well-being, social skills, friendship, bully prevention, study skills, attendance, and other pertinent topics that support the overall well-being of students. (No cost to site.)

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)

0

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

Students will have opportunities to participate in a variety of activities that support connectedness to school and encourage regular school attendance. Activities include but are not limited to: Drama Club, choir, 100 Mile Club, Student Council, safety valets, sanitation engineers, recess equipment helpers, book buddies, CIA, Gateway to College, College Fridays, Twinhill Tuesdays. (Costs for materials, certificates, incentives. Donations and site discretionary funds may also be used.)

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)

854

Source(s)

LCFF-EL

	4000-4999: Books And Supplies
329	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.

Attendance:

This goal was impacted by school closure. Only months 1-7 were available for analysis.

Chronic absenteeism increased by 0.6% when comparing 2017-2018 to 2018-2019 CA Dashboard data. Chronic absenteeism increased for: English Learners (1.9%), Hispanics (1.6%) and Socioeconomically Disadvantaged (1.7%) students. Chronic absenteeism declined for: students with disabilities (1.9%), white (3.6%) and homeless (11.9%) students.

Based upon local AERIES data there is a slight improvement in ADA rates at month 8: 0.46%.

Suspensions:

This goal was impacted by school closure. Only months 1-8 were available for analysis.

Suspension rate increased by 1.4% when comparing 2017-2018 with 2018-2019 CA Dashboard data.

- -Four student groups increased (English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities)
- -Two students groups maintained (White and Homeless)
- -Students with Disabilities group had the largest increase (2.6%)

AERIES data indicates a significant increase in the number of suspensions (12).

This goal was not met. This goal has been revised and will continue.

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

School closure impacted the ability to fully utilize funds as intended. Funds that were designated for some attendance incentives and restorative practices and school climate events were not able to be used when school closed in March 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.

Goals were developed without complete data sets as a result of school closure. The dates and guidelines for when school re-opens 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.

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.

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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

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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.

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Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	\$184,078.00

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	\$154,164.00

Subtotal of additional federal funds included for this school: \$154,164.00

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
LCFF-EL	\$16,587.00
LCFF-LI	\$11,827.00

Subtotal of state or local funds included for this school: \$29,914.00

Total of federal, state, and/or local funds for this school: \$184,078.00

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	16,587	0.00
LCFF-LI	11,827	0.00
Title I	154,164	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
LCFF-EL	16,587.00
LCFF-LI	11,827.00
Title I	154,164.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	153,859.00
2000-2999: Classified Personnel Salaries	2,400.00
4000-4999: Books And Supplies	15,944.00
5000-5999: Services And Other Operating Expenditures	6,075.00
5800: Professional/Consulting Services And Operating Expenditures	5,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
	Attendance	0.00
4000-4999: Books And Supplies	Attendance	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,041.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,400.00
4000-4999: Books And Supplies	LCFF-EL	6,646.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	500.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	1,426.00
4000-4999: Books And Supplies	LCFF-LI	5,101.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	5,300.00
1000-1999: Certificated Personnel Salaries	Title I	145,392.00
4000-4999: Books And Supplies	Title I	2,697.00
5000-5999: Services And Other Operating Expenditures	Title I	6,075.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,785.00
Goal 2	2,600.00
Goal 3	1,693.00

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
Mary McAllister-Parsons, Ed.D.	Principal
Rachael Bales	Classroom Teacher
Dayana Hernandez	Classroom Teacher
Andrea Villarinho	Classroom Teacher
Lucy McReynolds	Other School Staff
Faith Gilleland	Parent or Community Member
Shanna Kuchenbecker	Parent or Community Member
Silvia Serratos	Parent or Community Member
vacant	Parent or Community Member
vacant	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: School Site Leadership Team

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 15, 2020.

Attested:

Principal, Mary McAllister-Parsons, Ed.D. on 15 October 2020

SSC Chairperson, Andrea Villarinho on 15 October 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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)

Twinhill Elementary

Commitment to UNIVERSAL ACHIEVEMENT

We are building a **CULTURE OF UNIVERSAL ACHIEVEMENT** at **TWINHILL ELEMENTARY SCHOOL**. This culture is based upon the fundamental belief that each child is capable of meeting academic standards in reading, language arts, and math, AND that the school has the power to make that opportunity a reality. We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend. We believe in a mutual respect between all stakeholders of the NEU at Twinhill community.

Let's work together to prepare our students for a happy and successful life so they can realize their unlimited potential!

STUDENT NAME: _____



COLLEGE GRADUATION YEAR: _____
 (TK 2038, K 2037, 1st:2036, 2nd 2035, 3rd 2034, 4th 2033, 5th 2032)
 CLASSROOM TEACHER: _____

2020 - 2021 GRADE LEVEL: _____

STAFF Commitment	FAMILY Commitment	STUDENT Commitment
<p>I, staff of Twinhill Elementary, am committed to providing high quality curriculum and instruction for all students. I will hold high expectations for all students and provide a supportive learning environment that utilizes student engagement strategies to ensure all students meet the CA Common Core standards. I will provide meaningful homework activities that reinforce grade level standards and classroom learning and continue to encourage families to read every day with their children. I will provide information to families about CA Common Core standards and how families can help their child achieve the standards. I will provide opportunities for families to volunteer in their child's classroom if requested.</p>	<p>I, as part of the Twinhill Elementary family, am committed to my child's education. I will ensure my child arrives at school every day prepared and on time. I will know the CA Common Core standards my child is expected to learn and will contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments. I will set aside a specific time for homework and provide a quiet place to look over it to check for understanding and completion. I will encourage my child to read daily. I will sign and return all papers that require a parent signature by the due date. When possible, I will volunteer in the classroom/school, attend parent workshops, and/or become involved in parent groups. I will focus on activities at home that continue my child's classroom learning. I will limit my child's use of electronics.</p>	<p>I, as a Twinhill Elementary student, am committed to learning. I will attend school every day, on time, and prepared to learn. I will complete all homework and classroom assignments and will ask for help if I don't understand. I will read daily. I will show good character in and out of the classroom as well as follow the "Be R Best" rules: Be Ready, Be Respectful, Be Responsible. I will return papers that require a parent signature by the due date. I will limit my time watching TV and playing video games in order to focus on being physically active and participating in other learning activities.</p>
Twinhill Elementary: Commitment to UNIVERSAL ACHIEVEMENT 2020-2021		
<p style="text-align: center;">STAFF Signatures</p> <p>Teacher: _____</p> <p>Principal: _____</p>	<p style="text-align: center;">FAMILY Signatures</p> <p>Parent/Guardian: _____</p> <p>Parent/Guardian: _____</p>	<p style="text-align: center;">STUDENT Signature</p> <p>Student: _____</p>

Escuela Primaria Twinhill

Compromiso para LOGROS UNIVERSALES

En LA ESCUELA PRIMARIA TWINHILL estamos construyendo una **CULTURA DE LOGROS UNIVERSALES**. Esta cultura está basada en la creencia fundamental de que cada niño es capaz de lograr los estándares académicos en lectura, artes de lenguaje y matemáticas Y que la escuela tiene el poder para hacer que esta oportunidad sea una realidad. Creemos que cada alumno merece la oportunidad de ser educado de manera que esté preparado para la universidad en caso de que decidan asistir. Creemos en el respeto mutuo entre todas las partes interesadas de NEU* dentro la comunidad de Twinhill.

¡Trabajemos juntos para preparar a nuestros alumnos para una vida feliz y exitosa para que puedan descubrir su ilimitado potencial!

NOMBRE DE ALUMNO: _____



AÑO DE GRADUACIÓN DE LA UNIVERSIDAD: _____

(TK 2038, K 2037, 1º 2036, 2º 2035, 3º 2034, 4º 2033, Y 5º 2032)

NIVEL DE GRADO 2020 - 2021: _____

MAESTRO/A: _____

Compromiso del PERSONAL ESCOLAR	Compromiso de la FAMILIA	Compromiso del ALUMNO
<p>Nosotros, el personal de la Escuela Primaria Twinhill, nos comprometemos a proporcionar un currículo de instrucción de alta calidad para todos los alumnos. Tendremos altas expectativas para todos los alumnos y proporcionaremos un ambiente de aprendizaje con apoyo que utilice estrategias para interesar a los alumnos para asegurar que todos cumplan con los Estándares Básicos del Estado de California. Proporcionaremos actividades significativas de tarea que refuercen los estándares del nivel de grado, el aprendizaje en el salón de clase y que continúen motivando a las familias para que lean todos los días con sus hijos. Proporcionaré información a las familias en cuanto a los Estándares Básicos Comunes de California y de cómo pueden ayudar a que sus hijos los logren. Si las familias lo solicitan, proporcionaremos oportunidades para que sean voluntarios en el salón de clases de sus hijos.</p>	<p>Como parte de la familia de la Escuela Primaria Twinhill, estamos comprometidos con la educación de nuestro hijo/a. Nos aseguraremos de que llegue preparado y puntualmente a la escuela todos los días. Conoceremos los Estándares Básicos Comunes de California que se espera que nuestro hijo/a aprenda y contactaremos a su maestro/a cuando tengamos alguna preocupación en cuanto a su progreso, en relación a los estándares o tareas. Programaremos una hora específica y proporcionaremos un lugar tranquilo para hacer la tarea, revisarla, verificar que se entiende y está completa. Motivaremos a nuestro hijo para que lea diariamente. Firmaremos y regresaremos antes de la fecha límite, todos los papeles que requieran nuestra firma. Cuando sea posible seremos voluntarios en el salón de clase/escuela, asistiremos a talleres para padres y/o participaremos en grupos para padres. En el hogar nos concentraremos en actividades guiadas a continuar con lo aprendido en el salón de clase. Limitaremos a nuestro hijo/a en el uso de aparatos electrónicos.</p>	<p>Yo, como alumno de la Escuela Primaria Twinhill, estoy comprometido a aprender. Asistiré a la escuela todos los días, preparado para aprender y llegaré puntualmente. Terminaré toda la tarea, trabajos asignados en el salón de clases y pediré ayuda si no entiendo algo. Leeré todas las noches. Mostraré buen carácter dentro y fuera del salón de clases al igual que seguiré las reglas de “Be R Best:” “Be Ready” (estar preparado), “Be Respectful” (ser respetuoso/a) y “Be Responsible” (ser responsable). Regresaré antes de la fecha límite cualquier documento que requiera de la firma de mis padres. Limitaré mi tiempo viendo la televisión y jugando juegos con el fin de concentrarme en la actividad física y la participación de otras actividades de aprendizaje.</p>
Escuela Primaria Twinhill: Compromiso para LOGROS UNIVERSALES 2020-2021		
<p style="text-align: center;">Firmas del PERSONAL Escolar</p> <p>Maestro(a): _____</p> <p>Director(a): _____</p>	<p style="text-align: center;">Firmas de la FAMILIA</p> <p>Padre/Tutor: _____</p> <p>Madre/Tutora: _____</p>	<p style="text-align: center;">Firma de ALUMNO</p> <p>Alumno: _____</p>



Alvord Unified School District
TWINHILL ELEMENTARY SCHOOL
School Parental Involvement Policy
2020-2022

Receipt of Parental Involvement Policy 2020-2022

Recibo de la notificacion Politica de Participacion de Padres

I acknowledge with my signature the receipt of Twinhill's Parental Involvement Policy on behalf of my student/s attending Twinhill.

Confirmo, por medio de mi firma, recibe la notificacion Politica de Participacion de Padres a nombre de mi estudiante/s en Twinhill.

Parent/Guardian Signature - Firma de Padres/Guardianes

Date / Fecha

Student Name / Nombre de Estudiante

Grade / Grado

Teacher / Maestra

Sibling Name / Nombre de hermano/a

Grade / Grado

Teacher / Maestra

Sibling Name / Nombre de hermano/a

Grade / Grado

Teacher / Maestra

Alvord Unified School District
TWINHILL ELEMENTARY SCHOOL
School Parental Involvement Policy
2020-2022

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement policy is to create an environment in which the staff, parents, and students work cooperatively to implement strategies and programs to support student success in mastering the grade level standard and positive character development.

