



# 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 17, 2021	

## 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).

Data was gathered using California Healthy Kids Survey administered in April, 2021, and by reviewing the type and frequency of questions asked by participants at stakeholder meetings. Summary data indicates the majority of parents responding feel their students are motivated (86%) and learning in a safe environment (77%) that promotes academic success for all students (86%) with adults that really care about students (71%). Data indicates the majority of staff respondents feel the school is a safe place for staff (60%) and students (68%) with high expectation for both adults and students (61%). Only 6% of respondents felt behavior including truancy and harassment/bullying impedes learning. Data collected from 5th grade students indicates the majority feel safe at school (87%), are treated with respect (89%), feel academically motivated (77%), and feel a strong anti-bullying climate while at school (82%). Students report that there is no (0%) alcohol, cigarette, or drug use at school. 13% of student respondents reported being hit or pushed while at school. Overall, students, staff and parents feel Orrenmaa Elementary maintains a safe and rigorously academic environment that promotes social, emotional and academic learning.

## 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 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. Continuing support of Cognitively Guided Instruction (CGI) strategies is provided.

## 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 iReady 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 DIBELS Next 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 7 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. Wonders curriculum was adopted and teachers follow the lesson pacing schedule. Orrenmaa teachers follow the units and pacing of the Coherent Guide to Mathematics assessing with SVMI tasks.

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 continue implementing the Wonders curriculum using digital components to access the curriculum during distance learning.

## Opportunity and Equal Educational Access

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

All students have access to Chromebooks at home. Students in need were provided WiFi Hotspots to be able to access G-suite tools appropriate for remote learning. 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 "Office Hours" 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 an after school enrichment program introducing work force skills through entrepreneurship. 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. 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. Teachers also utilize daily homework logs, communication folders, student planner/agendas and a monthly parent calendar/newsletter online to facilitate communication with parents. We use Blackboard and Peach Jar to notify parents of important information as needed. In addition, all parents are encouraged to volunteer and participate in their child's education. 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 monthly meetings with the principal (Coffee with the Principal and ELAC). 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, ATP, and ELAC offer opportunities for parents to participate in planning, implementing, and evaluating these 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, 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. Due to school closures 2019-20 CAASPP data is not available
2. Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan



# 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. Due to school closures 2019-20 CAASPP data is not available
2. Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

# 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

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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. Due to school closures 2019-20 ELPAC data is not available
2. Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

# 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.

Due to school closures 2019-20 School and Student data is not available
2.

Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

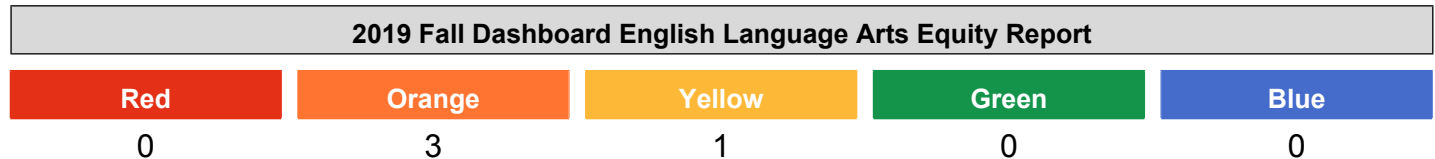
# School and Student Performance Data

## 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
 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

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

<b>Current English Learner</b> 77.1 points below standard Declined Significantly -30.4 points 75	<b>Reclassified English Learners</b> 51.8 points above standard Declined -9.8 points 29	<b>English Only</b> 21.4 points below standard Declined -11 points 166
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#### Conclusions based on this data:

1. Due to school closures 2019-20 School and Student Performance data is not available
2. Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

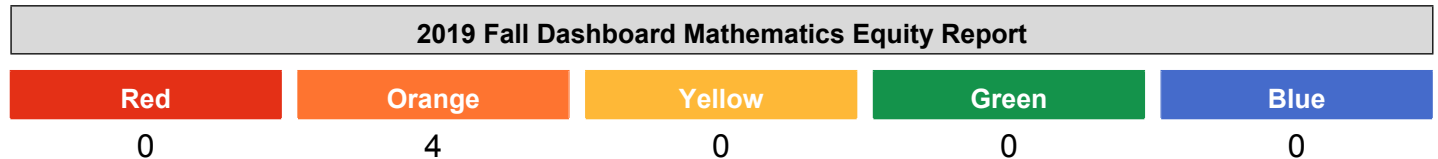
# School and Student Performance Data

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

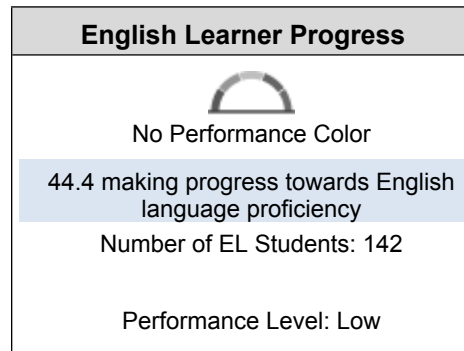
1. Due to school closures 2019-20 School and Student Performance data is not available
2. Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

# 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:

1. Due to school closures 2019-20 School and Student Performance data is not available
2. Because conclusions for the 2019-20 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

# 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				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
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		
<b>All Students</b>  Orange 11.3 Increased +2.6 595	<b>English Learners</b>  Orange 7 Increased +1.5 213	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Homeless</b>  No Performance Color 0 17	<b>Socioeconomically Disadvantaged</b>  Orange 11.5 Increased +1.9 453	<b>Students with Disabilities</b>  Green 9.5 Declined -0.9 63

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

#### Conclusions based on this data:

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

# 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.



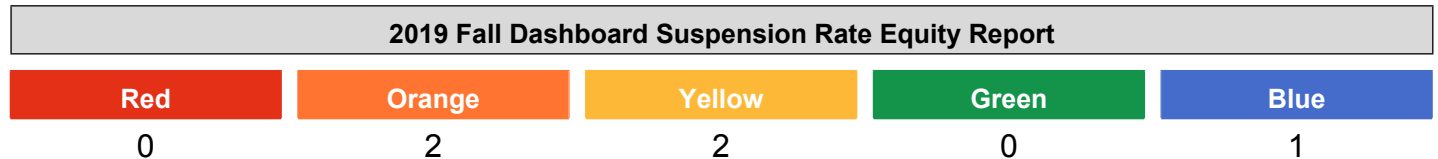
# School and Student Performance Data

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Maintained 0 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  No Performance Color 0 Maintained 0 25	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 6
<b>Hispanic</b>  Yellow 0.9 Increased +0.7 458	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  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 2022, all students will increase academic proficiency level towards meeting grade level standards by 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
iReady DIBELS, Wonders Unit Assessment, Reading Inventory	40% of Kinder-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
iReady, SVMI assessments, Math Inventory	24% 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.
iReady, 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.
Teacher lesson plans	Next Generation Science Standards are fully implemented in all classrooms.	45% of 5th graders will meet or exceed NGSS standards as measured by CAASPP and local assessments

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)	Source(s)
98400.00	Title I 1000-1999: Certificated Personnel Salaries Support teachers through professional development and cognitive planning using research based instructional strategies
21352.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated 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**

Elementary Literacy Teacher to provide intensive literacy intervention to 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)
97095.00	Title I 1000-1999: Certificated Personnel Salaries targeted literacy intervention
21069.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated 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**

Afterschool Tutoring and Enrichment to support reading, math, writing, communication, critical thinking, problem solving, and inquiry for at-risk, low income and English learner students with activities that promote parent 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)	Source(s)
5300.00	Title I 1000-1999: Certificated Personnel Salaries Targeted Tutoring, Enrichment, Parent Engagement
1150.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
6000.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Targeted Tutoring, Enrichment
1302.00	LCFF-LI 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
5904.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Targeted tutoring and enrichment to facilitate ELD
1281.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associates with Certificated 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**

Certificated staff Professional Development: Data based instructional planning for: ELA, Math, Science, 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)
9500.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to cover 4 days release time for all teachers

2062.00

Title I  
3000-3999: Employee Benefits  
Fixed costs associated with Certificated 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

Family Education Nights: Math Night, Science Night, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Title I  
2000-2999: Classified Personnel Salaries  
Additional hours to support Parent Engagement

350.00

Title I  
3000-3999: Employee Benefits  
Fixed costs associated with Classified salaries

675.00

LCFF-EL  
5000-5999: Services And Other Operating  
Expenditures  
EL Parent participation facilitated with  
interpretation, snacks, babysitting

## 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 Copier Maintenance and Repair

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2850.00

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**

Instructional Materials and computer programs to develop conceptual understanding

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

3315.00

Title I  
4000-4999: Books And Supplies  
renewal of computer programs and material  
used to supplement ELA, Math, and Science  
instruction

3018.00

LCFF-LI  
4000-4999: Books And Supplies  
Supplemental materials to support ELA, Math,  
and Science instruction

2604.00

LCFF-EL  
4000-4999: Books And Supplies  
Supplemental instructional materials to support  
ELD

**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**

Professional Development 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)**

1725.00

Title I  
5000-5999: Services And Other Operating  
Expenditures

Registration for CGI training conference

## 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

Bilingual Instructional Assistants to support language acquisition through support of first best instruction

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District funded through LCAP

## 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

Parent attendance at CAFE

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

LCFF-EL  
5000-5999: Services And Other Operating Expenditures  
Conference to support parent involvement in ELD

## 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

English Language Facilitator to monitor EL program 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)
2924.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator Stipend
635.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries

### Strategy/Activity 12

#### 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-to-one testing for ELPAC with English Learners
217.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Students were provided with rigorous instruction despite distance learning. Students were encouraged to take part in tutoring through teacher office hours and were given opportunities for enrichment. English Learners continued to receive instruction and support to develop their language skills.

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

Students were not able to participate in afterschool tutoring due to distance learning. Funding was used to provide enrichment opportunities instead. Instructional materials and technology was purchased using Cares Act funding instead of LCFF or Title as planned.

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.

All goals have been kept the same. The baseline indicator has been updated to reflect achievement as measured by iReady assessments. This will be used as a measure of progress for the 21/22 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)

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	Students in all grades participate in anti-bully character lessons	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 organization materials: binders, folders, dividers, highlighters, etc.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3500.00

AVID  
4000-4999: Books And Supplies  
WICOR organizational materials

**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 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)

Source(s)

1500.00

AVID  
5000-5999: Services And Other Operating  
Expenditures  
Busses for transporting students

# 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.

Students received academic counseling and social emotional lessons provided by teachers and our school counselor. Students were also given organizational supplies to be used during distance learning

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

Due to distance learning, students were unable to participate in an AVID College Field Trip

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

The goals and expected outcomes will remain the same.

# 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)

0.00

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)

0.00

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)

0.00

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 team to conduct Home Visits of students 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)

500.00

Source(s)

Attendance  
1000-1999: Certificated Personnel Salaries  
Additional hours to conduct Home Visits outside of contract hours

108.00

Attendance  
3000-3999: Employee Benefits  
Fixed costs associated with Certificate salaries



## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Awards and assemblies

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

892.00

#### Source(s)

Attendance  
4000-4999: Books And Supplies  
Attendance incentives

## 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.

Students participated in character building lessons and enrichment opportunities through distance learning. Parents had the opportunity to participate in ELAC, SSC, Coffee Chat, Student of the Month Assemblies, and Enrichment clubs

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

Due to distance learning, students were not able to participate in as many enrichment opportunities as usual. Students were able to participate in Spelling Bee, Science Fair, and Entrepreneurship Club.

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.

Funding has been allocated for home visits to improve attendance. Because of distance learning, discipline data from the 20/21 school year does not accurately reflect the behavioral needs of the school.

# 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	\$298,228.00

## 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	\$265,168.00

Subtotal of additional federal funds included for this school: \$265,168.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$16,240.00
LCFF-LI	\$10,320.00

Subtotal of state or local funds included for this school: \$33,060.00

Total of federal, state, and/or local funds for this school: \$298,228.00

# 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	16240.00	0.00
LCFF-LI	10320.00	0.00
Title I	265168.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	16,240.00
LCFF-LI	10,320.00
Title I	265,168.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	226,623.00
2000-2999: Classified Personnel Salaries	1,000.00
3000-3999: Employee Benefits	49,526.00
4000-4999: Books And Supplies	13,329.00
5000-5999: Services And Other Operating Expenditures	7,750.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

		0.00
		0.00
1000-1999: Certificated Personnel Salaries	Attendance	500.00
3000-3999: Employee Benefits	Attendance	108.00
4000-4999: Books And Supplies	Attendance	892.00
4000-4999: Books And Supplies	AVID	3,500.00
5000-5999: Services And Other Operating Expenditures	AVID	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	9,828.00
3000-3999: Employee Benefits	LCFF-EL	2,133.00
4000-4999: Books And Supplies	LCFF-EL	2,604.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,675.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	6,000.00
3000-3999: Employee Benefits	LCFF-LI	1,302.00
4000-4999: Books And Supplies	LCFF-LI	3,018.00
1000-1999: Certificated Personnel Salaries	Title I	210,295.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	45,983.00
4000-4999: Books And Supplies	Title I	3,315.00
5000-5999: Services And Other Operating Expenditures	Title I	4,575.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	291,728.00
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

Kellie De Leon Parent or Community Members

N/A Secondary Students

Name of Members	Role
Deanna Dhouti	Classroom Teacher
Jennifer Wholley	Classroom Teacher
Quin Hickman	Parent or Community Member
Colleen Krouse	Parent or Community Member
Yuri Soria	Parent or Community Member
Vacant Position	

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, Kellie DeLeon 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](mailto: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](mailto: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](mailto: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](mailto: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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Diana Taylor, Principal

## Coffee with the Principal Agenda

<https://zoom.us/j/93772936506>

**2020-2021**

May 12, 2021

What?	Notes
Intro and Welcome	Please add your name and your student's name and teacher to the chat. This is our roster for the Coffee with the Principal.
End of Year Activities Textbooks Devices Awards ceremonies	Textbooks can be dropped anytime this week in front of the school. Laptops and hotspots need to be returned May 28th or June 1st. Students need them on the last day of school. Kinder awards will be in their classrooms 1-4th by cohort May 20, 24 5th by cohort May 25, 26, 27 Parents will not be able to come onto campus. Awards will be streamed through the Orrenmaa Facebook page
Safety Update	As of today, there have been no confirmed COVID cases on our campus. No staff or students have been confirmed and quarantined. We continue to hold strictly to our safety policies to keep everyone safe
School Plan for Student Achievement (SPSA) <a href="#">Title I</a> <a href="#">LCFF-Low Income</a> <a href="#">LCFF-English Learners</a> <a href="#">Attendance</a> <a href="#">Testing</a> <a href="#">AVID</a>	Ms Taylor presented the SPSA plan and discussed how the allotted funds will be spent. Parents were given the opportunity to provide input.
Title I <a href="#">Parent Compact</a> Review Title I <a href="#">Parent Engagement Policy</a> Review	Ms Taylor reviewed the Parent Compact and discussed ways parents can get involved. Taylor discussed the need for parents to be a part of SSC, ELAC, and PTA/PTO. Opportunities for volunteering were discussed.
21/22 school year Staffing Combo classes How are classes formed	Ms Taylor discussed how classes are formed. Requests for teachers cannot be honored because of the need to balance classes. When placing a child in a class, Ms Taylor considere



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Meet Your Teacher Night	Instead of Back to School Night the week after school starts, we are having Meet your Teacher Night the Wednesday before school starts. There will be 2 sessions. only 1 parent per child will be able to be on campus.
First Day of School	First day of school is Aug 6. Parents will be able to walk their students to the gate but not onto campus.
Comments and Questions	<p>Parents questioned whether masks will be worn and whether kids will have to be vaccinated - There is no way to know the answers to these questions yet. As we get more information we will update.</p> <p>Regarding combo classes, what if I had a bad experience before. Answer - if your child was in a combo class before and is being considered for 1 again, Ms Taylor will reach out to you personally to discuss it with you.</p>



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Diana Taylor, Principal



## English Learner Advisory Committee

### Agenda

May 5, 2021 11:00-12:00

<https://zoom.us/j/98692513624>

### I. Introductory Procedures

- A. Call to Order - **11:00 am**
- B. Welcome/Sign-in -

### II. Discussion/Information

#### A. [Budget Report](#)

Taylor - Reviewed Title 1, LCFF\_ LI & LCFF-EL. Reviewed budget, expenditures and money left over (see budget); budget was adjusted.

Used the money for salaries, tutoring and professional development. Spending all money on our English Learners

#### B. 21/22 School Plan for Student Achievement ([SPSA](#))

Taylor - (see attached SPSA) reviewed the SPSA; goals and Strategies LCFF portion; the goals are the same as the district; The goal wording for English Learners has changed this year - Percentage of English Learners identified as **Bridging** will increase by pts. Taylor explained emerging, expanding and bridging levels of English Learners.

Attendance Goal - we have struggled this year with attendance, will continue to increase our attendance.

Parent: How would I know if my child need to take this test or not take this test - (DT)We use this test and another assessment, parent and teacher input and review this at the end of each semester to see if the student is able to be reclassified.

DT (review Strategies) with the budget money and how the goals are supported: asked parents if they had any questions and there were no questions.

This is a living document that we can change as we go if parents need something else we can add to the SPSA.

#### C. Principal's Report

##### 1. State Testing

DT - We as a district that we will not be taking the SBAC Math and Reading. We will be using IReady instead. We have to complete the ELPAC.

##### 2. Summer Academy

June 7th - July > \_\_\_\_\_. We are looking first for students who need with Reading and Math, then Reading, then Math. We are looking at class sizes of 10 to 1. Teachers will teach one class in the morning (K-2) and afternoon class (3-5). Please fill out the application for Summer Academy (envelope sent home or go to school website)

##### 3. Next School Year

No virtual academy as of now, everyone will be in class (no chort) students return to home campuses. We will be wearing masks, social distancing with desk plexiglass. DT asked if there were any questions.



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We need everyone to enroll Kinders for next year and data confirmation will open up for next year enrollment for next week.

**D. Needs Assessment -**

**1. Next school year**

Still working on how we are going to address the Social Emotional & Academic needs. We will need to work with the students on conflict resolution for inperson on campus.

TM- as a parent we find academics important, we have been working with the SE, suggestion that we have a counselor on staff. DT- we have Ms. Morales who is working on this for next year; need to address our students' fear of COVID; we may have evenings meeting with parents to have a dialogue about safety and COVID

**2. Parent Involvement**

**3. 21-22 ELAC meetings**

What time would you like the meetings? Start off next year at 11 am meeting, but flexible with the time.

### **III. Hearing Session**

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 385145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

#### **No questions from Parents**

DT - Thank you for all of your input from you this year. It has helped with us help and support your students as English Learners

### **IV. Adjournment**

A. Agenda building for next meeting

B. Next Meeting: Sept 1, 2021 I



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Diana Taylor, Principal



## Comité Asesor de Estudiantes de Inglés

### Agenda

7 de abril de 2021 11:00-12:00

#### **I. Procedimientos introductorios**

- A. Llama para ordenar
- B. Bienvenido / Hoja de asistencia

#### **II. Discusión / Información**

- A. Informe presupuestario
- B. 21/22 Plan escolar para el rendimiento estudiantil
- C. El informe de la directora
  - 1. Pruebas del estado
  - 2. Academia de verano
  - 3. Próximo año escolar
- D. Evaluación de necesidades
  - 1. Próximo año escolar
  - 2. Participación de los padres
  - 3. 21-22 reuniones ELAC

#### **III. Sesión de audiencia**

Este tema se coloca en la agenda para que los miembros de la audiencia tengan la oportunidad de hablar sobre temas o preocupaciones que no aparecen en la agenda. El presidente se reserva el derecho de limitar el tiempo de uso de la palabra a tres minutos. La Sección 54954.2 del Código de Gobierno y la Sección 385145.5 del Código de Educación prohíben al Consejo discutir o actuar sobre asuntos que no están en la Agenda.

#### **IV. Aplazamiento**

- A. Elaboración de la agenda para la próxima reunión
- B. Próxima reunión: 1 de septiembre 2021



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## Leadership Meeting Agenda

5/10/2021

Topic	Details/Information	Follow-up/Next Step/Connections
Sign in here: <i>Lisa Hinecker</i> , <i>Mary Salas</i> , Andrea James, <i>Chris Rios</i> , <i>DeAnna Dhouli</i> , <i>Michelle Morales</i> , <i>Anton Kritzer</i> Michelle Brazeal		
Welcome	Designate Note Taker	Things change quickly
Grade Level Share out	2 minutes We just.... We are going to.... We need help...	K- Getting IReady testing done Concern ELPAC virtual not complete, beginning of year skills now 1st - Working toward finishing IReady & end of year testing finished Focusing on site words, pushing forward and completing the year 2nd - ELPAC testing almost done, Started IReady almost finished 3rd - Finishing IReady, trying to keep things going, students engaged 4th - Finishing IReady Class building - 5th Grade - Getting ready to start IReady SpED - mapped out last of this year's schedule, program is done at the end of this week. Counseling- rapping up end of year things, checking in with virtual students- help with the transition of our 5th graders to middle school
SPSA input	Leadership discussion of activities <a href="#">Title I</a> <a href="#">LCFF-LI</a> <a href="#">LCFF-EL</a> <a href="#">Attendance</a> <a href="#">AVID</a>	Any discussion on the activities and earmarked money <i>Kinder - is there money for extra help</i> (would it be more work for teachers to prep for and aide)

	<a href="#">Testing</a>	
Workforce Development Skills	What is it? What are we doing?	<p><b>Skills that you need to show your knowledge</b>  <b>Complement a person's knowledge/experiences and enhance overall contributions</b></p> <p><b>Reading, writing, math, oral and written communication, problem solving critical thinking</b></p> <p><b>Soft skills: work ethic, active listening, contribute to a group, negotiate conflicts, seek opportunities to contribute, resolve disputes</b></p> <p><b>Reviewed 4 C's of 21st century learning skills.</b></p> <p><b>Imbed these skills into content; project based learning</b></p>
21/22 School Year	Student Engagement Mitigating Learning Loss Parent Engagement	
21/22 Calendar	Interim Assessments iReady SVMI Grade level performances	<p><b>Look at scheduling 2 CAASPP Interim Assessments</b>  <b>iReady - 3 times next year scheduled by the District Office</b>  <b>SVMI scheduled with each unit of Math Coherent Guide</b>  <b>Grade Level performance</b>  <b>Science Camp?</b>  <b>February/March?</b></p>
21/22 Supply wish lists	Class/team supplies wish list	<p><b>Need wish list to Diana by May 12th</b>  <b>Not including AVID supplies</b></p>

## 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**  
 DocuSigned by:  
*Valerie Beckstrom*  
 DocuSigned by:  
 3A5A0D05C91C406...  
*Deanna Dhouli*  
 7072A7C4250442B...

### Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

5/21/2021

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:

DocuSigned by:  
*Diana Taylor*  
 DocuSigned by:  
 CC63C218A7D54B1...  
*Kellie DeLeon*  
 99E8A1E9B1564CB...

Principal, Diana L Taylor on see attached

SSC Chairperson, Kellie DeLeon on see attached

5/21/2021





Alvord Unified School District  
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Diana Taylor, Principal

**School Site Council Agenda - Regular Meeting**  
**May 17, 2021**

**Meeting Location:** <https://zoom.us/j/4938400239>  
**(669) 900-6833 Meeting ID: 493 840 0239**

**I. Introductory Procedure**

1. Call to Order / [Sign In](#) Call to order @ **3:02pm**
2. Establishment of Quorum *Valerie Beckstrom, Jennifer Wholley, De'Anna Dhouti, Michelle Morales, Kellie De Leon, Diana Taylor, Colleen Krouse, Quinn Hickman.*
3. [Pledge of Allegiance](#)
4. Welcome and Introductions

**II. Action Items**

1. Approve minutes from: [May 3, 2021](#) Motion: V. Beckstrom, 2nd: J. Wholley (8,0,0)
2. Approve 21/22 [Site Categorical Budget](#) Motion: V. Beckstrom, 2nd: J. Wholley (8,0,0)
3. Approve 21/22 [SPSA](#) Motion: V. Beckstrom, 2nd: J. Wholley (8,0,0)
4. Approve 21/22 [Parent/Teacher/Student Compact](#) Motion: J. Wholley, 2nd: D. Dhouti (8,0,0)
5. Approve 21/23 [Parent Involvement Policy](#) Motion: D. Dhouti, 2nd: V. Beckstrom (8,0,0)
6. Approve Categorical Expenditures for [TI, LCFF-EL](#) Motion: D. Dhouti 2nd: J. Wholley (8,0,0)

**III. Discussion/Information**

1. [Budget Reports](#) by Funding Source
  - a. *Ms. Taylor reviewed each budget and the funds available as of the date of this meeting. Most funding was encumbered, with the exception of EL funds. Council discussed various ways to use the funds for the upcoming school year.*
2. Training Topics:
  - a. 20/21 [Budget Summary](#)
  - b. SSC Committee Year End [Evaluation](#)
    - *Ms. Taylor reviewed each question on the evaluation & council responded with their responses.*
  - c. Plan Election Cycle for 21/22 School Year
    - *Ms. Taylor reviewed which of the council members were finishing up their 2 year terms. Based on the information collected the Council will have three open seats for parents and one open for a staff member.*
3. School Plan for Student Achievement (SPSA) [Goal Review](#)
  - a. *Ms. Taylor reviewed the progress of the goals in each grade level for ELA & Math. Not all goals were met. Overall, the school is moving in the right direction.*
4. Recruitment for open SSC seats
  - a. *Ms. Taylor reminded the council to recruit any parents/community members that may be interested in being members of the Council.*
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) *Nothing new to report, since last meeting.*
  - Action Team for Partnership (ATP) *Nothing to report, since last meeting.*
  - District Parent Advisory Committee (PAC) *Nothing to report, since last meeting.*



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6. Program Reports

- Parent and Family Involvement Opportunities- *Parents volunteered over 100 hours with their students who were involved in the Entrepreneurial Club over the entire semester. The event was earlier in the month and it was a success.*
- Interventions- *Interventions are continuing with students.*

7. 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 - Enjoy your summer**
3. Adjournment: Action Item *Motion: V. Beckstrom, 2nd: D. Dhouti (7,0,0) Adjourned: 4:01pm*



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**Staff Meeting Agenda**

**May 7, 2021**

Topic	Details	Application
Welcome -- <a href="#">Sign In</a> Designate note taker Tell me something good		Last meeting in 2 weeks
End of Year Superlatives	Certificated  Classified	Click on the links - best of Due by next Friday  <a href="https://forms.gle/vWYgSR7fMYfWVu5g7">https://forms.gle/vWYgSR7fMYfWVu5g7</a>  <a href="https://forms.gle/EJU9fTczou6Kpqtn9">https://forms.gle/EJU9fTczou6Kpqtn9</a>
End of Year Checkout	<a href="https://drive.google.com/file/d/1zrrOh5MQi-P8y0A0TY-Osf3i4waFVUIH/view?usp=sharing">https://drive.google.com/file/d/1zrrOh5MQi-P8y0A0TY-Osf3i4waFVUIH/view?usp=sharing</a>	Print out or complete it digitally  IEP's need to be returned  CUMs - have been rearranged by teacher; completed by June 1st Virtual Academy teacher only responsible for Orrenmaa students
Where are we going?	And what do we need to do to get there?	Want our talent and school to be recognized - California Distinguished School  Need to improve our test scores and a new shiny toy.
What is 21/22 going to look like?		As of now everyone is returning to campus - no virtual academy (may have option of Home School self-paced)  Everyone will be wearing masks, 3 ft apart,  2-5 grade 1:1 laptop back in forth to school and home  Tk-1 1:1 device carts in classroom (not brought home)

		<p>Computers will be collected on June 1st.</p> <p>Cart in computer lab with additional computers</p>
21/22 SPSA	<a href="#">Title I</a> <a href="#">LCFF-LI</a> <a href="#">LCFF-EL</a> <a href="#">AVID</a> <a href="#">Attendance Incentive</a> <a href="#">Testing Support</a>	Reviewed the SPSA (see attached)
21/22 <a href="#">Funding</a>		Reviewed funding- it has decreased from 20/21 to 21/22
21/22 <a href="#">Teaching Assignments</a>		<p>Reviewed two versions of possible staffing examples for next year.</p> <p>The students we lost most likely will not be back</p> <p>Do not have who is teaching what yet</p> <p>Looking at forming strong teams</p> <p>By Wednesday - give me your top 3 choices</p>
21/22 Room Assignments		
21/22 Extra Duty Pay		
21/22 Calendar		Let your team lead anything that needs to be added to next year's school calendar
21/22 Meet Your Teacher Night		<p>Meet Your Teacher Night (the night before school)</p> <p>Or after school has started-</p> <p>Which one would you like?</p>
21/22 Supplies		As a grade level put together a supply list
21/22 Enrichment/Clubs		Idea - a school wide enrichment hour once a week

		Looking at another day for house day as core attendance day
<b><u>AEA Time 9:00-9:15</u></b>		
<b><u>Upcoming events</u></b>	May 17 - SSC	May 28 - Last Day of School
May 10 - Leadership	May 20 - Spirit Day	May 28 - Laptop Return
May 10-14 - Textbook Return	May 21 - Pinks and Blues Due	June 1 - Teacher Work Day
May 12 - Coffee Chat	May 25-27 - 5th grade activities	June 1 - Laptop Return



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Diana Taylor, Principal

## **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.*



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## **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:
  - a. Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)
  - b. The Leadership Team will meet to review parental input and provide recommendations
  - c. The School Site Council will review all input and approve the policy
  - d. The revised policy will be translated and distributed to parents
  - e. 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:
  - a. Parents will receive a copy of the policy during registration
  - b. The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
  - c. 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:
  - a. The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
  - b. 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:
  - a. That their child's school participates in Title I,
  - b. About the requirements of Title I,
  - c. Of their rights to be involved,
  - d. About their school's participation in Title I:
    - i. *Parents will be notified for two consecutive weeks prior to such meetings*
    - ii. *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:



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- a. A survey will be distributed at the end of the school year to identify and plan special events for the upcoming school year
  - b. 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:
  - a. Parents will receive notice about family education nights for two consecutive weeks prior to the event
  - b. Parents will receive notice about ELAC, and SSC meetings at least two weeks prior to the meeting date
  - c. The SSC agenda will be posted in English and Spanish at least 72 hours prior to the meeting date
  - d. Parents will be informed in a timely manner regarding parent-teacher conferences, Back-to-School Night, Open House, and other events
  - e. Parents will be notified in a timely manner regarding annual state testing results
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:
  - a. Back to School Night/Kinder and First Grade Orientations
  - b. Parent-Teacher Conferences
  - c. Annual Title I Meeting
  - d. Family Education Nights
  - e. Parent Council Meetings (SSC, ELAC)
8. 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:
  - a. Parent Council Meetings (SSC, ELAC)
  - b. Parent Teacher Association Meetings
9. 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:
  - a. 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
  - b. All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
10. 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:
  - a. Translators will be provided as available at school-wide events including family education nights, parent conferences, and ELAC meetings





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### **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:
  - a. Family Education Nights such as:
    - i. Reading/Language Arts Nights
    - ii. Math Nights
    - iii. Science/Math Nights
  - b. Family Fun Nights such as:
    - i. Movie Nights
    - ii. Fall Festival
    - iii. Spring Festival
  - c. Parent Council Meeting Trainings (ELAC/SSC)
  - d. Participation in the Parent-Teacher Association (PTA)
  - e.
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
  - a. Parents will provide input during revision of parent-school compact during council meetings (ELAC)
  - b. The school Leadership Team will provide input in the revision of the compact
  - c. The School Site Council will approve the revisions made to the compact
  - d. The school-parent compact will be presented during the annual Title I Meeting
  - e. The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
  - f. The school-parent compact will be signed by the student, parent, and teacher and copies will be provided to the teacher and parent
  - g. 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
  - a. The California Common Core State Standards
  - b. The State and local academic assessments including alternate assessments,
  - c. The requirements of Title I
  - d. How to monitor their child's progress, and
  - e. How to work with educators, such as:
    - i. Back to School Night Presentations
    - ii. Parent Conferences
    - iii. Annual Title I Meeting
    - iv. Family Education Nights
    - v. Parent Council Trainings



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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:
  - a. Common Core State Standards Training
  - b. Family Education Nights
  - c. 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:
  - a. Professional Development Training regarding parent involvement and partnerships for certificated and classified staff members
  - b. 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:
  - a. 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:
  - a. All event notices will be sent home in English and Spanish
  - b. Major events will also be provided on the Message Broadcast in English and Spanish
  - c. Announcements will be displayed on the school marquee
  - d. School Site Council Agendas will be posted in the school office in English and Spanish
  - e. Multiple notices will be provided for main events in English and Spanish
  - f. Upcoming events will be announced verbally during morning announcements for students and parents
  - g. Students will be encouraged to remind their parents of upcoming events
  - h. Teachers will provide parent-teacher conference invitations in English and Spanish



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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 SCHOOL SITE COUNCIL on May 17, 2021 and will be in effect for the period of the 2021-2023 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before Sept 30, 2021. It will be made available to the local community on or before October 1, 2021. 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  
2021-2022



## 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, 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 adults 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  
2021-2022



### 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
- Tener 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

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

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 based on on a comprehensive school wide needs assessments of the school's instructional program, which includes program planning, monitoring, and evaluation activities conducted during the previous school year with input from stakeholders. It includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level / departmental team meetings, staff meetings, English Learner Advisory Committee (ELAC) meetings and School Site Council (SSC) meetings. Current programs are monitored and reviewed on an on-going basis through discussion with staff and parent committees (ELAC/SSC). Evaluation of the SPSA is conducted by analyzing data, including school climate surveys, and through discussion with staff and parents. Financial, material, and human resources are considered. All of the Promenade site goals fall under each of the three Alvord Unified School District Local Control and Accountability



(LCAP) goals. In goal 1 - Conditions of Learning - Promenade targets student achievement in the areas of ELA/Literacy, Mathematics, and English Language Development. In goal 2 - Pupil Outcomes - Promenade targets parent engagement / involvement and differentiating instruction via small group instruction. In goal 3 - Engagement - Promenade targets chronic absenteeism, school suspension, and all stakeholder connectedness to the school.



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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

For the 2020-2021 school year, 5th grade students, staff, and parents participated in the California School Survey. The purpose of the survey was to collect and analyze data in order to assist in the areas of (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. The survey was conducted online.

It is important to note, at the time of survey distribution, students had engaged in distance learning for nearly one year due to school closures. Surveys were distributed during the Winter 2021 months. At the time the survey was distributed, there were 97 students enrolled in 5th grade. All students were participating in distance learning. Our school site had not yet returned to in-person instruction. Parents were notified via phone message and email that students would be invited to participate in the survey and participation was anonymous. 90 out of 97 (93%) students participated in the survey; 53% of the participants were female and 47% were male. When reviewing data focusing on school engagement and supports, 72% of students reported that they are academically motivated, 88% reported that there are high expectations from the adults in school, and 73% indicated connectedness to school. In the area of school safety, 91% of students feel safe at school. When responding to school disciplinary environment, 86% of students feel that they are treated with respect. When students responded to questions about Promenade having an anti-bullying climate, 80% of students replied that most of the time or all of the time they agreed. In reviewing responses that focused on student well-being, 77% of the students responded that they feel "good and happy" most or all of the time.