Twinhill Elementary agrees to implement the following statutory requirements:

- Twinhill Elementary will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that Twinhill Elementary and parents of participating children agree on.
- Twinhill Elementary will notify parents about Twinhill Elementary Parental Involvement Policy in an understandable and uniform format and, to the extent practical, will distribute this policy to parents in a language the parents can understand.
- Twinhill Elementary will follow the Alvord Volunteer Board Policy as outlined.
- Twinhill Elementary will make Twinhill Elementary Parental Involvement Policy available to the local community.
- Twinhill Elementary will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- Twinhill Elementary will periodically update Twinhill Elementary Parental Involvement Policy to meet the changing needs of parents and Twinhill Elementary.
- Twinhill Elementary will adopt Twinhill Elementary school-parent compact as a component of its School Parental Involvement Policy.
- Twinhill Elementary 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 TWINHILL ELEMENTARY WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Twinhill Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- *Input from parents will be solicited during SSC, ELAC, and Principal's Coffee meetings throughout Twinhill Elementary year*
- *On-going informal input during monthly parent meetings*
- *Revised policy will be shared by the principal at Back To School Night and / or at the Annual Title I meeting.*
- *Teachers will share the revised policy with parents during parent conferences is needed.*
- *Revisions of the Parent Involvement Policy will also be shared with parents through our newsletter when needed.*

2. Twinhill Elementary will take the following actions to distribute to parents of participating children and the local community, Twinhill Elementary Parental Involvement Policy:
 - *The Parent Involvement Policy will be distributed at the beginning of the school year with registration packets including parent signature form acknowledging receipt of the policy.*
 - *Copies of the Parent Involvement Policy will be available in the main office*
3. Twinhill Elementary will update its School Parental Involvement Policy to meet the changing needs of parents and Twinhill Elementary every 2 years:
 - *The Parent Involvement Policy will be reviewed and revised as needed*
 - *Review of academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy*
4. Twinhill Elementary 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,
 - *Parent Notices*
 - *Distribution of Parent Involvement Policy*
 - *Copy of School's three-way compact*
 - About their school's participation in Title I:
 - *Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement*
 - *Meeting notices will be sent home with students at least 48 hours in advance to provide notice and encourage parent involvement*
 - *The policy will be distributed with registration packets, SSC, ELAC, PTA/PTO, and will be available in the office*

5. Twinhill Elementary will hold a flexible number of meetings at varying times, and 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 if requested prior to meeting*
- *Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement*
- *Special contact (telephone call or written) will be made to invite parents of English learners*
- *Parents will be notified of meetings through the use of automated telephone parent system, marquee, and/or monthly school event calendar.*
- *Parent Needs Survey will be utilized to plan trainings, meetings, workshops, or other events of interest identified*
- *Additional trainings provided based on parent recommendations through parent council meetings (SSC, ELAC, and PTA/PTO)*

6. Twinhill Elementary 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, ELAC, and other meetings a minimum of 72 hours in advance*
- *Notices and agendas will be posted on front office bulletin board 72 hours in advance*
- *Results of annual state testing will be mailed home in a timely manner.*

7. Twinhill Elementary will provide to parents of participating children a description and explanation of the curriculum in use at Twinhill Elementary, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- *Teachers review grade level standards, curriculum, and assessments used to monitor student progress as well as explain proficiency levels during Back To School Night*
- *Teachers send home Welcome Letters which include grade level expectations, standards, curriculum, and assessment used to monitor student progress*

- *Parent Conferences*
 - *Annual Title I Meeting*
 - *Principal will present and explain State level expectations, current District and Site data on CAASPP - SA, ELPAC and CAST*
 - *A review of grade level standards, curriculum, and assessments used to monitor student progress as well an explanation of proficiency levels during Parent Council Meetings (i.e. SSC, ELAC)*
8. Twinhill Elementary 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 possible:
- *Parent Council Meetings (i.e. SSC, ELAC)*
 - *Principal Coffees*
 - *Parent Teacher Association (PTA) Meetings*
 - *Parent Teacher Organization (PTO) Meetings*
9. Twinhill Elementary will submit to the district any parent comments if Twinhill Elementary-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; comments and suggestions are noted in the minutes and any unsatisfactory comment in regards to the plan will be forwarded to the district*
 - *If any parent comments demonstrate dissatisfaction in Twinhill Elementary School wide plan content, the comments will be forwarded to the Director of Elementary Teaching and Learning*
 - *All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments*
10. Twinhill Elementary will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
- *Interpreters during any related school event/function/meeting will be provided in Spanish and other languages if requested*
 - *Spanish translation of all materials*

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Twinhill Elementary will build Twinhill Elementary and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Twinhill Elementary involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Teacher conferences*
- *Access to teachers and administration*
- *School newsletter with calendar of events*
- *Progress Reports*
- *Back To School Night*
- *SSC, ELAC, and Principal Coffee parent meetings*
- *Weekly Family Library Time*
- *Fliers to inform parents of trainings, events, and programs*
- *PTA/PTO*
- *Parent Involvement/Family Nights/ Parent University*
- *Three-Way Compact*
- *Phone Calls*
- *Notes home and other communications to parents as appropriate*
- *Timely response to parent concerns*
- *Annual Title I meeting*
- *Open House Night*
- *Parent Institute*
- *Multiple and varied opportunities for parents to volunteer on campus*
- *Aeries Parent Portal*

2. Twinhill Elementary will incorporate Twinhill Elementary-parent compact as a component of its School Parental Involvement Policy:

- *Parent input through Parent Needs Survey, ELAC, and SSC*
- *Three-Way Compact will be shared during Back To School Night, reviewed and signed at the parent conferences held in the first semester of the school year, and revisited in the Annual Title I Meeting as needed.*

3. Twinhill Elementary will, with the assistance of its district, provide assistance to parents of children served by Twinhill Elementary in understanding topics such as the following:

- the State's academic common core 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 and trainings*
 - *Parent Conferences*
 - *Annual Title I Meeting*
 - *Back To School Night Presentations*
 - *Conference Attendance (i.e. CAFE, etc.)*
4. Twinhill Elementary 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:
- *TK/ Kindergarten Camp*
 - *Parent University*
 - *Family Nights*
5. Twinhill Elementary will, with the assistance of its district and parents, educate its teachers, pupil support services, 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 partnerships*
 - *Paraprofessional Training*
 - *Training for teaching in effective utilization of paraprofessional services*
 - *Training for staff in establishing communication and building partnerships with parents to support student achievement*

6. Twinhill Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, 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:
 - *Provide parents training in regard to research based reading instruction by grade levels during Parent Council Meetings*
 - *TK/ Kindergarten Camp to be held in the spring for incoming TK/kindergarten students and their parents/caregivers to provide them an overview of Preschool Foundations, and kindergarten common core standards and expectations*
7. Twinhill Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to Twinhill Elementary 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 feasible, in a language the parents can understand:
 - *All event notices will be sent home in English and Spanish*
 - *Parents will be notified of events in English and Spanish using the automated telephone system.*
 - *School events will be noted on Twinhill Elementary marquee.*
 - *Announcements will be posted in school office in English and Spanish*
 - *Upcoming events will be stated verbally during the announcements for students and parents. 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 parent council meetings.

This policy was adopted by the Twinhill Elementary School Site on March 12, 2020 and will be in effect for the period of 2020-2022. Twinhill Elementary will distribute this policy to all parents of participating Title I, Part A children on or

before November 20, 2020. It will be made available to the local community on or before November 20, 2020. The Twinhill Elementary notification to parents of this policy will be in an understandable and uniform format and, to the extent feasible, provide a copy of this policy to parents in a language the parents can understand.



Alvord Unified School District
TWINHILL ELEMENTARY SCHOOL
School Parental Involvement Policy
2020-2021

Receipt of Parental Involvement Policy 2020-2021

Recibo de la notificación Política de Participación de Padres

I acknowledge with my signature the receipt of Twinhill's Parental Involvement Policy on behalf of my student/s attending Twinhill.

Confirmo, por medio de mi firma, recibe la notificación Política de Participación de Padres a nombre de mi estudiante/s en Twinhill.

Parent/Guardian Signature - Firma de Padres/Guardianes

Date / Fecha

Student Name / Nombre de Estudiante

Grade / Grado

Teacher / Maestra

Sibling Name / Nombre de hermano/a

Grade / Grado

Teacher / Maestra

Sibling Name / Nombre de hermano/a

Grade / Grado

Teacher / Maestra

Distrito Escolar Unificado Alvord
ESCUELA PRIMARIA TWINHILL
Política Escolar de Participación de Padres
2020-2021

PARTE I. EXPECTATIVAS GENERALES

La meta de la política de participación de padres es crear un ambiente en el que el personal, padres y alumnos trabajen cooperativamente en la implementación de estrategias y programas para apoyar el éxito de los alumnos en el dominio de los estándares por nivel de grado y en el desarrollo de una personalidad positiva.

La Escuela Primaria Twinhill está de acuerdo en implementar los siguientes requisitos legales:

- ❖ La Primaria Twinhill desarrollará junto con los padres y distribuirá a los padres de alumnos participantes una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los estudiantes participantes.
- ❖ La Primaria Twinhill 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 de los padres.
- ❖ La Primaria Twinhill seguirá la Política de Voluntarios de la Mesa Directiva de Alvord como se indica.
- ❖ La Primaria Twinhill tendrá disponible para la comunidad la Política de Participación de Padres.
- ❖ La escuela Twinhill proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- ❖ La Primaria Twinhill periódicamente actualizará la Política de Participación de Padres para cubrir las necesidades cambiantes de los padres y de la escuela.
- ❖ La Primaria Twinhill adoptará el Acuerdo Maestro-Estudiante-Padre como un componente de su Política Escolar de Participación de Padres.
- ❖ La Primaria Twinhill está de acuerdo en ser regida por los requisitos legales de la definición de la participación de los padres y realizará programas, actividades y procedimientos de acuerdo con esta definición:

La participación de padres significa, su colaboración teniendo una comunicación de manera regular, recíproca y significativa relacionada con el aprendizaje

académico de los alumnos y otras actividades escolares, incluyendo el asegurar que:

- los padres tengan un papel fundamental ayudando al aprendizaje de sus hijos;*
- se anime a los padres a participar activamente en la educación de sus hijos en la escuela;*
- los padres tienen pleno derecho 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.*

PORTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA ESCOLAR DE PARTICIPACIÓN DE PADRES

1) La Primaria Twinhill realizará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política Escolar de Participación de Padres y del plan escolar, cuando sea aplicable, de manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:

- A través del año en la Primaria Twinhill, los padres darán sus opiniones en las juntas del Concilio Escolar (SSC), Comité Consejero para Aprendices del Idioma Inglés (ELAC) y Café con la Directora.*
- Continúas recomendaciones informales durante las juntas mensuales para padres.*
- Las revisiones de la política serán compartidas por la directora durante la Noche de Regreso a Clase y/o en la Junta Anual de Título I.*
- Los maestros compartirán las revisiones de la política con los padres durante las conferencias de padres si es necesario.*
- Las revisiones de la Política de Participación de Padres también/o serán compartidas con los padres a través de nuestro boletín informativo cuando sea necesario.*

2) La Primaria Twinhill tomará las siguientes acciones para distribuir copias de la Política Escolar de Participación de Padres para los padres con hijos participantes y a la comunidad local:

- ∞ *La Política de Participación de Padres será distribuida en los paquetes de inscripción de principios de año con un comprobante de firma de los padres reconociendo haberla recibido.*
- ∞ *Copias de la Política de Participación de Padres estarán disponibles en la oficina.*

3) La Primaria Twinhill actualizará la Política de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la Primaria Twinhill cada 2 años:

- *La Política de Participación de Padres será revisada y modificada según sea necesario*
- *El repaso de logros académicos, preocupaciones de padres y asuntos de seguridad serán las actividades que ayudarán al inicio la revisión de la Política de Participación de Padres*

4) La Primaria Twinhill conducirá una junta anual para informar a los padres de lo siguiente:

- *Que la escuela de sus hijos participa en el programa Título I*
- *Acerca de los requisitos de Título I*
- *De su derecho de participar*
- *Avisos para padres*
- *Distribución de la Política de Participación de Padres*
- *Copia del Acuerdo Trilateral*
- *Acerca de la participación de la escuela en Título I*
 - *La junta anual se realizará en la tarde y en la mañana para acomodar a todos los padres y motivar la participación de la comunidad.*
 - *Los avisos de la junta se enviarán a casa con los estudiantes con por lo menos 48 horas de anticipación para que estén enterados y motivar su participación*

- *La Política se distribuirá con paquetes de registro, SSC, ELAC, y estará disponible en la oficina.*

5) La Primaria Twinhill tendrá un número flexible de juntas en horarios variables y proveerá cuidado para niños y/o visitas a hogares pagado por los fondos de Título I mientras que este servicio se relacione a la participación de los padres:

- *Cuando sea solicitado, se proveerá cuidado para niños en las juntas.*
- *Las juntas, talleres y entrenamientos se llevarán a cabo en la mañana y en la tarde para motivar la participación de los padres*
- *Se hará contacto especial (por teléfono o por escrito) para invitar a los padres de alumnos que están en proceso de aprender inglés.*
- *Los padres serán notificados de las juntas a través del uso del sistema automatizado de llamadas por teléfono, marquesina y/o calendario escolar de eventos mensuales*
- *La Encuesta de Necesidades de Padres será utilizada para planear capacitaciones, juntas, talleres u otros eventos identificados de interés*
- *Se considerarán entrenamientos adicionales en base a las recomendaciones de los padres en las juntas de padres (SSC, ELAC, y PTA/PTO)*

6) La Primaria Twinhill proporcionará información oportuna acerca de programas de Título I a los padres de niños que participan:

- *Los padres recibirán el aviso y agenda de SSC, ELAC y otras juntas, con un mínimo de 72 horas de anticipación*
- *Se exhibirán los avisos y agendas a la entrada de la oficina escolar, con por lo menos 72 horas de anticipación*
- *Los resultados de los exámenes estatales anuales serán puntualmente enviados a casa por correo y serán revisados por los maestros durante las conferencias de padres y maestros.*

7) La Primaria Twinhill proporcionará a los padres cuyos hijos participan, una descripción y explicación del currículo utilizado en la Primaria Twinhill, los documentos de evaluación académica utilizados para medir el progreso del estudiante y los niveles de habilidad que se espera que logren:

- *Los maestros revisan los estándares por nivel de grado, currículo y evaluaciones usadas para monitorear el progreso y explican los niveles de competencia durante la Noche de Regreso a la Escuela*
- *Los maestros envían a los hogares, cartas de bienvenida incluyendo las expectativas, estándares, currículo y evaluaciones usadas para monitorear el progreso de los alumnos*
- *Conferencias de Padres*
- *Junta Anual de Título I*
- *La Directora presentará y explicará el nivel de expectativas del estado, datos actuales del distrito y escuela acerca de los resultados en CAASPP-SA, ELPAC, y CAST*
- *Durante las juntas del concilio, se presentará la revisión de estándares por nivel de grado, currículo y evaluaciones usadas para monitorear el progreso de los alumnos al igual que explicación de los niveles de dominio (es decir SSC, ELAC)*

8) La Primaria Twinhill proveerá para los padres cuyos hijos participan, 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)*
- *Café con la Directora*
- *Juntas de la Asociación de Padres y Maestros (PTA)*
- *Juntas de la Organización de Padres y Maestros (PTO)*

9) La Primaria Twinhill presentará al distrito cualquier comentario de los padres si el plan escolar de la Primaria Twinhill bajo la sección (1114) (b) (2) no es satisfactorio para los padres cuyos hijos participan:

- *El plan escolar será compartido con los padres durante las juntas de padres SSC, ELAC; los comentarios y sugerencias son anotados en la minuta y cualquier comentario insatisfactorio en relación con el plan se enviará al distrito.*
- *Si hay algún comentario de los padres que indique descontento con el contenido del plan escolar, será al Director de enseñanza y aprendizaje.*

- *Se harán todos los esfuerzos para revisar el plan de manera que sea de la satisfacción de todos los padres*

10) La Primaria Twinhill tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:

- *Se proveerán intérpretes durante cualquier evento, función o junta escolar para español y cualquier otro idioma que sea solicitado*
- *Todos los materiales serán traducidos al español*

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA LOGROS DE ALTO NIVEL ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Twinhill desarrollará la capacidad de los padres y de la escuela para lograr una sólida participación de padres, para asegurar la participación efectiva de padres y para apoyar una sociedad entre la Primaria Twinhill, los padres y la comunidad para mejorar los logros académicos estudiantiles, por medio de las siguientes actividades específicas descritas a continuación:

- *Conferencias de maestros*
- *Acceso a maestros y administración*
- *Boletines informativos escolares con calendario de eventos*
- *Reportes de progreso*
- *Noche de Regreso a la Escuela*
- *Juntas de SSC, ELAC y Café con la Directora*
- *Espacio familiar semanal en la biblioteca*
- *Circulares para informar a los padres de capacitaciones, eventos y programas*
- *PTA/PTO*
- *Participación de Padres, Noches Familiares, Universidad para Padres*
- *Acuerdo Trilateral*
- *Llamadas telefónicas*
- *Envío de notas y otros tipos de comunicación con los padres según sea necesario*
- *Tiempo razonable para responder a preocupaciones de los padres*

- *Junta Anual de Título I*
- *Noche de Exhibición Escolar*
- *Instituto para Padres*
- *Múltiples y variadas oportunidades para que los padres sean voluntarios dentro del campo escolar*
- *Aeries Portal de padres*

2. La Primaria Twinhill incorporará su Acuerdo Maestro-Estudiante-Padre, como componente de su Política Escolar de Participación de Padres:

- *Recomendaciones de los padres a través de la Encuesta de Necesidades de Padres, ELAC y SSC*
- *El Acuerdo Maestro-Estudiante-Padre será compartido durante la Noche de Regreso a la Escuela, revisado y firmado en la junta de padres y maestros realizada el primer semestre del año escolar y revisada en la junta anual de Título I y Noche según sea necesario.*

3. La Primaria Twinhill Con la ayuda del distrito, proveerá asistencia a los padres de los niños atendidos por la escuela Primaria Twinhill para que entiendan temas tales como los siguientes:

- ⌘ *Los Estándares Académicos Básicos Comunes*
- ⌘ *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*
- ⌘ *Talleres y capacitación para padres*
- ⌘ *Conferencias de Padres*
- ⌘ *Junta Anual de Título I*
- ⌘ *Presentaciones de la Noche de Regreso a la Escuela*
- ⌘ *Participación en Conferencias (es decir: CABE, etc.)*

4. La Primaria Twinhill con la ayuda del distrito, proveerá materiales y capacitaciones para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos

tales como: capacitación en lectoescritura y el uso de tecnología según sea apropiado para fomentar la participación de los padres con:

- *Campamento de TK/Kindergarten*
- *Universidad de Padres*
- *Noches Familiares*

5. La Primaria Twinhill con ayuda del distrito y de los padres, educará a sus maestros, servicios de apoyo estudiantiles, directores y demás personal escolar, en cómo alcanzar, comunicarse y trabajar junto con los padres como socios equitativos en el valor y utilidad de sus contribuciones y en cómo, implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, por medio de:

- *Capacitaciones de Desarrollo Profesional relacionadas con la participación y colaboración de padres*
- *Capacitación de paraprofesionales*
- *Capacitación para la enseñanza del uso efectivo de los servicios de un paraprofesional*
- *Capacitación para el personal en el establecimiento de comunicación y desarrollo de una colaboración con padres para apoyar el rendimiento estudiantil.*

6. La Primaria Twinhill hasta donde sea posible y apropiado, coordinará e integrará la participación escolar de padres con programas y actividades con *Head Start*, *Home Instruction* *Programas for Preschool Youngsters* y escuelas preescolares públicas y otros programas así como conducir otras actividades, que motiven y apoyen a los padres más ampliamente en la sus participación en la educación de sus hijos con:

- *Proporcionar durante las juntas de concilio para padres, capacitaciones en relación a instrucciones de lectura basadas en investigación, por nivel de grado.*
- *Transición a Kindergarten y Kindergarten Camp, el cual tendrá lugar cada primavera para los estudiantes de nuevo ingreso y sus padres/tutores para proporcionarles una visión general de las bases preescolares, los estándares y expectativas de TK/Kindergarten.*

7. La Primaria Twinhill hasta donde sea posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada con la escuela Primaria Twinhill y los programas para padres, juntas y otras actividades, sea enviada a los padres de

los estudiantes participantes en un formato uniforme y comprensible, incluyendo, si son solicitados, formatos alternativos y cuando sea posible en el idioma de los padres:

- *Todas las notificaciones de eventos serán enviadas a casa en inglés y en español*
- *Se notificará de los eventos a los padres en inglés y español usando el sistema automatizado de llamadas*
- *Los eventos escolares serán expuestos en la marquesina de la Primaria Twinhill*
- *Los avisos serán publicados en inglés y español en el la oficina escolar*
- *Próximos eventos serán publicados durante los avisos para estudiantes y padres. Se animará a los alumnos para que recuerden a sus padres los próximos eventos.*

PARTE IV. ADOPCIÓN

La Política de Participación Escolar de Padres ha sido desarrollada mutuamente con y en acuerdo con los padres de los niños que participan en programas Título I, Parte A, como se demuestra en la minuta de las juntas de concilio de padres.

Esta Política fue aprobada por la Escuela Primaria Twinhill el 12 de marzo del 2020 y estará vigente durante los años escolares 2020-2022. La escuela Primaria Twinhill distribuirá ésta Política a todos los padres de niños que participan en Título I, Parte A en o antes del 20 de noviembre de 2020. Estará disponible para la comunidad local en o antes del 20 de noviembre de 2020. La Escuela Primaria Twinhill hará la notificación de la Política en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma de los padres.

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
Valley View Elementary School	33-66977-6108104	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.

The purpose of the school plan is to focus on strategies which provide opportunities for all students to achieve academically, to be social emotionally secure and to build character in order that expected behaviors are demonstrated.

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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).

Parental input is gathered from parents/stakeholders in a variety of ways: from parents of English Learners at ELAC meetings, from School Site Council members at the annual SSC review and on-going through input during discussion, from the site Leadership Team members in regards to student achievement, goal setting, interventions and enrichment opportunities, school- wide reform initiatives, and from all parents twice annually; during Parent Involvement Week and through the California Healthy Kids Survey (CHKS).

Valley View's English Learner Advisory Committee needs assessment state the following topics as content they desire training on: 1) Information about State tests for English Learners and DLI students (ELPAC, CAASPP), 2) Explanation and better understanding of EL reclassification to English proficient, 3) Academic materials EL and DLI students use, 4) Ways Parents of ELs can provide language support when they don't speak the language of instruction (mainstream English class for ELs, and Spanish instruction for DLI students). These topics are addressed on-going through training at ELAC meetings.

A summary of results from the Parent Involvement survey taken by 76 parents (.13%) in 2018-19 indicate the following as positive or strong: parent involvement, engagement, welcome environment, decision making opportunities, and happy with the school in general. Additional questions will be added to the November 2019 survey to encapsulate views of all parent committee and decision making groups; i.e. PTA, SSC, ELAC, ATP, in addition to all parents in the school community.

The 2018-19 California Healthy Kids Survey (CHKS) was taken by 31 parents or .05% of the parent population. Data reported in the CHKS survey does not mirror that of the Annual Parent Involvement Survey taken each year in November by parents and reviewed by Action Team for Partnership members. CHKS data reports that parents feel not involved, not communicated with, and that there is a large safety concern on campus. Although 31 parents took the CHKS, this low of number of responses do not represent the majority of stakeholders.

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 walk throughs are made by administration with the lens on first-best instruction using adopted curriculum, hands-on and supplemental materials or supplies, collaboration of students, increasing English or Spanish language through listening and speaking opportunities, teacher informal and formal assessment of student understanding, high engagement and a positive, nurturing atmosphere. In addition administration is looking for documentation of AVID Elementary methodologies, strategies, and lessons which support the college going culture centered on rigorous coursework, focused note-taking, writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR). Following walk throughs, teachers are provided feedback in the form of verbal recognition and praise and invited to share successful strategies at twice monthly staff meetings/professional development learning.

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)

Valley View teachers administer Wonder and Maravillas unit post tests in ELA and teacher-made unit assessments in Mathematics. Three times a year the following is administered: PELI for Transitional Kindergarten aged students and Scholastic Reading Inventory (SRI) to all students grades 1-5. DIBELS/IDEL is administered to students in grades K-5 four times a year. The data generated from these baseline assessments are analyzed during grade level collaborations and used to guide instruction, as well as to identify at-risk students and immediately put into place prescribed interventions. Data from the former CELDT, now ELPAC assessment, is analyzed to support English Learners on-going. The process of analyzing multiple types of data assists teachers with targeting specific standards and plan instructional strategies necessary to increase student achievement.

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

Common formative assessments, end of units, and observations provide teachers with necessary data which informs instruction. Teachers meet twice monthly in grade levels to discuss student outcomes and plan for interventions and enrichment opportunities. EADMS, DIBELS.net and SAM data systems make it easy for teachers and the Literacy Intervention specialist to intervene early and monitor effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Valley View staff is highly qualified under ESSA legislation.

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

All teachers at Valley View are fully credentialed and participate in timely professional development several times during the school year through monthly Staff Development, grade level articulations, and additional individual and grade level professional development offered after school or off site.

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

Staff Development includes: Cognitively Guided Instruction for mathematics instruction, language art curriculum using McGraw Hill- Wonders/Maravillas, AVID, English Learner support, Social Emotional Learning, and implementation of the MTSS framework.