All staff members were invited to participate in the school survey. 39 Promenade staff members participated. Staff survey results noted the following key areas:

- 49%- caring adult relationships
- 53%- high expectations-adults in school
- 39%- student meaningful participation
- 39%- anti-bullying climate
- 44%- respect for diversity
- 20%- student readiness to learn
- 48%- students are less engaged in remote classes
- 66%- PD needs include motivating students
- 52%- PD to support students exposed to trauma

There were 51 respondents for the parent survey. 32 respondents indicated their child was enrolled in a remote learning program and 19 parents indicated their child was enrolled in the hybrid learning program. 40% of participants reported that Promenade Elementary promotes parent involvement. 49% of our parents feel encouragement from school to be an active partner and 53% reported the school promotes academic success. 56% of respondents indicated school to be safe for students and 45% reported school to treat students with respect. Finally, 40% reported the school to promote respect of cultural beliefs/practices.

## **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. Informal classroom visits are conducted by administration to gather anecdotal information regarding instructional practices, alignment to the California Common Core State Standards (CCCSS), rigor, differentiation techniques, and classroom management. Formal classroom observations are conducted as required by the Collective Bargaining Agreement (CBA) - 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 classroom observations. Administration, with support from the leadership team, identify best practices and areas of opportunity to guide site level professional learning opportunities.

## **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)

Promenade staff engages in formative assessment practices to monitor student growth throughout the school year. Data is also reviewed with our parent groups (ELAC, SSC). The data is used to monitor student progress towards attainment of the standards and is disaggregated to guide first-best instruction as well as to identify students needing additional support. Some of the measures used include:

- ~Informal observation during lessons
- ~Teacher / grade level created assessments
- ~Curriculum embedded assessments
- ~i-Ready diagnostic assessments
- ~ Acadience Reading / PELI
- ~ CAASPP Interim and Summative Assessments (ELA, Mathematics, Science, and English Language Proficiency)

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

Data generated from the various measures is analyzed by Professional Learning Community (PLC) teams, leadership, and administration. The leadership team meets monthly, PLC teams meet, at minimum, twice a month. Teams disaggregate the data to identify areas of opportunity within the instructional program to support specific learning targets. Progress is monitored regularly and adjustments are data driven.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Promenade staff is 100% qualified under the ESEA legislation.

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

All teachers are fully credentialed and are assigned appropriately. Teachers participate in trainings to provide quality teaching and learning through focused and intentional professional development at the site level, district level, through voluntary professional growth opportunities, and conference attendance. Some of the most recent topics include:

- ~i-Ready
- ~Cognitively Guided Instruction (CGI)
- ~English Learner Instructional Strategies
- ~Gifted And Talented Education (GATE) strategies
- ~Multi-Tiered System of Supports (MTSS)
- ~CAASPP Interim Assessments

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

Research based staff development is planned based on areas of opportunity determined by student performance data and staff self-assessment. Professional development is provided school-wide and through each department / 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. Beginning in the 2021-22 school year, teachers will also be supported with the addition of an Elementary Literacy Teacher (ELT) and Elementary Numeracy Teacher (ENT) who can provide support to classroom teachers in their respective content area. In addition, RCOE is providing professional development in the area of Early Numeracy to our TK-2 teachers.

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

Promenade teachers meet twice monthly at minimum for collaboration within their PLC teams. 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)

Instruction is aligned with CCSS utilizing adopted curriculum and various materials to ensure students meet grade level standards. Teachers cognitively plan standards based lessons using ELA/ELD and Math frameworks, the AUSD Coherent Guide for Mathematics / Math progressions, and additional resources that support the teaching and rigor of the CCCSS.

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

In accordance with the State Framework, a minimum of 60 minutes of Language Arts instruction for Transitional Kindergarten and Kindergarten, 120 minutes for grades 1-3, and 150 minutes for grades 4-5 are ensured each day. Math instruction is 30 minutes in Transitional Kindergarten and Kindergarten and 60 minutes in grades 1-5, exceeding the State Framework recommendations.

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

Grade levels follow teacher created pacing guides in both ELA and Math using the district Coherent Guide to Mathematics as a reference. 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 Promenade teachers and students have full access to standards-based core curriculum materials.

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

Promenade follows the state curricular Frameworks and CCCSS/NGSS as adopted by the California State Board of Education in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards direct district and school goals, objectives, and expected learning outcomes towards mastery. In accordance with the directive by district administration, common core standards are the focus of instruction with core adopted materials used as the vehicle to reach mastery. Teachers use district adopted and approved supplemental materials to assist with student mastery toward the standards.

Promenade students are given complete access to grade specific standards based appropriately aligned and district adopted materials including all textbooks. Students in grades 3-5 are provided Readers Library books to supplement the core. The Wonders Universal Access program and iReady allow for differentiation of instruction for students requiring remediation, challenge, and English language development support. Writing instruction is aligned to common core state standards. Promenade is utilizing a variety of math instructional resources to support standards based instruction, such as i-Ready, Expressions, EngageNY. Mathematics instruction is delivered daily for approximately one hour in most grades. Additional resources have been purchased to assist teachers with the effective instructional delivery of the CCCSS.

## **Opportunity and Equal Educational Access**

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

There are many services provided in the regular program to serve underperforming students. Within our MTSS plan, underperforming students are served in Tier 1, Tier 2, and Tier 3. The in-depth descriptions in Tier 1, Tier 2 and Tier 3 (listed below) describe the services provided to students to meet their needs in the regular program.

Tier 1-Differentiating through reading levels, math fluency and questioning strategies.

Tier 2- In addition to tier 1, students meet with teacher in a small group for their intervention/enrichment time and/or meet with the ELT or ENT.

Tier 3- In addition to tier 1 and 2 supports, students receive an additional intervention block, one on one, or both.

## 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. Wonders, 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 i-Ready personal learning pathways.

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. GATE students receive differentiated 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)

Promenade is extremely fortunate to have an active and supportive Parent Teacher Organization (PTO). Throughout the year they provide multiple family programs, study trip funds, and other activities. Parents are also encouraged to volunteer in classrooms.

Other services provided by the regular program to assist under-achieving students include:

- ~ Nurse / Health Assistant
- ~ Elementary Literacy Teacher (ELT)
- ~ Elementary Numeracy Teacher (ENT)
- ~ Elementary Counselor
- ~ Elementary Music Teacher
- ~ Elementary PE teacher
- ~ Bilingual Instructional Assistant
- ~ Student Success Team (SST) - systematic intervention process based on strengths and develops and action plan for an individual student; teacher, administrators, Counselor, Psychologist, ELT, ENT and any other personnel involved with students meets to address the individual academic and behavioral needs of students.
- ~ Resource Specialist
- ~ Speech Therapist
- ~ Adaptive PE teacher
- ~ Occupational Therapist
- ~ School Psychologist
- ~ World Academy - Before and after school on-site childcare and enrichment program



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

Parents are involved through three specific groups: School Site Council (SSC), Parent Teacher Organization (PTO), and the English Learners' Advisory Committee (ELAC). School Site Council is a decision-making body that helps in the planning, implementation and evaluation of consolidated applications. The School Site Council works hard to make important decisions that affect student achievement. PTO is comprised of parent and staff members. ELAC is an advisory council; they are presented with information regarding the consolidated application and are able to give input so that ELs at Promenade can continue to achieve at high levels.

## Funding

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

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

## Fiscal support

Fiscal support is provided through the LEA's LCAP. Promenade Elementary receives funds for Low Income Students (LCFF-LI) and English Learners (LCFF-EL). Additionally, the LEA provides fiscal support through their funding of district-wide programs in which Promenade Elementary participates such as Elementary Literacy and Numeracy Teachers, Elementary Music teachers, Bilingual Instructional Assistants, and Special Education Assistants. Promenade was also granted funds from a federal CARES Act grant which enabled the site to purchase materials to support distance learning, as well as participate in a pilot program launching 75" interactive touchscreens in classrooms.

# Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

Through monthly meetings Leadership, SSC, and ELAC review student performance, data, and progress towards our goals and actions needed to achieve our goals.

# Resource Inequities

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

As of 2020, Promenade 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	0.14%	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
<b>Grade 3</b>	28.33	30.48	22.64	47.50	41.90	62.26	24.17	27.62	15.09
<b>Grade 4</b>	28.00	37.10	44.74	45.60	37.10	40.79	26.40	25.81	14.47
<b>Grade 5</b>	41.44	33.61	31.67	33.33	45.90	43.33	25.23	20.49	25.00
<b>All Grades</b>	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



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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:**

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

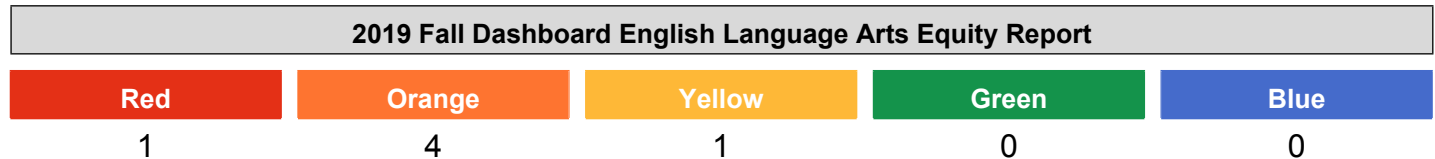
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 13.8 points below standard Declined Significantly -31.1 points 313	<b>English Learners</b>  Orange 32.7 points below standard Declined Significantly -25.5 points 73	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Orange 26.5 points below standard Declined Significantly -20.9 points 189	<b>Students with Disabilities</b>  Red 107.8 points below standard Maintained -1.7 points 39

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

<b>Current English Learner</b> 65.4 points below standard Declined Significantly -30.2 points 49	<b>Reclassified English Learners</b> 34.3 points above standard Declined Significantly -64.3 points 24	<b>English Only</b> 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.

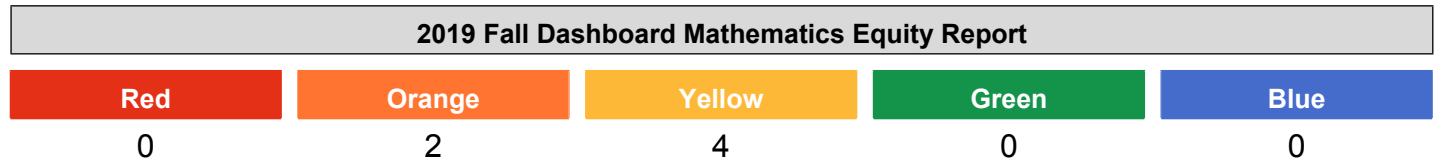
# School and Student Performance Data

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

<b>Current English Learner</b> 45.7 points below standard Declined Significantly -15.2 points 49	<b>Reclassified English Learners</b> 27.6 points above standard Declined Significantly -42.4 points 24	<b>English Only</b> 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.

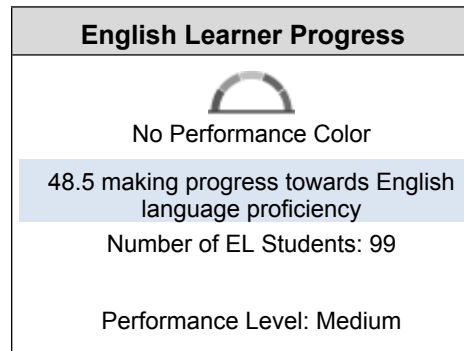


# School and Student Performance Data

## 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.

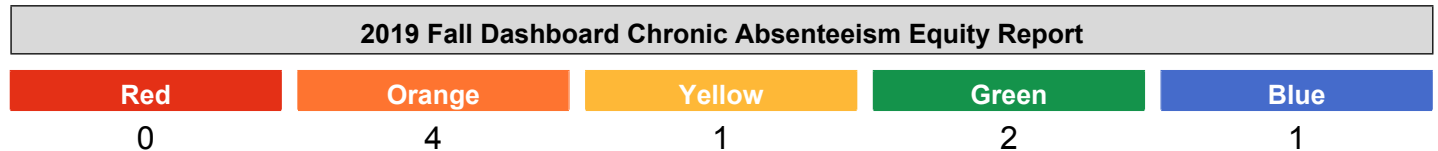
# School and Student Performance Data

## 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.



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

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

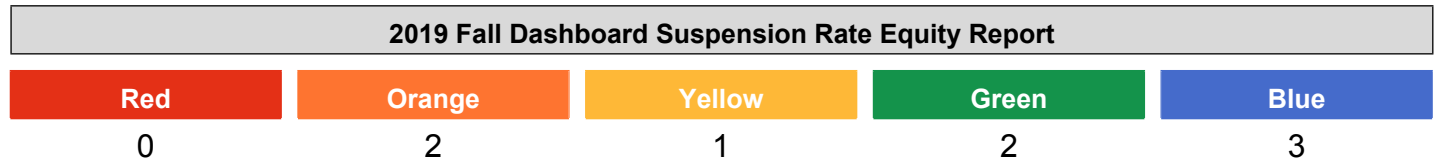
# School and Student Performance Data

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

Promenade strives to improve student achievement in the areas of ELA, Math, and ELD. Specifically, we are seeking to improve students literacy skills, conceptual understanding of Math, and advance English Learners' development in the areas of Reading, Writing, Listening, and Speaking.

## Identified Need(s)

In addressing our Conditions of Learning Goal, the following needs have been determined:  
In the area of English Language Arts, identified needs include:  
Reading Comprehension (Informational Text) and Vocabulary development (according to Winter diagnostic results from iReady).  
Listening - Based on the Summative Assessment data from 2018-19, has the lowest percentage (26.33%) of students that fall in the Above Standard performance level.  
Writing - Based on the Summative Assessment data from 2018-19, has the next highest percentage (48.33%) of students that are Near Standard.  
English Learners -15.7% of tested students in grades 3-5 are identified as English Learners and they under-perform their English Only (3.0) and IFEP (3.0) and RFEP (3.7) counterparts with an average performance level of 2.3.  
In the area of Mathematics, identified needs include:  
Geometry and Measurement and Data (according to Winter diagnostic results from iReady)  
Problem Solving & Modeling/Data Analysis - Based on the Summative Assessment data from 2018-19 claims 2&4 have the lowest percentage of students that fall in the Above Standard performance level.  
Concepts and Procedures - Claim 1 has the highest percentage of students that fall in the Below Standard performance Level.  
English Learners -15.7% of tested students in grades 3-5 are identified as English Learners and they under-perform their English Only (2.8) and RFEP (3.3) counterparts with an average performance level of 2.2.  
In the area of English Language Development, identified needs include:  
Written Language - Summative ELPAC Composite scores show that students perform better in Oral Language (Level 4 = 34.38% and Level 1 = 7.81%) than Written Language (Level 4 = 10.94% and Level 1 = 12.5%).  
Reading - Students under-performed in the Reading domain compared to the other 3 domains (Listening, Speaking, and Writing) with only 14.06% of students at the Well Developed Stage and 18.75% of students at the Beginning stage.

## Annual Measurable Outcomes



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Summative Assessment	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 Summative Assessment	Overall 58.61% of 3rd-5th graders met or exceeded standards in Mathematics	Percent of students meeting or exceeding will maintain or increase.
ELPAC	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.
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 instruction students identified as Tier 2 or Tier 3.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF-LI 1000-1999: Certificated Personnel Salaries
434	LCFF-LI 3000-3999: Employee Benefits
1248	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures

### 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

Provide differentiated instructional support for English Learners to focus on rapid English language acquisition in the areas of Listening, Speaking, 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)
1000	LCFF-EL 1000-1999: Certificated Personnel Salaries
217	LCFF-EL 3000-3999: Employee Benefits
1000	LCFF-EL 2000-2999: Classified Personnel Salaries
350	LCFF-EL 3000-3999: Employee Benefits
2883	LCFF-EL 4000-4999: Books And Supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

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, English Learners

### Strategy/Activity

Grade level articulation days-

Grade level teams will examine results from various assessment (i-Ready, common grade level assessments, ELPAC, CAASPP Summative and Interim Assessments) through the lens of English Learners, and plan instructional strategies for ELs to access the academic language and range of rigor measured.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF-EL

1000-1999: Certificated Personnel Salaries

651

LCFF-EL

3000-3999: Employee Benefits

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

English Learners and Re-designated Fluent English Proficient (RFEP) students

### Strategy/Activity

The English Language Facilitator works closely with administration to ensure that our English Language program is in compliance with district and federal requirements.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2924

Source(s)

LCFF-EL

1000-1999: Certificated Personnel Salaries

635

LCFF-EL

3000-3999: Employee Benefits

### 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

#### i-Ready Diagnostic Assessments and Learning Pathways

All students will utilize the i-Ready program for Math and Reading support. Student proficiency according to diagnostic results will be used to create individual learning pathways for each student. Diagnostic assessments will be given three times a year, minimally. Students requiring intervention support will receive tailored small group instruction to support their learning needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Copy machine and maintenance will be used to support teachers in supplemental professional learning, collaboration, and the delivery of instruction. Copies will be used for supplemental and instructional support, articulation meetings, parent communication, professional learning, and parent workshops.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3367

LCFF-LI

5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Supplemental instructional materials, resources and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of student achievement to reach grade level standards in all subject areas.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF-LI 4000-4999: Books And Supplies

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Ensure successful participation in and completion of state and local 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)
500	LCFF-EL 1000-1999: Certificated Personnel Salaries
108	LCFF-EL 3000-3999: Employee Benefits

## 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 re-allocated to purchase additional titles to .

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.

# 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)

Promenade strives to improve student outcomes by increasing student and parent access to academic support and information, and to prepare students with the necessary skills for success in college and/or career.

## Identified Need(s)

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

## 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

Student Organizational Tools- Communication and Homework folders, 3 ring binders, dividers, pencil pouches, spiral notebooks, highlighter, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	AVID 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)

5th Grade Students

### Strategy/Activity

School counselor will provide students with a minimum of two social/emotional lessons.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
<b>Strategy/Activity 3</b> <b>Students to be Served by this Strategy/Activity</b> (Identify either All Students or one or more specific student groups) All Students	

### Strategy/Activity

Develop a robust site specific Multi-Tiered System of Supports (MTSS) to support the academic success and social emotional well being 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)	Source(s)
1500	LCFF-LI 1000-1999: Certificated Personnel Salaries
326	LCFF-LI 3000-3999: Employee Benefits
1000	LCFF-LI 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.

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)

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

## 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%.
California Healthy Kids Survey		
California School Staff Survey		
California School Parent Survey		

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide 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)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a "Welcome Liaison" for new students/families. Liaison will personally connect with families, share opportunities for parent involvement, resources, and act as a point of contact.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

LCFF-EL  
2000-2999: Classified Personnel Salaries

105

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)

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)

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)

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)

1000

LCFF-EL  
1000-1999: Certificated Personnel Salaries

217

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

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 professioanl 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
------------------	-------------------------	------------------

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	\$33,965.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$16,090.00
LCFF-LI	\$11,375.00

Subtotal of state or local funds included for this school: \$33,965.00

Total of federal, state, and/or local funds for this school: \$33,965.00

# 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	16,090	0.00
LCFF-LI	11,375	0.00

## Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	16,090.00
LCFF-LI	11,375.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,924.00
2000-2999: Classified Personnel Salaries	1,300.00
3000-3999: Employee Benefits	3,043.00
4000-4999: Books And Supplies	10,883.00
5000-5999: Services And Other Operating Expenditures	5,567.00
5800: Professional/Consulting Services And Operating Expenditures	1,248.00

## 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	5,000.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	8,424.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,300.00
3000-3999: Employee Benefits	LCFF-EL	2,283.00
4000-4999: Books And Supplies	LCFF-EL	2,883.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	3,500.00
3000-3999: Employee Benefits	LCFF-LI	760.00
4000-4999: Books And Supplies	LCFF-LI	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,367.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	1,248.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,817.00
Goal 2	7,826.00
Goal 3	4,322.00

# 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
Heather Goodwin	Principal
Carolyn Brodeur	Classroom Teacher
Teresa Gilbert	Classroom Teacher
Ashley McCullough	Classroom Teacher
Sandra Kirley	Other School Staff
Sandi Blaylock	Parent or Community Member
Levi Schine	Parent or Community Member
Rudy Medina	Parent or Community Member
Majlinda Brewton	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 May 20, 2021.

Attested:



Principal, Heather Goodwin on 5/20/2021



SSC Chairperson, Sandi Blaylock on 5/21/2021

# 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](mailto: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](mailto: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](mailto: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](mailto: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)



Alvord Unified School District

# PROMENADE ELEMENTARY SCHOOL

Builds *knowledge*, develops *character*, and embraces *community*

550 Hamilton Drive • Corona, CA • 92879-5851 • (951) 358-1650



Heather Goodwin, Principal

Erika Bowden, Assistant Principal

## School Site Council (SSC) Agenda

May 20, 2021 @ 3:00pm

Meeting Location- Virtual via Zoom

<https://us02web.zoom.us/j/81609269913?pwd=M0lNMHFLcUpLeW5uQVl5dkxyZ1lwdz09>

### I. Introductory Procedure

1. Call to Order: The meeting was called to order at 3:15 p.m.
2. [Establishment of Quorum](#): Present: Goodwin, Brodeur, Schine, Kirley, McCullough, Medina, Gilbert.
3. [Pledge of Allegiance](#) was conducted
4. Welcome and Introductions

### II. Action Items

1. Approve meeting minutes from [April 22, 2021](#) Motioned/Seconded/Approved: Gilbert/Medina 7-0-0
2. Approve 2021-22 School Plan for Student Achievement (SPSA)- Motioned/Seconded/Approved: Schine/Kirley 7-0-0

### III. [Discussion/Information](#)

1. Budget Reports- over \$15,000 LCFF LI and LCFF EL funds were re-allocated to refresh the library circulation. Additional STEAM, CCSS exemplars, primary language / bilingual language titles were purchased for all but one language spoken at Promenade (Tagalog). Both traditional and e-book titles were purchased.
2. Training Topics
  - 2021-22 Preliminary Budget-The entire school budget was reviewed. Ms. Goodwin explained that LCFF LI and LCFF EL allocations are based on projected site enrollment, while Assessment, Attendance and AVID allocations are standardized across elementary schools district-wide.
3. School Plan for Student Achievement (SPSA)
  - Proposed goals and actions for 2021-22 were reviewed, along with supporting funds where applicable. Mr. Schine wondered how art and music are incorporated. Ms. Goodwin replied that LCAP provides district-funded elementary music teachers, and that more were added this year. Possible ways to add more art into the school setting were discussed.
4. Reports from Parent Committees
  - English Learners Advisory Committee ([ELAC](#) / DELAC)-ELAC: 3 parents attended, including Mr.Schine. Our ELAC provided input for the 2021-22 SPSA, suggesting that offering support for new families, especially those that do not speak English. Ms. Goodwin added a strategy in goal 2 to reflect their input add a "Welcome Liaison" to work with families that are new to Promenade.
  - Parent Teacher Organization ([PTO](#) / PAC): recapped activities for the year. More families are needed to take over for active members who are ready to move on. Ways to increase parent involvement were discussed.
5. Program Reports



Alvord Unified School District

# PROMENADE ELEMENTARY SCHOOL

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Heather Goodwin, Principal

Erika Bowden, Assistant Principal

## School Site Council (SSC) Agenda

May 20, 2021 @ 3:00pm

Meeting Location- Virtual via Zoom

<https://us02web.zoom.us/j/81609269913?pwd=M0lNMHFLcUpLeW5uQVl5dkxyZ1lwdz09>

- Professional Development Opportunities- We are continuing with RISE next year. Alludo is continuing to add topics for teachers for professional development. The platform offers on-demand opportunities to explore and learn relevant topics.
  - Parent & Family Involvement Opportunities-The Family Engagement Office just offered their last opportunity for this school year. They have offered one per month. Ways to increase parent involvement were discussed in the PTO section of the agenda.
  - Interventions-We now have a full-time numeracy teacher and literacy teacher to provide support to students that are at-risk in the areas of literacy and math.
6. Local Control and Accountability Plan (LCAP) – the last community input meeting for LCAP was April 21<sup>st</sup>. The draft went to RCOE for recommendations, and is headed to the board for approval.
  7. [SSC Input for 2021-22](#): members completed the form providing input.
  8. Principal's Report-Projected enrollment for next year is down by about 60 students. Staffing decreased by 3 teachers. One of those positions will be vacated by the teacher who is now our numeracy teacher. Two additional Promenade teachers volunteered to take openings at Villegas Middle School. As far as we know, Alvord schools will resume pre-pandemic school schedules for the next school year. Upcoming Events: Virtual end-of-year Luau Wednesday; Awards Ceremony Thursday; 5<sup>th</sup> grade farewell on Monday and Tuesday. 5<sup>th</sup> grade students will be honored on our school marquee (only those whose guardians gave permission for their names/photos to be published).

### 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. There were no public comments*

### V. Adjournment

1. Agenda Building for the next meeting
2. The next SSC meeting is scheduled for September 23, 2021
3. Adjournment: Action Item: Adjourned at 4:20 p.m. Motioned/Seconded/Approved Brodeur/Schine 7-0-0



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Heather Goodwin, Principal

Erika Bowden, Assistant Principal

## School Site Council Elementary Sign-In Sheet May 20, 2021

Name (Type)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Heather Goodwin		Principal	
Carolyn Brodeur		Secretary	X
Teresa Gilbert		Classroom Teacher	
Ashley McCullough		Classroom Teacher	
Sandra Kirley		Other Staff	
<b>PARENTS/ COMMUNITY MEMBERS</b>			
Sandi Blaylock		Parent/Chairperson	X
Majlinda Brewton		Parent/Community Member	
Christina Jamora		Parent/Community Member	
Rudy Medina		Parent/PAC Representative	
Levi Schine		Parent/Vice Chairperson	X

<b>NON-MEMBERS/GUESTS</b>		
Name (Print)	Signature	Title



# 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	May 13, 2021	June 17, 2021

## 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 classroom level is 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 Rosemary Kennedy Elementary 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).

During the 2020-21 school year, we asked our School Site Council, ELAC (English Language Advisory Committee), 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. 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. Our goal is to do this in the 2021-22 school year. 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. In 2021-22 we are adding a math numeracy intervention teacher to our academic program in an effort to support students who are struggling in math.



## 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
- \*Numeracy Intervention Teacher --assist at-risk students with supplemental instruction in mathematics
- \*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 2021-22 school year. When it is possible we 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 and literacy teacher via Title 1 funding
- \*Before/After School Tutoring in ELA and math
- \*Parent Workshops/Training's (AVID, ELD standards, Math CCCSS, Homework help, Counseling)
- \*Supplemental resources - i-Ready program, Ready Common Core math books in grades 3-5, Starfall, Mobymax, Wonders materials, math manipulatives, Scholastic News, BrainingCamp, Go Guardian, Google Classroom
- \*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, May 7, 2021 and provided input including suggestions and recommendations towards the development of the 2021-22 SPSA.

ELAC - This committee of parents met on Thursday, February 18, 2021 and provided input including suggestions and recommendations towards the development of the 2021-22 SPSA.

School Site Council - This team meet on Thursday, April 29, 2021 to provide input and to review and approve the 2021-22 SPSA.

## Resource Inequities

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

As of April 2021, 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 451 students in 2019-20. This is a decline of 63 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. It is also suspected that neighboring schools with DLI programs are gaining students from our school along with their siblings on a yearly basis. The global COVID-19 pandemic has also caused parents of younger TK-1st grade students to pull their students out for safety reasons or attend private and charter school that offer in-person instruction.
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 374 students during the 2019-20 school year. This is a decrease of 23 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 53 students in the 2017-18 school year to 44 students in 2019-20. This is a decrease but in line with our overall declines in student enrollment. 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 192 students to 140 students, which is a decrease from 41.6% ELL in 2017-18 to 31% in the 2019-20 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. Our overall student population is also decreasing.
2. Our Fluent English Proficient (FEP) population has increased over the past three years going up from 16 students in 2017-18 to 58 students in 2019-20. The percentage change as a percentage of the population went from 3.5% in 2017-18 up to 12.9% in 2019-20.
3. Our RFEP (Reclassified Fluent English Proficient) population has increased overtime since we started the practice of re-designating students as early as TK. We increased our percentage from 9.7% (22 students) in 2017-18 to 26.7% (50) students in the 2019-20 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 additional 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 or during the 2020-21 school years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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
<b>Grade 3</b>	10.42	10.67	14.86	53.13	61.33	44.59	36.46	28.00	40.54
<b>Grade 4</b>	11.43	9.57	14.46	54.29	56.38	63.86	34.29	34.04	21.69
<b>Grade 5</b>	9.35	5.63	7.37	38.32	43.66	46.32	52.34	50.70	46.32
<b>All Grades</b>	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 or during the 2020-21 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

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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. There was no 2019-20 ELPAC data 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. ELPAC testing did occur during the 2020-21 school year, but those results will be released next school year.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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 Elementary 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, medical or other learning disabilities.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  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.



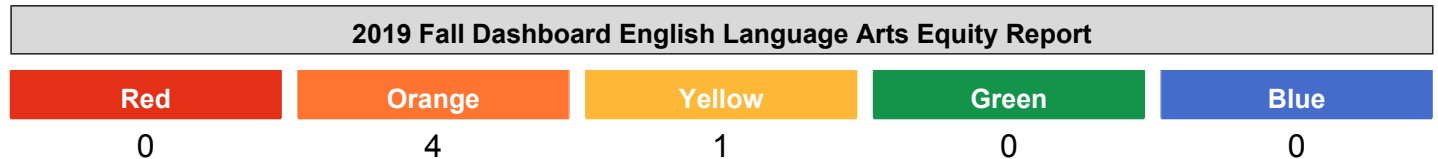
# School and Student Performance Data

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

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

<b>Current English Learner</b> 52.9 points below standard Declined -12.4 points 71	<b>Reclassified English Learners</b> 49 points above standard Declined -11.1 points 35	<b>English Only</b> 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 or the 2020-21 school year as schools closed on March 13, 2020 due to COVID-19 or the state postponed or delayed reporting due to a lack of new information.



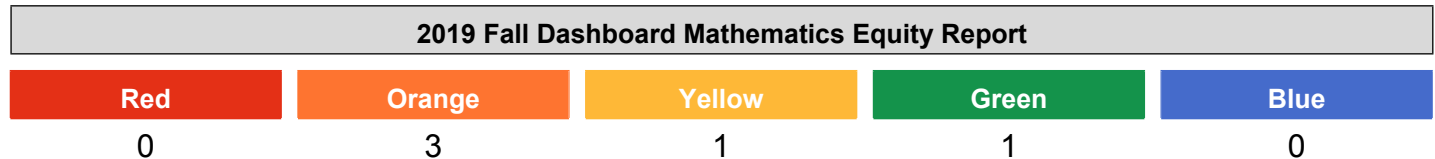
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 44.1 points below standard Maintained ++0.3 points 236	<b>English Learners</b>  Orange 50 points below standard Maintained -1.9 points 106	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Socioeconomically Disadvantaged</b>  Orange 47.8 points below standard Maintained -1.4 points 202	<b>Students with Disabilities</b>  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:

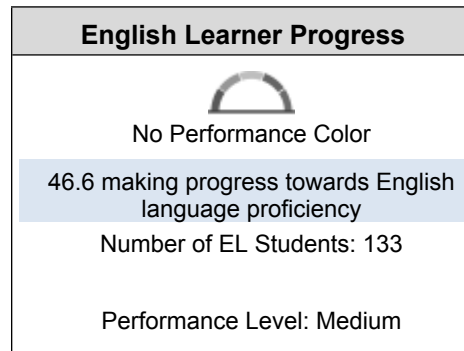
- Our overall rating in Math was yellow on the CA Dashboard. 226 students were tested. Our students increased their performance as an overall group by 10.1 points, but were still below the benchmark for math by 44.4 points.
- The three highest subgroups in math were the Hispanic subgroup, the Socioeconomically 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 or the 2020-21 school year as schools closed on March 13, 2020 due to COVID-19 and testing and reported was delayed or postponed due to lacking new information.

# 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 2020-21 school year due to school closing on March 13th due to COVID-19 and due to postponements of reporting new information. ELPAC testing has occurred during the 2020-21 school year and this data should be available during the next school year.

# 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				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	4	1	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		
<b>All Students</b>  Orange 8.9 Increased +0.5 530	<b>English Learners</b>  Orange 7.5 Increased Significantly +3.6 199	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color 12.5 Increased +6.3 32	<b>Socioeconomically Disadvantaged</b>  Orange 9.4 Increased +0.8 459	<b>Students with Disabilities</b>  Orange 16.5 Increased +4 97



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

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.

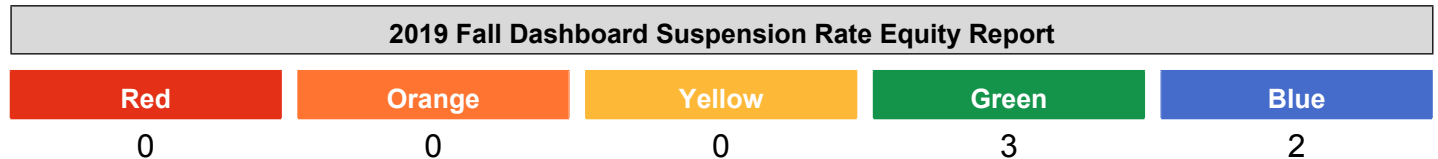
# School and Student Performance Data

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 8.3 Increased +8.3 12	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  No Performance Color 0 Maintained 0 14	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1
<b>Hispanic</b>  Blue 0.4 Declined Significantly -1 452	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  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 K - 5, our goal is to increase the overall percentage of students scoring at the Tier 1 and Tier 2 levels on the Winter administration of the I-ready Reading Diagnostic Assessment from 73% in 2020-21 to 75% in 2021-22. We are seeking a 2% increase in performance from one year to the next. We are also seeking to achieve 95% of students participating in the I-Ready Reading Diagnostic for the 2021-22 school year.

Goal 1.2 Mathematics:

In grades K-5, our goal is to increase the overall percentage of students scoring at the Tier 1 and Tier 2 levels on the Winter administration of the I-ready Math Diagnostic Assessment from 71% in 2020-21 to 73% in 2021-22. We are seeking at 2% increase in performance from one year to the next. We are also seeking to achieve 95% of students participating in the I-Ready Math Diagnostic for the 2021-22 school year.

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 2021-22.

Please note that due to COVID-19 there is no testing 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. 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
<b>CAASPP</b> 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.	<b>CAASPP</b> 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: Kindergarten: 40% on or above grade level First Grade: 70% on or above grade level Second Grade: 67% on or above grade level Third Grade: 60% on or above grade level Fourth Grade: 64% on or above grade level Fifth Grade: 64% on or above grade level  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	<b>ELA Goal:</b> 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 in grades K-5 using the I-Ready ELA and math diagnostic data from Winter 2020-21 and 2021-22. Grade level data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth  <b>Math Goal:</b>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>administered the I-Ready math 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 CAASPP data available for the 2019-2020 and 2020-21 school years.</p>	<p>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 will use the mid-year assessment to check progress and the end-of-year assessment to evaluate if students achieved grade level proficiency.</p> <p>These goals will be evaluated by analyzing an average of overall school performance to measure proficiency and growth in grades K-5 using the I-Ready ELA and math diagnostic data from Winter 2020-21 and 2021-22. Grade level data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth</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 I-Ready testing data to determine if additional students are to be reclassified during the 2021-22 school year and if we reach our goal of increasing the % of students being R-FEP.</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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

106,523.00

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 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)

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)

Source(s)



3,600.00

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)

All Students

Strategy/Activity

Elementary Literacy Teacher to support at-risk students with reading skills

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

105,111.00

Source(s)

Title I  
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

Scholastic News

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,670.00

Source(s)

Title I  
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)

EL Students

Strategy/Activity

Technology - printers, monitos, LCD projectors, elmo projectors, software programs and 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)

10,500.00

Source(s)

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

Software and Online subscriptions, teaching materials/resources to support Wonders/CCCSS instruction in ELA/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)

3,970.00

Source(s)

Title I  
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

Parent Engagement - Family Nights and Parent Education 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)

2,370.00

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 9

### 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)

6,000.00

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

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 11

### 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)

3,210.00

Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries

### **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

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)

2,720.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### **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

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)

2,000.00

Source(s)

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 2021-22 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 2021-22 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 2021-22 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 85% of our teachers AVID trained and implementing the AVID Elementary program in their classrooms with their students by June 2022.