Continuing support in conceptual understanding for math using Math Framework, Cognitively Guided Instruction, and Number Sense is a focal point for grade level release time and articulation days. During grade level articulation time, teachers use class and grade level data to identify trends within student demographics. With this information teachers plan LEAD time intervention and small group instruction for areas of need.

Teachers receive ongoing support and professional development in the area of foundational literacy skills, Step Up to Writing, and others needed. Site Instructional Coach provides support through cognitive planning and interactive classroom co-teaching.

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

On-going instructional assistance support is provided to teachers by the site administrator, Mentors for beginning teachers, the Elementary Literacy Teacher and full-time Instructional Coach.

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

Teachers collaborate weekly during Early Release Tuesdays and weekly through their prep/planning time. During collaborations, teachers analyze student data, agree on research based instructional strategies, and identify students at-risk, to plan timely interventions for LEAD time groupings. The full-time Elementary Literacy Teacher works with the most in need students, by grade level, to close the achievement gap. The Elementary Literacy Teacher works closely with classroom teachers to assess, monitor, and provide timely, intensive skill-based tutorials. As an AVID Elementary School, AVID Site Team teachers meet with their assigned grade level to strengthen and monitor school-wide implementation of successful AVID practices.

Teaching and Learning

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

Curriculum and materials are aligned to content and performance standards by using state adopted materials for core instruction and intervention. Instruction is aligned to content and performance standards through cognitive planning with grade levels, Instructional coach and administration. An Elementary Literacy Teacher provides interventions during the school day to students based on data analysis. The Instructional Coach collaborates and interactively coaches teachers in the content areas - ELA/SLA 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 ELA/SLA instruction for TK and K, 2 hours for grades 1-3, and 2.5 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in TK and K, and 1 hour in grades 1-5, exceeding the state framework recommendations. Grade levels collaboratively create common schedules which are designed to include all state required instructional minutes by grade level and curricular area. All teachers are expected to adhere to their specific common schedules.

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

Valley View teachers plan and implement grade level state standards by determining the pace of content needed for student mastery of standards. Intervention for at-risk learners are provided during the school day as well as through after school day options.

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

All students have access to core curriculum and materials.

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

Valley View adheres to the rigorous academic Common Core standards adopted by the California Board of Education. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards essential standards mastery.

All Valley View students are given access to 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 towards the standards. McGraw Hill ELA/SLA curriculum allows for differentiation of instruction for students requiring remediation, challenge, and English language development support. Writing instruction is aligned to CCCSS using Step Up to Writing strategies. As a result of William's lawsuit compliance it is established that all staff have Teacher's Editions, materials to differentiate instruction, and other resources needed to fully implement adopted ELA/SLA, 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)

School-wide participation in LEAD Time, a targeted, 30-60 minute daily time focusing on foundational reading skill deficits, in response to enable underperforming students to meet standards. English Language Development (ELD) is provided to English Learner students by proficiency levels 30 minutes daily. Small groups of intensive level students are served 30 minutes daily by the Elementary Literacy Teacher with the goal of mastery of foundational reading skills. After school tutoring is offered by several teachers across grade levels.

Evidence-based educational practices to raise student achievement

Using the Multi Tiered System of Support (MTSS) framework, we have established a data calendar to review data (attendance, behavior, academics) in order to monitor all students needs. A pyramid of interventions is developed to provide students assistance in achieving social emotional learning, behavioral expectations and academic outcomes desired.

Valley View provides multiple learning opportunities for students that are not meeting identified standards. Teachers differentiate instruction, provide small group instruction and work with individual under-performing students to provide grade level or developmentally appropriate instruction as necessary. Within the regular program, teachers make modifications and develop strategies to address the specific needs of each student according to state and federal assessment results ELPAC and CAASPP, district assessments DIBELS/IDEL, and school-based assessments SRI, grade level common formative assessments and McGraw Hill ELA/SLA weekly and end of unit assessments. Teachers are afforded time in grade level meetings for continuous review of student data and an ongoing dialogue of best practices. Grade levels work together to analyze assessment data to target standards that need additional focus as well as determine students in need of after school tutoring..

Intervention at Valley View includes small group instruction during the language arts block. Multiple teachers provide additional support for at risk students two or three days a week after school. Students in grades K-5 that are not achieving at grade level are provided targeted instruction in foundational literacy skills for 30-45 minutes daily with the Intervention Literacy Teacher. Computer assisted technology provides access to a variety of web-based platforms in classrooms or at home.

Other services provided by the regular program to assist under-performing students include:

- Language Assessment Center – interpretation, translations and initial testing for placement
- Resource Program (RSP) – assist Special Education students to meet IEP goals
- Speech and Language Specialist – serves Special Education students with speech/language needs
- Student Success Team (SST) – systematic intervention process, which develops an action plan for an individual student social-emotional or academic success
- Health Center – provides a nurse on call and a part time health assistant at site
- Library Assistant – assists students, parents and teachers with locating and checking out library materials
- Psychologist – supports staff and tests students for qualification in the Special Education program
- Materials Center – ensures each teacher has the needed core curriculum components

* Counselor - supports students and provides resources and assistance to families

Parental Engagement

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

Alvord supports under-achieving students and their families in a variety of ways. Title-I, Title-II and LCFF-LI funds are utilized to increase parent engagement in order that students are successful. Valley View prides itself for growing parent community strongly involved in the learning environment. Multiple parent trainings are offered including: health and nutrition, science fair parent training to assist their children with the scientific method, family math day, literacy and lunch with a loved one, social-emotional learning information, how to help their child with standards for mathematical practices and multiple AVID Family events centered on using Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to address common core standards in math, social studies, science, and literacy.

Numerous family and community events are planned over the course of Parent Involvement, Red Ribbon, College, Career and Read Across America Weeks as well as through the very involved Parent Teacher Association (PTA) which include Family Book Club, Mother/Son and Father/Daughter Dances, Holiday Store, two Book Fair Weeks, and Harvest Festival. Using various fundraisers, PTA provides bus costs for grade level field trips and offers give back events as a way of unifying the school community.

Each Friday, classrooms are open to parents and the community for Family Fridays. This 30-60 minute time is geared for parents to actively engage with not only their child, but other children in the classroom, with the goal of supporting all students in meeting grade level expectations. Family Fridays has opened the otherwise 'closed classroom door' providing parents access to learn from teachers effective instructional strategies in order to be replicated at home. Attendance on Family Fridays continues to grow. We are proud to see growing numbers of parents assisting at grades 3-5, where parent involvement typically drops. Through a collaborative model, teachers have empowered parents to become partners in education. Parents, grandparents, and adult aged siblings are often observed leading small groups of students with: reading groups, computer programs, writing tasks, fluency passages, math facts, hands on activities, art projects and more.

A series of Dual Language Immersion Community Nights ensure that parents of DLI students receive timely information regarding the program as well as academic support in the form of hands-on materials to reinforce at home learning in Spanish. DLI Community Nights are well attended and provide time for families to network, ask questions of teachers and district administration, and be informed of DLI expectations and materials.

The school library is open for parents to check out books and e-books in English and Spanish for home use.

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 Valley View. Parents are involved through four specific parent groups: Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and Action Team for Partnerships (ATP). PTA offers a variety of activities at the school site which include the school Book Fair, Family Book Club Father-Daughter and Mother-Son Dances, Family Movie Nights, and engaging assemblies. School Site Council is a decision making body that assists in planning, implementation and evaluation of consolidated applications. The council works to provide advice and make decisions that impact Valley View student achievement. ELAC is an advisory council comprised of parents of English Learner students. Monthly, parents are presented with information regarding the consolidated application and provide input in regards to English Learner students progress of English Language proficiency.

Funding

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

Categorical funds provide professional development to teachers in order to refine their instruction to improve student achievement. Instructional materials and technology is purchased to support core programs. Additional hours for staff to provide after-school tutoring, serve students work past their scheduled work-day, and train parents in the evening is available due to access to categorical funds. A full-time Instructional Coach is paid 100% using categorical funds.

Fiscal support

Categorical funds provide 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 Valley View Leadership Team, English Learner Advisory Committee, Action Team for Partnerships and School Site Council members review achievement, attendance and suspension data and provide input on actions and goals related to school and district goals.

Resource Inequities

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

Due to the March school closure, it is evident there are resource inequities regarding technology (laptops, printers, wi-fi) for many students. The lack of available technology in the home created a gap in students' access to curriculum, instruction, and attaining skills for 21st century preparedness. Additionally it affected students socially/emotionally due to having no face-to-face connection using web-based platforms with their teacher and peers. Having one-to-one devices must become a district priority.

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	0.37%	%	0%	2		0
African American	3.52%	3.68%	2.73%	19	21	17
Asian	0.74%	1.05%	1.12%	4	6	7
Filipino	0.56%	0.35%	0.48%	3	2	3
Hispanic/Latino	83.89%	84.06%	84.91%	453	480	529
Pacific Islander	0.19%	0.18%	0.64%	1	1	4
White	7.96%	7.88%	7.54%	43	45	47
Multiple/No Response	0.37%	%	2.57%	2		0
Total Enrollment				540	571	623

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	118	119	122
Grade 1	114	104	103
Grade 2	100	112	113
Grade3	77	101	117
Grade 4	68	70	100
Grade 5	63	65	68
Total Enrollment	540	571	623

Conclusions based on this data:

1. Enrollment has increased annually, primarily due to the Dual Language Immersion program which has led to intra / inter district transfers for the DLI program and DLI student siblings not in the program.

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	259	259	239	48.0%	45.4%	38.4%
Fluent English Proficient (FEP)	8	18	62	1.5%	3.2%	10.0%
Reclassified Fluent English Proficient (RFEP)	7	8	48	2.9%	3.1%	18.5%

Conclusions based on this data:

1. Reclassification rates increased in 19-20 due to a change of reclassification criteria used.
2. The number of English Learners annually increases as the overall population grows, however, the percentage of ELs is decreasing as a result of students improving in attaining language fluency and being reclassified.

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	65	76	102	65	75	101	65	75	101	100	98.7	99
Grade 4	58	70	68	58	70	67	58	70	67	100	100	98.5
Grade 5	63	65	69	62	65	67	62	65	67	98.4	100	97.1
All Grades	186	211	239	185	210	235	185	210	235	99.5	99.5	98.3

* 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	2371.	2383.	2396.	0.00	13.33	9.90	21.54	18.67	21.78	32.31	25.33	33.66	46.15	42.67	34.65
Grade 4	2391.	2414.	2440.	3.45	2.86	16.42	12.07	21.43	26.87	24.14	25.71	19.40	60.34	50.00	37.31
Grade 5	2463.	2444.	2459.	8.06	4.62	5.97	30.65	23.08	26.87	24.19	21.54	20.90	37.10	50.77	46.27
All Grades	N/A	N/A	N/A	3.78	7.14	10.64	21.62	20.95	24.68	27.03	24.29	25.96	47.57	47.62	38.72

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	6.15	12.00	18.81	50.77	48.00	42.57	43.08	40.00	38.61
Grade 4	5.17	5.71	17.91	44.83	57.14	47.76	50.00	37.14	34.33
Grade 5	12.90	6.15	13.43	54.84	49.23	44.78	32.26	44.62	41.79
All Grades	8.11	8.10	17.02	50.27	51.43	44.68	41.62	40.48	38.30

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	0.00	5.33	6.93	44.62	49.33	50.50	55.38	45.33	42.57
Grade 4	6.90	4.29	11.94	34.48	45.71	44.78	58.62	50.00	43.28
Grade 5	16.13	4.62	8.96	46.77	43.08	52.24	37.10	52.31	38.81
All Grades	7.57	4.76	8.94	42.16	46.19	49.36	50.27	49.05	41.70

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	1.54	10.67	9.90	63.08	61.33	74.26	35.38	28.00	15.84
Grade 4	5.17	8.57	7.46	48.28	67.14	74.63	46.55	24.29	17.91
Grade 5	6.45	9.23	4.48	69.35	66.15	65.67	24.19	24.62	29.85
All Grades	4.32	9.52	7.66	60.54	64.76	71.91	35.14	25.71	20.43

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	3.08	12.00	13.86	64.62	45.33	52.48	32.31	42.67	33.66
Grade 4	6.90	7.14	17.91	48.28	51.43	49.25	44.83	41.43	32.84
Grade 5	9.68	9.23	16.42	46.77	44.62	43.28	43.55	46.15	40.30
All Grades	6.49	9.52	15.74	53.51	47.14	48.94	40.00	43.33	35.32

Conclusions based on this data:

- Overall Achievement English Language Arts / Literacy data indicate on-going gains in grades 3, 4, and 5, in terms of Standard Exceeded or Standard Met performance levels.
2018-19 ELA / Literacy overall average data indicate 35.32% students scoring at Standard Exceeded or Standard Met performance levels. 2017-18 Literacy overall average data indicate 28.09% students scoring at Standard Exceeded or Standard Met performance levels. A comparison of scores indicate Literacy increased an overall average of +7.23% Standard Exceeded or Standard Met performance levels.
- English Language Arts / Writing
2018-19 writing overall average data indicate 58.3% students scoring at Above Standard or Standard At or Nearly Met performance levels. 2017-18 writing overall average data indicate 50.95% students scoring at Above Standard or Standard At or Nearly Met performance levels. A comparison of scores indicate an overall increase of +7.35% of students grades 3, 4, and 5 scoring at Standard Exceeded or Standard Met performance levels.
- English Language Arts Strengths and Areas Needing Greater Improvement
Research and Inquiry specifically, investigating, analyzing, and presenting information showed the greatest average gain of +8.02% scoring at Above Standard or Standard At or Nearly Met performance levels than last year. In the area of Reading, primarily, demonstrating understanding of literary and non-fictional texts, an increase of +2.17% growth is noted at Above Standard or Standard At or Nearly Met performance levels.

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	65	76	102	65	75	102	65	75	102	100	98.7	100
Grade 4	58	69	68	58	69	67	58	69	67	100	100	98.5
Grade 5	63	65	69	63	65	68	63	65	68	100	100	98.6
All Grades	186	210	239	186	209	237	186	209	237	100	99.5	99.2

* 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	2367.	2395.	2409.	0.00	6.67	3.92	13.85	25.33	29.41	33.85	25.33	32.35	52.31	42.67	34.31
Grade 4	2377.	2414.	2439.	1.72	0.00	4.48	6.90	13.04	20.90	24.14	40.58	40.30	67.24	46.38	34.33
Grade 5	2437.	2406.	2432.	4.76	0.00	0.00	4.76	4.62	10.29	28.57	16.92	35.29	61.90	78.46	54.41
All Grades	N/A	N/A	N/A	2.15	2.39	2.95	8.60	14.83	21.52	29.03	27.75	35.44	60.22	55.02	40.08

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	1.54	18.67	15.69	38.46	26.67	45.10	60.00	54.67	39.22
Grade 4	3.45	5.80	7.46	10.34	26.09	46.27	86.21	68.12	46.27
Grade 5	4.76	3.08	1.47	22.22	12.31	32.35	73.02	84.62	66.18
All Grades	3.23	9.57	9.28	24.19	22.01	41.77	72.58	68.42	48.95

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	1.54	12.00	12.75	52.31	49.33	42.16	46.15	38.67	45.10
Grade 4	0.00	1.45	7.46	27.59	37.68	52.24	72.41	60.87	40.30
Grade 5	4.76	0.00	0.00	23.81	27.69	38.24	71.43	72.31	61.76
All Grades	2.15	4.78	7.59	34.95	38.76	43.88	62.90	56.46	48.52

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	0.00	13.33	13.73	46.15	46.67	57.84	53.85	40.00	28.43
Grade 4	3.45	1.45	10.45	25.86	39.13	46.27	70.69	59.42	43.28
Grade 5	4.76	1.54	2.94	36.51	23.08	35.29	58.73	75.38	61.76
All Grades	2.69	5.74	9.70	36.56	36.84	48.10	60.75	57.42	42.19

Conclusions based on this data:

- Overall Achievement Mathematics scores demonstrate on-going gains in grades 3, 4, and 5, in terms of Standard Exceeded or Standard Met performance levels.
2018-19 Mathematics overall average indicates 24.47% students scoring at Standard Exceeded or Standard Met performance levels. 2017-18 Mathematics overall average indicated 17.22% students scoring at Standard Exceeded or Standard Met performance levels. A comparison of scores indicate Mathematics increased an overall average of +7.25% Standard Exceeded or Standard Met performance levels.
- Areas of Strength**
Concepts and Procedure in regards to applying, indicates that in 2018-19 an overall average of 51.05% students scoring at Above Standard or Standard At or Nearly Met performance levels. 2017-18 Concepts and Procedures overall average reported 31.58% of students scoring at Above Standard or Standard At or Nearly Met performance levels. A comparison of scores indicate an overall growth of +19.47% of students grades 3, 4, and 5 scoring at Standard Exceeded or Standard Met performance levels.
- Areas of Strength**
Mathematical Communicating Reasoning, specifically students' demonstrating the ability to support mathematical conclusions, show 2018-19 overall average as 57.8% scoring at Above Standard or Standard At or Nearly Met performance levels. 2017-18 Concepts and Procedures overall average data indicated 42.58% of students were scoring at Above Standard or Standard At or Nearly Met performance levels. A comparison of scores indicate an overall growth of +15.22% of students grades 3, 4, and 5 scoring at Standard Exceeded or Standard Met performance levels.

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	1432.5	1427.4	1450.8	1442.8	1389.7	1391.2	50	37
Grade 1	1453.5	1453.2	1460.3	1472.8	1446.1	1433.1	55	50
Grade 2	1496.0	1472.2	1498.6	1482.4	1493.0	1461.5	51	49
Grade 3	1511.3	1504.4	1504.6	1501.4	1517.6	1506.9	34	43
Grade 4	1516.8	1518.2	1503.7	1520.0	1529.3	1516.0	32	22
Grade 5	1532.5	1529.9	1522.8	1522.1	1541.6	1537.3	26	26
All Grades							248	227

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	32.00	2.70	26.00	56.76	36.00	32.43	*	8.11	50	37
1	29.09	6.00	40.00	50.00	*	34.00	*	10.00	55	50
2	56.86	12.24	35.29	38.78	*	38.78		10.20	51	49
3	*	18.60	35.29	55.81	*	20.93	*	4.65	34	43
4	*	22.73	46.88	45.45	*	22.73	*	9.09	32	22
5	42.31	19.23	53.85	50.00		26.92	*	3.85	26	26
All Grades	36.29	12.33	37.90	49.34	19.76	30.40	6.05	7.93	248	227

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	46.00	24.32	22.00	43.24	26.00	18.92	*	13.51	50	37
1	56.36	34.00	23.64	42.00	*	20.00	*	4.00	55	50
2	74.51	28.57	21.57	44.90	*	16.33		10.20	51	49
3	38.24	39.53	41.18	37.21	*	18.60	*	4.65	34	43
4	40.63	54.55	40.63	31.82	*	4.55		9.09	32	22
5	53.85	50.00	*	38.46	*	7.69		3.85	26	26
All Grades	53.23	36.12	29.03	40.53	13.71	15.86	*	7.49	248	227

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	*	2.70	*	21.62	70.00	70.27	*	5.41	50	37
1	23.64	2.00	23.64	24.00	25.45	40.00	27.27	34.00	55	50
2	41.18	6.12	33.33	22.45	*	38.78	*	32.65	51	49
3	*	9.30	*	39.53	*	37.21	*	13.95	34	43
4	*	13.64	62.50	27.27	*	36.36	*	22.73	32	22
5	*	3.85	69.23	30.77	*	53.85	*	11.54	26	26
All Grades	21.37	5.73	33.47	27.31	29.44	45.37	15.73	21.59	248	227

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	64.00	10.81	34.00	78.38	*	10.81	50	37	
1	63.64	64.00	30.91	32.00	*	4.00	55	50	
2	80.39	40.82	*	48.98	*	10.20	51	49	
3	47.06	23.26	38.24	65.12	*	11.63	34	43	
4	50.00	45.45	46.88	40.91	*	13.64	32	22	
5	42.31	7.69	53.85	88.46	*	3.85	26	26	
All Grades	60.89	34.36	34.27	56.83	4.84	8.81	248	227	

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	38.00	24.32	48.00	56.76	*	18.92	50	37	
1	41.82	16.00	45.45	74.00	*	10.00	55	50	
2	74.51	20.41	21.57	71.43	*	8.16	51	49	
3	44.12	55.81	52.94	41.86	*	2.33	34	43	
4	50.00	59.09	50.00	36.36		4.55	32	22	
5	73.08	53.85	*	42.31	*	3.85	26	26	
All Grades	52.42	34.36	40.32	57.27	7.26	8.37	248	227	

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	84.00	86.49	*	13.51	50	37
1	32.73	16.00	40.00	54.00	27.27	30.00	55	50
2	50.98	6.12	35.29	61.22	*	32.65	51	49
3	*	9.30	55.88	72.09	*	18.60	34	43
4	*	13.64	75.00	50.00	*	36.36	32	22
5	*	3.85	69.23	80.77	*	15.38	26	26
All Grades	24.60	8.37	57.66	66.96	17.74	24.67	248	227

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	32.00	35.14	58.00	56.76	*	8.11	50	37
1	20.00	2.00	50.91	62.00	29.09	36.00	55	50
2	27.45	8.16	68.63	55.10	*	36.73	51	49
3	35.29	16.28	44.12	79.07	*	4.65	34	43
4	34.38	9.09	62.50	77.27	*	13.64	32	22
5	*	19.23	57.69	76.92	*	3.85	26	26
All Grades	29.44	14.10	57.26	66.08	13.31	19.82	248	227

Conclusions based on this data:

1. Valley View emphasis is to increase English proficiency for our ELs and has focused on strengthening students' listening and speaking domains for three consecutive years. 2018-19 ELPAC data reports 12.3% (36.29% in 17-18) of all students grades TK-5 scoring at Level 4 proficiency. This is a significant decrease which can be attributed to the restructuring of criteria regarding EL reclassification.
2. Improvements may be attributed to grade level articulations centered on effective strategies to build reading, writing, listening and speaking domains, on-going staff development opportunities to discuss best practices including ELD grading, daily 30 minute small group designated ELD instruction, daily listening and speaking practice, grade level lessons designed to build listening proficiency, use of sentence frames, productive partnering, academic language, and decomposing and recomposing text structure.
3. Adopted English Language Arts 'Wonders/Maravillas' curriculum (McGraw Hill) provides a variety of tools to increase student understanding of and production of the English language using a technology-based platform.

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
571	76.9	45.4	0.2
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	259	45.4
Foster Youth	1	0.2
Homeless	22	3.9
Socioeconomically Disadvantaged	439	76.9
Students with Disabilities	33	5.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.7
Asian	6	1.1
Filipino	2	0.4
Hispanic	480	84.1
Two or More Races	16	2.8
Pacific Islander	1	0.2
White	45	7.9

Conclusions based on this data:

1. Enrollment continues to grow due to the expanding Dual Language Immersion program which by 20-21 will span grades K-5.
2. Percent of English Learners is 45%, close to half of the total school population.
3. The Socially Economically Disadvantaged population is annually decreasing as a result of the number of transfer students entering Valley View's DLI program who are coming from non-Title 1 schools or districts. 2015/16- 85.53%, 2016/17- 84.5%, 2017/18- 80.6%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1.

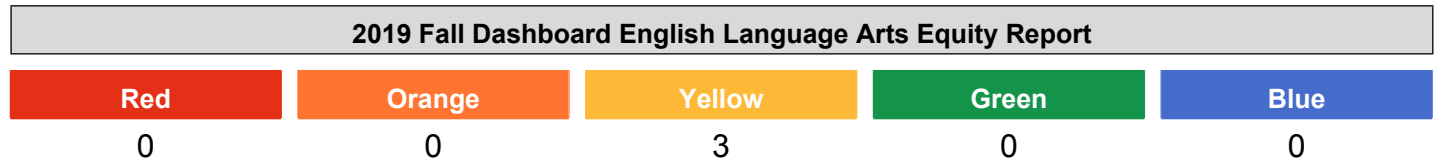
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 35.1 points below standard Increased Significantly ++18.4 points 224	 Yellow 31.5 points below standard Increased ++13 points 122	 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 7	 Yellow 39.1 points below standard Increased Significantly ++22.5 points 186	 No Performance Color 117.1 points below standard Increased Significantly ++25.4 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 36.9 points below standard Increased Significantly ++20.5 points 193	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 15.9 points below standard Increased Significantly ++27 points 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 56.9 points below standard Maintained -2.9 points 87	Reclassified English Learners 31.6 points above standard Increased ++11.3 points 35	English Only 38.8 points below standard Increased Significantly ++26.4 points 99
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Conclusions based on this data:

1. Performing at 31.6 points above standard, Reclassified English Learners (35 students) are out performing English Only (99 students) students.
2. English Learner students (87 students) declined -2.9 points away from standard as compared to 2017-2018 data.
3. Socioeconomically Disadvantaged students (21 students) increased 25.4 points from standard.