## 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.

We need to refresh ourselves with AVID Elementary as the COVID-19 school closures has caused our implementation of AVID schoolwide to get interrupted due to distance/at home learning. We seek to reengage with this work with the 2021-22 school year.

## 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 2021-22 we will use the C.C.I. that will be completed in spring of 2022.	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.	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. We expect to reach our goal of having 85% of our teachers implemented AVID with our students during the 2021-22 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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 school closures during the 2020-21 school year AVID implementation dropped off considerably due to the focus on distance at home learning. We made little to no progress on AVID implementation during the 2020-21 school year,	

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

## Strategy/Activity 14

### 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, school 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)

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 2021-22 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 2021-22 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 2021-22 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 .25% from 2019-20 to 2021-22.

## 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. District level funding may be required to support Saturday school or other measures to reduce student absenteeism.

On top of attendance incentives we also need to enforce the SART/SARB procedures and process 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 2021-22 school year. We will also use our annual ADA percentage to determine if we reach the goal of improving our ADA by .25% for the 2021-22 school year.	<p>In 2018-19 our ADA percentage was 95.67%</p> <p>Due to COVID-19 school closures that began on March 13, 2020 and a shift to distance/at home learning during the 2020-21 school year we do not have useful ADA data to use from these school years as it would not be an apples to apples comparison.</p>	We expect to reach our goal of improving our ADA by .25% during the 2021-22 by using student attendance incentives, Saturday School to recoup ADA, and by enforcing our SART/SARB processes.

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

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**

Student Incentives (trophies for perfect attendance, certificates, prizes, rewards, books, lunch, art supplies, stuffed animals, stickers, banners, cups, signs)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,200.00

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 (popsicles from CNS)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

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

### Proposed Expenditures for this Strategy/Activity

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

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 2021-22 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 2021-22 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 2021-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Science (Secondary Only)

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## 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	\$267,230.00

## 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	\$236,420.00

Subtotal of additional federal funds included for this school: \$236,420.00

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	\$15,100.00
LCFF-LI	\$9,210.00

Subtotal of state or local funds included for this school: \$30,810.00

Total of federal, state, and/or local funds for this school: \$267,230.00



# 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	15,100.00	0.00
LCFF-LI	9,210.00	0.00
Title I	236,420.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	15,100.00
LCFF-LI	9,210.00
Title I	236,420.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	221,164.00
4000-4999: Books And Supplies	34,640.00
5000-5999: Services And Other Operating Expenditures	10,426.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

## 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	5,000.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	3,600.00
4000-4999: Books And Supplies	LCFF-EL	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	3,210.00
4000-4999: Books And Supplies	LCFF-LI	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	214,354.00
4000-4999: Books And Supplies	Title I	11,640.00
5000-5999: Services And Other Operating Expenditures	Title I	10,426.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	260,730.00
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

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 May 13, 2021.

Attested:

Jason Burns  
Bryn Pellegrino

Principal, Jason Burns on May 13, 2021

SSC Chairperson, Bryn Pellegrino on May 13, 2021

# 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](mailto: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](mailto: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](mailto: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](mailto: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

### 2021 - 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:

- 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.
- Arrange for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.
- 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 send home 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 will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions
  - Revised policy will be shared by the principal at Back To School Night and at the Annual Title I meeting
  - Teachers will share the revised policy with parents during parent conferences
  - Revisions of the Parent Involvement Policy will also be shared with parents through emails, Peachjar, 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 2021- 2022 school year.
  - The policy will also be distributed during the 2021-2022 Back To School Night
  - Teachers will distribute the policy during the first month of school
  - Copies of the Parent Involvement Policy will be available in the main office
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 other year a Needs Assessment Survey will be sent by District Office
  - A site Parent Needs Survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly 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
  - Parent University
  - College Fair
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, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- On-Site CBET classes
  - Parent Resource Library
  - Kinder Camp
  - 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
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:
- Provide parents training in regards to research based reading instruction by grade levels during Parent Council Meetings
  - Camp Kinder Roundup is to be held in the spring for incoming kindergarten students and their parents/caregivers to provide them an overview of kindergarten standards and expectations
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings,

and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All event notices will be sent home in English and Spanish
- Announcements will be posted on school office bulletin in English and Spanish
- Upcoming events will be stated verbally during the morning 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 will be in effect for the period of 2021-2022 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2021. It will be made available to the local community on or before September 2021. 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.



# Alvord Unified School District Rosemary Kennedy Elementary School English Learners Advisory Committee

Thursday, February 18, 2021

1:30 p.m.

Meeting Link:

<https://zoom.us/j/98037738866?pwd=ekpTcig1NFc3Qm5TbIE2WGE5eW92dz09>

Meeting ID: 980 3773 8866 | Passcode: 990113

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## Agenda

### I. Introductory Procedures

- a. Call to Order
- b. Welcome & Sign-in: <https://kami.app/Q7CobNhIGy1X>
- c. Pledge of Allegiance  
[https://docs.google.com/presentation/d/1HjjwWYvVea\\_8juXhbHneZX0we4AKFyHp\\_ooyeCfKUsg/edit?usp=sharing](https://docs.google.com/presentation/d/1HjjwWYvVea_8juXhbHneZX0we4AKFyHp_ooyeCfKUsg/edit?usp=sharing)

### II. Action Items

None at this time

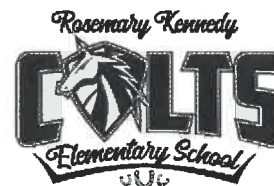
### III. Discussion Information

- a. DELAC Report
- b. Review of Minutes from January 21, 2021  
[https://docs.google.com/document/d/1TXXbDD46IE\\_mHc9yBfa3fT3z9Kft\\_1kYoAT5KZLG4SA/edit?usp=sharing](https://docs.google.com/document/d/1TXXbDD46IE_mHc9yBfa3fT3z9Kft_1kYoAT5KZLG4SA/edit?usp=sharing)
- c. Academic Needs Assessment for SPSA and ELAC-SSC Feedback Loop  
[https://docs.google.com/document/d/1UEG\\_pu2mc7bSslarfS2hQYluX5jNltnJvXaKzSPmeBc/edit?usp=sharing](https://docs.google.com/document/d/1UEG_pu2mc7bSslarfS2hQYluX5jNltnJvXaKzSPmeBc/edit?usp=sharing)
- d. Importance of Attendance
- e. Training: ELPAC  
<https://docs.google.com/presentation/d/1jfAMNggaPnjGdE20FfvPDQyUlaqGDu-vU9AaFT9FAc/edit?usp=sharing>

### IV. Hearing Session/ Public Comments

### IV. Adjournment

- a. Next Meeting: March 18, 2021 at 1:30 p.m. via Zoom
- b. Action Item: Adjournment



**ELAC Sign in**  
lista de inicio de sesión  
2/18/2021

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	Maite Romero	Alanna Hanna, Adrian Hanna	2,K	EO Parent	Signed via Zoom chat
Secretary Secretaria					
DELAC Rep Representante de DELAC	Leticia Velasco	Sophia Martinez	4	EL Parent	Signed via Zoom chat

[illegible]

13:29:25 From Karen Wang : Hi ELAC Parents! Please type in your name in this chat as your sign-in for today. Thank you. ¡Hola padres de ELAC! Escriba su nombre en este chat como inicio de sesión para hoy. Gracias.

13:32:14 From Rocio Romero : I can hear you guys but I'm now in the Spanish f

13:32:17 From Rocio Romero : frequency

13:32:46 From Karen Wang : Hi ELAC Parents! Please type in your name in this chat as your sign-in for today. Thank you. ¡Hola padres de ELAC! Escriba su nombre en este chat como inicio de sesión para hoy. Gracias.

13:33:17 From Rocio Romero : sure I'll try but she needs to clic on spanish

13:33:27 From Rocio Romero : and then she needs to clic on mute original audio so she only heatrs me

13:33:46 From Karen Wang : can you come back to the English channel to help her out?

13:33:48 From Rocio Romero : she cant her me

13:33:53 From Rocio Romero : or she's not answering

13:34:09 From Rocio Romero : i think she will olnly hear you until she switches to Spanish and hits mute original audio

13:34:32 From Rocio Romero : do you want to unmute me so i can explain to parents and then switch back to Spanish?

13:34:45 From Karen Wang : you are unmuted

13:34:49 From Rocio Romero : i am in the English

13:35:39 From Rocio Romero : I'm gonna log out and then back in

13:35:55 From Karen Wang : ok thank you

13:36:31 From 3cxicia : Maite Romero

13:38:34 From Martha Ochoa : Martha Ochoa

13:38:53 From Martha Ochoa : buenas tardes a todos

13:39:39 From iPhone Letty : Leticia Velasco

13:47:35 From Diego Diego Bello : donde puedo poner mi nombre

13:49:59 From Karen Wang : Hi ELAC Parents! Please type in your name in this chat as your sign-in for today. Thank you. ¡Hola padres de ELAC! Escriba su nombre en este chat como inicio de sesión para hoy. Gracias.

13:50:18 From Karen Wang : Por favor, Escriba su nombre en este chat como inicio de sesión para hoy

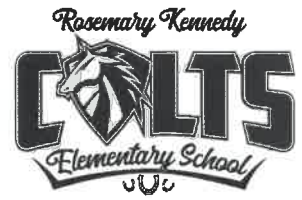
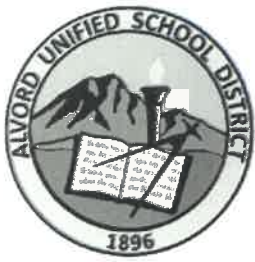
13:50:30 From Diego Diego Bello : Elisa Bello

13:53:34 From iPhone Letty : Ms wang I have to go

13:53:47 From Karen Wang : thank you!! see you next time!

14:16:29 From Jason Burns : Jason Burns, principal

14:18:22 From Karen Wang : Karen wang



# Alvord Unified School District Rosemary Kennedy Elementary School English Learners Advisory Committee

Thursday, February 18, 2021

1:30 p.m.

Meeting Link:

<https://zoom.us/j/98037738866?pwd=ekpTcjg1NFc3Qm5TbIE2WGE5eW92dz09>

Meeting ID: 980 3773 8866 | Passcode: 990113

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## Meeting Minutes

### I. Introductory Procedures

- a. Call to Order at 1:43 p.m.
- b. Welcome & Sign-in: <https://kami.app/Q7CobNhIGy1X>
  - Mr. Burns and Mrs. Wang welcomed ELAC parents to the meeting. Parents were asked to type in their first and last name in the chat box of the Zoom meeting as their sign-in.
- c. Pledge of Allegiance led by Mrs. Wang  
[https://docs.google.com/presentation/d/1HjjwWYvVea\\_8juXhbHneZX0we4AKFyHp\\_ooyeCfKUSg/edit?usp=sharing](https://docs.google.com/presentation/d/1HjjwWYvVea_8juXhbHneZX0we4AKFyHp_ooyeCfKUSg/edit?usp=sharing)

### II. Action Items

None at this time

### III. Discussion Information

#### a. DELAC Report

- DELAC Representative Ms. Velasco reported that there is a survey for ELAC parents to provide their input and suggestions. The purpose of ELAC is articulated that ELAC parents should have the necessary tools, resources, and training to support their children at home. At the DELAC meeting, there was a discussion about evaluation of programs in the virtual classroom. Parents showed interest in more training on iReady, especially for students who are learning English.

#### b. Review of Minutes from January 21, 2021

[https://docs.google.com/document/d/1TXXbDD46IE\\_mHc9yBfa3fT3z9Kft\\_1kYoAT5KZLG4SA/edit?usp=sharing](https://docs.google.com/document/d/1TXXbDD46IE_mHc9yBfa3fT3z9Kft_1kYoAT5KZLG4SA/edit?usp=sharing)

- ELAC members received meeting minutes via email and had reviewed prior to meeting. ELAC members agreed that they do not have any revisions or edits at this time.

#### c. Academic Needs Assessment for SPSA and ELAC-SSC Feedback Loop

[https://docs.google.com/document/d/1UEG\\_pu2mc7bSslarS2hQYluX5jNltnJvXaKzSPmeBc/edit?usp=sharing](https://docs.google.com/document/d/1UEG_pu2mc7bSslarS2hQYluX5jNltnJvXaKzSPmeBc/edit?usp=sharing)

- ELAC was presented with the academic needs assessment and the input would be used to present to the School Site Council (SSC) next Thursday, February 25, 2021. ELAC members were presented with the current EL programs and services offered by RMK, such as providing instructional support from Bilingual Instructional Assistant, tutoring for English

learners, using Wonders ELD curriculum, supplemental curriculum from Scholastic News and StoryWorks, and offering Rosetta Stone for beginner ELs. ELAC members also saw the school data on English learners, evaluating EL progress from the SBAC data, number of students being reclassified, and Summative ELPAC results for English language proficiency. Based on the evaluation of RMK programs, services, and data, ELAC recommended to maintain all current EL programs in place and continue with Rosetta Stone for beginner English learners who really need the supplemental online program. Mr. Burns asked ELAC parents if they think of any other input even after this meeting, they could email him.

**d. Importance of Attendance**

- Mr. Burns reported that daily attendance at RMK has been good at 95%. The office is working hard in providing enforcement with parents whose students are not logging in and not attending class. Several SARB letters were sent home last week. Mr. Burns reiterated the importance of student attendance rather in-person or in virtual setting - students must be in school to be engaged and learn. He also reminded parents to submit Friday attendance through teacher's Google Form. Friday attendance is required per Senate Bill 98.

**e. Training: ELPAC**

<https://docs.google.com/presentation/d/1jfAMNggaPnjGdE20FfvPDQyUlaqGDu-vU9AaFT9FAc/edit?usp=sharing>

- Mrs. Wang updated ELAC parents that the ELPAC testing may occur as early as March; however, the final decision on testing is still pending at this moment. ELAC will give an update on the status of ELPAC at the next meeting. Mrs. Wang briefly went over how language proficiency is evaluated on the ELPAC based on the four domains: Listening, Speaking, Reading, and Writing. Parents were provided with online resources and links pertinent to the ELPAC.

**IV. Hearing Session/ Public Comments**

- None at this time

**IV. Adjournment**

- a. Next Meeting: March 18, 2021 at 1:30 p.m. via Zoom
- b. Action Item: Adjournment
  - First motion to conclude ELAC meeting by Ms. Romero, seconded by Ms. Ochoa. Meeting adjourned at 2:17 p.m.

**Needs Assessment – ACADEMIC – REQUIRED**  
**Encuesta de Necesidades – ACADÉMICO – OBLIGATORIO**

(completed during the months the SPSA is being developed/*completado durante los meses en que se está desarrollando el SPSA*)

English Learner Advisory Committee/Comité Consejero para Alumnos Aprendiendo Inglés

Name of School/*Nombre de la escuela* **Rosemary Kennedy Elementary School** Date/*Fecha* **2/18/2021**

SSC Meeting Date to present results of ELAC Needs Assessment **2/25/2021**

*Fecha de la Junta SSC para presentar los resultados de la Encuesta de Necesidades de ELAC*

**Names of ELAC Members Present/*Nombres de los miembros de ELAC presentes***

- Leticia Velasco
- Maite Romero
- Elisa Bello
- Martha Ochoa

**Current EL Programs/*Programas EL actuales***

Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program./ *Describe los programas y servicios actuales en las escuelas para los alumnos EL. Algunos ejemplos son: asistentes de instrucción bilingües, actividades extracurriculares de enriquecimiento después de clases, programas digitales suplementarios, etc. Asegúrese de incluir todas las acciones del SPSA que se proporcionan a los estudiantes EL directamente. Considere la posibilidad de describir los apoyos que se pagan con otros fondos para dar una imagen completa del programa EL.*

- Bilingual Instructional Assistant
- Tutoring
- Wonders ELD program
- Scholastic News/ StoryWorks
- Rosetta Stone Online

**Current Data for English Learners/*Datos actuales de alumnos aprendiendo inglés***

Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners./*Incluyendo, entre otras cosas: El porcentaje de alumnos EL que presentan la prueba ELPAC, el porcentaje de alumnos EL que hacen el progreso anual según la medida delineada por la prueba ELPAC, rendimiento en la prueba SBAC, rendimiento en los puntos de referencia del distrito, tasa de reclasificación, tasa de graduación para los alumnos aprendiendo inglés, tasas de D y F para los alumnos aprendiendo inglés.*

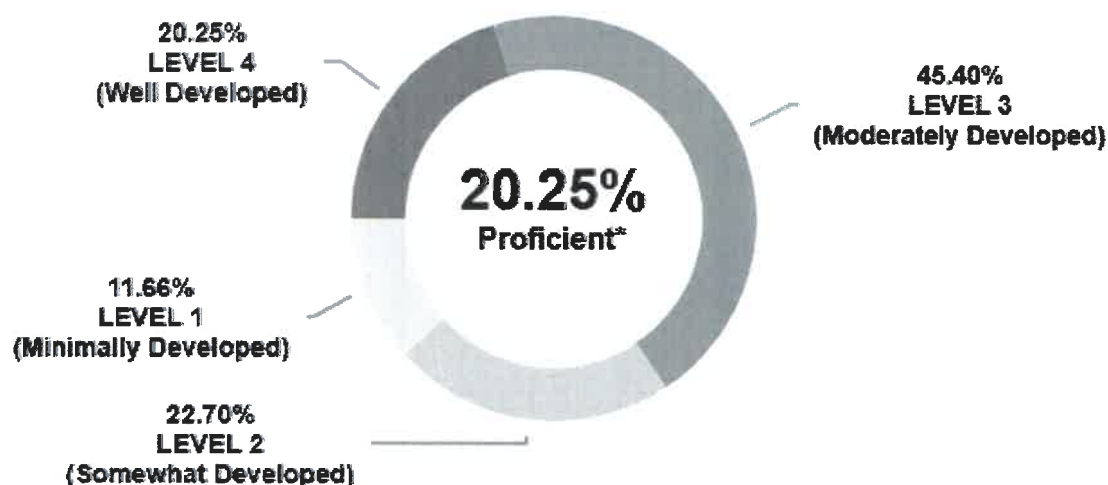
- EL Progress - No performance data on 2018 or 2019. Most recent is from 2017. EL students at RMK made 81.2% progress according to performance levels in both Language Arts and Math SBAC. This is also a 6.8% increase in progress from previous school year ([caschooldashboard.org](http://caschooldashboard.org))



- Reclassified Students in 2010-2021: 3
- ELPAC Scores

## English Language Proficiency for Summative ELPAC

Percent of students within each performance level



## Percentage of Students at Each Performance Level

### Overall Performance

Performance Level	K	1	2	3	4	5
<b>Level 4</b>						
Percentage of students by grade for level	20.83%	21.21%	14.29%	15.00%	29.03%	18.52%
<b>Level 3</b>						
Percentage of students by grade for level	45.83%	33.33%	60.71%	40.00%	54.84%	37.04%
<b>Level 2</b>						
Percentage of students by grade for level	25.00%	27.27%	10.71%	30.00%	12.90%	33.33%
<b>Level 1</b>						
Percentage of students by grade for level	8.33%	18.18%	14.29%	15.00%	3.23%	11.11%

### Recommendations/Recomendaciones

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated./En base a los datos antes mencionados, describa que programas para los alumnos EL recomienda ELAC mantener, agregar o eliminar.

- Continue Rosetta Stone access for beginner students who need it
- Continue with all current programs in place



# 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 20, 2021	June 17, 2021

## 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. Despite the challenges of the pandemic and distance learning, 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).

School climate surveys were administered to staff, families and 5th grade students in spring of 2021. 54 (43%) 5th grade students were surveyed with the California Healthy Kids Survey (CHKS). 30 of those students participated in the hybrid learning model and 24 of those students participated in a virtual learning model. 25 (4%) parents were surveyed with the California School Parent Survey (CSPS). 8 of those parents participated in the hybrid learning model and 17 participated in a virtual learning model. 48 (64%) staff members were surveyed with California School Staff Survey. 22 of the staff members participated in the hybrid learning model and 26 of the staff members participated in the virtual learning model. 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:

\*High expectations: 90% of students, 96% of parents and 98% of staff report that staff wants students to do their best and 98% of students report having an adult at home who wants them to do their best. 82% of students and 98% of staff report that staff believes students can do a good job and 89% of students report having an adult at home who believes in them.

\*School environment: 82% of students, 80% of parents and 100% of staff report that Stokoe is a safe place for learners. 89% of students, 80% of parents and 97% of staff report that Stokoe is a supporting and nurturing place to learn. 100% of students and staff report that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. 94% of students report that they have not been victims of mean rumors, bad names, mean jokes or cyberbullying. 100% of students and staff report that bullying is not tolerated.

\*School Discipline/Clarity of rules: 81% of students, 80% of parents and 96% of staff report that students are treated fairly and that rules are equally enforced. 90% of students and 96% of staff report that Stokoe clearly explains rules and that students know the rules.

\*Positive behavior on campus: 91% of students, 100% of parents and 95% of staff report that students are treated with respect at Stokoe. 97% of students report that they engage in positive behaviors. Students report that they follow rules in class 94% of the time and 94% of the time on playground; that they listen to adults 100% of the time; and that they treat others kindly 100% of the time.

\*Parent Involvement: 81% of parents and 95% of teachers report that Stokoe is welcoming for parents. 91% of parents and 100% of staff report that Stokoe encourages active parent partnerships. 90% of parents and 100% of teachers report that parent concerns are taken seriously. 87% of parents and 95% of teachers report that parent-teacher communication is effective. 100% of parents feel well informed.

### Areas in need of improvement:

\*Caring adults: 67% of students report that there are caring adults in our school. 75% of students, 86% of parents and 85% of staff report that staff cares about students. 75% of students feel that staff listens to them and 53% feel that staff makes an effort to get to know them.

\*Meaningful participation: 47% of students feel that they have opportunities for meaningful participation. Students report they are allowed to provide input related to school rules/activities 42% of the time and class rules/activities 38% of the time; that interesting activities are offered 63% of the

time; and that they have input into learning and instruction 20% of the time. 98% of staff report they give students the chance to provide input for rules/activities; and 97% of staff report that lessons are relevant and interesting. 76% of students, 90% of parents and 100% of staff report that students feel motivated to learn. Parents report that their input is solicited 90% of the time.

\*Connectedness/peer interactions: 69% of students feel connected to school. Students report that they feel close to others 35% of the time; that they are happy in school 77% of the time; that they feel part of the school 69% of the time; that they are treated fairly 89% of the time; and that they feel safe 82% of the time. 95% of staff and 92% of parents report that students get along well and have positive interactions. 60% of students report having a friend who really cares about them and 35% of students report having a friend to talk about problems with. 68% of students, 96% of parents and 100% of staff feel Stokoe encourages students to care about how others feel.

Routines: 66% of staff and 69% of parents feel that students are well rested and alert. 94% of students report getting 8 or more hours of sleep nightly, but 55% of students report a bedtime of 10pm or later. 73% of staff and 61% of parents feel students are getting enough exercise, but 30% of students report exercising less than 1 day a week for longer than 20 minutes. 50% of students and 63% of parents report that students participate in school for the entire day a minimum of 4 days a week and 52% of students and 47% of parents report that less than 2 hours a day is spent on school work.

29 certificated staff completed an internal needs assessment survey. Summary of that needs assessment is included in appendix of this plan. Trends of that survey revealed the following:

#### Strengths:

\*65.5% of teachers feel very prepared to provide instructional feedback; 58.6% of teachers feel very prepared using assessment data to guide instruction; 58.6% of teachers feel very prepared to integrate ELD standards and content standards in instruction; 65.5% of teachers feel very prepared when using Google Classroom and Google Apps;

\*Grade level strengths-- ELA (foundational skills, phonics, phonemic awareness, writing) 17.2%; math (early numeracy, number sense) 17.2%; collaboration (sharing resources/materials) 34.5%

\*School strengths--PD and systems to develop a community of learners 20.7%; Site leadership (admin, coaches, support staff) 20.7%; Systems to support collaboration/teamwork (27.6%

#### Areas in need of improvement:

\*6.8% of teachers feel unprepared to deliver effective numeracy instruction; only 44.8% of teachers feel very prepared to deliver effective writing instruction; only 37.9% of teachers feel very prepared to use Proficiency Level Descriptors (PLD) to determine appropriate expectations for EL students; 6.8% of teachers feel unprepared to effectively support blended virtual learning;

\*Grade level areas in need of improvement--Writing 17.2%; cohesiveness (teamwork, communication, peer support, sharing ideas) 20.7%

\*School areas in need of improvement--Grade level cohesiveness (curriculum consistency, vertical articulation) 17.2%; Intervention (differentiating instruction, remediation of skills, MTSS) 27.6%; Parent involvement (parent education, parent communication) 20.7%

#### Professional Development Trends:

\*Need PD in: writing instruction 46.4%; numeracy instruction 42.9%; MTSS (prescriptions, interventions, monitoring/documenting student progress) 39.3%; social emotional learning/restorative practices (46.4%)

\*Programs where PD is needed: Screencastify 35.3%; Flipgrid (35.3%

Programs/supplies needed: math manipulatives 27.6%; math curriculum 13.8%

Use of Instructional Coach: 65% of teachers strongly agree that IC effectively gather resources and designs/facilitates effective professional learning opportunities; 58.6% of teachers strongly agree that IC is approachable and models instructional practices; 13.8% of staff disagree that IC analyzes student data;

## **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. During the pandemic, classroom visits occurred in a virtual setting and in a live classroom setting once schools reopened in spring of 2021. Staff receives informal feedback via email on a classroom visit feedback form. Formal feedback related to all standards for the teaching profession is provided following classroom observations as part of the formal evaluation process. Feedback is focused on leveraging highly effective instructional strategies, identifying areas in need of improvement, implementation of professional development, academic rigor and student engagement. 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 based on professional growth goals or 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 iReady is administered to students in grades K-5 in both ELA and math 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-promise" students in need of targeted instruction during intervention to remediate learning and close achievement gaps. As part of our system of MTSS, a tiered intervention process is used to identify specific learning needs, to develop prescriptions to align with goals for remediation of learning and to document student progress towards mastery of goals. Student achievement data for language arts, math and language development for EL students is also used to support planning and delivery of targeted instruction during small group interventions for language arts or math and for leveled language proficiency instruction during 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 grade level collaborations, 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), iReady, 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. Data collection for iReady is available within the iReady system. Other data is entered into IO Assessment data base or Aeries. The use of data reports from these platforms 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 throughout the year during site and district-wide professional learning opportunities. In addition, all paraprofessionals participate in timely professional learning sessions multiple times throughout the year during site and district-wide professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. All teachers participate in 1 hour monthly professional learning opportunities to support effective instructional practices and to 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. In an effort to maximize instructional minutes during the pandemic, teachers did not participate in full day release articulation or collaboration days during the 2020-21 school year. However, teachers did have opportunities to participate in professional learning or collaboration outside of their normal working hours. In addition, the district adopted a self-paced, fully digital professional learning platform (Alvord Strong) which allows teachers to select topics of interest and participate in professional learning. Our staff has fully embraced this learning and growth platform and district data for the spring indicates that Stokoe is in the top 5 of all district schools for participation and completion of sessions!

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 in 2020-21 included: distance learning instructional strategies, use of digital tools (Nearpod, Kami, Peardeck, Google Slides), early numeracy, oral language production strategies (break out rooms, collaboration boards), MTSS (tiered levels of support and differentiation strategies), iReady (administration protocols, diagnostic reports, instructional tools), 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 identify the specific learning needs of students in order to plan for intervention, remediation, enrichment and small group instruction which support individualized and grade level specific 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 our site Instructional Coach. Teachers also receive occasional support from other specialists throughout the district. Stokoe Elementary also has an early literacy teacher who supports reading intervention and development of targeted prescriptions to address specific literacy needs. In addition, teacher leaders are utilized to support effective implementation of NGSS, GATE and AVID. During the 2021-2022 school year, math intervention teachers will be available to support teachers with development of effective math lessons and targeted math intervention.

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. As a result of the pandemic, teachers did not have early release days during the 2020-21 school year, but still had formal meetings twice a month on asynchronous learning days. During collaborations, teachers analyze student data, discuss effective instructional strategies, cognitively plan lessons and identify at-risk students in need of targeted interventions during small group instruction within the classroom and within targeted intervention groups within the grade level. The challenges of distance learning and safety protocols during the pandemic prevented students from commingling or meeting in targeted groups across the grade level. All students had opportunities to participate in small group instruction or targeted intervention within their own classroom instead. Typically, 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. However, articulation and collaboration days occurred outside of normal school hours during the pandemic to maximize instructional time with students.

## 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 supplemental materials to ensure students have access to and develop mastery of grade level standards. Teachers cognitively plan standards based lessons using the pacing guides, 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, math, ELD and other core content areas by collaborating with teachers to discuss instructional practices, to cognitively plan lessons, to co-teach lessons and/or to 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. During the pandemic and distance learning, students in TK/K received 120 'live' instructional minutes Mon-Thurs and had opportunities to attend teacher office hours for 60 minutes daily; students in grades 1st-5th received 120 'live' instructional minutes Mon-Thurs and had opportunities to attend teacher office hours for 120 minutes daily. All grade levels participated in a full day of asynchronous learning on Fridays with opportunities to attend 120 minutes of teacher office hours.

## 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. Student achievement data is analyzed and literacy prescriptions along with specific literacy goals are developed as part of our system of our Multi-tiered Systems of Support (MTSS). Student progress during intervention is documented and monitored with the support of our Student Success Team (SST) which serves as a resource for teachers and 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, learning progressions and lesson delivery 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. Most textbooks are available in print or digital format as well. 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. Safety protocols and distance learning during the pandemic did not allow for flexible student grouping across grade levels. However, targeted instruction continued within all classrooms during small group instruction. 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. Our system of MTSS includes the use of literacy prescriptions and goal setting to address identified literacy needs and targeted, skill based instruction. 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 the necessary targeted services to support and enable them to achieve mastery of 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. Goals for student progress are established, monitored and documents as part of our Multi-tiered Systems of Support (MTSS). Our Student Success Team (SST) maintains record keeping and site level documentation to monitors at-promise 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-promise 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). During school closure and distance learning, adjustments to typical routines for small group, for commingling of students, and daily time allotments for intervention were required. All students did have opportunities for participation in small group, intervention and D-ELD instruction during the pandemic.

## 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
- \*Math Intervention Teacher--at-risk students with supplemental instruction in numeracy (this position will begin in 2021-2022 school year)



## Parental Engagement

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

During the 2021-2022 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 STEAM 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 may be provided a science board, if the format reverts from digital submission to science board submission for this school year. 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. When safety protocols during the pandemic do not allow for in person gatherings, events and supports will be available in virtual format as needed.

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



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 morning announcements posted on our website, 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. Teachers also communicate consistently through the use of digital apps such as Google Classroom stream, Remind or 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.

Safety protocols and guidelines during the pandemic may temporarily limit site ability for some of the in-person events. Events will continue in virtual format whenever feasible and will resume once it is safe to do so in alignment with safety recommendations.

## 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 achieve mastery of grade level 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, site 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. District categorical funds will also provide funding during the 2021-2022 school year for a math intervention 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 school 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 school wide 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 2021, 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 was not administered in 2019-2020 due to pandemic. Most current data is from 2018-2019 CAASPP. Data from other assessments is analyzed in the goals sections. 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 was not administered in 2019-2020 due to pandemic. Most current data is from 2018-2019 CAASPP. Data from other assessments is analyzed in the goals sections.

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

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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 administration began but administration was not completed in 2019-2020 due to pandemic. Most current data is from 2018-2019 ELPAC. Data from other assessments is analyzed in the goals sections.

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
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections if from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
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.

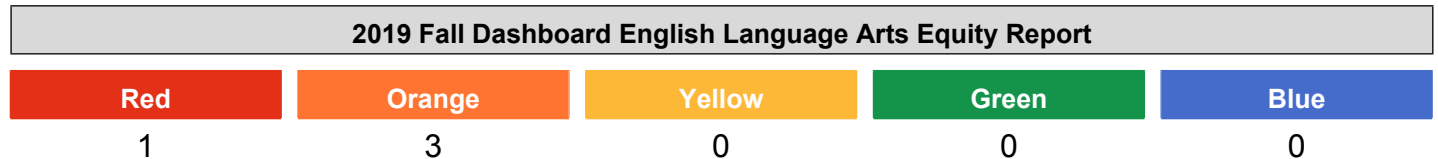
# School and Student Performance Data

## 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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 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	 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	American Indian	Asian	Filipino
 No Performance Color 40.6 points below standard Increased ++4.2 points 22	 No Performance Color 0 Students	 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 45.8 points below standard Declined -11 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 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	Reclassified English Learners	English Only
73.3 points below standard Declined Significantly -18.7 points 102	31.1 points above standard Declined Significantly -50.7 points 38	42.5 points below standard Declined -7.7 points 185

#### Conclusions based on this data:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections if from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
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.

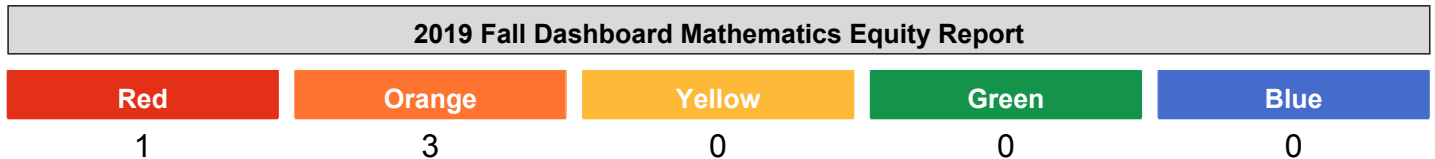
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 57 points below standard Maintained -0.9 points 327	<b>English Learners</b>  Orange 57.6 points below standard Maintained -0.2 points 140	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Socioeconomically Disadvantaged</b>  Orange 61.7 points below standard Declined -5.8 points 277	<b>Students with Disabilities</b>  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:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections if from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
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 57.6 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.

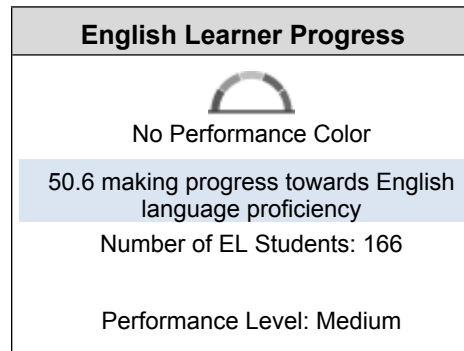
3. Significant findings for EL students include:
  - \*EL students demonstrated a decrease in points of 12.8 and continue to perform nearly 21 points farther below standards when compared to EO students. In comparison, EO students maintained within 2.6 points which indicates that the achievement gap 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 collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections if from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
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).



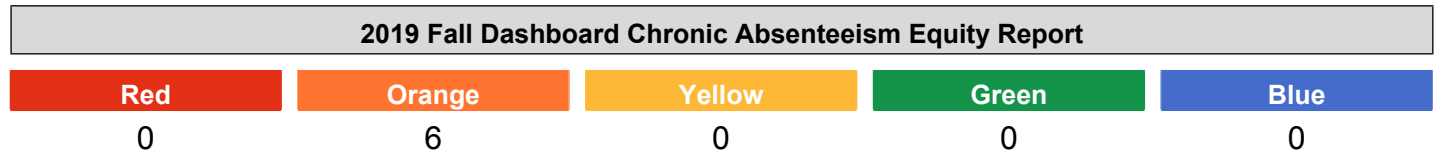
# School and Student Performance Data

## 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.



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		
<b>All Students</b>  Orange 11.9 Increased +1.6 757	<b>English Learners</b>  Orange 7.4 Increased +0.8 257	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Homeless</b>  No Performance Color 29.4 17	<b>Socioeconomically Disadvantaged</b>  Orange 12.9 Increased +2 629	<b>Students with Disabilities</b>  Orange 14.4 Increased +4.6 104

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

### Conclusions based on this data:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections if from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

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.

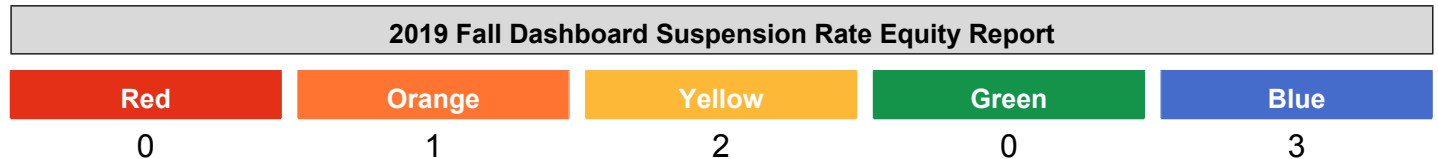
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



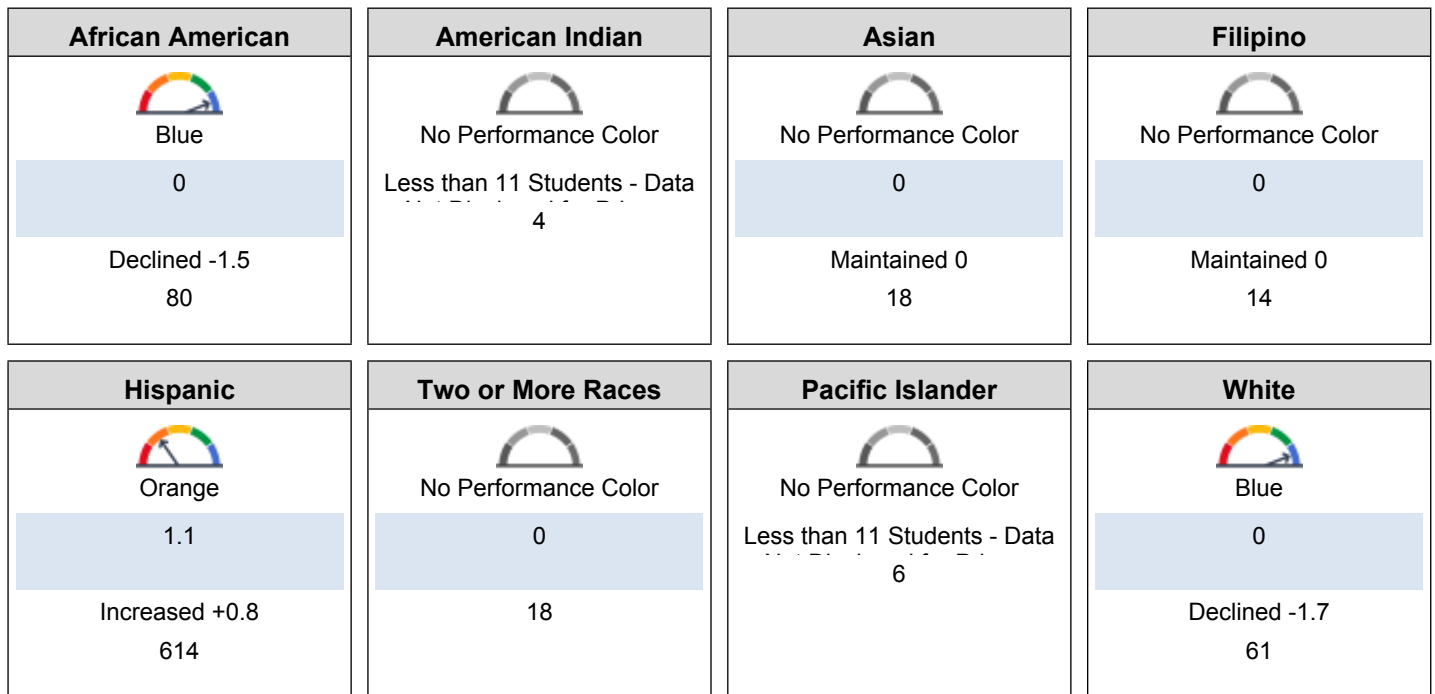
This section provides number of student groups in each color.



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		
<b>All Students</b>  Yellow 0.9 Increased +0.3 815	<b>English Learners</b>  Blue 0.4 Maintained 0 265	<b>Foster Youth</b>  No Performance Color 0 Maintained 0 12
<b>Homeless</b>  No Performance Color 0 Declined -8.3 25	<b>Socioeconomically Disadvantaged</b>  Yellow 0.9 Increased +0.3 666	<b>Students with Disabilities</b>  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:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections if from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

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%).

3. 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 February 2022, 36% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA

\*By February 2022, 50% of students will reach 80% of their typical growth line goal as measured by middle of year administration of iReady assessment for ELA.

Goal 1B--Math:

\*By February 2022, 50% of students will achieve 50% of their typical growth line goal as measured by middle of year administration of iReady assessment for Math.

Goal 1C--EL Students:

\*By March 2022, 60% of EL students will demonstrate positive growth in reading fluency and comprehension when comparing pre and post assessments as measured by a leveled passage from the Wonders Fluency Assessment Book.

## Identified Need(s)

Goal 1A--ELA:

The 2020-2021 school year was the first administration of the iReady assessment. Students took both the beginning of the year assessment and the middle of year assessment in distance learning format. Due to the challenges of administering assessments in digital format and during full distance learning, data may not fully represent accurate levels of student understanding or proficiency. A total of 541 students completed both the beginning and middle of year assessments. Middle of year iReady data from 2020-2021 indicates that 31% of students performed at or above grade level which was a 5% increase when compared to beginning of year assessment. In addition, 30% of students performed two or three grades below which was a 3% decrease when compared to beginning of year assessment. 23% of students achieved a minimum of 70% of their typical growth goal and 16% of students met 100% of their typical growth goal in iReady by the middle of year administration. 21 students received intensive support from our Early Literacy Teacher (ELT). 43% of these students met 60% or more of their typical growth with 24% meeting 100% of their typical growth goal by middle of year administration of iReady. Data trends and analysis from assessments administered in previous years (DIBELS and CAASPP) indicate a need for ongoing improvement in foundational literacy skills. End of year DIBELS data over multiple years (2015-2019) indicates that only 57% of students achieve proficiency. 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 CAASPP 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:

The 2020-2021 school year was the first administration of the iReady assessment. Students took both the beginning of the year assessment and the middle of year assessment in distance learning format. Due to the challenges of administering assessments in digital format and during full distance learning, data may not fully represent accurate levels of student understanding or proficiency. A total of 574 students completed both the beginning and middle of year assessments. Middle of year iReady data from 2020-2021 indicates that 21% of students performed at or above grade level which was a 3% increase when compared to beginning of year assessment. In addition, 31% of students performed two or three grades below which was a 5% decrease when compared to beginning of year assessment. 21% of students achieved a minimum of 70% of their typical growth goal and 12% of students met 100% of their typical growth goal in iReady by the middle of year administration. This was the first year that common assessments were administered district wide for math. In 2018-2019, staff recognized the need for common assessments and elected to use SVMl for measuring math progress. SVMl assessments were used in 2020-2021 to measure math progress in number sense. Pre and post assessments for number sense tasks were administered in distance learning format this year. 545 students completed both pre and post assessments and 418 of those students scored in the 50% on the pre-assessment. Post assessment data from 2020-2021 indicates that 196 of students scoring in the 50% improved their score by 2 or more points (47%). Data trends and analysis from CAASPP assessments administered in previous years indicate a need for ongoing improvement in numeracy and number sense. 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 CAASPP 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:

As a result of school closures and the pandemic, ELPAC was not administered in the 2019-2020 school year. Grade levels elected to use Wonders EL assessments to measure EL student proficiency and progress in English Language Development since there were no other common assessments across the site or district to use. Due to the challenges of administering assessments in digital format and during full distance learning, data may not fully represent accurate levels of student understanding or proficiency. A total of 137 EL students completed both the pre and post assessment. Post assessments from Wonders indicate that 74 EL students (54%) demonstrated positive growth (1 or more points). 40 EL students (29%) improved by 2 or more points when comparing pre and post assessments. Data trends and analysis from ELPAC assessments and EL student performance in ELA on CAASPP administered in previous years indicate an ongoing need to provide EL student support in language proficiency and acquisition. 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 iReady ELA achievement data for 2020-2021 that included overall performance levels, grade level performance levels as well as typical growth reports by site and 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</p>	<p>Goal 1A--ELA</p> <p>Middle of Year iReady Data for Overall Performance Levels from 2020-2021:            *All Students--15% above grade level; 16% at grade level; 38% one year below grade; 18% 2 years below grade level; 12% 3 years below grade level            Kindergarten--58% above grade level; 29% at grade level; 14% one year below grade level; 0% 2 or 3 years below grade level            *1st Grade--15% above grade level; 10% at grade level; 66% one year below grade; 7% 2</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 iReady achievement data from 2021-2022 with middle of year iReady achievement data from 2021-2022. 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 iReady when comparing middle of year</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3 years (2017, 2018 and 2019) for grades 3rd-5th were reviewed by overall site performance, overall grade level performance and cohort performance.	<p>years below grade level; 0% 3 years below grade level            *2nd Grade--12% above grade level; 14% at grade level; 45% one year below grade; 28% 2 years below grade level; 1% 3 years below grade level            *3rd Grade--9% above grade level; 20% at grade level; 19% one year below grade; 29% 2 years below grade level; 14% 3 years below grade level            *4th Grade--9% above grade level; 13% at grade level; 51% one year below grade; 10% 2 years below grade level; 21% 3 years below grade level            *5th Grade--3% above grade level; 11% at grade level; 23% one year below grade; 24% 2 years below grade level; 32% 3 years below grade level</p> <p>Beginning of Year iReady for Overall Performance Levels 2020-2021:            *All Students--13% above grade level; 13% at grade level; 41% one year below grade; 21% 2 years below grade level; 12% 3 years below grade level            *Kindergarten--50% above grade level; 25% at grade level; 25% one year below grade; 0% 2 or 3 years below grade level            *1st Grade--17% above grade level; 7% at grade level; 65% one year below grade; 11% 2 years below grade level; 0% 3 years below grade level            *2nd Grade--7% above grade level; 8% at grade level; 54% one year below grade; 7% 2 years below grade level; 0% 3 years below grade level            *3rd Grade--4% above grade level; 16% at grade level; 30% one year below grade; 33% 2</p>	<p>iReady data from 2021-2022 with middle of year DIBELS data from 2021-2022. In addition, typical growth reports will be used to evaluate the percent of students who are achieving 80% of typical growth by middle of year administration of iReady. Middle of year iReady achievement report will be analyzed to compare progress over two years (2020-2021 and 2021-2022). In addition, 2020-2021 end of year iReady overall performance reports for school and each grade level reports will be evaluated. Trends from previous administrations of CAASPP may also be considered.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>years below grade level; 18% 3 years below grade level  *4th Grade--9% above grade level; 11% at grade level; 45% one year below grade; 16% 2 years below grade level; 19% 3 years below grade level  *5th Grade--3% above grade level; 11% at grade level; 27% one year below grade; 34% 2 years below grade level; 24% 3 years below grade level</p> <p>Middle of Year iReady Typical Growth Reports (Percent of students who met 70% or more of typical growth in 2020-2021  *All Students--23%  *Kindergarten--22%  *1st Grade--17%  *2nd Grade--19%  *3rd Grade--28%  *4th Grade--28%  *5th Grade--26%</p> <p>Middle of Year iReady Typical Growth Reports (Percent of students who met 100% of typical growth in 2020-2021  *All Students--16%  *Kindergarten--21%  *1st Grade--14%  *2nd Grade--6%  *3rd Grade--20%  *4th Grade--12%  *5th Grade--21%</p>	
<p>Goal 1B--Math</p> <p>Data used to form this goal was beginning and middle of year administration of iReady for math that included overall performance levels, grade level performance levels as well as typical growth reports by site and grade level to measure growth; pre and post assessment data from SVMl</p>	<p>Goal 1B--Math</p> <p>When analyzing raw scores from post-assessment of SVMl in 2020-2021 for students who scored in the 50% percentile or lower:  *All Stokoe Students--545 students were assessed. 418 students scored in the 50% percentile or lower and 196 of</p>	<p>Goal 1B--Math</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 iReady achievement data from 2021-2022 with middle of year iReady achievement data from 2021-2022. Grade level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments for number sense that included overall site and grade level performance levels; 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>those students (47%) improved by at least 2 points</p> <p>*Kindergarten--80 students were assessed. 55 students scored in the 50% percentile or lower and 50 of those students (91%) improved by at least 2 points</p> <p>*1st Grade--112 students were assessed. 78 students scored in the 50% percentile or lower and 38 of those students (49%) improved by at least 2 points</p> <p>*2nd Grade--70 students were assessed. 64 students scored in the 50% percentile or lower and 30 of those students (47%) improved by at least 2 points</p> <p>*3rd Grade--153 students were assessed. 128 students scored in the 50% percentile or lower and 40 of those students (31%) improved by at least 2 points</p> <p>*4th Grade--54 students were assessed. 36 students scored in the 50% percentile or lower and 18 of those students (50%) improved by at least 2 points</p> <p>*5th Grade--76 students were assessed. 57 students scored in the 50% percentile or lower and 20 of those students (35%) improved by at least 2 points</p> <p>Middle of Year iReady Data for Overall Performance Levels from 2020-2021:</p> <p>*All Students--12% above grade level; 9% at grade level; 48% one year below grade level; 18% 2 years below grade level; 15% 3 years below grade level</p> <p>Kindergarten--62% above grade level; 9% at grade level; 27% one year below grade level; 0% 2 or 3 years below grade level</p> <p>*1st Grade--16% above grade level; 8% at grade level; 71% one year below grade; 10% 2</p>	<p>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 iReady when comparing middle of year iReady data from 2021-2022 with middle of year DIBELS data from 2021-2022. In addition, typical growth reports will be used to evaluate the percent of students who are achieving 50% of typical growth by middle of year administration of iReady. Middle of year iReady achievement report will be analyzed to compare progress over two years (2020-2021 and 2021-2022). In addition, 2020-2021 end of year iReady overall performance reports for school and each grade level reports will be evaluated. Trends from previous administrations of CAASPP may also be considered.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>years below grade level; 0% 3 years below grade level</p> <p>*2nd Grade--4% above grade level; 5% at grade level; 61% one year below grade; 26% 2 years below grade level; 3% 3 years below grade level</p> <p>*3rd Grade--3% above grade level; 10% at grade level; 46% one year below grade; 29% 2 years below grade level; 12% 3 years below grade level</p> <p>*4th Grade--1% above grade level; 15% at grade level; 43% one year below grade; 19% 2 years below grade level; 22% 3 years below grade level</p> <p>*5th Grade--5% above grade level; 6% at grade level; 34% one year below grade; 21% 2 years below grade level; 35% 3 years below grade level</p> <p>Beginning of Year iReady for Overall Performance Levels 2020-2021:</p> <p>*All Students--10% above grade level; 8% at grade level; 47% one year below grade; 23% 2 years below grade level; 13% 3 years below grade level</p> <p>*Kindergarten--42% above grade level; 15% at grade level; 37% one year below grade; 0% 2 or 3 years below grade level</p> <p>*1st Grade--14% above grade level; 5% at grade level; 67% one year below grade; 13% 2 years below grade level; 0% 3 years below grade level</p> <p>*2nd Grade--3% above grade level; 5% at grade level; 59% one year below grade; 31% 2 years below grade level; 2% 3 years below grade level</p> <p>*3rd Grade--1% above grade level; 6% at grade level; 45% one year below grade; 33% 2</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>years below grade level; 16% 3 years below grade level  *4th Grade--3% above grade level; 6% at grade level; 43% one year below grade; 32% 2 years below grade level; 16% 3 years below grade level  *5th Grade--2% above grade level; 6% at grade level; 36% one year below grade; 22% 2 years below grade level; 33% 3 years below grade level</p> <p>Middle of Year iReady Typical Growth Reports (Percent of students who met 70% or more of typical growth in 2020-2021  *All Students--21%  *Kindergarten--45%  *1st Grade--15%  *2nd Grade--19%  *3rd Grade--21%  *4th Grade--17%  *5th Grade--25%</p> <p>Middle of Year iReady Typical Growth Reports (Percent of students who met 100% of typical growth in 2020-2021  *All Students--12%  *Kindergarten--35%  *1st Grade--5%  *2nd Grade--9%  *3rd Grade--10%  *4th Grade--6%  *5th Grade--13%</p>	
<p>Goal 1C--EL Students</p> <p>Data used to form this goal was pre and post administration of grade level selected ELD language proficiency assessment in Wonders, 2018 and 2019 ELPAC student achievement reports and 2019 CAASPP reports for ELA and math. 2019 ELPAC data was</p>	<p>Goal 1C--EL Students</p> <p>When analyzing raw scores from post administration of grade level selected ELD language proficiency assessment in Wonders:  *All Students--137 EL students were assessed using assessments that ranged from 4-41 questions. 74 EL students improved by 1 or</p>	<p>Goal 1C--EL Students</p> <p>This goal will be evaluated by comparing EL student growth in reading fluency and comprehension using a grade level appropriate leveled passage from the Wonders Fluency Assessment Book. The same passage will be used to measure growth between pre and post</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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>more points (54%). 40 EL students improved by 2 or more points (29%)</p> <p>*Kindergarten--24 EL students were assess using a 10 question assessment. 11 EL students improved by 1 or more points (73%). 7 EL students improved by 2 or more points (29%).</p> <p>*1st Grade--15 EL students were assess using a 6 question assessment. 11 EL students improved by 1 or more points (46%). 7 EL students improved by 2 or more points (47%).</p> <p>*2nd Grade--19 EL students were assess using a 4 question assessment. 11 EL students improved by 1 or more points (58%). 4 EL students improved by 2 or more points (21%).</p> <p>*3rd Grade--41 EL students were assess using a 5 question assessment. 18 EL students improved by 1 or more points (44%). 5 EL students improved by 2 or more points (12%).</p> <p>*4th Grade--15 EL students were assess using a 8 question assessment. 9 EL students improved by 1 or more points (60%). 5 EL students improved by 2 or more points (33%).</p> <p>*5th Grade--23 EL students were assess using a 41 question assessment. 14 EL students improved by 1 or more points (61%). 12 EL students improved by 2 or more points (52%).</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</p>	<p>assessment. In addition, ELPAC data reports from 2020-2021 will be analyzed. 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
	<p>*Oral Language Levels--40% well developed; 33.81% moderately developed; 16.19% somewhat developed; 10% beginning stage</p> <p>*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:</p> <p>*Listening--29.05% well developed; 59.05% somewhat/moderately developed; 11.9% beginning stage</p> <p>*Speaking--50.95% well developed; 37.62% somewhat/moderately developed; 11.43% beginning stage</p> <p>*Reading--8.1% well developed; 65.71% somewhat/moderately developed; 26.19% beginning stage</p> <p>*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:</p> <p>*28% of EL students increased one performance level.</p> <p>*85% of EL students increased in the number of scale score points</p> <p>*9% of EL students remained at performance level 4.</p> <p>*29% of students remained at performance levels 1-3.</p> <p>*30% of students decreased in performance levels.</p>	



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)

All students

### Strategy/Activity

Instructional Coach will provide support to teachers with the implementation of adopted curriculum, CA Common Core State Standards, ELA/ELD frameworks, math progressions, Math Coherent Guide, 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)	Source(s)
148,993	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, skill based prescriptions, tutoring and extended learning opportunities in targeted literacy and foundational skills for all students as identified by iReady and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to DIBELS, SIPPS, BPST, IL and other research-based strategies.

For Math: teachers and support staff will be used to remediate numeracy gaps and to deepen conceptual understanding of mathematics by using small group intervention, tutoring and extended



learning opportunities in targeted numeracy skills for all students as identified by iReady and common formative assessments. Teachers and support staff will remediate learning gaps in numeracy, conceptual and procedural understanding and will enrich and extend student application of math skills using a variety of curriculum 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, iReady 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)
483	Title I 2000-2999: Classified Personnel Salaries
483	LCFF-LI 2000-2999: Classified Personnel Salaries
1,863	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 Coherent Guide, math progressions, Standards for Mathematical Practice, differentiation strategies, oral production strategies, digital literacy, 21st Century skills, small group instruction, content driven strategies, culturally responsive teaching 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)

16,119

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

3,045

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, digital literacy, 21st Century skills and/or distance learning across 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: printing/purchase of consumable math workbooks, 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)
2,500	Title I 4000-4999: Books And Supplies
1,497	LCFF-LI 4000-4999: Books And Supplies
2,500	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/subscriptions, 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 and 21st Century 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)
7,062	Title I 5000-5999: Services And Other Operating Expenditures
2,000	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, digital literacy, 21st Century skills, culturally responsive teaching 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)

238

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, written language skills, digital literacy skills and 21st Century 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)
3,805	Title I 1000-1999: Certificated Personnel Salaries
400	Title I 4000-4999: Books And Supplies
4,380	LCFF-EL 1000-1999: Certificated Personnel Salaries
1,471	LCFF-EL 2000-2999: Classified Personnel Salaries
967	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)
<h3>Strategy/Activity 9</h3> <h4>Students to be Served by this Strategy/Activity</h4> <p>(Identify either All Students or one or more specific student groups)</p> <p>All students</p>	

#### 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 CABE. 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, language acquisition/development, digital literacy, restorative practices or social-emotional well-being. (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)

1,800

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/subscriptions will be used as supplemental resources to support enrichment, intervention, mitigation of learning loss, 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: Nearpod, Peardeck, Kami, eSpark, ESGI, Brain Pop, 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)

Early Literacy Teacher (ELT) will provide support to teachers and at-risk students by providing small group, targeted, skill-based 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.

Math Intervention Teacher will provide support to teachers and at-risk students by providing small group, targeted, skill-based numeracy instruction to remediate number sense, conceptual understanding, procedural understanding, math fluency and application of math skills; will provide support with data analysis and development of specific strategies for numeracy interventions within MTSS and SST; and may develop, facilitate and provide professional learning to staff to improve numeracy 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)

147,018

Title I  
1000-1999: Certificated Personnel Salaries

## **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)

2,799

Source(s)

LCFF-EL  
1000-1999: Certificated Personnel Salaries

### **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). Instructional minutes may vary depending on safety protocols and guidelines for instruction during pandemic.

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, skill based 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, iReady, 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, skill based 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 2020-2021

Goal 1A: ELA By January 2021, 55% of students will reach their typical growth goal as measured by middle of year administration of iReady assessment for ELA.

\*The pandemic and challenges of administering assessments in distance learning format impacted this goal.

\*Data from middle of year administration of iReady indicated:

- ----14% of Stokoe students performed at or above grade level.
- ----23% of Stokoe students performed one year below grade level.
- ----56% of Stokoe students performed 2 or more years below grade level.
- --23% of Stokoe students met 70% or more of typical growth goal by middle of year assessment.
- --16% of Stokoe students met 100% of typical growth goal by middle of year assessment.

\*This goal was not met. The impact of administering digital assessments for the first time in a distance learning setting were considered as critical factors impacting goal attainment. This goal has been revised and continued.

Goal 1B: Math 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.

\*The pandemic and challenges of administering assessments in distance learning format impacted this goal.

\*Data from SVMI assessment indicated:

- ---545 students were assessed and 418 of those students scored in the 50% percentile.
- ----196 of those students (47%) improved by at least 2 points

\*Data from middle of year administration of iReady indicated:

- ----21% of Stokoe students performed at or above grade level.
- ----48% of Stokoe students performed one year below grade level.
- ----31% of Stokoe students performed 2 or more years below grade level.
- --21% of Stokoe students met 70% or more of typical growth goal by middle of year assessment.
- --12% of Stokoe students met 100% of typical growth goal by middle of year assessment.

\*This goal was impacted by school closure.

\* This goal was not met. The impact of administering digital assessments for the first time in a distance learning setting were considered as critical factors impacting goal attainment. This goal has been revised to include a common assessment administered across the entire district and continued.

Goal 1C: EL Students By March of 2021, 60% of EL students will demonstrate positive growth in overall language skills as measured by local assessments from Wonders curriculum.

\*The pandemic and challenges of administering assessments in distance learning format impacted this goal. In addition, since each grade level selected their preferred assessment, the number of questions, rigor and complexity of the assessment was not standardized which may have impacted the accuracy of the data results.

\*Data from post administration of Wonders assessment indicated:

- ---137 EL students were assessed
- ---74 EL students (54%) improved by 1 or more points
- ---40 EL students (29%) improved by 2 or more points

\*This goal was not met based. The impact of administering assessments in a distance learning setting and use of non-standardized assessment tool were considered critical factors impacting goal attainment. This goal has been revised to include a site standardized 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 were unable to be used when school closed. These funds were instead used to support digital learning and distance learning.

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

Goals were developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. There is an expected need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Learning settings for the 2021-2022 school year have yet to be determined. The safety protocols

and guidelines utilized in the 2021-2022 school year may impact goals, outcomes, strategies and activities that have been developed. 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 2022, 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 2022, 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 and/or virtual views.

## Identified Need(s)

According to data collected in 2019-2020, 82.7% of students are socioeconomically disadvantaged, 10.8% of students have disabilities and 3.3% of students are homeless/foster youth. 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. School closure in Spring of the 2019-2020 school year. prevented completion of school climate surveys. Climate surveys were completed in Spring of 2021 and data reports from this will be analyzed when available. Climate surveys were administered in spring of 2021. Parent survey results indicate that 81% of parents feel welcome to participate; that 91% of parents feel encouraged to be and active partner with the school; that 90% of parents feel Stokoe actively seeks parent input before making important decisions; that 86% of parents feel the school responds promptly to phone calls, messages or emails; that 90% of parents feel parent concerns are taken seriously; that 96% of parents feel staff treats parents with respect; that 87% of parents feel teachers communicate classroom expectations; that 84% of parents feel teachers provide information about student progress and how to help with homework; and that 100% of parents feel that Stokoe keeps them well informed. 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. Although 9 more teachers were trained in the 2019-2020 school year, no additional teachers were trained in the 2020-2021 due to the challenges presented by school closure and the pandemic. Systems of AVID continued to be used in most classrooms, but many of the strategies were modified to align with lesson delivery in fully distance learning settings. Staff AVID implementation survey for 2020-21 indicates that communication systems continued to be used in 68.4% of distance learning classrooms and that note-taking strategies continue to be used in 78.9% of distance learning classrooms. The percent of classrooms using communication tools and note-taking strategies decreased when compared to previous year. Systems are established to recognize student achievement and to support college readiness. Student recognition occurred in virtual format in 2020-2021, and one 5th grade student was selected and recognized as the AVID student of the year as part of the RIMS AVID celebration. Safety recommendations during the pandemic

prevented large gatherings during this school year. However, a variety of parent engagement opportunities continued to be offered throughout the year in a virtual setting and strategies that support a welcoming, culturally responsive and inclusive school climate are established. Although the number of parent events decreased, parent participation in district and site planned events increased by 6%. In addition, a system for MTSS and early intervention is utilized along with a system for SST to provide intervention support for behaviors and academics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Goal 2A--AVID</p> <p>Data analyzed to form this goal included results from staff survey regarding implementation and use of AVID strategies. Student achievement on iReady, common formative assessments, benchmark assessments and standardized assessments from current and/or previous years was also reviewed. Data related to parent education levels along with free/reduced lunch data was also considered.</p>	<p>Goal 2A--AVID</p> <p>Trends from 2020 end of year teacher survey:</p> <ul style="list-style-type: none"> <li>*68.4% of teachers use communication folders/planners and agendas (a decrease of 22.2% when compared to previous year) <ul style="list-style-type: none"> <li>--Teacher use trends: 12.5% weekly; 68.8% daily; 18.8% in another manner</li> </ul> </li> <li>*78.9% of teachers utilize AVID note-taking strategies during lessons (a decrease of 8.2% when compared to previous year) <ul style="list-style-type: none"> <li>--Teacher use trends: 55.6% weekly; 5.6% monthly; 22.2% daily; 16.7% in another manner</li> </ul> </li> </ul> <p>*AVID note-taking strategies are used by teachers in multiple content areas. 93.8% of teachers use for ELA; 50% of teachers use for math; 37.5% of teachers use for science; 31.3% of teachers use for social studies.</p>	<p>Goal 2A--AVID</p> <p>To evaluate this goal, we will conduct a staff survey at end of 2022 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 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, iReady and reports from research based intervention programs.</p>
<p>Goal 2B--Parent Involvement</p> <p>All events were held in virtual format and sign in sheets were not always available. Sign in sheets or You Tube views from parent events were used to determine parent attendance at district planned and site</p>	<p>Goal 2B--Parent Involvement</p> <p>Safety protocols which did not allow for large gatherings impacted the format and type of events that occurred this year. In addition, school closure impacted ability to hold or compare events that</p>	<p>Goal 2B--Parent Involvement</p> <p>To evaluate this goal, we will utilize sign in sheets and/or You Tube views from parent meetings, workshops and school events to monitor and evaluate parent attendance and involvement. Parent input</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
planned events. Spring 2021 survey results from parents (CSPS), staff (CSSS) and students (CHKS) were analyzed. Student achievement on iReady, common formative assessments, benchmark assessments, standardized assessments, parent education levels along with free/reduced lunch data was also considered.	<p>typically occur during school years.</p> <p>Trends from parent sign-ins and/or You Tube views during events offered in both 2019-2020 and 2020-2021:            *4 types events were offered.            *239 more parents attended events offered both years which represents a 6% overall increase.            *An average of 29% of parents attended district planned events which represents an increase of 14% when compared to previous year.            *An average of 20% of parents attended site planned events which represents an increase of 3% when compared to previous year.</p> <p>Attendance at district planned events:            *Annual Title 1 Meeting--8% (an increase of 7%)            *Parent Involvement Week--50% (an increase of 21%)            *382 parents signed in at district planned events</p> <p>Attendance at site planned events:            *Family STEAM Night--8% (an decrease of 28%).            *Awards Ceremonies-22% (an increase of 9%).            *777 parents signed in at site planned events</p>	from school climate surveys will be considered. 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, iReady and reports from research based intervention programs.

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, skill based 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, student growth/progress 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)

2,000

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

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

Supplemental instructional resources, materials, supplies and technology will be used by staff and students to support an equitable and inclusive 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, GATE and culturally inclusive/responsive 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)

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

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. Events may be offered in virtual settings via live feed or recordings depending on current guidelines and protocols for safety during pandemic.

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)

400

Title I  
4000-4999: Books And Supplies

250

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

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 2020-21

Goal 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.

\*This goal was impacted by school closure. All students participated in a fully distance learning model from August -March. AVID materials were distributed at beginning of year, some families elected not to pick up materials which impacted teacher ability to fully implement and use all tools. Also many staff members utilized digital forms of communication as part of the distance learning model.

\*68.4% of classrooms utilize communication folders/agendas/planners on a weekly basis which represents a decrease of 22.2% when compared to previous year. In order to achieve this goal, 100% usage was required. This portion of the goal was not met.

\*78.9% of classrooms use AVID note-taking strategies which represents a 8.2% decrease when compared to previous year . Of the classrooms that using note-taking strategies, 77.8% of teachers use AVID note-taking strategies on a weekly basis. This portion of the goal was not met.

\*No additional teachers were trained in AVID strategies. Grade level teams are fully trained in grades 2nd-5th.

\*This goal was not met. This goal has been revised and continued.

Goal 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.

\*This goal was impacted by school closure. Safety recommendations during pandemic prohibited large group gatherings. All parent events were held in a virtual setting and some were recorded and uploaded to You Tube to allow viewing after event completion. Some of the events typically offered did not occur during school closure. A combination of sign in (digital) and You Tube views was used to gather data for parent participation.

\*Of the 4 events that occurred across both school years:

- ----239 more parents attended events this school year.
- ----14% more parents attended district planned events.
- ----3% more parents attended site planned events.

\*Parent attendance increased across all district events and varied across site events.

\*Parent attendance was stable at ELAC and ATP meetings.

\*Overall parent participation increased by 6% for events that occurred both years.

\*Although many typical events did not occur and data collection indicates that 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 were unable to be used when school closed. These funds were instead used to support digital learning and distance learning.

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

Goals were developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. Goal revisions also accounted for the adjustments to AVID implementation and parent participation that occurred as a result of fully distance learning. 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 2022, the absenteeism rate will decrease by 0.5% as measured by local data in Aeries.

3B--School Climate (Discipline and Suspensions)

\*By April 2022, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

## Identified Need(s)

Goal 3A--Attendance

In 2020-2021 all students participated in fully distance learning from August- March. Approximately 400 Stokoe students returned to school in a hybrid learning model in late March. Due to the challenges of full distance learning and the modified attendance collection policies, data may not fully represent accurate levels of student attendance. Stokoe average daily attendance (ADA) rate increased by 0.03% when comparing 2020-21 with 2019-2020.