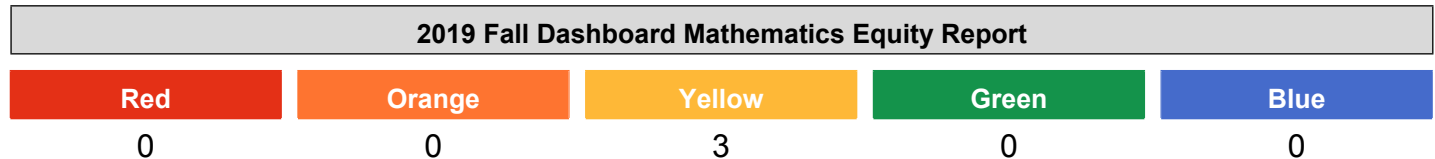
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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  Yellow 49.2 points below standard Increased Significantly ++26.7 points 224	English Learners  Yellow 48.4 points below standard Increased Significantly ++26.4 points 122	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Yellow 54.3 points below standard Increased Significantly ++23.8 points 186	Students with Disabilities  No Performance Color 94.8 points below standard Increased Significantly ++50.4 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 49.8 points below standard Increased Significantly ++30.2 points 193	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  No Performance Color 52.6 points below standard Increased ++14 points 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 64 points below standard Increased Significantly ++17.5 points 87	Reclassified English Learners 9.5 points below standard Increased Significantly ++19.3 points 35	English Only 47.9 points below standard Increased Significantly ++30.4 points 99
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Conclusions based on this data:

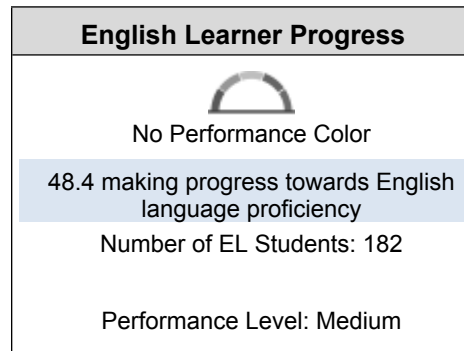
1. All Students increased significantly by 26.7 points.
2. Special Education students (21 students) showed the greatest gains and increased significantly with +50.4 points.
3. Reclassified students (35 students) increased +19.3 points. Although this is a significant gain, it is lower than the growth made in English Language Arts.

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



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
17.0	34.6	3.8	44.5

Conclusions based on this data:

- 90 ELs Maintained ELPI Level 4 or Progressed at Least One ELPI Level on ELPAC.
- Need to identify who and address why 31 students 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.

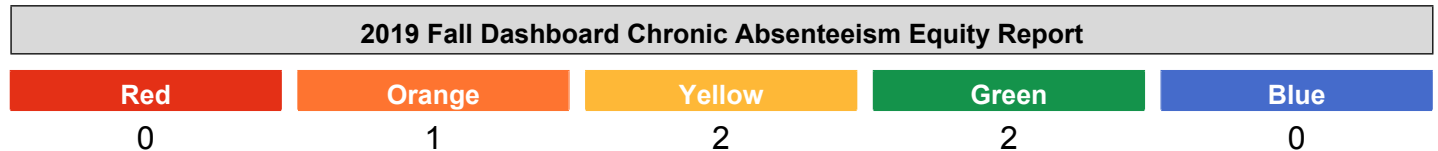
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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  Yellow 7.7 Maintained +0.3 598	English Learners  Green 3.7 Maintained -0.4 271	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 25 Declined -2.3 32	Socioeconomically Disadvantaged  Yellow 8.9 Maintained -0.1 470	Students with Disabilities  Green 9.8 Declined -7.2 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>16.7</div> Declined -11.9 24	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow <div>7.2</div> Maintained 0 500	Two or More Races  No Performance Color <div>5.9</div> Increased +5.9 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange <div>10.9</div> Increased +6.4 46

Conclusions based on this data:

1. African American students (24 students) declined in the number of days absent.

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.

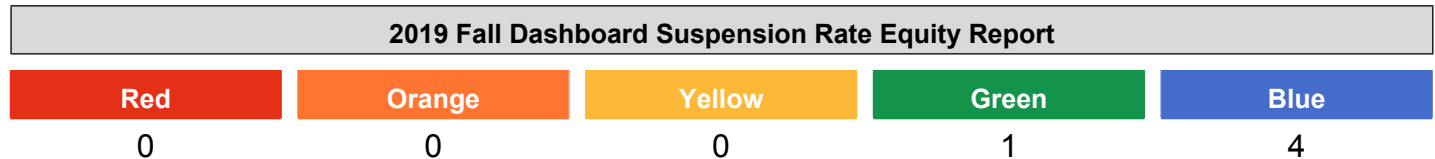
School and Student Performance Data

Conditions & Climate Suspension Rate

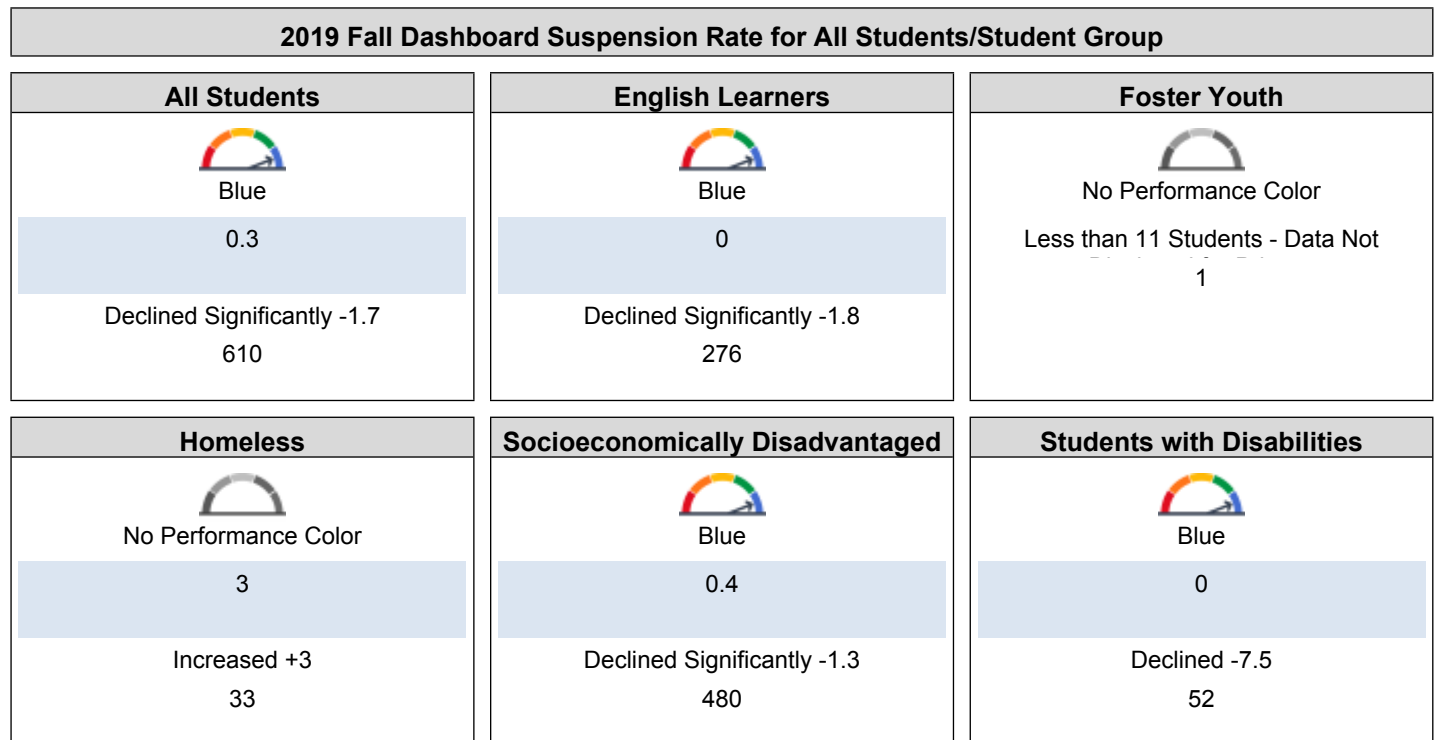
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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 by Race/Ethnicity

African American  No Performance Color 0 Declined -4.5 25	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color Less than 11 Students - Data 7	Filipino  No Performance Color Less than 11 Students - Data 2
Hispanic  Blue 0.2 Declined Significantly -1.7 511	Two or More Races  No Performance Color 0 Maintained 0 17	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Green 2.2 Declined -2.2 46

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	0.3

Conclusions based on this data:

1. All student groups decreased significantly.

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 better conditions of learning are to improve student achievement in the areas of ELA, Math, and ELD. Specifically, it is imperative to ensure all students master foundational literacy skills, understanding of mathematical concepts and advance English learners in the areas of reading, writing, listening and speaking.

Identified Need(s)

In addressing Conditions of Learning, Valley View's English Language Arts needs are to increase the percent of students who exceed or meet grade level expectations in Reading Language Arts. This can be accomplished by increasing the amount of time students read independently, grow in the number of books available to students and parents to check out at each child's lexile or reading level, provide professional development aligned to reading instruction including, differentiation, offer interventions within the school day to close the achievement gap, and devise a process for analyzing data on-going.

Mathematical needs at Valley View are to maintain a concerted focus on professional development using Cognitively Guided Instruction, utilize instructional strategies which address the Standards for Mathematical Practices, build conceptual understanding, master number sense, and model strategies which encourage students to persevere when solving multi-step problems.

Achieving English Language Development needs are to offer professional development regarding Designated ELD and Integrated ELD, offer intensive support for students new to the country, and address ELD standards within ELA instructional times. In 2019-2020, a new process was out into place to monitor IFEP/RFEP EL students. This will inform as to how Reclassification students are performing in the English language ongoing and allows for intervening when necessary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to form this goal was 2018-19 Acadience (DIBELS) average composite growth from the Beginning of the school year (BOY) to the End of the school year (EOY).	Average Composite Scores using Acadience (DIBELS)	Due to nation-wide school closure on March 16, 2020, end of year assessments were not administered, therefore data will not be available as planned.
Current interventions consist of: six week sessions with the Elementary Literacy Teacher 30 minutes small group pull-out four times weekly, after-school	When analyzing 4 years of Acadience (DIBELS) data (2015-2016, 2016-2017, 2018-2019), the average composite point growth from the beginning of the school year to the end of the school year had ranged from 82.1 to a high of 89.26. When looking at trends	By June of 2020, we will maintain the overall average composite score from the beginning of year to end of the school year for TK through 5th

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>tutoring by classroom teachers, small group rotations within grade levels to group students by skill deficits, small group reading language arts instruction utilizing literacy stations, use of technology and web based programs to support foundational literacy skills.</p> <p>The diagnostic screening tools DIBELS/IDEL and PELI are administered three times annually. Teachers use results to create groups of students needing additional time and reteaching in order to master grade level literacy standards. Grade levels develop language arts smart goals each semester. These goals are differentiated by student as they either master or progress toward reaching the goal. Daily observations and checking for understanding interventions as well as provide differentiated support. Administration meets with teachers one on one to review DIBELS/IDEL data, set goals, determine interventions, and discuss most at-risk student needs.</p>	<p>throughout the four years, the data breakdown is as follows:</p> <p>A comparison of multi-year BOY to EOY composite averages show:</p> <p>2015-2016: +85.13</p> <p>2016-2017: +89.26- this was an increase of 4.13 from the previous year (2015-16)</p> <p>2017-2018: +82.1- this was a decrease of 7.16 from the previous year (2016-17)</p> <p>2018-2019: +70.61 -this was a decrease of 11.49 from the previous year (2017-18)</p> <p>2019: BOY 185.07</p>	<p>grade students at 70.61 points (2018-19 to 2019-20)</p>
<p>CAASPP SBAC ELA summative assessment results.</p>	<p>3rd-5th grade overall average student achievement on the 2018-19 CAASPP English Language Arts shows that 35% of students scored at the Standards Exceeded and Standards Met levels. This is an increase of 7.23% when compared the 2017-18 scores. Data confirms current reading instruction and interventions are making academic improvements in literacy.</p>	<p>Due to nation-wide school closure on March 16, 2020, end of year assessments were not administered, therefore data will not be available as planned.</p> <p>By June 2020, we will increase the percent of students at the "Standard Met" and "Standard Exceeded" levels from 35% to 43% as measured by ELA CAASPP data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP summative data is reviewed by grade level teams, leadership team, and key stakeholders on-going. CAASPP scores are used to set annual achievement goals as a way to measure progress, areas of strength and areas in need of improvement.	