For data collection purposes, attendance rates for only students participating in the hybrid program were analyzed. Average daily attendance rates have increased slightly over the past three years. Based on ADA rates from months 1-7 this year, attendance has increased slightly by 0.03%. ADA rates were 95.97% in 2018-18, 96.10% in 2018-19, 95.54% in 2010-20. School climate surveys were administered in Spring 2021. Data from survey indicates that 50% of students and 63% of parents report participating in school for the entire day a minimum of 4 days a week and that 52% of students and 47% of parents report that students spent less than 2 hours a day on school work this school year. School closure and the pandemic have impacted collection of complete data sets for the past two years. Data trends from previous data sources were considered as well. 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)

In 2020-2021 all students participated in fully distance learning from August- March. As a result there was no data related to discipline or suspensions available for the 2020-2021 school year. In addition, climate surveys were not administered in 2019-2020 due to school closure. Approximately 400 Stokoe students returned to school in a hybrid learning model in late March. There were no student discipline incidents in March or April of 2021. School climate surveys were administered in Spring 2021. Data from surveys indicate that 89% of students, 80% of parents and 96% of staff feel students are treated equally and rules are enforced fairly; that 90% of students and 96% of staff feel rules are clearly communicated; that 82% of students, 80% of parents and 100% of teachers feel school is a safe place for learners; that 94% of students have not been victims of mean rumors, bad names, mean jokes or cyberbullying. In addition, 100% of students and staff report that bullying is not tolerated and that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. Past

data trends 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
<p>Goal 3A--Attendance</p> <p>Data used in the development of these goals was district attendance(ADA) reports in Aeries, Spring 2021 survey results from parents (CSPS), staff (CSSS) and students (CHKS), and CA Dashboards for chronic absenteeism from 2019.</p>	<p>Goal 3A--Attendance</p> <p>ADA trends from Aeries:</p> <ul style="list-style-type: none"> <li>*2017-18--95.97%</li> <li>*2018-19--96.10%</li> <li>*2019-20--95.54% (due to school closure represents only months 1-7)</li> <li>*2020-21--94.57% (represents only months 1-7 for students participating in hybrid learning model).</li> </ul> <p>2010 CA Schools Dashboard trends:</p> <ul style="list-style-type: none"> <li>*11.9% of Stokoe students are chronically absent</li> <li>*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%</li> <li>*The percent of Stokoe students who are chronically absent increased by 1.6% compared to previous year</li> <li>*Student group trends: White--increased by 2.0%, Hispanic--increased by 0.9%, SED--</li> </ul>	<p>Goal 3A--Attendance</p> <p>Monthly attendance summary data from Aeries and CA Dashboard will be used to evaluate this goal.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>increased by 2.0%, African American--increased by 4.1%, SWD--increased by 4.6% and EL--increased by 0.8%</p> <p>Monthly ADA Trends from Aeries 2020-2021</p> <p>*Month 1 98.45%</p> <p>*Month 2 96.34%</p> <p>*Month 3 94.7%</p> <p>*Month 4 94.8%</p> <p>*Month 5 95.02%</p> <p>*Month 6 95.26%</p> <p>*Month 7 94.6%</p>	
<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>Data used in the development of these goals was trends from previous years for assertive discipline reports from Aeries, CA Dashboards for suspensions and Spring 2021 survey results from parents (CSPS), staff (CSSS) and students (CHKS).</p>	<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>There was no current data to analyze in 2020-2021 due to school closure.</p> <p>Assertive discipline trends from Aeries for previous school years:</p> <p>*2017-18--9 suspensions</p> <p>*2018-19--10 suspensions</p> <p>*2019-2020--18 suspensions (due to school closure, data reflects months 1-8 of school)</p> <p>2019 CA Schools Dashboard trends:</p> <p>*0.9% of Stokoe students were suspended at least once</p> <p>*Student group suspension trends: SED--0.9%, EL--0.4%, Hispanic--1.1%, African American--0.0%, SWD--1.8%, and White--0.0%</p> <p>*The percent of Stokoe students suspended at least once increased by 0.3%</p> <p>*Student group trends: SED--increased by 0.3%, EL--maintained at 0%, Hispanic--increased by 0.8%, African American--declined by 1.5%,</p>	<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 goal. Data from parent, staff and student surveys (CSPS, CSSS, CHKS and/or site created) related to school climate will also be used to evaluate this goal.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SWD--maintained at 0.1% and White--declined by 1.7%</p> <p>CHKS Survey Trends from survey administered in Spring 2021: (percent who responded yes to most/all of the time)</p> <p>*Positive behaviors: follow rules in class--94%, follow rules on playground--94%, listen to adults--100%, be kind to others--100%, never been a victim of mean rumors/lies, bad names, mean jokes--94%, never been a victim of cyberbullying or been teased about body image--100%;</p> <p>*Rules: clearly communicated--90%; enforced fairly--81%</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 implement MTSS as a means of early intervention and utilize SST process to monitor at-risk students and to support students, teachers and parents. Intervention data will be consistently monitored, documented and analyzed to support student growth and progress. 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, to set learning goals and to write targeted, skill based prescriptions to remediate learning. Staff 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)

2,845

#### 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, culturally responsive 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)

1,700

#### Source(s)

Title I  
4000-4999: Books And Supplies

1,000

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, equitable 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. Meetings will be held in person or via distance platforms depending on recommendations for safety during pandemic. Some meetings may be recorded and posted for viewing.



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 and culturally responsive strategies to support character development, to minimize discipline incidents, to foster an equitable, inclusive learning environment and to encourage attendance. Staff will provide ongoing instruction related to topics of culturally responsive teaching, ethnic studies, 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 2020-2021**

Goal 3A: Attendance By April 2021, the chronic absenteeism rate will decrease by 0.5% as measured by local data in Aeries.

\*Data collection was impacted by school closure and represents only students participating in the hybrid learning program for months 1-7. During months 1-7 students in the hybrid program did not physically attend school and participated in fully distance learning.

\*Local data in Aeries indicates a slight improvement in annual attendance rate in increased by 0.03% when comparing months 1-7 of 2019-20 with 2020-21

\*Data sets were incomplete and do not fully represent trends of all Stokoe students.

\*This goal was not met. This goal has been revised and continued.

Goal 3B: School Climate (Discipline and Suspension) By April 2021, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

\*This goal was impacted by school closure. All students participated in a fully distance learning model from August-March which resulted in a lack of data to analyze this goal. Data sets from previous years indicated:

\*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 for 2019-2020 indicated a significant increase in the number of suspensions (8).

\*This goal was unable to be evaluated due to lack of data. The goal 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 some attendance incentives, student recognition events, intervention/MTSS support, and school climate events were unable to be used during school closure. These funds were instead used to support digital learning, distance learning, development of plans to remediate learning and address social-emotional needs of students by ensuring an equitable, inclusive and culturally responsive learning climate.

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 during the pandemic. Goals were also developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. There is an expected need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Learning settings for the 2021-2022 school year have yet to be determined. The safety protocols and guidelines utilized in the 2021-2022 school year may impact goals, outcomes, strategies and activities that have been developed. 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	\$357,618.00

## 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	\$328,718.00

Subtotal of additional federal funds included for this school: \$328,718.00

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	\$16,030.00
LCFF-LI	\$12,870.00

Subtotal of state or local funds included for this school: \$28,900.00

Total of federal, state, and/or local funds for this school: \$357,618.00

# 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	16,030	0.00
LCFF-LI	12,870	0.00
Title I	328,718	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	16,030.00
LCFF-LI	12,870.00
Title I	328,718.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	329,004.00
2000-2999: Classified Personnel Salaries	4,300.00
4000-4999: Books And Supplies	15,452.00
5000-5999: Services And Other Operating Expenditures	8,862.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,179.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,334.00
4000-4999: Books And Supplies	LCFF-EL	3,717.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,800.00

1000-1999: Certificated Personnel Salaries	LCFF-LI	5,890.00
2000-2999: Classified Personnel Salaries	LCFF-LI	483.00
4000-4999: Books And Supplies	LCFF-LI	6,497.00
1000-1999: Certificated Personnel Salaries	Title I	315,935.00
2000-2999: Classified Personnel Salaries	Title I	483.00
4000-4999: Books And Supplies	Title I	5,238.00
5000-5999: Services And Other Operating Expenditures	Title I	7,062.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	349,423.00
Goal 2	2,650.00
Goal 3	5,545.00

# 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
Michelle Ashe	Classroom Teacher
Tiffany (Star) Ferreira	Classroom Teacher
Michele Morales	Classroom Teacher
Lynne Greenlee	Other School Staff
Lorena Diaz	Parent or Community Member
James Milliken	Parent or Community Member
Lovelyn Razzouk	Parent or Community Member
Stephanie Thomas	Parent or Community Member
Jamie Walden	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 5-20-21.

Attested:



Principal, Francine Ramirez on 5-20-21

SSC Chairperson, Tiffany (Star) Ferreira on 5-20-21



## 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)

# 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 5-20-21.

Attested:



Principal, Francine Ramirez on 5-20-21



SSC Chairperson, Tiffany (Star) Ferreira on 5-20-21



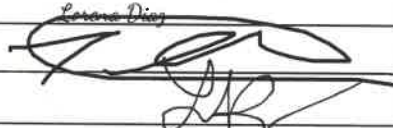
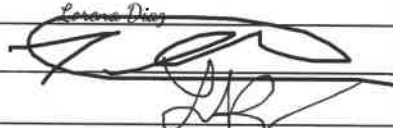



# Stokoe Elementary

## School Site Council Elementary Sign In Sheet

May 20, 2021

Zoom 940 4999 9053

Name (Print)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Francine Ramirez		Principal	
Michelle Ashe	<i>Michelle Ashe</i>	Teacher	Vice-Chairperson
Tiffany (Star) Ferreira	<i>Star Ferreira</i>	Teacher	Chairperson
Michele Morales	<i>Michele Morales</i>	Teacher	Secretary
Lynne Greenlee		Other Staff	
<b>PARENTS/STUDENTS/COMMUNITY MEMBERS</b>			
Lorena Diaz		Parent/Community Member	
James Milliken		Parent/Community Member	
Lovelyn Razzouk		Parent/Community Member	
Stephanie Thomas	<i>Stephanie Thomas</i>	Parent/Community Member	
Jamie Walden	<i>Jamie Walden</i>	Parent/Community Member	
<b>OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)</b>			
Erika Bowden		AP	
Rayann Lopez		Parent	

Stokoe Elementary SSC Zoom Report  
May 20, 2021

Name (Original Name)	User Email	Total Duration (↑ Guest
Francine Ramirez	francine.ramirez@alvordschool:	73 No
Michele Morales	michele.morales@alvordschool:	73 Yes
Lynne Greenlee		67 Yes
michelle.ashe		67 Yes
Stephanie	liltweadle@yahoo.com	62 Yes
James's		62 Yes
lorena's iPhone		59 Yes
Star Ferreira		62 Yes
Lovelyn Razzouk (she/her)	lrazzouk@lasierra.edu	53 Yes
Jamie's iPhone		37 Yes



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, May 20, 2021**

**3:15 p.m.      Zoom: 940 4999 9053**

**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 22, 2021
  - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  - 3. Approval of participation in Title 1 School Wide Program
  - 4. Approval of Site Categorical Budgets (2021-22 Budget Allocation)
  - 5. Approval of 2021-22 School Plan for Student Achievement (SPSA)
- III. Discussion/Information**
  - 1. Budget Reports
  - 2. Preliminary Budget 2021-2022
  - 3. Training Topic:
    - a. Staff Needs Assessment Summary
    - b. School Climate Survey Summary
    - c. SSC Year End Evaluation
    - d. Election Cycle 2021-22
  - 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 2021-2022 School Year***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

***Concilio Escolar***

**Jueves, 20 de mayo del 2021**

**3:15 p.m. Zoom: 940 4999 9053**

**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 18 de marzo 2021
  - 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 del presupuesto 2021-22)
  - 5. Aprobar el Plan Escolar para Logros Estudiantiles 2021-2022 (SPSA)
- III. Diálogo/Información
  - 1. Reportes del Presupuesto
  - 2. Reporte Preliminar de Presupuesto 2021-2022
  - 3. Temas para la capacitación:
    - a. Resumen de la encuesta de necesidades de los empleados
    - b. Resumen de la encuesta del clima escolar
    - c. Evaluación de fin de año de SSC
    - d. Fechas para las elecciones en 2021-2022
  - 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 se anunciará en el año escolar 2021-2022***



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, May 20, 2021**

**3:15 p.m.      Zoom: 940 4999 9053**

**MINUTES**

**I.      Introductory Procedures**

1. Meeting was called to order at 3:22pm.
2. Establishment of Quorum: Quorum was established with 10 out of 10. The following members were present: Francine Ramirez, Michele Morales, Tiffany Ferreira, Michelle Ashe, Lorena Diaz, Lynne Greenlee, Stephanie Thomas, James Milliken, Lovelyn Razzouk, Jamie Walden
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

**II.     Action Items**

1. No corrections were noted in the April 22, 2021 minutes:
  - a. It was motioned/seconded/carried (Ferreira/Thomas 10/0/0) to approve the minutes as revised.
2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  - a. No expenditure requests were brought forward.
3. Approval of participation in Title 1 School Wide Program
  - a. Members discussed elements of School Wide Title 1 Program.
  - b. It was motioned/seconded/carried (Ferreira/Morales 10/0/0) to approve the School Wide Title 1 Program.
4. Approval of Site Categorical Budgets (2021-22 Budget Allocation)
  - a. Members reviewed and discussed the preliminary allocations for the 2021-2022 site categorical budgets.
  - b. Adjustments to budget allocations will be discussed and approved as needed.
  - c. It was motioned/seconded/carried (Ashe/Greenlee 10/0/0) to approve the preliminary allocations for the 2021-2022 site categorical budgets.
5. Approval of 2021-22 School Plan for Student Achievement (SPSA)
  - a. Members reviewed and discussed the 2021-2022 SPSA.
  - b. Staff Needs Assessment document was reviewed and discussed.
  - c. School Climate Summary report was reviewed and discussed.
  - d. SPSA goal summary sheet was provided.
  - e. SPSA was signed and attested by Francine Ramirez, Principal, Tiffany Ferreira, SSC Chairperson and Lorena Diaz, ELAC President.
  - f. It was motioned/seconded/carried (Thomas/Razzouk 10/0/0) to approve the 2021-22 School Plan for Student Achievement (SPSA)



### III. Discussion/Information

#### 1. Budget Reports

- a. Categorical budgets were reviewed and discussed.

#### 2. Preliminary Budget 2021-2022

- a. The preliminary budget for 2021-2022 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 2021-22

- Members discussed election cycle and timelines for 2021-2022.
- All members are elected for 1 year terms.
- Staff elections will occur in August.
- Parent nominations—August 16-20, 2021
- Parent ballots—August 30-September 7, 2021
- Parent election results—September 8-14, 2021
- All members agreed with the election cycle timeline.

#### 4. Parent Committee Reports

##### a. ELAC Report

- May ELAC highlights included: year in review, SPSA 2021-2022 goal summary, CABE report, summer school discussion, ELAC academic needs assessment and budget recommendations.
- ELAC minutes from May were distributed.
- Next ELAC meeting will be next school year.

##### b. ATP Report

- April ATP highlights included: Content evaluation for Family STEAM Night and preliminary action plan development 2021-2022.
- April ATP minutes were distributed for review.
- Next ATP meeting will be next school year.

##### c. PAC Report

- April PAC highlights included: LCAP Stakeholder input.
- 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: asset based thinking

##### b. Parent and Family Involvement Opportunities

- Recent parent involvement opportunities included: Family STEAM Night

- Upcoming parent involvement opportunities include: Semester Awards (Virtually in teacher classrooms May 24<sup>th</sup>-27<sup>th</sup>); Classroom celebrations/activities; 5<sup>th</sup> Grade Send Off
- c. Interventions:
  - ELT will continue to provide intervention support next school year
  - ENT support will begin next year.
- 6. Principal's Report:
  - a. Upcoming events:
    - Stokoe Board Recognitions—May 20<sup>th</sup> 6pm
    - Last Day of School—May 28<sup>th</sup>
  - b. Laptop return—May 27<sup>th</sup> 2-330pm, May 28<sup>th</sup>/June 1<sup>st</sup> 10am-1230pm
  - c. Registration for returning and new students for the next school year will be online via Aeries beginning June 12<sup>th</sup>.
- IV. Hearing Session/Public Comments
  - 1. No additional discussion was brought forward.
- V. Adjournment: Action Item
  - 1. It was motioned/seconded/carried (Razzouk/Milliken 9/0/0) to adjourn the meeting at 4:25pm.

***The next School Site Council meeting is TBD for the 2021-2022 School Year***



**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 CABLE
  - 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



**Needs Assessment – ACADEMIC – REQUIRED**  
**Encuesta de Necesidades – ACADÉMICO – OBLIGATORIO**

(completed during the months the SPSA is being developed/*completado durante los meses en que se está desarrollando el SPSA*)

English Learner Advisory Committee/Comité Consejero para Alumnos Aprendiendo Inglés

Name of School/*Nombre de la escuela*: Stokoe Elementary      Date/*Fecha*: January, March and April 2021

SSC Meeting Date to present results of ELAC Needs Assessment: April 22, 2021

*Fecha de la Junta SSC para presentar los resultados de la Encuesta de Necesidades de ELAC*

**Names of ELAC Members Present/*Nombres de los miembros de ELAC presentes***

January 6, 2021: Lorena Diaz, Rosario Balbino, Francisco Diaz, Francine Ramirez

March 3, 2021: Lorena Diaz, Areli Diaz Silva, Rosario Balbino, Francisco Diaz, Francine Ramirez

April 7, 2021: Lorena Diaz, Rosario Balbino, Francisco Diaz, Francine Ramirez

**Current EL Programs/*Programas EL actuales***

Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program./ *Describe los programas y servicios actuales en las escuelas para los alumnos EL. Algunos ejemplos son: asistentes de instrucción bilingües, actividades extracurriculares de enriquecimiento después de clases, programas digitales suplementarios, etc. Asegúrese de incluir todas las acciones del SPSA que se proporcionan a los estudiantes EL directamente. Considere la posibilidad de describir los apoyos que se pagan con otros fondos para dar una imagen completa del programa EL.*

- Bilingual instructional assistants (primary language support, language acquisition/production, academic vocabulary development, lesson preview/review)
- I-ELD and D-ELD instruction daily
- Targeted intervention (Tier 1 in classrooms--small group, Tier 2--Literacy Teacher, classified support staff-pull out groups)
- Parent training (CABE, Kinder Camp, ELAC and other parent committee meetings, Family Nights)
- Professional Development for teachers in all content areas (ELA, Math, ELD, AVID)
- Certificated support staff--Instructional coach, counselor
- MTSS and SST systems for documenting/monitoring interventions
- Supplemental Digital Programs--Nearpod, Kami, Jamboard, Starfall, Prodigy, eSpark, Brain Pop, Zearn,

- Supplemental Instructional Materials--chart paper, colored pens, whiteboards, math tools/manipulatives, bilingual texts, picture dictionaries, project based learning kits (as layers of visual support/input)
- Incentives to motivate, encourage and celebrate student achievements: SOTM, COTM, attendance, reclassification

### Current Data for English Learners/Datos actuales de alumnos aprendiendo inglés

Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners./Incluyendo, entre otras cosas: El porcentaje de alumnos EL que presentan la prueba ELPAC, el porcentaje de alumnos EL que hacen el progreso anual según la medida delineada por la prueba ELPAC, rendimiento en la prueba SBAC, rendimiento en los puntos de referencia del distrito, tasa de reclasificación, tasa de graduación para los alumnos aprendiendo inglés, tasas de D y F para los alumnos aprendiendo inglés.

#### Last administration of ELPAC 2019:

- Overall Language 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; 2.19% beginning stage
- Listening Domain; 29.05% well developed; 59.05% somewhat/moderately developed; 11.9% beginning stage
- Speaking Domain: 50.95% well developed; 37.62% somewhat/moderately developed; 11.43% beginning stage
- Reading Domain: 8.1% well developed; 65.71% somewhat/moderately developed; 26.19% beginning stage
- Writing Domain: 23.81% well developed; 55.24% somewhat/ moderately developed; 20.85% beginning stage

#### Last administration of CAASPP 2019:

- 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) when compared to all other student groups
- EL student achievement in math declined (12.8 points) and 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) when compared to all other student groups



## CA Dashboard 2019:

- The number of RFEP student has increased over the past 3 years
- In ELA, EL students demonstrate a low status and declined by 8.8 points which corresponds with orange color gauge. EL student performance is 44.9 points below standards.
- In math, EL students demonstrate a low status and maintained within 0.2 points which corresponds with orange color gauge EL student performance is 57.6 points below standard
- 50.6% of EL students are making progress towards English language proficiency
- 70% of EL students increased by one performance level and 29% of EL students decreased by one performance level
- 14% of EL students maintained a performance level of 4 and 54% of EL students maintained performance levels of 1-3.

## 2020-2021 SPSA Goal 1C: EL Students

- 137 EL students took both pre and post assessment
- 40 EL students improved by 2 or more points (29%)
- 74 EL students improved by at least 1 point (54%)
- Assessment was not standardized across all grade levels. Wonders was used at all grade levels, but the actual type of assessment administered varied by grade level.

## Recommendations/Recomendaciones

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated./En base a los datos antes mencionados, describa que programas para los alumnos EL recomienda ELAC mantener, agregar o eliminar.

## ELAC Meeting: Jan 6, 2021:

- SPSA Goal 1 Conditions of Learning: 1A: ELA
  - Members noted the short window of instruction between BOY and MOY administration of the assessment and the challenges of administering assessments virtually
  - New goal recommendations--new goal be 40% of students at/above grade level by January 2022
  - New action recommendations: continue with current actions

## ELAC Meeting: March 3, 2021

- SPSA Goal 1 Conditions of Learning: 1B: Math
  - Members noted challenges of administering assessment in virtual setting including--student difficulty in using digital tools to express math thinking and distractions at home
  - New goal recommendation--consider possible learning loss and adjust goal to 55%
  - New actions recommendation--consider using small group intervention for math

- SPSA Goal 1 Conditions of Learning: 1C: EL Students
  - Members noted that EL students almost met the goal despite challenges of distance learning
  - New goal recommendations--focus specifically on the domain of reading that measures specific EL progress based on current reading levels instead of measuring attainment of grade level standards. Possible assessment options: Wonders, iReady or ELPAC
  - New action recommendations: tutoring specifically for EL students (before/after school); parent/student workshops focused on strategies to support reading comprehension
- SPSA Goal 3 Student Engagement: 3A: Attendance
  - Members noted the positive growth despite challenges of distance learning
  - New goal recommendations: keep same goal since attendance may continue to be a challenge during pandemic
  - New action recommendations: Keep same actions
- SPSA Goal 3 Student Engagement 3B: School Climate (Discipline)
  - No data was available due to pandemic
  - New goal recommendations: keep same goal since data was unavailable this year
  - New action recommendations: Keep same actions

ELAC Meeting: April 7, 2021

- SPSA Goal 2 Pupil Outcomes: 2A: AVID
  - Members noted that tools for home-school communication are valuable and that some teachers used digital agendas this school year
  - New goal recommendations: keep goal the same since it was not met this year
  - New action recommendations: continue to teach AVID skills for organization and study habits to support student success; add an award for EL student of the month to motivate language production, language acquisition and reclassification
- SPSA Goal 2 Pupil Outcomes: 2B: Parent Engagement
  - Members noted the benefits that virtual participation and video recordings of events provides
  - New goal recommendations: increase by another 5% next year
  - New action recommendations: continue to use technology to support parent participation by including live stream options and video recordings of events and information



**Stokoe Elementary**  
**English Learner Advisory Committee**  
 Comité Consejero de Alumnos Aprendices del Ingles



**Sign in Sheet**  
 Registro de Asistencia  
 January 13, 2021/ 13 de enero de 2021  
 Via Zoom: Meeting ID 968 9000 6747

**ELAC Board/Mesa Directiva**

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente					
Vice President Vice Presidente					
Secretary Secretaria					
DELAC Rep Representante de DELAC	Lorena Diaz	Nayeli, Nicole, Natalie Diaz	5, 2, 1	EL, EL, EL	Present via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Areli Diaz Silva	April/Anthony Maldonado	1, TK	EL, EL	

\*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Maria Flores	Aaron Flores	4	RFEP	
Lorena Diaz	Nayeli, Nicole, Natalie Diaz	5, 2, 1	EL	Present via Zoom
Areli Diaz Silva	April/Anthony Maldonado	1, TK	EL	
Yasmin Ramirez	Bella Farraj	K	EO	
Rosario Balbino	Angel Gomez	3	EL	Present via Zoom
Francisco Diaz			District Employee	Present via Zoom
Francine Ramirez			District Employee	Present via Zoom

Duration (h Participants  
115 5

User Email  
francine.ramirez@alvordschools.org

End Time  
1/13/2021 15:52

Meeting ID  
96890006747 ELAC Meeting

Topic

Start Time

1/13/2021 13:58

Guest

Total Duration (Minutes)

Name (Original Name) User Email  
Francine Ramirez francine.ramirez@alv

Francisco Diaz

Lorena Diaz

Rosario Balbino

115 No

115 Yes

111 Yes

97 Yes



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

AGENDA

ZOOM: 968 9000 6747

January 6, 2021

- I. Introductory Procedures
  1. Call to Order
  2. Welcome/Sign-In (EL 1 & 4b)
  3. Pledge of Allegiance
- II. Action Items
  1. Agenda
    - a. Approval of minutes from meeting on November 4, 2020\*
    - b. Approval of minutes from meeting on December 2, 2020\*
    - c. ELAC Members Election Summary (all members must be elected) (EL 4a)
    - d. Election of DELAC Representative/Alternative (EL 4.2 & 5)
    - e. Election of ELAC Officers (EL 4.1)
      - i. President
      - ii. Vice President
      - iii. Secretary
    - f. Approve Revised ELAC Bylaws
- III. Discussion/Information
  1. Needs Assessment (EL4c)
    - Topic: Reclassification Criteria
  2. Local Control and Accountability Plan (LCAP)
  3. Training (EL1 & 4e)
    - ELAC Roles/Responsibilities
    - District Parent Involvement Policy
    - AUSD Wellness Policy
  4. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
    - SPSA Goal 1 Conditions of Learning: Student Achievement Reports for SPSA Goal 1C EL Students
    - SPSA Goal 1 Conditions of Learning: Student Achievement Reports for SPSA Goal 1A ELA
  5. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
  6. School Attendance (EL4c2 & 9)
  7. ATP Report
  8. DELAC Report
- IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.
- VI. Adjournment
  1. Next Meeting: Wednesday, February 3<sup>rd</sup> 2:00pm via Zoom
  2. Adjournment



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Aprendices del**  
**Idioma Inglés**

**AGENDA**

**ZOOM: 968 9000 6747**

**6 de enero, 2021**

**I Procedimientos de introducción**

1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
3. Saludo a la bandera

**II. Asuntos de Acción**

**1. Agenda**

- a. Aprobación de la Minuta de la reunión del 4 de noviembre de 2020\*
- b. Aprobación de la Minuta de la reunión del 2 de diciembre de 2020\*
- a. Resumen de la elección de nuevos miembros ELAC (Todos los nuevos miembros deben ser elegidos) (EL 4a)
- b. Elección de nuevos Representantes DELAC (Representante/Alternativa)(EL 4.2 & 5)
- c. Elección de nuevos oficiales ELAC Oficiales (EL 4.1)
  - i. Presidente
  - ii. Vice-Presidente
  - iii. Secretaria
- d. Aprobación del Reglamentos ELAC revisados

**III. Diálogo/Información**

1. Encuesta de necesidades (EL4c)
  - Tema: Criterio de reclasificación
2. Plan de Control y Responsabilidad Local (LCAP)
3. Entrenamiento (EL1 & 4e)
  - Propósito y responsabilidades de ELAC
  - Política de Participación de Padres en AUSD
  - Política de Bienestar AUSD
4. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  - Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL Logros de Rendimiento
  - Meta 1 SPSA Condiciones de Aprendizaje: 1A ELA
5. Dialogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
6. Asistencia Escolar (EL4c2 & 9)
7. Reporte ATP
8. Reporte DELAC

**IV. Sesión de Audiencia**

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.*

**VI. Clausura**

1. Próxima reunión: miércoles, 3 de febrero a las 2:00pm vía Zoom
2. Clausura



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

MINUTES

ZOOM: 968 9000 6747

January 13, 2021

I Introductory Procedures

1. Meeting was called to order at 2:24pm by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda
  - a. Minutes from meeting on November 4, 2020 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: L. Diaz Seconded by: R. Balbino  
Approval Vote: Unanimous
  - b. Minutes from meeting on December 2, 2020 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: L. Diaz Seconded by: R. Balbino  
Approval Vote: Unanimous
  - c. ELAC Members Election Summary (EL4a \*) (All new members need to be elected)
    - The following members were elected by parents of EL students for 2020-2021: Yasmin Ramirez, Lorena Diaz, Areli Diaz, Mary Flores and Rosario Balbino. Election summary sheet was provided.
    - Francisco Diaz was appointed to serve as a certificated staff member on ELAC for 2020-2021.  
Motion made by: L. Diaz Seconded by: R. Balbino  
Approval Vote: Unanimous
  - d. Election of DELAC Representative/Alternative (EL 4.2 & 5)
    - Lorena Diaz and Areli Silva were nominated to serve as DELAC Representative/Alternative
    - Lorena Diaz was elected as DELAC Representative
    - Areli Silva was elected as DELAC Alternative  
Motion made by: R. Balbino Seconded by: L. Diaz  
Approval Vote: Unanimous
  - e. Election of ELAC Officers (EL 4.1)
    - Members agreed that ELAC officers were not needed with our smaller committee  
Motion made by: L. Diaz Seconded by: R. Balbino  
Approval Vote: Unanimous

### III. Discussion/Information

#### 1. Needs Assessment (EL4c)

- a. Mr. Diaz shared information on Reclassification Criteria. Key points of discussion included:
  - i. All students complete home language survey upon enrollment. If home language is anything other than English, student is assessed to determine proficiency level in English.
  - ii. EL goals are to acquire full proficiency in English and to achieve the same rigorous grade level academic standards
  - iii. Reclassification criteria includes a score of 4 Overall on ELPAC; Minimum basic skills on an ELA assessment (PELI, DIBELS, iReady, CAASPP); a grade of 3 or higher in ELA for most recent semester; parent notice/participation.
  - iv. Strategies for parents to support language development at home were also provided.

#### 2. Local Control Accountability Plan (LCAP)

- a. Members discussed LCAP process, goals and priority areas
- b. Members shared thoughts and provided input in response to the question, "What are the most important things to focus on as we continue our work to support students?" Input and suggestions included:
  - i. Staffing:
    1. Additional teachers to support smaller class sizes
    2. Support staff: classroom instructional assistants, literacy teacher, instructional coaches, counselor, PE coach, music teacher, arts teacher, Elementary Assistant Principals
  - ii. Tutoring—during school interventions and before/after school or intersession options
  - iii. Technology to continue 1 to 1 devices

#### 3. Training: (EL1 & 4e)

- a. ELAC Roles and Responsibilities
  - i. Mr. Diaz reviewed ELAC roles and responsibilities along with revised ELAC bylaws.
- b. District Parent Involvement Policy
  - i. Members reviewed and discussed the District Parent Involvement Policy
- c. AUSD Wellness Policy
  - i. Members reviewed and discussed the AUSD Wellness Policy

#### 1. SPSA/SSC Input and Update (EL4d, 4d2 & 9)

- a. Mrs. Ramirez reviewed SPSA Goal 1 Conditions of Learning
- b. Members reviewed and discussed student achievement reports for SPSA Goal 1C EL Students
  - Members noted that the assessments were not consistent across all grade levels and recommended a consistent assessment that focuses on reading comprehension and writing proficiency.



c. Members reviewed and discussed student achievement reports for SPSA Goal 1A ELA

- Members noted the short amount of instructional time between beginning of year administration and middle of year administration
- SPSA Goal 1A was not met. Members reviewed and discussed goals and actions to support SPSA Goal 1A and provided input for SPSA Goal 1A for 2021-2022. Suggestions included:
  - Members recommended that new goal be 40% of students at/above grade level by January of 2022.

d. SSC minutes from November 19, 2020 and December 10, 2020 were distributed for review.

2. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)

a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is \$16,736.00.

b. There were no recent expenditures.

c. Members discussed tutoring during distance learning and felt that students already have a lot of screen time. If in person, tutoring is not an option, members recommended purchase of instructional materials. Suggestions included: books, project based learning kits that students could check out and use at home, computers, headphones, reclassification banners or awards, incentives for EL student progress

3. School Attendance (EL4c2 & 9)

a. Mrs. Ramirez emphasize the importance of attendance and shared the following information:

- Average daily attendance for December was 94.9%
- Student absences in December ranged from 14-42 daily.
- District goal for attendance this year is 96.5%. Goal was not met in December.

4. ATP Report

a. The next ATP meeting will be January 28, 2021.

5. DELAC Report

a. The next DELAC meeting will be January 19, 2021.

IV. Hearing Session

- a. No additional items or concerns were brought forward:
- b. Dates and information regarding upcoming events was provided.
- c. Flyers for LCAP Input Meetings and DLI meetings were distributed.

VI. Adjournment

1. Meeting was adjourned at 3:48pm

2. Next Meeting: Wednesday, February 3<sup>rd</sup> at 2:00pm via Zoom.



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Alumnos Aprendiendo Inglés**

**MINUTA**

**ZOOM: 968 9000 6747**

13 de enero 2021

**I. Procedimientos de introducción**

1. El Sr. Díaz llamó la junta al orden a las 2:24 p. m.
2. Se dio la bienvenida a los padres y se les pidió que anotaran su nombre en la lista de asistencia (EL 1 y 4b).
3. Se realizó el Saludo a la Bandera

**II. Asuntos de Acción**

**1. Agenda**

- a. Se revisó la minuta de la junta del 4 de noviembre 2020 para su aprobación. No se hicieron correcciones ni cambios\*.  
L. Díaz propuso la moción para aprobar y R. Balbino secundó  
Aprobación del voto: Unánime.
- b. Se revisó la minuta de la junta del 2 de diciembre 2020 para su aprobación. No se hicieron correcciones ni cambios\*.  
L. Díaz propuso la moción para aprobar y R. Balbino secundó  
Aprobación del voto: Unánime.
- c. Resumen de elección de miembros de ELAC (EL4a\*) (Todos los nuevos miembros deben ser electos).
  - a. Los siguientes miembros fueron electos por padres de alumnos EL para 2020-2021. Yasmin Ramírez, Lorena Díaz, Areli Díaz, Mary Flores y Rosario Balbino. Se proporcionó la hoja con el resumen de la elección.
  - b. Francisco Días fue electo para fungir en ELAC como miembro certificado del personal para 2020-2021.  
L. Díaz propuso la moción para aprobar y R. Balbino secundó.  
Aprobación del voto: Unánime.
- d. Elección de representante/alterno para DELAC (EL 4.2 y 5).
  - Lorena Díaz y Areli Silva fueron nominadas para ser representante y alterna para DELAC.
  - Lorena Díaz fue electa como representante para DELAC.
  - Areli Silva fue electa como alterna para DELAC.R. Balbino propuso la moción para aprobar y L. Díaz secundó.  
Aprobación del voto: Unánime.
- e. Elección de dirigentes de ELAC (EL 4.1).
  - Los miembros del comité estuvieron de acuerdo en que no era necesario tener dirigentes de ELAC para nuestro pequeño comité.L. Díaz propuso la moción para aprobar y R. Balbino secundó.  
Aprobación del voto: Unánime.

### III. Diálogo/Información

#### 1. Encuesta de Necesidades (EL4c)

- a. El Sr. Díaz compartió información acerca del criterio de reclasificación. Los puntos clave del diálogo incluyeron:
  - i. Todos los alumnos completaron la encuesta de idioma en el hogar al inscribirse. En caso de que el idioma en el hogar no sea inglés, se evalúa al alumno para determinar el nivel de dominio de inglés.
  - ii. Las metas EL para adquirir dominio fluido del inglés y para lograr los mismos rigurosos estándares académicos de nivel de grado.
  - iii. El criterio de reclasificación incluye una puntuación de 4 en general en el ELPAC; Un mínimo de habilidades básicas en la evaluación de ELA (PELI, DIBELS, iReady, CAASPP); calificación de 3 o mayor en ELA en el semestre más reciente; aviso a los padres/participación.
  - iv. También se proporcionaron estrategias para que los padres apoyen el desarrollo del idioma en casa.

#### 2. Plan de Responsabilidad y Control Local (LCAP).

- a. Los miembros dialogaron acerca del proceso, metas y áreas de prioridad del LCAP.
- b. Los miembros compartieron ideas y dieron su opinión en respuesta a la pregunta "¿Cuáles son las cosas más importantes para concentrarse mientras continuamos trabajando para apoyar a los alumnos?" Las sugerencias y opiniones incluyeron:
  - i. Personal
    1. Maestros adicionales para apoyar clases más pequeñas.
    2. Personal de apoyo: Asistentes de instrucción en el salón de clase, maestro de lectoescritura, asesores de instrucción, consejero, entrenador de PE, maestro de música, maestro de arte, subdirectores en escuelas primarias.
  - ii. Tutoría: Durante intervenciones escolares antes/después de clase u opciones de intervención.
  - iii. Tecnología para continuar con dispositivos 1 a 1.

#### 3. Capacitación: (EL1 y 4e)

- a. Funciones y responsabilidades de ELAC.
  - i. El Sr. Díaz revisó las funciones de responsabilidades y el reglamento actualizado de ELAC.
- b. Política del Distrito de Participación de Padres de Familia
  - i. Los miembros revisaron y hablaron de la Política del Distrito en cuanto a Participación de Padres de Familia.
- c. Política de Bienestar de AUSD.
  - i. Los miembros revisaron y hablaron de la Política de Bienestar de AUSD.

#### 1. Recomendaciones y actualización para SPSA/SSC (EL4d, 4d2 y 9).

- a. La Sra. Ramírez revisó la Meta 1 de SPSA; Condiciones de Aprendizaje.
- b. Los miembros revisaron y hablaron de los reportes de rendimiento estudiantil de la Meta 1C de SPSA para alumnos EL.
  - Los miembros indicaron que las evaluaciones no son constantes en todos los niveles de grado y recomendaron una evaluación consistente que se enfoque en el dominio de comprensión de lectura y escritura.

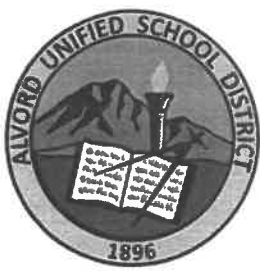
- c. Los miembros revisaron y hablaron de los reportes de rendimiento estudiantil de la Meta 1A ELA para SPSA.
    - Los miembros observaron el corto tiempo de instrucción entre la administración a principios de año y la de mediados de año.
    - No se logró la Meta 1A de SPSA. Los miembros examinaron y debatieron las metas y medidas para apoyar la Meta 1A del SPSA y aportaron sugerencias para dicha meta para 2021-2022. Entre las sugerencias se incluyeron:
      - Los miembros sugirieron que la nueva meta sea 40% de los alumnos en/arriba del nivel de grado para enero 2022.
  - d. Se distribuyó la minuta de SSC del 19 de noviembre 2020 y del 10 de diciembre, para su revisión.
2. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9).
- a. La Sra. Ramírez revisó el presupuesto LCFF-EL. El presupuesto para este año es de \$16,736.00.
  - b. No hubo gastos recientes.
  - c. Los miembros hablaron de la tutoría durante la enseñanza a distancia y consideraron que los alumnos ya pasan mucho tiempo frente a la pantalla. Si en persona, la tutoría no es una opción, los miembros recomendaron la compra de materiales de instrucción. Las sugerencias incluyeron: libros, kits de aprendizaje basados en proyectos que los estudiantes pueden sacar y usar en casa, computadoras, auriculares, letreros o premios de reclasificación, incentivos para el progreso de los estudiantes EL.
3. Asistencia Escolar (EL4c2 y 9).
- a. La Sra. Ramírez enfatizó la importancia de la asistencia escolar y compartió la siguiente información:
    - La asistencia promedio diaria para diciembre fue de 94.9%.
    - Las faltas escolares en diciembre estuvieron en el rango diario de 14-42.
    - La meta del Distrito para asistencia escolar es de 96.5%. La meta no se cumplió en diciembre.
4. Reporte de ATP.
- a. La próxima junta de ATP será el 28 de enero 2021.
5. Reporte de DELAC.
- a. La próxima junta de DELAC será el 19 de enero 2021.

#### IV. Sesión de Audiencia

- a. No se presentó ningún diálogo adicional.
- b. Se proporcionó información y datos de los próximos eventos.
- c. Se distribuyó información para la junta para recomendaciones de LCAP y DLI.

#### V. Clausura:

- 1. La junta se clausuró a las 3:48 p. m.
- 2. Próxima junta: Miércoles, 3 de febrero a las 2:00 p. m. vía Zoom.



**Stokoe Elementary**  
**English Learner Advisory Committee**  
 Comité Consejero de Alumnos Aprendices del Ingles



**Sign in Sheet**  
 Registro de Asistencia  
 March 3, 2021/ 3 de marzo de 2021  
 Via Zoom: Meeting ID 968 9000 6747

**ELAC Board/Mesa Directiva**

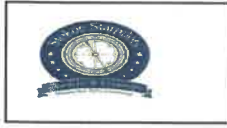
Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
DELAC Rep Representante de DELAC	Lorena Diaz	Nayeli, Nicole, Natalie Diaz	5, 2, 1	EL, EL, EL	Present via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Areli Diaz Silva	April/Anthony Maldonado	1, TK	EL, EL	Present via Zoom

\*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Maria Flores	Aaron Flores	4	RFEP	
Lorena Diaz	Nayeli, Nicole, Natalie Diaz	5, 2, 1	EL	Present via Zoom
Areli Diaz Silva	April/Anthony Maldonado	1, TK	EL	Present via Zoom
Yasmin Ramirez	Bella Farraj	K	EO	
Rosario Balbino	Angel Gomez	3	EL	Present via Zoom
Francisco Diaz			District Employee	Present via Zoom
Francine Ramirez			District Employee	Present via Zoom

**ZOOM Report**  
**ELAC March 3, 2021**

<b>Name (Original Name)</b>	<b>User Email</b>	<b>Total Duration (Minutes)</b>	<b>Guest</b>
Francine Ramirez	francine.ramirez@z	122	No
Francisco Diaz		123	Yes
Areli Diaz		110	Yes
Rosario Balbino		107	Yes
lorena's iPhone		74	Yes
noah alexander diaz		28	Yes



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

AGENDA

ZOOM: 968 9000 6747

March 3, 2021

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda
  - a. Approval of minutes from meeting on February 3, 2021\*

III. Discussion/Information

1. Needs Assessment (EL4c)
  - Topic: SBAC Assessment
2. Training (EL1 & 4e)
  - School Accountability Report Card (SARC)
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - SPSA Goal 1 Conditions of Learning: 1B Math
    - a. SVMII Reports
  - SPSA Goal 1 Conditions of Learning: 1C EL Students
  - SPSA Goal 3 Student Engagement: 3A Chronic Absenteeism and 3B School Climate (Suspensions)
    - a. Aeries Reports
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
5. School Attendance (EL4c2 & 9)
6. ATP Report
7. CABE Conference
8. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Wednesday, April 7<sup>th</sup> 2:00pm via Zoom
2. Adjournment



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Aprendices del**  
**Idioma Inglés**

**AGENDA**  
**ZOOM: 968 9000 6747**

**3 de marzo, 2021**

- I Procedimientos de introducción**
1. Llamar al orden
  2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
  3. Saludo a la bandera
- II. Asuntos de Acción**
1. Agenda
    - a. Aprobación de la Minuta de la reunión del 3 de febrero, 2021\*
- III. Diálogo/Información**
1. Encuesta de necesidades (EL4c)
    - Tema: Examen SBAC
  2. Entrenamiento (EL1 & 4e)
    - Informe de Responsabilidad Escolar (SARC)
  3. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
    - Meta 1 SPSA Condiciones de Aprendizaje: 1B Matemáticas
      - a. Reportes de rendimiento SVMI
    - Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL
    - Meta 3 SPSA Participación Estudiantil: 3A Ausentismo Crónico y 3B Clima Escolar (Suspensiones)
      - a. Reportes de Aeries
  4. Dialogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
  5. Asistencia Escolar (EL4c2 & 9)
  6. Reporte ATP
  7. Conferencia CABE
  8. Reporte DELAC
- IV. Sesión de Audiencia**
- Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.*
- VI. Clausura**
1. Próxima reunión: miércoles, 7 de abril a las 2:00pm vía Zoom
  2. Clausura





Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

MINUTES

ZOOM: 968 9000 6747

March 3, 2021

I Introductory Procedures

1. Meeting was called to order at 2:06pm by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda
  - a. Minutes from meeting on February 3, 2021 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: L. Diaz Seconded by: R. Balbino  
Approval Vote: Unanimous

III. Discussion/Information

1. Needs Assessment (EL4c)
  - a. Mr. Diaz shared information on SBAC Assessment. Key points of discussion included:
    - i. SBAC item types and samples
    - ii. Digital tools available and digital literacy skills needed
    - iii. Strategies parents can use to support students.
2. Training: (EL1 & 4e)
  - a. School Accountability Report Card (SARC)
    - i. Members reviewed and discussed the SARC.
      1. Spanish translation will be shared when available.
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - a. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 1 Conditions of Learning: 1B Math
    - i. Members noted that:
      1. The administration of the assessment in digital format may have impacted scores.
      2. Students experienced some challenges expressing their thinking using digital tools.
      3. There may have been more distractions taking the assessment at home as well.
    - ii. SPSA Goal 1B for 2020-21 was not met. Members provided input for SPSA Goal 1B Math for 2021-2022. Suggestions included:
      1. Consider possible learning loss and adjust goal to 55%
      2. Continue to use small group intervention for math

b. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 1 Conditions of Learning: 1C

- i. Members noted that EL students almost met the goal. The challenges of distance learning may have impacted the goal.
- ii. SPSA Goal 1C for 2020-21 was not met. Members provided input for SPSA Goal 1C EL Students for 2021-2022. Suggestions included:
  1. Tutoring specifically for EL students
  2. Parent/student workshops focused on strategies to support reading comprehension (once a month)
  3. Select a goal for EL students that focuses specifically on domain of reading. Possible options include Wonders or DIBELS. iReady and ELPAC were discussed but not recommended.
  4. Set a goal that measures specific progress of EL students based on current reading level instead of measuring attainment of grade level standards.

c. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 3 Student Engagement: 3A Attendance

- i. Members noted the positive growth despite the challenges of distance learning.
- ii. SPSA Goal 3A for 2020-21 was not met. Members provided input for SPSA Goal 3A Attendance for 2021-2022. Suggestions included:
  1. Keep goal the same since attendance may be challenging next year as well.

d. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 3 Student Engagement: 3B School Climate

- i. SPSA Goal 3B for 2020-21 was unable to be assessed due to pandemic and full distance learning. Members provided input for SPSA Goal 3B School Climate for 2021-2022. Suggestions included:
  1. Keep goal the same since data was unavailable for this year.

e. SSC minutes from February 25, 2020 were distributed for review

4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)

- a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is \$16,736.00.
- b. Recent expenditures include: Word by Word Picture Dictionaries, Parent Homework Help Dictionaries and CAFE registration.
- c. Additional suggestions include:
  - i. Offer in person tutoring to EL students for 5-6 weeks after school this year if possible
  - ii. Purchase whiteboards or other materials to support learning

5. School Attendance (EL4c2 & 9)

- a. Mrs. Ramirez emphasized the importance of attendance and shared the following information:
  - i. Average daily attendance for February was 94.8%

- ii. Student absences in February ranged from 17-55 daily.
- iii. District goal for attendance this year is 96.5%

6. ATP Report

- a. An update from the February ATP meeting was provided. Key points of discussion included: Family STEAM Night (April 22), Read Across America, Career Week.
- b. The next ATP meeting will be March 25, 2021.

7. CAFE Conference

- a. Mr. Diaz shared information regarding upcoming CAFE conference.
- b. Conference is 5 days virtual on March 23-27
- c. 1 parent has been registered already.
- d. Any other parents who would like to attend should inform office no later than March 10<sup>th</sup>.

8. DELAC Report

- a. An update from the February DELAC was provided. Key points of discussion included: Needs assessment, reclassification, Dual Language Immersion, ELPAC, LCAP and Family Engagement updates.
- a. The next DELAC meeting will be March 16, 2021.

IV. Hearing Session

- a. The following additional items or concerns were brought forward:
  - a. Reopening details:
    - i. Board will be discussing on March 3<sup>rd</sup>
    - ii. Safety measures are in place at each site including: use of masks, temperature checks, protective dividers, sanitizer, disinfecting of all rooms
- b. Dates and information regarding upcoming events was provided

VI. Adjournment

- 1. Meeting was adjourned at 3:50pm.
- 2. Next Meeting: Wednesday, April 7<sup>th</sup> at 2:00pm via Zoom.



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Alumnos Aprendiendo Inglés**

**MINUTA**  
**ZOOM: 968 9000 6747**  
**3 de marzo 2021**

**I Procedimientos de introducción**

1. El Sr. Diaz llamó la junta al orden a las 2:06pm.
2. Se les dio la bienvenida a los padres y se les pidió anotarse en la lista de registro (EL 1 & 4b)
3. Se realizó el juramento a la Bandera.

**II. Asuntos de acción**

1. Agenda
  - a. Se revisó la Minuta de la junta del 3 de febrero 2021 para aprobarse. No hubo enmiendas ni se hicieron cambios\*  
Moción propuesta por: L. Diaz secundada por: R. Balbino  
Votación para aprobar: Unánime

**III. Diálogo/información**

1. Encuesta de necesidades (EL4c)
  - a. El Sr. Diaz compartió información sobre la evaluación SBAC. Los puntos claves del diálogo incluyeron:
    - i. Tipos y ejemplos de preguntas en SBAC
    - ii. Herramientas digitales disponibles y conocimiento digital necesario
    - iii. Estrategias que los padres pueden usar para apoyar a los alumnos.
2. Capacitación: (EL1 y 4e)
  - a. Reporte de responsabilidad escolar (SARC)
    - i. Los miembros revisaron y dialogaron sobre el SARC.
      1. Se proporcionará la traducción al español cuando esté disponible.
3. Sugerencias y actualización de SPSA/SSC (EL4d, 4d2 y 9)
  - a. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 1 de SPSA Condiciones de aprendizaje: 1B Matemáticas.
    - i. Los miembros hicieron las siguientes observaciones:
      1. La administración del examen en formato digital puede afectar las puntuaciones.
      2. Fue un reto para los alumnos expresar su razonamiento usando herramientas digitales.
      3. Posiblemente hubo más distracciones al presentar la evaluación en el hogar.
    - ii. La Meta 1B de SPSA para el 2020-21 no se cumplió. Los miembros proporcionaron sugerencias para la Meta 1B de Matemáticas del SPSA 2021-2022. Las sugerencias incluyeron:

1. Considerar la posible pérdida de aprendizaje y ajustar la meta a un 55%
2. Continuar usando intervenciones de grupo pequeño para matemáticas
- b. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 1 de SPSA Condiciones de Aprendizaje: 1C
  - i. Los miembros recalcaron que los alumnos EL casi cumplieron la meta. Es posible que el reto del aprendizaje a distancia tuviera un efecto en el cumplimiento de la meta.
  - ii. No se cumplió la Meta 1C de SPSA para el 2020-21. Los miembros proporcionaron sugerencias en cuanto a la Meta 1C de SPSA alumnos EL 2021-2022. Las sugerencias incluyeron:
    1. Tutoría específicamente para los alumnos EL
    2. Talleres para padres/alumnos enfocados en las estrategias para apoyar la comprensión de lectura (una vez al mes)
    3. Seleccionar una meta para los alumnos EL que se enfoque específicamente en el área de lectura. Las posibles opciones incluyen. Wonders o DIBELS. Se dialogó sobre iReady y ELPAC pero no se hicieron recomendaciones.
    4. Fijar una meta que mida específicamente el progreso de los alumnos EL en base a los actuales niveles de lectura en lugar de medir el cumplimiento de los estándares de nivel de grado.
- c. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 3 de SPSA Participación Estudiantil: 3A asistencia escolar
  - i. Los miembros recalcaron el avance positivo a pesar de los retos del aprendizaje a distancia.
  - ii. No se cumplió la Meta 3A de SPSA para 2020-21. Los miembros proporcionaron sugerencias para la meta 3A de SPSA asistencia escolar para el 2021-2022. Las sugerencias incluyeron:
    1. mantener las metas igual ya que la asistencia escolar también podría ser un reto el próximo año.
- d. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para meta 3 de SPSA participación estudiantil: 3B entorno escolar
  - i. Meta 3B de SPSA para el 2020-21 no se pudo evaluar debido a la pandemia y el aprendizaje a distancia total. Los miembros proporcionaron sugerencias para la meta 3B de SPSA Entorno Escolar para el 2021-2022. Las sugerencias incluyeron:
    1. Mantener la meta igual ya que los datos no están disponibles para este año.
- e. La Minuta SSC de la junta del 25 de febrero 2020 Se distribuyó para revisarse
4. Diálogo de presupuesto LCFF-EL (EL4d, 4d2 y 9)
  - a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto para este año es \$16,736.00.

- b. Los gastos recientes incluyen: Diccionarios *Word by Word Picture Dictionaries*, *Parent Homework Help Dictionaries* e inscripción para CABE.
- c. Las sugerencias adicionales incluyen:
  - i. Ofrecer de 5 a 6 semanas de tutoría en persona para alumnos EL después de clases si es posible este año.
  - ii. Comprar pizarrones blancos u otros materiales para apoyar el aprendizaje

5. Asistencia escolar (EL4c2 & 9)

- a. La Sra. Ramirez enfatizó la importancia de la asistencia escolar y compartió la siguiente información:
  - i. El promedio diario de asistencia escolar para febrero fue de 94.8%
  - ii. En febrero las faltas de asistencia estudiantil oscilaron entre 17 a 55 diariamente.
  - iii. Este año la meta de asistencia escolar del Distrito es de 96.5%

6. Reporte de ATP

- a. Se proporcionó una actualización de la junta ATP de febrero. Los puntos clave de diálogo incluyeron: noche familiar de STEAM (22 de abril), lectura en América, semana de profesiones.
- b. La próxima junta de ATP será el 25 de marzo 2021.

7. Conferencia CABE

- a. El Sr. Diaz compartió información acerca de la próxima conferencia CABE.
- b. La conferencia es virtual durante 5 días del 23 al 27 de marzo
- c. 1 padre de familia ya se inscribió.
- d. Cualquier otro padre de familia que desee asistir debe avisar a la oficina a más tardar el 10 de marzo.

8. Reporte de DELAC

- a. Se proporcionó una actualización de la junta DELAC de febrero. Los detalles clave de diálogo incluyeron: Encuesta de necesidades, reclasificación, Inmersión en Dos Idiomas, ELPAC, LCAP y actualizaciones de participación familiar.
- b. La próxima junta DELAC será el 16 de marzo 2021.

IV. Sesión de audiencia

- a. Se presentaron los siguientes asuntos o inquietudes adicionales:
  - o Detalles de la reapertura:
    - 1. La mesa directiva dialogará el 3 de marzo
    - 2. En cada escuela están en marcha medidas de seguridad incluyendo: Uso de cubre bocas, chequeos de temperatura, separadores para protección, desinfectante, desinfección de todos los salones
- b. Se proporcionó información acerca de próximos eventos

VI. Clausura

- 1. La junta clausuró a las 3:50pm.
- 2. Próxima junta: miércoles 7 de abril a las 2:00pm por Zoom.



**Stokoe Elementary**  
**English Learner Advisory Committee**  
 Comité Consejero de Alumnos Aprendices del Ingles



**Sign in Sheet**  
 Registro de Asistencia  
 April 7, 2021/ 7 de abril de 2021  
 Via Zoom: Meeting ID 968 9000 6747

**ELAC Board/Mesa Directiva**

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
DELAC Rep Representante de DELAC	Lorena Diaz	Nayeli, Nicole, Natalie Diaz	5, 2, 1	EL, EL, EL	Present Via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Areli Diaz Silva	April/Anthony Maldonado	1, TK	EL, EL	

\*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Maria Flores	Aaron Flores	4	RFEP	
Lorena Diaz	Nayeli, Nicole, Natalie Diaz	5, 2, 1	EL	Present via Zoom
Areli Diaz Silva	April/Anthony Maldonado	1, TK	EL	
Yasmin Ramirez	Bella Farraj	K	EO	
Rosario Balbino	Angel Gomez	3	EL	Present via Zoom
Francisco Diaz			District Employee	Present via Zoom
Francine Ramirez			District Employee	Present via Zoom

**Zoom Report**  
**ELAC Meeting April 7, 2021**

<b>Name (Original Name)</b>	<b>User Email</b>	<b>Total Duration (Minutes)</b>	<b>Guest</b>
Francine Ramirez	francine.ramirez@alvordschools.org	98	No
Francisco Diaz		98	Yes
lorena's iPhone		91	Yes
Rosario Balbino		43	Yes





**Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee**

**AGENDA**

**ZOOM: 968 9000 6747**

**April 7, 2021**

**I Introductory Procedures**

1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

**II. Action Items**

1. Agenda
  - a. Approval of minutes from meeting on March 3, 2021\*

**III. Discussion/Information**

1. Needs Assessment (EL4c)
  - Topic: Understanding English Language Development Instruction
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
4. School Attendance (EL4c2 & 9)
5. ATP Report
6. DELAC Report

**IV. Hearing Session**

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

**VI. Adjournment**

1. Next Meeting: Wednesday, May 5<sup>th</sup> 2:00pm via Zoom
2. Adjournment



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Aprendices del**  
**Idioma Inglés**

**AGENDA**  
**ZOOM: 968 9000 6747**

**7 de abril, 2021**

**I Procedimientos de introducción**

1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
3. Saludo a la bandera

**II. Asuntos de Acción**

1. Agenda
  - a. Aprobación de la Minuta de la reunión del 3 de marzo, 2021\*

**III. Diálogo/Información**

1. Encuesta de necesidades (EL4c)
  - Tema: Entender la instrucción del Desarrollo del Idioma Ingles (ELD)
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  - Meta 2 SPSA Resultados Estudiantiles: 2A AVID y 2B Participación de Padres
3. Dialogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
4. Asistencia Escolar (EL4c2 & 9)
5. Reporte ATP
6. Reporte DELAC

**IV. Sesión de Audiencia**

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.*

**VI. Clausura**

1. Próxima reunión: miércoles, 5 de mayo a las 2:00pm vía Zoom
2. Clausura



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

MINUTES

ZOOM: 968 9000 6747

April 7, 2021

I Introductory Procedures

1. Meeting was called to order at 2:20pm by Mr. Diaz.
  - a. Now that hybrid students are back in session, meeting in May will be moved to 230pm to support student pick up at dismissal.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda
  - a. Minutes from meeting on March 3, 2021 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: L. Diaz Seconded by: F. Diaz  
Approval Vote: Unanimous

III. Discussion/Information

1. Needs Assessment (EL4c)
  - a. Mr. Diaz shared information on ELD Instruction. Key points of discussion included:
    - i. Description of each proficiency level (emerging, expanding, bridging)
    - ii. Integrated ELD instruction characteristics
    - iii. Designated ELD instruction characteristics and lesson examples
    - iv. Modes of communication—collaborative, interpretive, productive
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - a. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Participation
    - Members noted that:
      - Some teachers used digital agendas on a daily basis
      - Tools for home-school communication are valuable
      - Opportunities to participate in events, activities or meetings in a virtual manner are beneficial for parents
      - Video recordings of meetings and workshops are also beneficial for those families who cannot attend during scheduled hours
  - b. SPSA Goal 2A AVID for 2020-21 was not met.
  - c. SPSA Goal 2B Parent Participation for 2020-21 was met.
  - d. Members provided input for SPSA Goal 2A AVID and 2B Parent Participation for 2021-2022. Suggestions included:
    - AVID skills for organization and study habits are critical and should continue.
    - Keep AVID goal the same since it was not met this year
    - Consider adding one EL student of the month to motivate language production, language acquisition and reclassification

- Continue to use technology to support parent participation by including live stream options and video recordings of events and information
- Increase parent participation by another 5% next school year
- e. SSC minutes from March 18, 2020 were distributed for review.
- 2. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
  - a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is \$16,736.00.
  - b. Recent expenditures included CAFE conference for parents
  - c. Members discussed recommendations for use of LCFF-EL funds for 2021-2022.

Recommendations included:

  - Tutoring for next school year is critical
  - Consider sending a parent survey to determine parent preference for before school, after school or during school options
- 3. School Attendance (EL4c2 & 9)
  - a. Mrs. Ramirez emphasize the importance of attendance and shared the following information:
    - Average daily attendance for March was 93.1%
    - Student absences in March ranged from 13-76 daily.
    - District goal for attendance this year is 96.5%. Goal was not met in March.
- 1. ATP Report
  - a. An update from the March ATP meeting was provided. Key points of discussion included: Event evaluation for Read Across America and Career Week; Event planning for Spring Family STEAM Night (April 22<sup>nd</sup>)
  - b. The next ATP meeting will be April 29, 2021.
- 2. DELAC Report
  - a. Mrs. Diaz provided an update from the March DELAC. Key points of discussion included: School report (Collett Elementary), needs assessment, parent rights and tips to support EL student success in school, parent support for navigating the system of Aeries, input on initial/annual notification to parents, LCAP updates and family engagement updates.
  - b. The next DELAC meeting will be April 20, 2021.

#### IV. Hearing Session

- a. The following additional items or concerns were brought forward:
  - a. Summer Academy was discussed. Details are being finalized. Current information is:
    - i. Academy will be for 6 weeks (June 7<sup>th</sup> -July 16<sup>th</sup>)
    - ii. Academy will be 6 hours daily, in person (Mon-Thurs)
    - iii. Some students will be invited to participate in targeted intervention
      - 1. The number of students invited will depend on available staff to teach the intervention sessions
    - iv. All students can participate in Half Time enrichment and activities
    - v. Specific details will be shared once available (most likely in mid-May)
  - b. Dates and information regarding upcoming events was provided
  - c. Flyers for Family Engagement Office Virtual Workshop—Staying Healthy with Good Nutrition and Physical Activity were distributed

#### VI. Adjournment

- 1. Meeting was adjourned at 3:30pm.
- 2. Next Meeting: Wednesday, May 5<sup>th</sup> at 2:30pm via Zoom.



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Alumnos Aprendiendo Inglés**

**MINUTA**  
**ZOOM: 968 9000 6747**  
**7 de abril 2021**

**I Procedimientos de introducción**

1. El Sr. Diaz llamó la junta al orden a las 2:20pm.
  - a. Ahora que los alumnos en el modelo híbrido están nuevamente en sesión, la junta de mayo se cambiará a las 230pm para apoyar con el proceso de recoger alumnos a la hora de salida.
2. Se dio la bienvenida a los padres y se les pidió anotarse en la lista de registro de asistencia. (EL 1 & 4b)
3. Se realizó el juramento a la Bandera.

**II. Asuntos de acción**

1. Agenda
  - a. Se revisó para su aprobación la minuta de la junta del 3 de marzo 2021. No hubo enmiendas ni cambios\*

Moción propuesta por: L. Diaz Secundada por: F. Diaz

Voto de aprobación: Unánime

**III. Diálogo/información**

1. Encuesta de necesidades (EL4c)
  - a. El Sr. Diaz compartió información acerca de instrucción de ELD. Los puntos clave de diálogo incluyeron:
    - i. Descripción de cada nivel de dominio (emergente, expansión, transición)
    - ii. Características de instrucción de ELD integrado
    - iii. Características de instrucción y ejemplos de lecciones de ELD designado
    - iv. Formas de comunicación—colaborativa, interpretativa y productiva
2. Sugerencias y actualizaciones de SPSA/SSC (EL4d, 4d2 & 9)
  - a. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 2 de SPSA resultados estudiantiles: 2A AVID y 2B participación de padres
    - Los miembros observaron que:
      - Algunos maestros usaron agendas digitales diariamente
      - Las herramientas para la comunicación entre el hogar-escuela son importantes
      - Las oportunidades para participar en eventos, actividades o juntas de manera virtual son de beneficio para los padres de familia
      - Las video grabaciones de juntas y talleres también son de beneficio para las familias que no pueden asistir durante los horarios programados
  - b. La meta 2A AVID de SPSA para el 2020-21 no se cumplió.
  - c. La meta 2B de SPSA para el 2020-21: participación de padres sí se cumplió.
  - d. Los miembros proporcionaron sugerencias para la Meta 2A AVID y 2B participación de padres para el 2021-2022. Las sugerencias incluyeron:
    - Las habilidades de AVID para organización y hábitos de estudio son cruciales y deben continuar.
    - Mantener la meta AVID igual ya que no se cumplió este año
    - Considerar agregar un reconocimiento de alumno EL del mes para motivar la producción de lenguaje, adquisición de idioma y reclasificación
    - Continuar usando tecnología para apoyar la participación de padres incluyendo opciones de transmisión en vivo y video grabaciones de eventos e información
    - Aumentar la participación otro 5% el próximo año

e. Se distribuyó para revisarse la minuta SSC del 18 de marzo 2020.

4. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 7 y 9)

a. La Sra. Ramirez revisó el presupuesto LCFF-EL. Para este año el presupuesto es de \$16,736.00.

b. Los gastos recientes incluyeron la conferencia CABE para padres de familia

c. Los miembros dialogaron las recomendaciones para el uso de los fondos LCFF-EL para el 2021-2022.

Las recomendaciones incluyeron:

- La tutoría para el próximo año es crucial
- Considerar enviar una encuesta a los padres de familia para determinar la preferencia en cuanto a opciones para antes de clases, después de clases o durante el horario de clases

5. Asistencia escolar (EL4c2 y 9)

a. La Sra. Ramirez enfatizó la importancia de la asistencia escolar y compartió la siguiente información:

- El promedio diario de asistencia escolar para marzo fue 93.1%
- Las faltas estudiantiles en marzo oscilaron entre 13 y 76 diariamente.
- Este año la meta de asistencia escolar del Distrito es 96.5%. La meta no se cumplió en marzo.

3. Reporte ATP

a. Se proporcionó una actualización de la junta ATP de marzo. Los puntos destacados del diálogo incluyeron: evaluación de eventos para *Read Across America* y semana de profesiones; planeación de eventos para la Noche Familiar STEAM en primavera (22 de abril)

b. La próxima junta ATP será el 29 de abril 2021.

4. Reporte DELAC

a. La Sra. Diaz proporcionó una actualización de la junta DELAC de marzo. Los puntos de diálogo destacados incluyeron: reporte escolar (Primaria Collett), encuesta de necesidades, derechos de los padres de familia y consejos para apoyar el éxito de alumnos EL en la escuela, apoyo a los padres para navegar el sistema Aeries, sugerencia en cuanto a la notificación inicial/anual para padres, actualizaciones de LCAP y de participación familiar.

b. La próxima junta DELAC será el 20 de abril 2021.

IV. Sesión de audiencia

d. Se presentaron los siguientes artículos adicionales o inquietudes:

a. Se dialogó sobre la academia de verano. Los detalles se están finalizando. La información actual es:

- i. La academia será de 6 semanas (7 de junio al 16 de julio)
- ii. La academia consistirá de 6 horas diariamente, en persona (lunes-jueves)
- iii. Se invitará a algunos alumnos a participar en intervención específica
  1. El número de alumnos invitados dependerá del personal disponible para impartir las sesiones de intervención
- iv. Todos los alumnos pueden participar en las actividades de esparcimiento de Half Time
- v. Los detalles específicos se compartirán cuando estén disponibles (probablemente a mediados de mayo)

e. Se proporcionó información en cuanto a próximos eventos

f. Se distribuyeron volantes para el Taller Virtual de la Oficina de Participación Familiar - mantenerse saludable por medio de la buena nutrición y actividad física

VI. Clausura

1. La junta clausuró a las 3:30pm.

2. Próxima junta: miércoles 5 de mayo a las 2:30pm por medio de Zoom.



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, January 21, 2021**

**3:15 p.m.      Zoom ID: 940 4999 9053**

**AGENDA**

- I.    Introductory Procedures**
  - 1. Call to Order
  - 2. Establishment of Quorum
  - 3. Pledge of Allegiance
  - 4. Welcome
- II.   Action Items**
  - 1. Accept Resignation of Irving Martinez
  - 2. Approve appointment of James Milliken
  - 3. Minutes of Meeting held December 10, 2020
  - 4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  - 5. Approve Comprehensive School Safety Plan 2020-2021
- III. Discussion/Information**
  - 1. Budget Reports
  - 2. Training Topic:
    - a. Implementation Monitoring
  - 3. School Plan (SPSA) Input
    - a. SPSA Goal 1 Conditions of Learning: 1A ELA
      - iReady MOY Reports
  - 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 February 18, 2021***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

***Concilio Escolar***

jueves, 21 de enero del 2021

3:15 p.m. Zoom ID: 940 4999 9053

**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. Aceptar la renuncia de Irving Martinez
  2. Aprobar la nombramiento de James Milliken
  3. Minutas de la Reunión del 10 de diciembre 2020
  4. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
  5. Aprobación del Plan de Seguridad Escolar Comprensivo 2020-2021
- III. Diálogo/Información
  1. Reportes del Presupuesto
  2. Temas para la capacitación:
    - a. Monitorear la implementación
  3. Plan Escolar (SPSA)
    - a. Meta 1 SPSA Condiciones de Aprendizaje: 1A ELA
      - Reportes iReady
  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

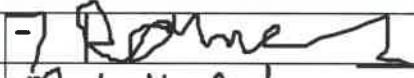
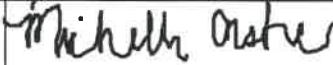
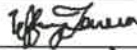
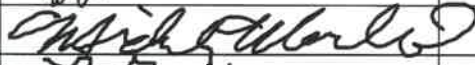

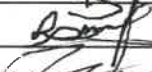




***La próxima reunión del Concilio Escolar está programada para el 18 de febrero del 2021***





# Stokoe Elementary

**School Site Council  
Elementary Sign In Sheet  
January 21, 2021  
Zoom 940 4999 9053**

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michelle Ashe		Teacher	Vice-Chairperson
Tiffany (Star) Ferreira		Teacher	Chairperson
Michele Morales		Teacher	Secretary
Lynne Greenlee		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
James Milliken		Parent/Community Member	
Lovelyn Razzouk		Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Jamie Walden		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	
Rayann Lopez		Parent	

Name (Original Name)	User Email	Total Duration (Mi Guest
Francine Ramirez	francine.ramirez@alvordsc	129 No
Star Ferreira		127 Yes
Michele Morales	michele.morales@alvordsc	127 Yes
Lovelyn Razzouk (she/)	lrazzouk@lasierra.edu	125 Yes
lynne.greenlee		125 Yes
Erika Bowden	erika.bowden@alvordschc	127 No
James's		121 Yes
Stephanie T.	liltweadle@yahoo.com	120 Yes
Lorena Diaz		120 Yes
Michelle Ashe		58 Yes



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, January 21, 2021**

**3:15 p.m. Room FRC**

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:20 P.M.
  2. Establishment of Quorum: Quorum was/was not established with 9 out of 10. The following members were present: Francine Ramirez, Michele Morales, Lynne Greenlee, Tiffany Ferreira, Lovelyn Razzouk, James Milliken, Lorena Diaz, Stephanie Thomas, Michelle Ashe. Erika Bowden was present as a non-voting member.
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. Accept resignation of Irving Martinez.
    - a. It was motioned/seconded/carried (Morales/Diaz 8/0/0) to accept the resignation of Irving Martinez.
  2. Approve appointment of James Milliken as member until June 2021.
    - a. It was motioned/seconded/carried (Ferreira/Razzouk 8/0/0) to approve the appointment of James Milliken.
  3. The following revisions were noted in the December 10, 2020 minutes:
    - a. No revisions were noted in the minutes.
    - b. It was motioned/seconded/carried (Ferreira/Diaz 9/0/0) to approve the minutes.
  4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. No expenditures were brought forward for approval.
  5. Approve Comprehensive School Safety Plan 2020-2021
    - a. Members reviewed and discussed the 2020-2021 Comprehensive School Safety Plan
    - b. It was motioned/seconded/carried (Morales/Thomas 9/0/0) to approve the 2020-21 Comprehensive School Safety Plan
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
      - Members discussed options for reallocation of funds pending tentative reopen date. Our goal is to ensure funding is used this year since funds do not carry over. Spending deadline is typically March. Members will discuss possible expenditures during February meeting. Suggestions for possible expenditures include:
      - Tutoring to mitigate learning loss and remediate instruction. Next steps will be to determine teacher interest.
      - Materials and supplies:
        - Members suggested technology items, student white boards, white board markers, math manipulatives, earbuds, and individual storage vessels.
        - Members discussed letting each grade level determine needs to support individualized learning kits for reopen.
  2. Training Topic: Implementation Monitoring
    - a. Members discussed the role of SSC in monitoring effectiveness of SPSA.
  3. School Plan (SPSA) Input