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)

At-Risk Students

Strategy/Activity

Elementary Literacy Teacher will provide Tier 2 support for at-risk students grades 1-5 with the remediation of targeted foundational and literacy skills, four times per week for 30-60 minutes. At-risk students are determined using DIBELS/IDEL assessments scoring two or more years below grade level, or performing at Intensive or Below Basic performance levels. ELT will utilize a variety of supplemental materials to support students including but not limited to LETRS and DIBELS Next.

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)
	0001-0999: Unrestricted: Locally Defined District Funded ELT Salary
700.00	Title I 4000-4999: Books And Supplies LETRS Kit
300.00	Title I 4000-4999: Books And Supplies DIBELS Next
1,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional trainings as needed

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At Risk English Learner Students

Strategy/Activity

Provide after school tutoring for at-risk English learner students in need of intensive intervention as identified by state or local assessments in order to close the achievement gap. Intervention may be offered in the following contents areas: math, English language arts, or Spanish language arts.

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)

6,028.00

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
Additional Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Provide support in the area of ELD to newcomer EL students, at-risk EL students, or long-term LTELs as identified by ELPAC and local 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)

400.00

Source(s)

LCFF-EL
4000-4999: Books And Supplies
Newcomers Materials

440.00

LCFF-EL
2000-2999: Classified Personnel Salaries
Additional hours for staff to support families of
newcomer students

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

Working with administration, the Site-based Instructional Coach will provide support to teachers with the implementation of effective instructional strategies. The Instructional Coach supports teachers by: providing demonstration lessons, walk-through observation and feedback, assists with cognitive planning of lesson design, and provides on-going professional development. Professional development focus will be on ELD standards and instruction, English and Spanish language arts first-best instruction using adopted curriculum, Step Up to Writing, and Cognitively Guided Instruction in 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)

132,998.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Instructional Coach Salary

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 to hold one-on-one meetings with teachers to discuss achievement data for the class as a whole, to identify students most at-risk, and determine end of year goals/targets for improvement.

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)

800.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Subs for release time (5 days)

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

Acknowledgement and recognition for academic achievement in math, English language arts, and Spanish language arts at school-wide recognition/award ceremonies. Materials provided to students include rewards, trophies, certificates, and medals.

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)

200.00

Source(s)

Title I
4000-4999: Books And Supplies
Awards, Certificates of Recognition

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 engage in on-going communication with parents and students regarding student progress toward mastery of grade level standards in literacy, numeracy, and language proficiency. Staff will communicate using a variety of ways; in person through phone call and parent-teacher conferences or electronically using platforms such as Class Dojo, Blackboard Connect system for phone call/text message/email, district and school websites, text message, email, Google Classroom, Google Meets or Zoom.

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)

1,000.00

Source(s)

0001-0999: Unrestricted: Locally Defined
Home to School Communication, Website
Maintenance

Technology Apple Care Stipend District Funded

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

Copy machine and maintenance will be used to support teachers in supplemental professional learning opportunities, collaboration, and instruction. Copies will be used for supplemental instructional support 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)
2,275.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher copy (instructional) machines maintenance and repair

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Language Learner and Dual Language Immersion Students

Strategy/Activity

Teachers will build comprehensive libraries to meet the needs of students reading at all proficiency levels. Library books will be used for independent reading, small group guided reading instruction, class read aloud, shared reading, and/or buddy reading. Staff will purchase literature such as magazine subscriptions and books to support school and classroom libraries. Purchase a system with technology program to level all library and classroom books by lexile or other reading measure. Staff will label all books with their lexile level or other reading measure of reading level to support students and staff in choosing books at an appropriate level 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)
1,000.00	Title I 2000-2999: Classified Personnel Salaries Additional hours to level library books after hours
3,000.00	Title I 2000-2999: Classified Personnel Salaries Additional Hours to serve students / parents before and after work day and to coordinate AR program

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

Administration, Instructional Coach, Elementary Literacy Teacher, counselor, and grade level lead teachers will participate in monthly Leadership Team Meetings to review, plan and implement the instructional program based on local and state data. Instructional Coach will provide input to support teachers in implementing improvement efforts using research-based instructional strategies. The Elementary Literacy Teacher will provide input in effective literacy instruction and support teachers with strategies to meet the needs of all learners. Counselor will provide support with input on strategies to support the social-emotional well-being of students demonstrating difficulties which impede learning.

Three elected teachers will participate in School Site Council meetings after contractual time.

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)
1,500.00	Title I 1000-1999: Certificated Personnel Salaries Leadership Team Members Additional Hours/Days
800.00	0000: Unrestricted School Site Council Additional Hours

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

Parent Involvement/engagement/education events such as Parent University, Family Friday, DLI Community Nights, academic family nights, and parent/child learning opportunities held at school. A series of Dual Language Immersion Community Nights will be planned and presented by DLI teachers to support parents of DLI program students with an understanding and awareness of DLI research, Spanish language arts grade level standards and strategies to support a second language learners. Parents will be provided with materials and resources to support learning at home. Staff will provide childcare for parents in order to allow them to participate in parent workshops, trainings, and school events. Staff will provide translation services to provide all parents access to content and information.

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)
2,000.00	Title I

	1000-1999: Certificated Personnel Salaries Additional Hours DLI Community, AVID and Book Club Family Nights
1000.00	LCFF-EL 2000-2999: Classified Personnel Salaries Translation Services
500.00	Title I 4000-4999: Books And Supplies Materials for Take Home

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

Teachers, parents and administration will participate in Action Team for Partnership meetings (ATP) to analyze data and evaluate the effectiveness of our parent engagement program; to plan, implement, and coordinate parent involvement opportunities, events, and activities; and promote meaningful parent involvement opportunities at school with the goal of building 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)
300.00	Title I 1000-1999: Certificated Personnel Salaries ATP Meetings Additional Hours for teachers on committee to attend
800.00	ATP Teacher Stipend District Funded

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

Staff will provide students with real world experiential opportunities by organizing study trips to locations which align to grade level content standards. PTA funds buses and on-site 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)
3,000.00	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures On site hands-on experiences, guest speakers, assemblies

Strategy/Activity 14

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 (ELF) will support our EL program by monitoring EL student progress, EL program compliance, and EL reclassification process for eligible students.
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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)
2,867.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Teacher ELF Stipend

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

Student Success Team (SST) meetings will be regularly held to build upon student strengths and develop action plans to address academic, behavioral, or social-emotional concerns which are impacting the learning 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)
3,000.00	0000: Unrestricted

Sub for SST Chair release and roving sub to cover classes for teacher release

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

Instructional supplemental materials, supplies and resources, to enhance the core ELA, SLA, math and ELD curriculum. Materials will assist with first best instruction when students are developing foundational literacy skills. Materials, programs, and use of technology offers differentiation, intervention, and/or enrichment to meet all students' needs. Hands-on supplemental materials/supplies are beneficial when teaching conceptual understanding of mathematical practices.

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)

15,000.00

Source(s)

Title I
4000-4999: Books And Supplies
Technology- laptops, tablets, ipads, bulbs, projectors, document cameras, printers, ink, SMARTBoards, computer carts

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

Teachers, Instructional Coach, Administration and parents will participate in targeted professional learning opportunities, including grade level articulation days, meetings, trainings, workshops, conferences (on or off site), collaboration days for cognitively planning lessons and developing common assessments, ELA/ELD frameworks, foundational skills, small group support, CGI, application of Standards for Mathematical Practice (SMPs), supporting students with learning disabilities, and other research-based instructional strategies to assist students in meeting grade level standards. Off-site professional learning opportunities include but are not limited to: College Readiness Initiatives-AVID, No Excuses University, Math-Cognitively Guided Instruction, VAPA-Music in the Classroom, Healthy Alliance-RISE, Playworks, and Positive Behavior Intervention and 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)
5,000.00	AVID 5800: Professional/Consulting Services And Operating Expenditures Registration, mileage, hotel
7,572.00	Title I 1000-1999: Certificated Personnel Salaries Subs for teachers for articulation, cognitive planning, shadowing, action walks
700.00	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE Registration, Mileage
8,961.00	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures Registration, mileage, hotel
3,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Registration, mileage, hotel

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

Site licensing on-line or web-based programs to support all students with attainment of grade level standards. Software license and technology supplies used by at-risk students for supplemental instructional support in English language arts, math, and language development with the goal of closing the gap in skill deficits. Staff will analyze data to determine target students in need of intervention, remediation or enrichment. Data will provide access to academic achievement or lack thereof as well as usage reports which provide opportunities for monitoring students growth. Vendors to include but not limited to: BrainPOP, Renaissance Accelerated Reader, myOn, Scholastic, Imagine Learning , Imagine Espanol, Imagine Math, Read A-Z, AVID Weekly, NEU Connect, TeachersPayTeachers.

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)
2,950.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

	Software licence BrainPOP
13,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Software licence Imagine Learning, Imagine Espaniol, Imagine Math
10,974.00	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures Renaissance Accelerated Reader
5,626.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Renaissance Accelerated Reader

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Staff, parents, and administration will celebrate the achievement of students meeting criteria for reclassification. Staff will recognize students achieving reclassification by providing banners/posters, certificates and food during a Reclassification Ceremony event.

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)

200.00

Source(s)

LCFF-EL
5800: Professional/Consulting Services And Operating Expenditures
Reclassification Ceremony

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

Resource teacher, physiologist, speech and language pathologist, classroom teacher, and administration will attend Individualized Educational Plan (IEP) meetings. IEP participants will address individual student needs as it relates to academic achievement, goal setting, review progress toward goals, and develop actions to assist students with meeting 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)
3,000.00	0000: Unrestricted Roving sub for IEP meetings to release teachers to participate

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

Staff will plan events such as TK/Kinder Orientation and middle school visits to support students transition into school or to a new school environment. Events will include parent sessions that raise awareness, educate, and offer strategies to support students at home. Staff will provide childcare for parents in order to allow them to participate. Staff will provide translation in order that all parents have access to content and information.

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)
150.00	Title I 4000-4999: Books And Supplies Parent Take Home Materials

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

Staff will organize science fair, spelling bee, history day, and other academic events and activities to support student enrichment. Students will be recognized for participation with certificates, medals, awards, and materials needed for projects. Science fair presentation boards are made available to all students, however 4th and 5th grade students are required to participate in the school science fair. Parents and students will be provided an informational assembly covering requirements and components of a competitive science fair project.
Certificated teacher stipend to oversee Science Fair.
Certificated teacher stipend to oversee spelling bee.

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)
300.00	Title I 4000-4999: Books And Supplies Science Fair Boards, Awards, Medals, Certificates
500.00	Teacher Stipend to Coordinate Science Fair District Funded

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

Teachers will participate in bi-monthly professional learning collaborative time to analyze achievement, cognitively plan instructional strategies, and develop lessons utilizing first-best instructional techniques to improve student learning in ELA/SLA, math, and ELD content areas. Staff will develop common grade level assessments aligned with classroom instruction. Assessments results will be used to identify areas of need for students and will provide a basis for targeting students for tutoring or other supports of 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)
	PLC Tuesday Release Time

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Bilingual Instructional Assistants (BIAs) will provide support to English learners in class during the school day, including primary language support to student at the Emerging level. BIAs will attend professional learning opportunities provided by the English Learner program staff at the district level as well as on-site when attending workshops with the Instructional Coach. Professional learning builds capacity to provide effective strategies to better support English learners. Additional hours for BIAs to serve students past their scheduled work hours.

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)
	District Funded Salary for three BIAs at 3.5 hours each
4,010.00	LCFF-EL 2000-2999: Classified Personnel Salaries BIAs Additional Hours

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Access to research-based computer programs such as Rosetta Stone will be provided to students to use as a supplemental support to develop vocabulary and language acquisition both during the school day and at home when possible.

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)
	District Funded Software

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Tutoring for students at-risk of not meeting grade level standard. Tutoring may include small groups, one-on-one before or after school or by remote 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)

5,700.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Tutoring

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

Classified staff will participate in professional development opportunities and job alike workshops to build capacity in job knowledge, successful practices, and strategies 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)

2,000.00

Source(s)

0000: Unrestricted
Additional Hours Classified - Training, Job Alike,
Meetings

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

School will participate in Playworks training to enrich students recess and play time. Students and staff will learn game rules and structure for outside play times. Playworks training offered in January 2020 funded by District included Recess Reboot, a one week training opportunity. Additional staff will be trained including administration, counselor, select teachers, and a team of 4th and 5th grade students selected to serve as Junior Coaches. Recess Reboot will support school-wide goals of increasing positive relationships among peers and adults, improve health and wellness of students, and provide for structure during unstructured times thereby reducing unwanted behaviors of students resulting in discipline. Year 2 staff training and follow up 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)

3,000.00

Source(s)

Title I

	5800: Professional/Consulting Services And Operating Expenditures Workshop Fees
800.00	Title I 2000-2999: Classified Personnel Salaries Additional Hours for Campus Supervisors

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

Resilience In the School Environment (RISE) initiative will support staff with professional learning opportunities focused on identifying and improving ones self-care. Participation in the RISE project will allow staff to be their best selves in order to be their best while performing their work duties. This three year initiative is a partnership between Alliance for a Healthier Generation and Kaiser Permanente.