- a. Input SPSA Goal 1 Conditions of Learning: 1A ELA
    - Members reviewed Middle of Year iReady reports and discussed proposals for 2021-2022 SPSA Goal 1A ELA.
      - Members discussed extenuating factors that influenced data such as: time between administrations, new assessment for teachers/students, and digital literacy.
    - Goal 1A was not met.
    - Members reviewed input from ELAC and provided input for proposed actions for the 2021-2022 SPSA Goal 1A ELA.
    - Proposed actions/strategies for 2021-2022 goal 1A: 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.
      - Additional recommendations included:
        - i. Targeted tutoring opportunities taught by credentialed teachers with small groups of students using diagnostic assessments
    - Proposed goal
      - *By February 2022, 36% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA.*
      - *By February 2022, 50 % of students will reach 80% of their typical growth goal as measured by middle of year administration of iReady assessment for ELA.*
    - All members were in agreement with the proposed actions, strategies and goal.
  - b. Members reviewed and discussed ESGI reports.
4. Parent Committee Reports
    - a. ELAC Report
      - ELAC minutes from January were distributed for review.
      - January ELAC highlights included: Election summary, ELAC roles and responsibilities, baseline data for SPSA goal 1C EL students, input for SPSA goal 1A ELA, LCAP input, DELAC representative elections, district parent involvement policy and wellness policy.
      - Next ELAC meeting will be Feb 3<sup>rd</sup>.
    - b. ATP Report
      - Next ATP meeting will be January 28<sup>th</sup>.
    - c. PAC Report
      - PAC minutes from January were distributed for review.
      - January PAC highlights included: LCAP overview.
      - Next PAC meeting is March 9<sup>th</sup>.
  5. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent staff professional development included: D-ELD, oral language development strategies, breakout rooms and early numeracy, number sense/3 Acts with Graham Fletcher, culturally awareness/culturally responsive teaching strategies, and Nearpod.
    - b. Parent and Family Involvement Opportunities
      - Upcoming parent involvement opportunities include: semester awards
    - c. Interventions
      - Student groups with ELT and prescriptions for classroom interventions have been adjusted based on middle of year administration of iReady and teacher input.
  6. Principal's Report
    - a. Upcoming events include:
      - AUSD Science Fair Awards Night—Jan 25<sup>th</sup> 630pm
      - Kindness Week—Jan 25<sup>th</sup> -29<sup>th</sup>

- AUSD Spelling Bee—Feb 1<sup>st</sup> 6pm
- Winter Break—Feb 8<sup>th</sup>- 15<sup>th</sup>
- 3<sup>rd</sup> Grade GATE Testing—Feb 17<sup>th</sup>
- Career Week—March 8<sup>th</sup> -12<sup>th</sup>

IV. Hearing Session/Public Comments

1. No additional discussion was brought forward.
  - a. Flyers for LCAP meetings were distributed for review.

V. Adjournment: Action Item

1. It was motioned/seconded/carried (Ashe /Ferreira 9/0/0) to adjourn the meeting at 5:18 pm

***The next School Site Council meeting is scheduled for February 18, 2021***



## DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

### *Concilio Escolar*

Jueves, 21 de enero, 2021

3:15 p.m. Sal6n FRC

### MINUTA

- I. Procedimientos de Introducci6n
  1. La reuni6n se llam6 al orden a las 3:20 pm.
  2. Establecimiento del Qu6rum: Se estableci6/no se estableci6 un qu6rum con 9 de 10. Los siguientes miembros estuvieron presentes: Francine Ram6rez, Michele Morales, Lynne Greenlee, Tiffamy Ferreira, Lovelyn Razzouk, James Milliken, Lorena D6az, Stephanie Thomas, Michelle Ashe. Erika Bowden estuvo presente como miembro sin voto.
  3. Se recit6 el saludo a la bandera.
  4. A los miembros se les di6 la bienvenida y se les pidi6 que registraran su asistencia.
- II. Asuntos de Acci6n
  1. Aceptar la renuncia de Irving Mart6nez.
    - a. Se propuso la moci6n/secund6/para aprobar la renuncia de Irving Mart6nez. (Morales/D6az/8/0/0)
  2. Aprobar la asignaci6n de James Milliken como miembro hasta junio del 2021.
    - a. Se propuso la moci6n/secund6 (Ferreira/Razzouk /8/0/0 para aprobar la asignaci6n de James Milliken.
  3. Se hicieron las siguientes modificaciones en la minuta del 10 de diciembre 2020.:
    - a. No se hizo ninguna modificaci6n a la minuta.
    - b. Se propuso la moci6n/secund6/para aprobar la minuta (Ferreira/D6az/9/0/0)
  4. Solicitud de Gastos (TI, LCFFLI, LCFF-EL)
    - a. No se present6 ning6n gasto que aprobar.
  5. Aprobaci6n del Plan Integral de Seguridad Escolar 2020-2021
    - a. Los miembros revisaron y dialogaron del Plan de Seguridad Escolar 2020-20201
    - b. Se propuso la moci6n/secund6/para aprobar el Plan de seguridad escolar 2020-2-21 (Morales/Thomas 9/0/0)
- III. Dialogo/Informaci6n
  1. Reportes de los presupuestos
    - a. Dialogamos y revisamos los presupuestos categoricos.
      - Los miembros dialogaron sobre opciones de reasignaci6n de fondos en espera de la fecha tentativa de reapertura. Nuestro objetivo es garantizar que los fondos se utilicen este a6o, ya que los fondos no se transfieren al siguiente a6o. La fecha l6mite para usar estos fondos usualmente es marzo. Los miembros dialogaran acerca de posibles gastos en la junta de febrero. Sugerencias de posibles gastos incluyen:
      - Tutor6a para mitigar la p6rdida de aprendizaje y remediar la instrucci6n. Los pr6ximos pasos ser6n determinar el inter6s de los maestros.
      - Materiales y 6tiles:
        - o Los miembros sugirieron art6culos de tecnolog6a, pizarras blancas para los alumnos, marcadores para pizarra blanca, manipulativos de matem6ticas, auriculares y recipientes individuales de almacenamiento.

- Los miembros dialogaron dejando que cada nivel de grado determine sus necesidades para apoyar los kits de aprendizaje individualizados para la reapertura.
- 2. Tema de capacitación: Monitoreo de la implementación
  - a. Los miembros dialogaron sobre la función SSC en monitorear la efectividad del SPSA.
- 3. Sugerencias del Plan Escolar (SPSA)
  - a. Sugerencias del SPSA para la Meta 1 Condiciones de Aprendizaje: 1A ELA
    - Los miembros revisaron los reportes iReady de medio año y dialogaron sobre las propuestas para la Meta 1A ELA del SPSA 2021-2022 .
      - Los miembros discutieron los factores atenuantes que influyeron en los datos, tales como: el tiempo entre las administraciones, la nueva evaluación para los maestros / estudiantes, y la alfabetización digital.
    - La meta 1A no se logró.
    - Los miembros revisaron la información de ELAC y aportaron sugerencias para las acciones propuestas para la meta 1A ELA de SPSA 2021-2022.
    - Acciones/estrategias propuestas para la meta 1A 2021-2022: apoyo de asesores para maestros; bloques de intervención para instrucción enfocada en lectoescritura utilizando instrucciones precisas para remediar las habilidades (incluyendo horas adicionales para el personal auxiliar); desarrollo profesional enfocado en el esquema de trabajo ELA/ELD; habilidades fundamentales, habilidades de lectura detallada; capacitación para padres (Kinder Camp y otros talleres para apoyar la lectoescritura); celebrar el progreso de los estudiantes; instrucción diferenciada en las clases durante las habilidades fundamentales; apoyo del maestro de lectoescritura.
      - Otras recomendaciones incluyeron:
        - i. Oportunidades de tutoría específica por maestros acreditados con grupos pequeños de estudiantes utilizando evaluaciones de diagnóstico
    - Meta propuesta
      - *Para febrero del 2022, el 36% de los estudiantes rendirán en o por encima del nivel de grado como lo será medido por administración de la evaluación iReady para ELA a medio año.*
      - *Para febrero de 2022, el 50% de los estudiantes alcanzarán el 80% de su meta típica de progreso como lo sea medido por la administración de a evaluación iReeady a medio año para ELA*
    - Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas
  - b. Los miembros revisaron y dialogaron sobre los informes de ESGI.
- 4. Informes del Comité de Padres
  - a. Informe de ELAC
    - Se distribuyó la minuta de la reunión de ELAC de enero para su revisión.
    - Lo más destacado de ELAC en enero incluyó: Resumen de la elección, las funciones y responsabilidades de ELAC, los datos de referencia del SPSA para la meta 1C estudiantes EL, sugerencias para la meta 1A ELA del SPSA, sugerencias de LCAP, las elecciones para representantes de DELAC, la política de participación de padres del distrito y la política de bienestar.
    - La próxima reunión de ELAC será el 3 de febrero.
  - b. Informe del ATP
    - La próxima reunión de ATP será el 28 de enero.
  - c. Informe del PAC
    - Se distribuyó la minuta del PAC de enero para su revisión.
    - Lo más destacado de PAC de enero incluyó: Información general de LCAP.
    - La próxima reunión de PAC es el 9 de marzo.
- 5. Informe de los programas

- a. Oportunidades para Desarrollo Profesional (Paradocentes, Maestros)
    - El desarrollo profesional reciente incluyó: D-ELD, estrategias para el desarrollo del lenguaje oral, clases separadas y matemáticas básicas, sentido numérico/3 actos con Graham Fletcher, conciencia cultural/estrategias de enseñanza culturalmente sensibles y Nearpod.
  - b. Oportunidades para la participación de padres y familias
    - Las próximas oportunidades para la participación de padres incluyen: reconocimientos cada semestre
  - c. Intervenciones
    - Los grupos de estudiantes con ELT y los esquemas para intervenciones en clase se han modificado en base a la administración de iReady a medio año y a las aportaciones de los maestros.
6. Informe del Director
- a. Los próximos eventos incluyen:
    - Noche de Premios de la Feria de Ciencias de AUSD - 25 de enero 630 p.m.
    - Semana de amabilidad - 25 a 29 de enero
    - Concurso de ortografía (Spelling bee) de AUSD 1 febrero
    - Vacaciones de invierno - 8-15 de febrero
    - Pruebas GATE para 3er grado - 17 de febrero
    - Semana de profesión - 8 al 12 de marzo
- IV. Sesión de Audiencia/Comentarios Públicos
- 1. No se presentó ningún dialogo adicional.
    - a. Se distribuyeron volantes de las reuniones de LCAP para su revisión.
- V. Clausura de la reunión: asunto de acción
- 1. Se mocionó/secundó/aprobó clausurar la reunión a las 5:18 pm (Ashe /Ferreira 9/0/0)

**La próxima reunión del Concilio Escolar está programada para el 18 de febrero de 2021**





**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, March 18, 2020**

**3:15 p.m.      Zoom 940 4999 9053**

**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 18, 2021
  - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information**
  - 1. Budget Reports
  - 2. School Plan (SPSA) Input
    - a. SPSA Goal 1 Conditions of Learning: 1B Math
      - SVMI Reports
    - b. SPSA Goal 1 Conditions of Learning: 1C EL Students
    - c. SPSA Goal 3 Student Engagement: 3A Chronic Absenteeism and 3B School Climate (Suspensions)
      - Aeries Reports
  - 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 April 22, 2021***



## **DISTRITO ESCOLAR UNIFICADO ALVORD**

### **Escuela Primaria Stokoe**

#### ***Concilio Escolar***

jueves, 18 de marzo del 2021

3:15 p.m. Zoom 940 4999 9053

#### **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 18 de febrero 2021
  2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
  1. Reportes del Presupuesto
  2. Plan Escolar (SPSA)
    - a. Meta 1 SPSA Condiciones de Aprendizaje: 1B Matemáticas
      - Reportes de rendimiento SVMI
    - b. Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL
    - c. Meta 3 SPSA Participación Estudiantil: 3A Ausentismo Crónico y 3B Clima Escolar (Suspensiones)
      - Reportes de Aeries
  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 Directora
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción
- VI. ***La próxima reunión del Concilio Escolar está programada para el 22 de abril del 2021***



# Stokoe Elementary

**School Site Council  
Elementary Sign In Sheet  
March 18, 2021  
Zoom 940 4999 9053**

Name (Print)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Francine Ramirez		Principal	
Michelle Ashe		Teacher	Vice-Chairperson
Tiffany (Star) Ferreira		Teacher	Chairperson
Michele Morales		Teacher	Secretary
Lynne Greenlee		Other Staff	Present via phone (WiFi Issue)
<b>PARENTS/STUDENTS/COMMUNITY MEMBERS</b>			
Lorena Diaz		Parent/Community Member	
James Milliken	James Milliken	Parent/Community Member	
Lovelyn Razzouk		Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Jamie Walden		Parent/Community Member	
<b>OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)</b>			
Erika Bowden		AP	
Rayann Lopez		Parent	

# Stokoe SSC Zoom Report

March 18, 2021

Name (Original Name)	User Email	Total Duration (Minutes Guest
Francine Ramirez	francine.ramirez@alvordschools.or	162 No
Star Ferreira		149 Yes
James's		146 Yes
Michele Morales	michele.morales@alvordschools.or	145 Yes
Michelle Ashe		141 Yes
Lovelyn Razzouk (she/her)	lrazzouk@lasierra.edu	116 Yes
Lovelyn Razzouk (she/her)		12 Yes



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, March 18, 2021**

**3:15 p.m. Zoom: 940 4999 9053**

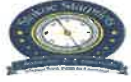
**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:20.
  2. Establishment of Quorum: Quorum was established with 6 out of 10. The following members were present: Francine Ramirez, Michele Morales, Tiffany Ferreira, Michelle Ashe, Lovelyn Razzouk, and James Milliken. Lynne Greenlee participated by phone due to internet issues.
  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 18, 2021 minutes:
    - a. It was motioned/seconded/carried (Ashe/ Ferreira 6/0/0) to approve the minutes.
  2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. Remaining categorical balances and proposed categorical expenditures were discussed.
    - b. Members agreed that the following purchases would best serve student needs at this time:
      - LCFF-LI
        - ✓ New laminator and film NTE \$5000
        - ✓ Printer Ink NTE\$1400
        - ✓ Rochester: Nikki Folders (400) NTE \$1200
        - ✓ Increase Open PO for Southwest by \$500 to purchase colored dry erase markers, pencil sharpeners, paper cutter and other school supplies
      - LCFF-EL
        - ✓ Increase Open PO for Southwest by \$1650 to purchase chart paper and colored markers
      - Title 1:
        - ✓ External Speakers for classrooms (35) NTE \$1300
        - ✓ Document Cameras (15-20) NTE \$6000
        - ✓ Projectors (2), bulbs (5) and filters (20) NTE \$3000
        - ✓ Math Manipulatives NTE \$3000
        - ✓ Increase Open PO for Southwest by \$5000 to purchase student whiteboards
    - c. It was motioned/seconded/carried (Ferreira/Razzouk 6/0/0) to approve all Title 1, LCFF-LI and LCFF-EL expenditures. Expenditure request sheet with final totals will be presented during April meeting.
    - d. Members discussed and may consider the following expenditures for next year if relevant:
      - Earbuds
      - Teacher Pay Teacher Site License
      - Foundational Skills Kits (K-2<sup>nd</sup> teachers)
      - Fact Fluency Tool Kit
      - Razkids Site License
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
  2. School Plan (SPSA) Input
    - a. Input SPSA Goal 1 Conditions of Learning: 1B Math

- Members reviewed SVMI data, ELAC input and discussed proposals for 2021-2022 SPSA Goal 1B Math.
  - ✓ Members discussed use of iReady for math instead of SVMI because it assesses a broader range of skills
- SPSA Goal 1B was not met.
- Members reviewed ELAC input and provided input for proposed actions for the 2021-2022 SPSA Goal 1B Math.
- 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
  - ✓ By February 2022, 50% of students will achieve 50% of their typical growth line as measured by Middle of Year administration of iReady for Math
- All members were in agreement with the proposed actions, strategies and goal.
- b. Input SPSA Goal 1 Conditions of Learning: 1C EL Students
  - Members reviewed EL student achievement reports, ELAC input and discussed proposals for 2021-2022 SPSA Goal 1C EL students.
  - SPSA Goal 1C EL Students was not met.
  - Members reviewed ELAC input and provided input for proposed actions for the 2021-2020 SPSA Goal 1C EL Students.
  - 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
    - ✓ Additional recommendations included:
      - Video webinars to train parents to support specific skills in reading comprehension
  - Proposed goal
    - ✓ By March 2022, 60% of EL students will demonstrate positive growth in reading fluency and comprehension when comparing pre and post assessment as measured by a leveled passage from the Wonders Fluency Assessment Book.
  - All members were in agreement with the proposed actions, strategies and goal.
- c. Input SPSA Goal 3 Student Engagement: 3A Attendance and 3B School Climate (Discipline and Suspensions)
  - Members reviewed attendance data, discipline/suspension data, ELAC input and discussed proposals for the 2021-2022 SPSA Goal 3A Attendance and 3B School Climate (Discipline and Suspension).
  - SPSA Goal 3A Attendance was not met.
  - SPSA Goal 3B School Climate (Discipline and Suspensions) was unable to be assessed due to school closure.
  - Members reviewed ELAC input and provided input for proposed actions for the 2021-2022 SPSA Goal 3A Attendance and 3B School Climate (Discipline and Suspension)
  - 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
    - ✓ By April 2022, the absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries.

- Proposed goal 3B
    - ✓ By April 2022, 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.
3. Parent Committee Reports
- a. ELAC Report
    - ELAC minutes from March were distributed for review.
    - March ELAC highlights included: ELPAC assessments, input for SPSA Goals 1B,1C, 3A and 3B, and CABE participation.
    - Next ELAC meeting is April 7<sup>th</sup>.
  - b. ATP Report
    - ATP minutes from February were distributed for review.
    - February ATP highlights included: Event planning for Family STEAM Night planning, Read Across America and Career Week.
    - Next ATP meeting is March 25<sup>th</sup>.
  - c. PAC Report
    - PAC minutes from March were distributed.
    - March PAC highlights included: CA Schools Dashboard—State Indicators, LCAP stakeholder input review
    - Next PAC meeting is April 13<sup>th</sup>
4. Program Reports
- a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - Recent staff professional development included: Hybrid School Reopen Plans
  - b. Parent and Family Involvement Opportunities
    - Upcoming parent involvement opportunities include: Family STEAM Night (April 22<sup>nd</sup>)
  - c. Interventions
    - Students continue to participate in targeted literacy instruction based on Middle of Year iReady.
5. Principal's Report
- a. Upcoming events include:
    - Hybrid Reopen—March 22
    - Spring Break—March 29<sup>th</sup> – April 2<sup>nd</sup>
- IV. Hearing Session/Public Comments
1. No additional discussion was brought forward
  2. Flyers for Virtual Stargazing opportunities were distributed.
- V. Adjournment: Action Item
1. It was motioned/seconded/carried (Ashe/Milliken 7/0/0 to adjourn the meeting at 5:32 pm

***The next School Site Council meeting is scheduled for April 22, 2021***



## DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

### Concilio Escolar

Jueves, 18 de marzo de 2021

3:15 p.m. Zoom: 940 4999 9053

### MINUTA

- I. Procedimientos de Introducción
  1. La junta se llamó al orden a las 3:20.
  2. Establecimiento del Quórum: El Quórum se estableció con 6 de 10 miembros. Los siguientes miembros estuvieron presentes: Francine Ramirez, Michele Morales, Tiffany Ferreira, Michelle Ashe, Lovelyn Razzouk y James Milliken. Lynne Greenlee participó por teléfono debido a problemas con el internet.
  3. Se realizó el Juramento 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 realizaron cambios a la minuta del 18 de febrero de 2021:
    - a. Se propuso una moción/fue secundada/para aprobar la minuta (Ashe/Ferreira 6/0/0).
  2. Solicitud de gastos (TI, LCFF-LI, LCFF-EL)
    - a. Se dialogó sobre el saldo de los gastos categóricos restantes y los gastos propuestos. Los miembros estuvieron de acuerdo que las siguientes compras ayudarían a satisfacer mejor las necesidades de los alumnos en este momento:
      - LCFF-LI
        - ✓ Nueva máquina laminadora y rollo para laminar, sin exceder \$5000
        - ✓ Tinta para imprimir, sin exceder \$1400
        - ✓ Rochester: Folders Nikki (400), sin exceder \$1200
        - ✓ Incrementar la PO abierta de Southwest por \$500 para comprar marcadores de tinta deleble, sacapuntas, guillotina y otros suministros escolares
      - LCFF-EL
        - ✓ Incrementar la PO abierta de Southwest por \$1650 para comprar papel cuadriculado y marcadores de color
      - Título 1:
        - ✓ Bocinas exteriores para salones de clase (35), sin exceder \$1300
        - ✓ Cámaras para documentos (15-20), sin exceder \$6000
        - ✓ Proyector (2), focos (5) y filtros (20), sin exceder \$3000
        - ✓ Manipulativos para matemáticas, sin exceder \$3000
        - ✓ Incrementar la PO abierta de Southwest por \$5000 para comprar pizarrones blancos para los alumnos
    - b. Se propuso una moción/fue secundada/para aprobar todos los gastos de Título I, LCFF-LI y LCFF-EL (Ferreira/Razzouk 6/0/0). La hoja de solicitud de gastos con los totales finales se presentará durante la junta de abril.
    - c. Los miembros dialogaron sobre los gastos para el próximo año y considerarán si los siguientes gastos son relevantes:
      - Audífonos
      - Licencia escolar para *Teacher Pay Teacher*
      - Kits de habilidades básicas (maestros de K-2º)
      - Kit de herramienta para la fluidez de las tablas
      - Licencia escolar para *Razkids*
- III. Diálogo/Información
  1. Reportes de presupuesto
    - a. Se revisó y dialogó sobre los gastos categóricos.
  2. Sugerencias al Plan Escolar (SPSA)
    - a. Sugerencia para el SPSA la Meta 1 Condiciones de Aprendizaje: 1B Matemáticas
      - Los miembros revisaron los datos SVMI, sugerencias de ELAC y dialogaron sobre las propuestas para la Meta 1B: Matemáticas del SPSA para 2021-2022.



- ✓ Los miembros dialogaron sobre el uso de *iReady* de Matemáticas en lugar de SVMl porque evalúa un mayor rango de habilidades.
- La Meta 1B del SPSA no se logró.
- Los miembros revisaron las sugerencias de ELAC y proporcionaron sugerencias para las acciones propuestas para la Meta 1B de Matemáticas del SPSA para 2021-2022.
- Acciones/estrategias propuestas: apoyo para maestros por parte del asesor de instrucción; desarrollo profesional centrado en comprensión conceptual y aplicación de Estándares para la Práctica Matemática (SMP); uso diario de rutinas de sentido numérico y uso consistente de estrategias de matemáticas mentales y resolución de tipos de problemas; capacitación para padres de familia (Campamento de Kinder y otros talleres para apoyar matemáticas); grupo pequeño centrado en la instrucción para la recuperación.
- Meta propuesta
  - ✓ Para febrero de 2022, 50% de los alumnos alcanzarán el 50% de su línea de mejoramiento típico medido por la administración de la evaluación *iReady* para Matemáticas para mediados de año.
- Todos los miembros estuvieron de acuerdo con las acciones, estrategias y meta propuestas.
- b. Sugerencias para el SPSA Meta 1 Condiciones de Aprendizaje: 1C Alumnos EL
  - Los miembros revisaron los reportes de rendimiento de los alumnos EL, sugerencias de ELAC y dialogaron las propuestas para la Meta 1C alumnos EL del SPSA para 2021-2022.
  - No se logró la Meta 1C alumnos EL del SPSA.
  - Los miembros revisaron las sugerencias de ELAC y proporcionaron sugerencias para las acciones propuestas para la Meta 1C alumnos EL del SPSA para 2021-2020.
  - Acciones/estrategias propuestas: apoyo para maestros por parte de asesores de instrucción; desarrollo profesional centrado en marcos ELA/ELD y ELD designado/integrado; capacitación para padres de familia (ELAC, Campamento de Kinder, CABE, noches familiares); apoyo de intervención/tutoría adicional para alumnos EL; continuar con la instrucción centrada en grupo pequeño, lectura y producción del lenguaje oral durante DELD.
  - ✓ Las recomendaciones adicionales incluyeron:
    - Seminarios web en video para capacitar a los padres para apoyar habilidades específicas de comprensión de lectura.
- Meta propuesta
  - ✓ Para marzo del 2022, 60% de los alumnos EL demostrarán mejoría positiva en fluidez y comprensión de lectura de pasajes al comparar las evaluaciones previas con las posteriores del libro de evaluación de fluidez de *Wonders*.
- Todos los miembros estuvieron de acuerdo con las acciones, estrategias y meta propuestas.
- c. Sugerencias para el SPSA Meta 3 participación de los alumnos: 3A asistencia escolar y 3B ambiente escolar (disciplina y suspensiones)
  - Los miembros revisaron los datos de asistencia escolar, datos de disciplina/suspensión, sugerencias de ELAC y propuestas dialogadas para la Meta 3A asistencia escolar y 3B ambiente escolar (disciplina y suspensión) del SPSA para 2021-2022.
  - No se logró la Meta 3A de asistencia escolar del SPSA.
  - La Meta 3B ambiente escolar (disciplina y suspensiones) del SPSA no se pudo evaluar debido al cierre escolar.
  - Los miembros revisaron las sugerencias de ELAC y proporcionaron sugerencias para las acciones propuestas para la Meta 3A asistencia escolar y 3B ambiente escolar (disciplina y suspensión) del SPSA para 2021-2022
  - Acciones/estrategias propuestas: apoyo por parte del consejero para los maestros, alumnos y padres de familia; juntas del Equipo para el Éxito Estudiantil (SST) para apoyo de intervención; desarrollo del carácter, resolución de conflicto, programas en contra de las drogas y del acoso escolar (*bullying*); simulacros mensuales para desastres; asambleas de disciplina y consistencia del personal escolar con los sistemas de éxito; incentivos y recursos/materiales suplementarios para motivar y mejorar la asistencia escolar; reportes mensuales de asistencia escolar en las juntas de padres de familia.
  - Meta 3A propuesta
    - ✓ Para abril del 2022, la tasa de ausentismo escolar disminuirá por 0.5% medida por los datos de reportes locales en Aeries.
  - Meta 3B propuesta
    - ✓ Para abril del 2022, el porcentaje de suspensiones permanecerá dentro del 0.5% medido por los datos de reportes locales en Aeries.

- Todos los miembros estuvieron de acuerdo con las acciones, estrategias y meta propuestas.
3. Reportes del Comité de Padres de Familia
    - a. Reporte de ELAC
      - Se distribuyó la minuta de ELAC de marzo para su revisión.
      - Los puntos destacados de ELAC de marzo incluyeron: evaluaciones de ELPAC, sugerencias para las metas 1B, 1C, 3A y 3B del SPSA y participación en CABE.
      - La próxima junta de ELAC es el 7 de abril.
    - b. Reporte de ATP
      - Se distribuyó la minuta de ATP de febrero para su revisión.
      - Los puntos destacados de ATP de febrero incluyeron: planeación del evento para la noche familiar de STEAM, *Read Across America* y semana de profesiones.
      - La próxima junta de ATP es el 25 de marzo.
    - c. Reporte de PAC
      - Se distribuyó la minuta de PAC de marzo.
      - Los puntos destacados de PAC de marzo incluyeron: Tablero escolar de CA—indicadores estatales, revisión de las sugerencias a LCAP por parte de las partes interesadas.
      - La próxima junta de PAC es el 13 de abril.
  4. Reportes de Programa
    - a. Oportunidades de desarrollo profesional (paradocentes, maestros)
      - El reciente desarrollo profesional incluyó: planes de reapertura escolar para el modelo híbrido.
    - b. Oportunidades de participación para padres y familias
      - Las próximas oportunidades de participación para padres de familia incluyen: Noche Familiar de STEAM (22 de abril)
    - c. Intervenciones
      - Los alumnos continúan participando en la instrucción centrada en la lectoescritura en base a *iReady* de mediados de año.
  5. Reporte de la Directora
    - a. Los próximos eventos incluyen:
      - Reapertura del modelo híbrido—22 de marzo
      - Vacaciones de primavera—del 29 de marzo al 2 de abril
- IV. Sesión de Audiencia/Comentarios del Público
    1. No se presentó diálogo adicional.
    2. Se distribuyeron folletos para las oportunidades de virtual *Stargazing* (observar las estrellas)
  - V. Clausura: Asunto de Acción
    1. Se propuso la moción/fue secundada/para clausurar la junta a las 5:32 pm (Ashe/Milliken 7/0/0).

**La próxima junta del Concilio Escolar está programada para el 22 de abril de 2021.**



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, April 22, 2021**

**3:15 p.m.      Zoom: 940 4999 9053**

**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 March 18, 2021
  - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III.   Discussion/Information**
  - 1. Budget Reports
  - 2. School Plan (SPSA) Input
    - a. SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
    - b. ELAC Academic Needs Assessment Report
  - 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 May 20, 2021***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

***Concilio Escolar***

**Jueves, 22 de abril del 2021**

**3:15 p.m. Zoom: 940 4999 9053**

**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 18 de marzo 2021
  - 2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
  - 1. Reportes del Presupuesto
  - 2. Plan Escolar (SPSA) Recomendaciones
    - a. Meta 2 SPSA Resultados Estudiantiles: 2A AVID y 2B Participación de Padres
    - b. Resumen de Reporte de Necesidades Académicos de ELAC
  - 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 mayo del 2021***



# Stokoe Elementary

## School Site Council Elementary Sign In Sheet

April 22, 2021

Zoom 940 4999 9053

Name (Print)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Francine Ramirez	<i>[Signature]</i>	Principal	
Michelle Ashe	<i>[Signature]</i>	Teacher	Vice-Chairperson
Tiffany (Star) Ferreira	<i>[Signature]</i>	Teacher	Chairperson
Michele Morales	<i>[Signature]</i>	Teacher	Secretary
Lynne Greenlee	<i>Lynne Greenlee</i>	Other Staff	
<b>PARENTS/STUDENTS/COMMUNITY MEMBERS</b>			
Lorena Diaz	<i>[Signature]</i>	Parent/Community Member	
James Milliken	<i>[Signature]</i>	Parent/Community Member	
Lovelyn Razzouk		Parent/Community Member	
Stephanie Thomas	<i>Stephanie Thomas</i>	Parent/Community Member	
Jamie Walden		Parent/Community Member	
<b>OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)</b>			
Erika Bowden	<i>[Signature]</i>	AP	
Rayann Lopez		Parent	

# SSC Zoom Roster

April 22, 2021

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Francine Ramirez	francine.ramirez@alvordschc	61	No
Star Ferreira		62	Yes
Michelle Ashe		57	Yes
James's		57	Yes
Jamie's iPhone		56	Yes
Michele Morales	michele.morales@alvordschc	57	Yes
Liltweadle@yahoo.com	liltweadle@yahoo.com	51	Yes
lorena diaz		21	Yes
Lorena Diaz		24	Yes
Lynne Greenlee		23	Yes



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, April 22, 2021**

**3:15 p.m. Zoom: 940 4999 9053**

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:20 P.M.
  2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Michele Morales, Tiffany Ferreira, Michelle Ashe, Jamie Walden, James Milliken, Stephanie Thomas, Lorena Diaz, Lynne Greenlee
  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 March 18, 2021 minutes:
    - a. It was motioned/seconded/carried (Ashe/Ferreira 8/0/0) to approve the minutes.
  2. Expenditures Requests (T1, LCFF-LI, LCFF-EL)
    - a. No categorical expenditures were brought forward for approval.
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
  2. School Plan (SPSA)
    - a. Input SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
      - Members reviewed AVID data, parent participation data and discussed proposals for 2021-2022 SPSA Goal 2A AVID and 2B Parent Involvement.
        - Members noted that some AVID strategies may not have been fully used due to time constraints of distance learning.
        - Members agreed that continuing to offer virtual participation options for parents is a benefit to our community. Recordings of presentations allow for flexibility and help reach a broader audience.
      - SPSA Goal 2A AVID was not met.
      - SPSA Goal 2B Parent Involvement was met.
      - Members reviewed input from staff and ELAC and provided input for proposed actions for the 2021-2022 SPSA Goal 2A AVID and 2B Parent Involvement.
      - Proposed actions/strategies: emphasis on college readiness; multiple types and modes of communication between home and school (including student planners/folders, monthly newsletters, 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
  - *By April 2022, 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
  - *By April 2022, the total number of parents attending involvement events will increase by 5% when comparing 2020-21 events with 2021-22 events as measured by event sign-in sheets and/or digital views.*
- All members were in agreement with the proposed actions, strategies and goal.
- b. ELAC Academic Needs Assessment Report was reviewed and discussed. ELAC recommendations were considered during all phases of goal development.
- c. Previously approved actions and proposed goals for 2021-2022 SPSA were reviewed and discussed.
- d. 2021-2022 SPSA will be approved at next SSC meeting on May 20, 2021.
- 3. Parent Committee Reports
  - a. ELAC Report
    - April ELAC highlights included: D-ELD Instruction; Input for SPSA Goals 2A and 2B; ELAC Academic Needs Assessment Report; and budget input.
    - ELAC minutes from April were distributed for review.
    - Next ELAC meeting will be May 5<sup>th</sup>.
  - b. ATP Report
    - March ATP highlights included: Content evaluations for Read Across America and Career Week; and Final event planning for Family STEAM Night
    - ATP minutes from March were distributed for review.
    - Next ATP meeting will be April 29<sup>th</sup>.
  - c. PAC Report
    - PAC highlights from April included: LCAP input
- 4. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - Recent professional development for paraprofessionals and teachers included: ELPAC administration
  - b. Parent and Family Involvement Opportunities
    - Upcoming parent involvement opportunities include: Family STEAM Night (April 22<sup>nd</sup>)
  - c. Interventions
    - Staff continues to utilize targeted literacy prescriptions to remediate literacy skills.
    - Students continue to receive support from ELT.
    - We are in the process of hiring an Early Numeracy Teacher (ENT) to support math instruction and intervention for next school year.
    - Summer Academy will be available for all students. Some students will be prioritized and invited for targeted intervention sessions.
- 5. Principal's Report
  - a. Upcoming events include:
    - iReady Administration—May 3<sup>rd</sup> – May 14<sup>th</sup>
    - Stokoe Recognitions at AUSD Board Meeting—May 20<sup>th</sup> 6pm

#### IV. Hearing Session/Public Comments

1. The following discussion was brought forward:



- a. Members discussed possible expenditures to approve with 2021-2022 budget.  
Suggestions included: laptop carts to store 1:1 devices and earbuds.