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)

District Funded

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.

Implementation of and overall effectiveness of the strategies/activities described will be evaluated during the 2020-2021 school year when state and local data are available.

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

School closure impacted ability to fully utilize funds as intended. Funds that were designated for additional hours for collaboration, full day SST's and IEPs and after school tutoring intervention were unable to be spent as intended when school closed.

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.

Goals were developed without complete data sets as a result of March 2020 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.

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 performance 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)

Valley View's identified needs to support Pupil Outcomes include increasing and maintaining 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 Foundations TK-6	During the 2018-2019 school year, 3 certificated staff members were AVID trained making the total 26. As DLI continues to expand, teachers will be trained annually.	By 2022-2023, all teachers will be AVID Elementary trained.
Classroom implementation of AVID organizational strategies, effective note-taking, and the use of calendar/planner. Classroom walk-throughs. AVID Elementary annual data collection.	There is a wealth of evidence that students are receiving instruction from teachers who have attended AVID trainings as demonstrated by students' regular use of organizational tools and systems, a student planner, and a calendar. The three goals of an AVID Elementary school 1) organization tools/systems, 2) use of an agenda or planner, and 3) use of a calendar are observed in varying capacities in every classroom thereby preparing all students for high school graduation and college and career.	A focus on College and Career Readiness is evident through: College & Career week lessons, counselor classroom presentations, assemblies, guest speakers, career day, college carnival and through the lens of the strong college-going environment. An academic focus is demonstrated through student use of 3 ring binders for organization, weekly and monthly goal setting and reflection, regular use of student planners with daily parent/guardian signature, lessons centered around college, use of college

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Implementation of AVID organizational strategies, focused note-taking, and daily use of student planner/agenda and calendar will be measured formally through school-wide data collection three times annually, and informally through class walk-throughs of administration with RIMS AVID Coach and site Instructional Coach.</p> <p>Based on gender, race, ethnicity, 363 students out of 575 students (63.1%) were AVID students for the 2018-2019 school year.</p>	<p>vocabulary, written work reflecting students' interests and desired careers. Additional evaluation; students when asked, will be able to respond to what AVID stands for, the benefits of using AVID strategies, why they will attend college and what their career path may be. Students are encouraged to and prepared to attend college after high school, which may include a trade school or military. By 2022-2023 all students will be placed with AVID trained teachers.</p>

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

Professional learning opportunities centered around research-based college and career efforts to prepare students for rigorous coursework may include but not limited to AVID Summer Institute and/or AVID Path Training and No Excuses University (NEU) conferences. Professional learning opportunities may include, but not be limited to AVID Summer Institute, Path Training, Administration Collaboratives, Site Team Workshops, No Excuses University Training, National Conventions, Leadership Institutes.

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)

See Goal 1 - Strategy/Activity 23 - AVID: Summer Institute, Path Training, Administration

Collaboratives, Site Team Workshops, No Excuses University: NEU Boot Camp, Leadership Institute, National Convention, Summer Institute

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

Site counselor will provide grade appropriate 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)

District Funded Counselor

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

Parent University (PU) courses will be provided to parents by the site administration, school counselor, Instructional Coach, and McKinley Children's Center staff. Parent University topics include, but are not limited to: Preparing for 'Parent Conference/Understanding your child's CAASPP report, How AVID and NEU Support a College Going Culture, Cognitive Understanding of Math Concepts, Self-Harm: Signs/Symptoms, Risk Factors, Resources, and More, Discipline That Makes Sense/Preparation for Testing, and Mental Health: Depression and Anxiety in Children'. The goal of PU is for adults to model for children the importance and benefits of life-long learning and commitment to achieving a goal, regardless of one's age or educational background. A culmination 'Graduation Ceremony' is attended by parents and their children where certificates aligned to college degrees, ie, Doctorate's, Master's, Bachelor's, and Associate's are earned based on the number of PU courses attended. Students of the parents earning the certificates are invited to be a part of the celebration with the intent of motivating students to want to accomplish their goals and earn similar accolades.

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)

100.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Refreshment and Certificates

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

Testing Facilitator will ensure testing protocols are followed and supports teachers during state mandated testing 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)

1,500.00

Source(s)

1000-1999: Certificated Personnel Salaries
Testing Additional Hours, Materials 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

College study trips to expose students and parents to collegiate life, sporting events, and academia. Career experiential study trips to broaden students awareness of career options.

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)

1,000.00

Source(s)

LCFF-LI
5800: Professional/Consulting Services And
Operating Expenditures
Buses for College Visits and Career Exploration

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 organize events such as College and Career Weeks, including Vehicle and Career Speaker Day. Staff will focus on college readiness and the importance of higher education through grade level designed lessons during college and career week, daily morning announcements, and student achievement/recognition ceremonies. Teachers will support students in the completion of using the planner/agenda as an organizational tool required for success. Administration will model effective components using student planners through daily morning announcements as students follow along to complete; setting weekly and monthly goals with written reflections, addressing the college vocabulary word of the week, and discussing informational facts about colleges and universities. Semester award ceremonies will recognize academic achievement and students who demonstrate characteristics of being a model AVID student. awareness of post-graduate opportunities, college course of study options, 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)

500.00

Source(s)

Title I
4000-4999: Books And Supplies
Materials 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

Staff will be supported by an AVID Lead teacher to plan and present staff and parent workshops. Lead teacher will reinforce the implementation of AVID strategies school-wide and monitor data collection as well as support administration with the completion of compliance documentation 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)

875.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Additional Hours AVID Lead Teacher

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

School will continue its partnership with Riverside Arts Academy and Cal Baptist University to offer music instruction at Valley View or in a university setting. Music instruction from certificated music instructors at the site for targeted grade levels will teach rhythm and following of patterns which reinforce pre-literacy skills and supports segmenting syllables. Music enrichment provides students with an opportunity to explore their talents leading to potential career options.

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)

District Funded

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

Staff will be intentional in maintaining a culture of universal achievement observable both inside and outside of classrooms. Public display of college symbolism will be visible throughout the campus and will include, but not limited to college flags and banners, flag poles, street signs, bulletin boards, songs, chants, posted diplomas, posters, college boards, college spirit wear days, and a college rally.

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)

450.00

LCFF-LI
4000-4999: Books And Supplies
College Symbolism

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

Materials and supplies will be used which will promote academic achievement, rigor, and build a college-going culture. Individual student planners/agendas will be used by all students at grades 2-5 however modeled by each teacher daily to stress the importance of planning ahead, marking dates for projects due, and teaching responsibility by taking from school to home daily. Materials may include student planners, Nikky folders, pencil pouches, 3 ring binders, and two-pocket folders.

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)

1,300.00

Source(s)

LCFF-LI
4000-4999: Books And Supplies
Student Planners Grades 2-5, College Ready
Materials

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.

Implementation of, overall effectiveness of, strategies/activities described will be evaluated during the 2020-2021 school year when state and local data are available.

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

School closure in March 2020 impacted ability to fully utilize funds as intended. Funds that were designated for additional hours for collaboration, full day SST's and IEPs and after school tutoring intervention were unable to be spent as intended when school closed.

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.

Goals were developed without complete data sets as a result of March 2020 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.

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 student engagement and connectedness to the school community by creating a safe and nurturing environment for students to desire to come to each day.

Decrease the number of students who are classified as chronic and severe absentees.

Decrease the number of student suspensions.

Identified Need(s)

Increase average daily attendance on-going.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance data as reported from Aeries Analytics, CA Dashboard, and CALPADS.	2018-19 average daily attendance data reports 7.4% chronically absent which is an increase of 1.6% from 2017-18. Analysis of data indicates Valley View has regular attendance of between 94%-97% month to month. Valley View currently has 6 week attendance incentives in place to reward students for perfect attendance during the time period. These activities motivate students to want to be at school everyday and on time.	Increase ADA percentage.
Suspension and assertive data as reported from Aeries Analytics, CA Dashboard, and CALPADS.	2018-2019 Suspension Data reports 2.1% of 580 students have been suspended at least once. Data indicates a low number of suspensions due to the sequential prevention and interventions in place which serve as alternate forms of	Maintain or decrease the percentage of suspensions.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	discipline. Our goal is to utilize interventions in place in lieu of suspension, when applicable. Suspension from school will be the last recourse in correcting student behavior.	

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 design and promote a variety of six week attendance challenges. Students are motivated to attend school in order to participate in the attendance incentive rewards such as Dance with the principal and counselor, Draw with Me assembly provided by guest artist, pie in the face, water games, movie with principal and counselor, and others. Families are informed of the 'Perfect means perfect' requirement consisting of no absences, no tardy or lates and no early dismissals.

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)

650.00

Source(s)

Attendance
5800: Professional/Consulting Services And
Operating Expenditures
Assembly Cost

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

Students will be recognized with a trophy or medal along with certificate for year long perfect 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)

150.00

Source(s)

Attendance
4000-4999: Books And Supplies
Medals / Trophy

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 adhere to consistent use of school-wide Positive Behavior Intervention and Support (PBIS) tiered system to support behavior and social-emotional needs of all 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)

250.00

Source(s)

0000: Unrestricted
Printing of Forms, Referrals

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

Students will earn incentives such as Brag Tags or other program materials with the goal of improved and increased daily attendance. Materials and supplies, brag tags, banners, and signage for school-wide expectations including character building and creating a desire to attend school.

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)

700.00

Source(s)

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

Administration and support staff will make home visits to build relationships and support families not engaged with the school community. Should distance learning continue in future years, home visits will be an essential function of school staff. Additional hours may be needed for staff to attend after work 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)

Home Visits by Admin, Counselor, Nurse

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.

Implementation of, overall effectiveness of, strategies/activities described will be evaluated during the 2020-2021 school year when state and local data are available.

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

March 2020 school closure impacted ability to fully utilize funds as intended. Funds that were designated for additional hours for collaboration, full day SST's and IEPs and after school tutoring intervention were unable to be spent as intended when school closed.

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.

Goals were developed without complete data sets as a result of March 2020 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.

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
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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	\$265,826.00

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	\$205,146.00

Subtotal of additional federal funds included for this school: \$205,146.00

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 (\$)
	\$12,850.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$26,619.00
LCFF-LI	\$14,711.00

Subtotal of state or local funds included for this school: \$60,680.00

Total of federal, state, and/or local funds for this school: \$265,826.00

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	26,619.00	0.00
LCFF-LI	14,711.00	0.00
Title I	205,146.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	12,850.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	26,619.00
LCFF-LI	14,711.00
Title I	205,146.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,500.00
0000: Unrestricted	9,050.00
1000-1999: Certificated Personnel Salaries	162,140.00
2000-2999: Classified Personnel Salaries	10,250.00
4000-4999: Books And Supplies	20,650.00
5000-5999: Services And Other Operating Expenditures	100.00
5800: Professional/Consulting Services And Operating Expenditures	61,336.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		800.00
		1,500.00
0000: Unrestricted		9,050.00
1000-1999: Certificated Personnel Salaries		1,500.00
4000-4999: Books And Supplies	Attendance	850.00
5800: Professional/Consulting Services And Operating Expenditures	Attendance	650.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	8,895.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,450.00
4000-4999: Books And Supplies	LCFF-EL	400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	11,874.00
4000-4999: Books And Supplies	LCFF-LI	1,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	12,961.00
1000-1999: Certificated Personnel Salaries	Title I	151,745.00
2000-2999: Classified Personnel Salaries	Title I	4,800.00
4000-4999: Books And Supplies	Title I	17,650.00
5000-5999: Services And Other Operating Expenditures	Title I	100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,851.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	258,351.00
Goal 2	5,725.00
Goal 3	1,750.00

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:

- Traci Vaughan School Principal
- Maryann Roble, Christina Gomez, Janet Renteria Classroom Teachers
- Amelia Torres Other School Staff
- Karen Taylor, Ozvaldo Vazquez, Bryn Pellegrino, Rubi Salgado, Daniel Opuni Parent or Community Members

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

Other: Leadership Team

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, Traci Vaughan on May 26, 2020

SSC Chairperson, Osvaldo Vazquez 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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)