V. Adjournment: Action Item

- 1. It was motioned/seconded/carried to adjourn the meeting at 4:09pm (Thomas /Greenlee 9/0/0)

***The next School Site Council meeting is scheduled for May 20, 2021***



# Stokoe Elementary

## Staff Needs Assessment Summary

### May 2021

29 Staff members participated in the survey

How prepared are you to effectively and consistently implement each of the following components of standards-based instruction in your classroom				
	Very Prepared	Somewhat Prepared	Not Prepared	N/A
Differentiation and small groups	15	12	1	1
Feedback to students	19	9	0	1
Using assessment data to guide instruction	17	11	0	1
Intervention using targeted, skill based prescriptions	14	13	1	1
Numeracy instruction	15	11	2	1
Writing instruction	13	14	1	1

How prepared do you feel to meet the needs of English Learners in your classroom				
	Very Prepared	Somewhat Prepared	Not Prepared	N/A
Integrating ELD standards and content standards into classroom instruction	16	12	0	1
Using the Proficiency Level Descriptors (PLD) to determine appropriate expectations for classroom instruction and assessment	11	17	0	1
Communicating with parents of ELs	14	13	1	1

Rate the following as it relates to your ability to successfully integrate technology into your instruction				
	Very Prepared	Somewhat Prepared	Not Prepared	N/A
Using digital platforms to support instruction	16	13	0	0
Google Classroom and Google Apps	19	10	0	0
Blended virtual learning	9	17	2	1

Please rate each of the following as it relates to the instructional coach					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Approachable	18	10	1	0	0
Gathers resources	19	9	0	0	1
Models instructional practices	18	11	0	0	0
Designs and facilitates effective professional learning opportunities	19	8	1	0	1
Analyzes student data	12	12	4	0	1
Provides one to one coaching	16	13	0	0	0
Exhibits deep knowledge of a wide variety of instructional practices	16	12	1	0	0
Fosters a safe, trusting environment for teachers	16	11	2	0	0
Builds relationships effectively	16	11	2	0	0
Spends time working on activities that most impact student learning	13	13	1	0	2
Helps to reflect and improve my practice	13	17	0	0	2
Plays an active role in improving curriculum and instruction	16	11	1	0	1

	Strongly Agree	Agree	Disagree	Strongly Disagree
I receive information in a timely manner, allowing me to do my job effectively.	15	14	0	0
I have opportunities to share ideas and collaborate with my colleagues	17	11	1	0
I have opportunity to give input and play a part in the continuous school improvement process (data analysis, developing/revising school goals)	14	14	1	0

**I would like to receive professional development on the following:**

- Data Analysis/Formative Assessments--5 (17.9%)
- Managing and De-escalating Student Behavior--10 (35.7%)
- Project Based Learning--10 (35.7%)
- Foundational Skills Instruction--8 (28.6%)
- Close Reading Instruction--8 (28.6%)
- Writing Instruction--13 (46.4%)
- Numeracy Instruction--12 (42.9%)
- Integration of Technology (Digital Literacy/21st Century Skills)--5 (17.9%)
- MTSS, Prescriptions, Interventions, Monitoring/Documenting Student Progress--11 (39.3%)
- D-ELD/ Language Acquisition--5 (17.9%)
- Differentiation Strategies--10 (35.7%)
- Social Emotional Learning/ Restorative Practices--13 (46.4%)
- Enrichment for Gifted/Talented Students--4 (14.3%)
- Specialized Learning Strategies for Students with Disabilities--9 (32.1%)
- Culturally Responsive Practices (equitable, inclusive teaching practices--5 (17.9%)
- STEM Integration--9 (32.1%)
- AVID--5 (17.9%)
- PBIS (Positive Behavior Intervention and Supports--8 (28.6%)

**What programs would you like more professional development on?**

- Google Slides--2 (11.8%)
- Go Guardian--3 (17.6%)
- Nearpod--3 (17.6%)
- Kami--4 (23.5%)
- Jamboard--5 (29.4%)
- Screencastify--6 (35.3%)
- Flipgrid--6 (35.3%)
- Peardeck--5 (29.4%)
- Online Wonders--1 (5.9%)

**What programs/supplies do I need for my students to reach grade level standards?**

- Decodable readers/phonics materials --3 (10.3%)
- Math manipulatives--8 (27.6%)
- Math curriculum--4 (13.8%)
- Writing instructional materials/curriculum--3 (10.3%)
- Intervention block/program--2 (6.8%)
- Technology (1:1 devices, programs)--3 (10.3%)
- Flexible seating--1 (3.4%)

**What areas are a strength for my grade level?**

- ELA (foundational skills, phonics, phonemic awareness, writing)--5 (17.2%)
- Math (early numeracy, number sense)--5 (17.2%)
- Collaboration (sharing resources, materials)--10 (34.5%)
- Communication--4 (13.7%)
- Positivity/encouragement/motivation--3 (10.3%)
- STEM--1 (3.4%)
- Differentiation strategies--2 (6.8%)

**What areas need improvement in my grade level?**

- Math--2 (6.8%)
- Writing --5 (17.2%)
- Small group instruction--1 (3.4%)
- ELD instruction--1 (3.4%)
- Common assessments/data analysis--4 (13.7%)
- Cohesiveness (teamwork, communication, peer support, sharing ideas)--6 (20.7%)
- Meeting organization (delegating tasks/decision making)--2 (6.8%)
- Time--3 (10.3%)
- Computer and science--1 (3.4%)

**Our school strengths are:**

- PD and systems to develop community of learners--6 (20.7%)
- Cohesiveness/working towards common goal--2 (6.8%)
- Caring staff--3 (10.3%)
- Positive, inclusive, supportive environment--4 (13.7%)
- Student supports for academic/social-emotional--2 (6.8%)
- Site leadership (admin, coaches, support staff)--6 (20.7%)
- Communication--3 (10.3%)
- Organized/flexible--2 (6.8%)
- Systems to support collaboration/teamwork--8 (27.6%)

**School priorities that we should address:**

- Grade level cohesiveness, curriculum consistency, vertical articulation--5 (17.2%)
- Goal setting/celebrating success--1 (3.4%)
- Common math curriculum, numeracy, consistent math instructional practices--4 (13.7%)
- Intervention, differentiating instruction, remediation of skills, MTSS--8 (27.6%)
- Reading comprehension--2 (6.8%)

- Technology--1 (3.4%)
- School culture--community building--3 (10.3%)
- Parent involvement, parent education, parent communication--6 (20.7%)
- Inclusive teaching practices (Anti-bias), whole child education (academic, social)--4 (13.7%)
- Planning time--1 (3.4%)



*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





**Alvord Unified School District**  
**ESCUELA PRIMARIA Stokoe**  
**CONTRATO DE ESCUELA TITULO 1**  
**2020-2022**



**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, diccionario de referencias, etc.
- Asistir a su hijo(a) cuando sea necesario;
- Asegurarse que el niño(a) entendió y completó 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; Trataré 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
- Tendré 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, prestar servicios voluntarios en el salón de clases, asistir a los talleres para padres, y/o participar en PTA, ATP, 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. .

**RESPONSALIDADES 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:

- Participaré 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; Llevar a casa todo lo necesario para completar las asignaciones.
- Estaré seguro de entregar la información escolar a papá o mamá y regresarla a tiempo.
- Leer todas las noches por 20 minutos.
- 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 y disciplina.
- 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.
- Si veo algo, diré algo. No seré un acosador o un espectador.

**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:

- Proveeré un currículo e instrucción de alta calidad.
- Mantendré altas expectativas y formaré relaciones afectuosas 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 reinforce 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 tocantes 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
- Proveeré 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) y repasará el logro académico.
- Proveer a las 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
Terrace Elementary School	33-66977-6031579	May 20, 2021	

## 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-wide 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: 127 fifth grade responses, nearly 100% of students completed the CHKS in the 2020-2021 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%). About 70% 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 most 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. 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 decisions, planning, 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 Elementary 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. During the 2020-2021 distance learning became a focus of professional learning. The district provided self-paced professional learning opportunities as well as optional Friday professional development days where a variety of topics were available. The school's instructional coach provides ongoing instructional support focused on comprehension strategies and support strategies for English Learners.

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. Focus continues but is not limited to: Use of writing across all content areas, comprehension (listening/reading), and grouping strategies.

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 during 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. All teachers also include sufficient Designated English Language Development time and Integrate ELD throughout all content areas.

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

At-promise students are provided multiple before/during/after school interventions to support specific learning skills needed. All at-promise 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-risk 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).

During the 2020-2021 School Year half-time has provided services online (distance learning) and after March 22 the program provided in-person support.

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

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. Teachers and staff also provide input during monthly staff 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. Necessary resources will help enhance classroom environments to 21st learning environments.

# 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 and has maintained
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



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
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.

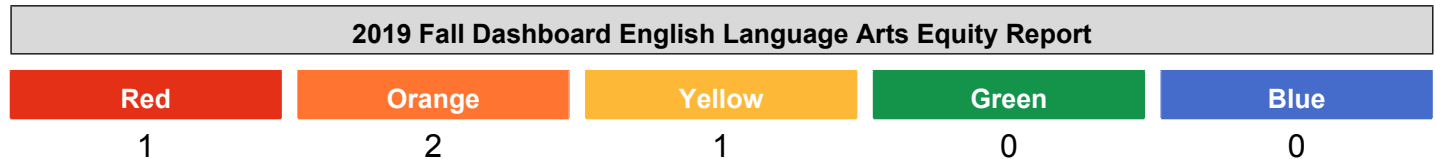
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 36.2 points below standard Maintained ++0.3 points 317	<b>English Learners</b>  Yellow 36.7 points below standard Increased ++4.4 points 201	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 65.7 points below standard 15	<b>Socioeconomically Disadvantaged</b>  Orange 41.6 points below standard Maintained ++0.1 points 287	<b>Students with Disabilities</b>  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.

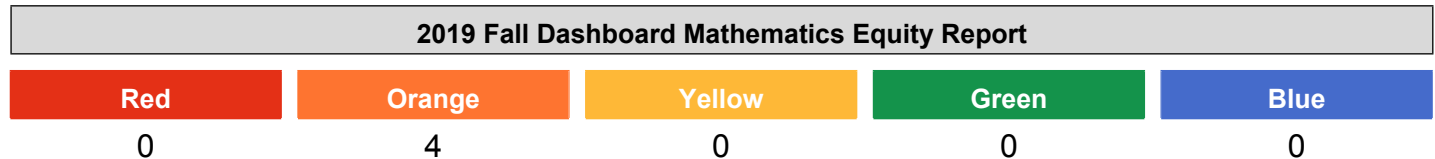
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 58.8 points below standard Maintained -1.6 points 318	<b>English Learners</b>  Orange 57.8 points below standard Maintained 0 points 202	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 72.5 points below standard 15	<b>Socioeconomically Disadvantaged</b>  Orange 62.1 points below standard Declined -3 points 288	<b>Students with Disabilities</b>  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 Declined -14.3 points 134	11.4 points below standard Declined -5.4 points 68	61.7 points below standard Declined -5.6 points 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.

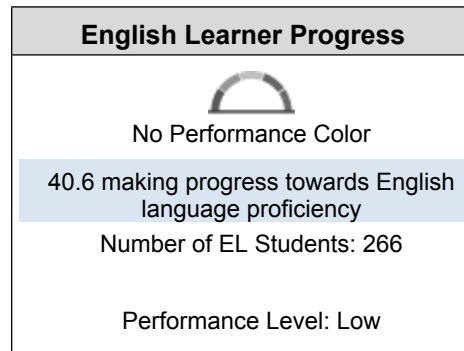


# School and Student Performance Data

## 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.

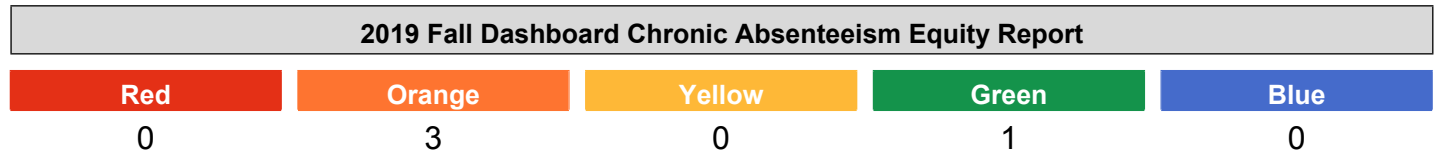
# School and Student Performance Data

## 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.



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		
<b>All Students</b>  Orange 10.7 Maintained +0.1 737	<b>English Learners</b>  Orange 6.2 Increased +0.6 417	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color 31.8 Increased +6.8 22	<b>Socioeconomically Disadvantaged</b>  Orange 11.5 Maintained +0.3 670	<b>Students with Disabilities</b>  Orange 13.7 Increased +7 73

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>33.3</div> 24	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Green <div>9.6</div> Declined -0.9 686	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  No Performance Color <div>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.

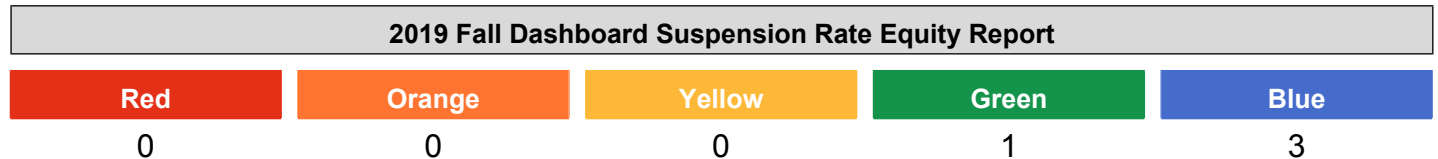
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 0.5 Maintained -0.2 748	<b>English Learners</b>  Blue 0.2 Maintained +0.2 425	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  No Performance Color 0 Maintained 0 25	<b>Socioeconomically Disadvantaged</b>  Green 0.6 Maintained -0.2 678	<b>Students with Disabilities</b>  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

iReady: Students in the primary grades need to increase in phonics and phonological awareness as measured by the iReady assessment. Students in the upper grades need to increase in reading comprehension as measured by the iReady 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 and will continue to be used in the 2021-2022 school year.

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
iReady (Language Arts)	For 2020-2021 iReady Fall results, the percentage of students at benchmark were as follows:	By Fall 2021, increase the percentage of students scoring at the benchmark level to: Kinder-75%, 1st grade-50%, 2nd grade-50%, 3rd grade-



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kinder-70%, 1st grade-30%, 2nd grade-12%, 3rd grade-23%, 4th grade-13% and 5th grade- 7%.	50%, 4th grade-50% and 5th grade- 50%.
iReady (Mathematics)	For 2020-2021 iReady Fall results, the percentage of students at benchmark were as follows: Kinder-54%, 1st grade-37%, 2nd grade-9%, 3rd grade-5%, 4th grade-6% and 5th grade-4%	By Fall 2021, increase the percentage of students scoring at the benchmark level to: Kinder-60%, 1st grade-50%, 2nd grade-50%, 3rd grade-50%, 4th grade-50% and 5th grade- 50%.
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 2022, 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 2022, 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 2022, 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)

149754

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

46931

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)

700

Source(s)

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

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Elementary Numeracy Teacher (ENT) will provide targeted math supports to students during the school day and also through extended day with the use of supplemental materials. , ENT will work 1:1 or in small group.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

1277

Title I  
1000-1999: Certificated Personnel Salaries

277

Title I  
3000-3999: Employee Benefits

#### 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
3255	Title I 3000-3999: Employee Benefits

**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)	Source(s)
0	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)

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)
3510	LCFF-EL

	1000-1999: Certificated Personnel Salaries ELF Stipend based on number of EL students
762	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)

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
350	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

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)
920	LCFF-EL 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)

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)**

3000

**Source(s)**

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

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

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)**

2000

**Source(s)**

LCFF-EL  
4000-4999: Books And Supplies

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

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)

1000

Source(s)

LCFF-LI  
4000-4999: Books And Supplies

### 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

Reading A-Z: 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

### Strategy/Activity 14

#### 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

Literacy Teacher to support targeted students with foundational skills in reading through a pull-out program for small group instruction/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)

147612

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

46466

Title I

3000-3999: Employee Benefits

### 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

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)

2500

##### Source(s)

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.

875

Title I  
3000-3999: Employee Benefits  
Classified

### 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

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)

5000

##### Source(s)

Title I  
4000-4999: Books And Supplies

### 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 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)

4351

Title I  
4000-4999: Books And Supplies

LCFF-EL  
4000-4999: Books And Supplies

**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**

Supplemental materials and supplies will be purchased to support at-promise 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)

Source(s)

5000

Title I  
4000-4999: Books And Supplies

3500

LCFF-EL  
4000-4999: Books And Supplies

7000

LCFF-LI  
4000-4999: Books And Supplies

**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

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)

6942

Source(s)

Title I  
4000-4999: Books And Supplies

1797

LCFF-EL  
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

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 21**

**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)	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.

Many of the actions were not implemented during the 2020-2021 school year due to the pandemic and school closures. Effective activities include Instructional Coach and Literacy teacher, however student progress was difficult to ascertain with the suspension on state testing and the implementation of a new district-wide reading and math assessment. This data will be analyzed in the fall of 2021 in order to determine effectiveness of several intervention strategies.

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

During the pandemic year, many actions were intended for in-person learning. Like many other schools, actions were adjusted to help mitigate learning loss and to support distance learning. More support was provided through technology. In the 2021-2022 school year we will be able to better gauge effectiveness of actions and strategies.

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

The goal will be adjusted to account for the absence of state testing data and to include newly implemented district-wide assessment.

# 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)
2280	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.

During the pandemic year, Teachers continued to implement AVID strategies through distance learning. Teachers were able to continue using the strategies during in-person learning the last quarter of the school year. Educational trips were not able to occur, however AVID materials were used by students.

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

The school designated Fridays for distribution of materials, including AVID supplies and materials. Teachers would usually monitor student use and apply strategies in person, however this academic year, parents and other adults at home became an integral part of program implementation.

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.

Adjustments will be made in the 2021-2022 school year to include the proper use of strategies and materials.



# 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 2020-2021 at 90% or less	Increase attendance by 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)
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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.

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.

## Goal Subject

Science (Secondary Only)

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 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	\$477,034.00

## 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	\$432,364.00

Subtotal of additional federal funds included for this school: \$432,364.00

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	\$21,190.00
LCFF-LI	\$16,980.00

Subtotal of state or local funds included for this school: \$44,670.00

Total of federal, state, and/or local funds for this school: \$477,034.00

# 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	21190	0.00
LCFF-LI	16980	0.00
Title I	432364	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	21,190.00
LCFF-LI	16,980.00
Title I	432,364.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	317,153.00
2000-2999: Classified Personnel Salaries	3,500.00
3000-3999: Employee Benefits	98,916.00
4000-4999: Books And Supplies	48,290.00
5000-5999: Services And Other Operating Expenditures	9,175.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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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	3,510.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,000.00
3000-3999: Employee Benefits	LCFF-EL	1,112.00
4000-4999: Books And Supplies	LCFF-EL	12,568.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,000.00
4000-4999: Books And Supplies	LCFF-LI	13,280.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,700.00
1000-1999: Certificated Personnel Salaries	Title I	313,643.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
3000-3999: Employee Benefits	Title I	97,804.00
4000-4999: Books And Supplies	Title I	16,942.00
5000-5999: Services And Other Operating Expenditures	Title I	1,475.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	462,254.00
Goal 2	10,280.00
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 5/20/2021.

Attested:

Principal, Francisco J. González on 5/20/2021

SSC Chairperson, Christine Ledesma on 5/20/2021

# 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](mailto: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](mailto: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](mailto: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](mailto: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)



ALVORD UNIFIED SCHOOL DISTRICT  
**TERRACE ELEMENTARY SCHOOL**  
ENGLISH LEARNERS ADVISORY COMMITTEE  
AGENDA— February 16, 2021



Mr. Francisco J. González

Principal

1. **Introduction/ Procedures**

a) Call to order

***Meeting was called to order at 2:15 p.m. by Mrs. Ayala, President.***

b) Welcome/Sign In (EL4b)

***Mrs. Ayala welcomed everyone and asked them to sign in.***

c) Pledge of Allegiance

***Pledge of Allegiance was led in Spanish by Mrs. Becerra, Vice President.***

2. **Action Items**

a) DELAC Alternate Representative

***Mrs. Calderon explained that there is no alternate at this time and asked if anyone was interested in the position. No one showed interest. She explained that we did not have to have an alternate, but it was good to have it just in case Mrs. Jauregui could not make it to a DELAC meeting. She will put it on next month's agenda, in case other members are interested.***

3. **Training/ Presentation**

a) SPSA

***Mr. Gonzales explained the SPSA plan and how it is revised every year with staff and parent input.***

b) LCFF-EL Budget Report

***Mr. Gonzalez went over the EL budget and how funds have been spent over the year. This included items that are in the SPSA funded with EL funds.***

c) Needs Assessment EL Programs

***Mrs. Calderon emphasized that the SPSA, the budget, EL programs work together to support EL student's progress. She then shared ELAC scores from 2018-2019 and 2020-201 school years to compare. She reminded parents that 2019-2020 was a non testing year due to school closures. She also shares iReady reading scores for the school and shared data for EL students. She asked parents to look at the domains and pinpoint the areas of success and struggles for EL students. She asked for input and recommendations. Mrs. Becerra asked to have conferences with EL students and their parents to explain what they need to get reclassified. Mrs. Becerra would also like that students receive support in reading and oral expression. Mrs. Ayala agreed with Mrs. Becerra but added that comprehension was an area of importance. Mrs. Berumen agreed with the comprehension piece. Mrs. Robledo shared that her***



ALVORD UNIFIED SCHOOL DISTRICT  
**TERRACE ELEMENTARY SCHOOL**  
ENGLISH LEARNERS ADVISORY COMMITTEE  
AGENDA— February 16, 2021



Mr. Francisco J. González

Principal

*student has a hard time with decoding and that working with students in all those areas would be beneficial.*

4. **Discussion/ Information**

a) Needs Assessment for EL programs

***Mrs. Calderon explained to parents that we now have 2 needs assessments one for training and one for programs. The state has required training that needs to be covered. She went over the list with parents. She will take a survey at the next training for additional training the parents might need.***

b) School Attendance

***Mrs. Calderon asked parents to explain the importance of attendance. Mrs. Ayala mentioned that students need to be present and ready to learn every day and on time to avoid missing any important information the teacher might be covering that day.***

c) DELAC Report

***Rep. at DELAC***

d) SSC Report-tabled

e) ATP Report-tabled

f) LCFF-EL Budget Report

***Included under training and presentation***

g) SPSA input

***Included under training and presentation***

5. **Reminders**

- a) February 17-PTA Meeting
- b) February 24-School Spirit Day-Disney
- c) February 25-SCC meeting
- d) February 26 - Parent University
- e) March 2-Read Across America

6. **Adjournment**

a) Next Meeting – March 9, 2021 at 2:00 p.m. -Google Meet

b) Adjournment

***Mrs. Ayala asked for a motion to adjourn the meeting at 3:07. Mrs. Becerra motioned and Mrs. Berumen seconded the motion. All in favor. Motion Carried.***



ALVORD UNIFIED SCHOOL DISTRICT  
**TERRACE ELEMENTARY SCHOOL**  
**ENGLISH LEARNERS ADVISORY COMMITTEE**  
**Minutes— May 11, 2021**



Mr. Francisco J. González, *Principal*

**1. Introduction/ Procedures**

- a. Call to order  
**Meeting was called to order at 2:05 p.m.**
- b. Welcome/Sign In (EL4b)  
**All were welcomed to our ELAC meeting.**
- c. Pledge of Allegiance  
**Pledge of Allegiance**

**2. Training/ Presentation**

- a. Supporting my student at home with Reading  
**Instructional Coach gave a presentation to help parents support their students at home with reading, including reading comprehension.**
- b. SPSA  
**Presentation was given on action items that are written in the SPSA draft that will be potentially approved by SSC on 5-20-2021.**
- c. EL Master Plan Website-Instructional coach shared the AUSD website for the EL Master Plan-  
**<https://sites.google.com/alvordschools.net/el-master-plan/home>**

**3. Action Items**

- a. There were no action items

**4. Discussion/ Information**

- a. SSC Report
- b. LCFF-EL Budget Report
- c. SPSA Actions Review- **For a)b) and c) the EL Budget for the 2021-2022 school year was shared. Along with the EL Budget, action items were shared and connected funding/allocation. These items have been written into the draft that will potentially be approved by SSC on May 20, 2021. The action items are based on ELAC's Needs Assessment of EL Programs presented to SSC in February 2021.**

**5. Reminders**

- a) Month of May-ELPAC, iReady, and Wonders Assessments
- b) 5/12 DLI Information Meeting
- c) 5/13 Spirit Day- Western
- d) 5/19 PTA Meeting
- e) 5/25 End of year recognitions lower grades
- f) 5/28 End of year recognitions upper grades
- g) 5/27-5/28 Return of all books and technology devices
- h) 5/28 Last day of classes

**6. Adjournment**

- a) Next Meeting –**will be next school year**
- b) Adjournment- **3:01 Motion-Belen Robledo Second: Maricruz Guillen**

[illegible]




[illegible]



# Terrace Elementary School

*We SUCCEED because We BELIEVE*

**Cougar Connectors - SPO**

**May 3, 2021**

<https://meet.google.com/bfg-krux-xae>

**2:00 p.m.**

Item	Presented by	Action Steps/Notes
<b>Welcome</b>	FJG	
<b>Budget Presentation SSC Approvals SPSA Actions</b>	FJG	75" multi-touch display TV 12 for classes with no smart boards and 4 for replacements. Supplies or summer academy Summer academy PD approved June 2nd and 3rd 6 hrs/for both days SPSA Action Items were reviewed. These will be in the SPSA for 2021-2022 school year.
<b>Summer Academy Update Summer Professional Learning</b>	FJG	Summer PD 9-12 both days Focus on ELD strategies across content areas Implement in summer academy or 21-22 school year
<b>iReady Testing</b>	FJG	Must be done live with teacher (proctored) Shouldn't be assigned to work independently Avoid administering all at once (math and ELA) Window closes 5/27 98% participation is the goal
<b>Student Profiles</b>	FJG	Similar to PGPS: Behavior and Work Study (1-4 Scale) All students will be included (Non-Terrace kids included-Virtual) 2 options Google Forms or Spread sheet
<b>Student Cum Folders</b>	FJG	Will be done for teachers that are on campus Virtual academy teachers will wait until further direction

***"Building our future"  
-Construyendo nuestro futuro-***

Teachers would like training on how to work new technology



Attendance for:	class-list										
Date:	2021-05-03	Time:	13:58	Meet ID:	bfg-krux-xae						
Names	2021-05-03	Email	Comments	Arrival time	Last Seen	# of Checks	Joined	Details			
Carla Calderon	✓			14:01	15:28	88	1				
Michele Cevallos	✓			14:00	15:06	67	1				
Francisco Gonza	✓			14:03	15:30	150	3	15:15 (14min) [ 1 14:03 (88min) [ 1 14:03 (48min) [ 14:50 ]			
Leticia Gonzalez	✓			14:01	15:06	66	1				
Mariela Guzman	✓			14:01	15:06	66	1				
Christine Ledesn	✓			14:01	15:06	66	1				
Tina Petry	✓			14:01	15:06	66	1				
Hector Zaldivar	✓			14:05	15:06	62	2	14:06 (61min) [ 1 14:05 (1min) [ 14:05 ]			


# 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 5/20/2021.

Attested:

 Christine Ledesma	Principal, Francisco J. González on 5/20/2021
	SSC Chairperson, Christine Ledesma on 5/20/2021

# 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	May 2021	June 2021

## 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 scholars 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, scholars will be prepared to be college and career ready when they graduate from high school (pupil outcomes). Lastly, scholars will be educated in an environment which fosters school connectedness and is inclusive of scholars, their 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. Upon school re-opening in March 2021, informal classroom observation commenced.



## **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 formative and summative 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. Due to school closure and the subsequent waiver, CAASPP\_SBAC was not administered. District iReady Diagnostic data in Reading and mathematics is used to monitor student progress in grades K-5.

## **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 Reading and Math Diagnostic assessments. 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. Previously, 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 including student engagement strategies.

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 reading, mathematics and English Language Development.

## 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 five days per week. Identified students in grades 1-5 received small group, specialized instruction.

An Early Intervention Numeracy Teacher provides support to at-risk students who are demonstrating need in mathematics based upon iReady Mathematics Diagnostic Spring 2021 data five 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 full-time Early Literacy Teacher who provides early literacy instruction five days per week to identified students
- -a full-time Early Numeracy Teacher who provides early numeracy instruction five 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 are scheduled for the 2021-2022 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. Additional professional development is needed in the area of early numeracy and the math progressions.

# 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/a.
3. 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. 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.
3. As of March 2021, Twinhill has reclassified four English Learners.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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 2019-2020 or 2020-21 due to school closure/waiver.)
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 or 2020-2021 due to school closure/waiver.)
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 or 2020-2021 due to school closure/waiver.)

# 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
<b>Grade 3</b>	9.64	4.71	14.49	53.01	51.76	50.72	37.35	43.53	34.78
<b>Grade 4</b>	13.98	15.19	24.10	54.84	58.23	32.53	31.18	26.58	43.37
<b>Grade 5</b>	8.82	7.53	9.33	40.20	43.01	52.00	50.98	49.46	38.67
<b>All Grades</b>	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 or 2020-2021 due to school closure/waiver.)
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 or 2020-2021 due to school closure/waiver.)
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 or 2020-2021 due to school closure/waiver.)

# 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

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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.) ELPAC data for 2020-2021 is not available yet.
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.) ELPAC data for 2020-2021 is not available yet.
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.) ELPAC data for 2020-2021 is not available yet.



# 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.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### 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. Twinhill had an increase in the number of suspensions.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

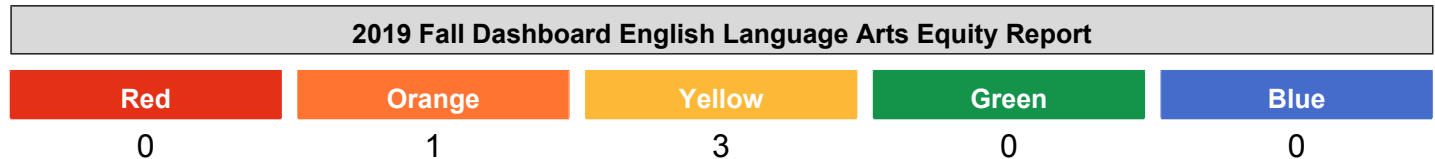
# School and Student Performance Data

## 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.
- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

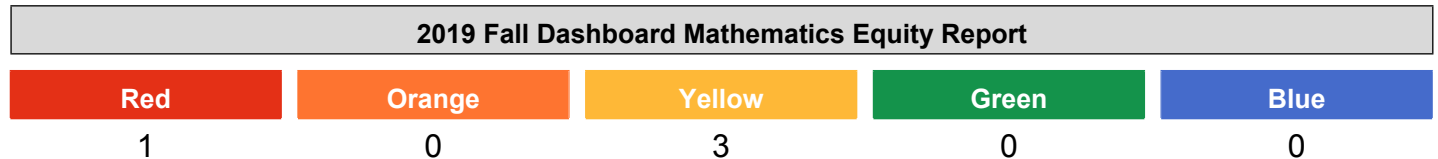
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 38.4 points below standard Increased ++11.5 points 210	<b>English Learners</b>  Yellow 46 points below standard Increased ++8.9 points 127	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 77 points below standard 14	<b>Socioeconomically Disadvantaged</b>  Yellow 44.7 points below standard Increased ++8.4 points 191	<b>Students with Disabilities</b>  Red 106.9 points below standard Declined -6.5 points 34

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 39.5 points below standard Increased ++9.1 points 199	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>  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

<b>Current English Learner</b> 75.9 points below standard Declined -4.9 points 85	<b>Reclassified English Learners</b> 14.5 points above standard Declined Significantly -17 points 42	<b>English Only</b> 27.7 points below standard Increased ++14.3 points 82
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#### Conclusions based on this data:

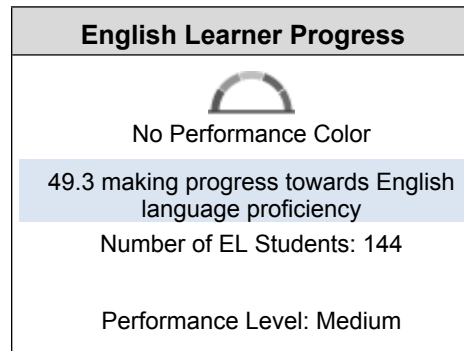
- Overall, in 2019 students in grades 3-5 demonstrated improved performance in Mathematics as compared to 2018 CAASPP data according to the CA Dashboard.
- In 2019 as compared to 2018, Mathematics performance increases were demonstrated by students in the following student groups: Hispanic, English Learners, Socioeconomically Disadvantaged, and English Only. In 2019 as compared to 2018, students with disabilities declined in their performance according to the CA Dashboard.
- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 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.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

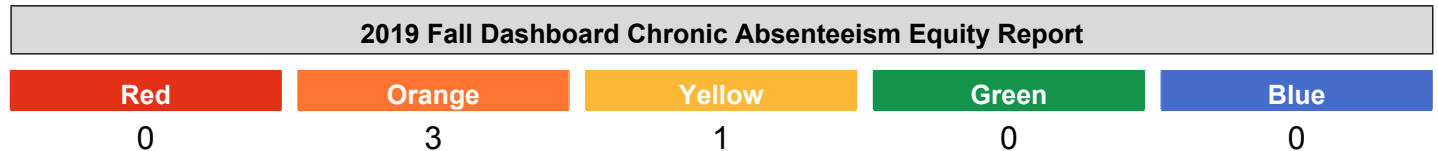
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 13.2 Increased +0.6 507	<b>English Learners</b>  Orange 9.3 Increased +1.9 248	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color 19.4 Declined -11.9 31	<b>Socioeconomically Disadvantaged</b>  Orange 13.4 Increased +1.7 454	<b>Students with Disabilities</b>  Yellow 15.3 Declined -1.9 72



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Orange 13.1 Increased +1.6 465	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  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.
- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

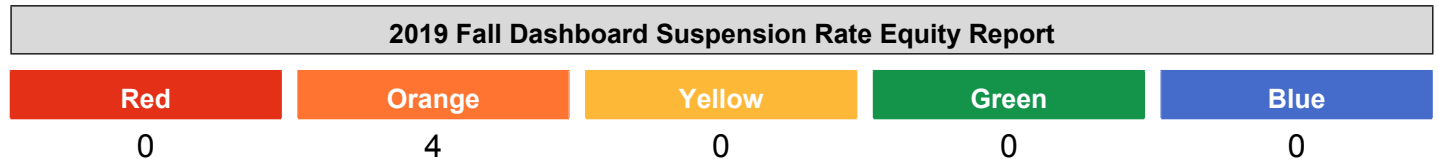
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 1.9 Increased +1.4 518	<b>English Learners</b>  Orange 1.2 Increased +0.9 253	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  No Performance Color 0 Maintained 0 31	<b>Socioeconomically Disadvantaged</b>  Orange 1.7 Increased +1.3 462	<b>Students with Disabilities</b>  Orange 4.2 Increased +2.6 72

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 10	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 5
<b>Hispanic</b>  Orange 2.1 Increased +1.7 475	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>  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:

- Overall in 2019 as compared to 2018, there was an increase in the suspension rate at Twinhill.
- Continued use of intervention strategies, having consistent high expectations for student behavior balanced with support and positive recognition for appropriate behavior.
- 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.

# 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 2022, there will be a 10% increase in overall performance at Tier 1 (on or above grade level) when comparing iReady Reading Diagnostic\_Fall to iReady Reading Diagnostic\_Winter.

By May 2022, there will be 10% increase in overall performance at Tier 1 (on or above grade level) when comparing i-Ready Reading Diagnostic\_Winter to i-Ready Reading Diagnostic\_Spring.

### Goal 1B: Mathematics

By January 2022, there will be a 10% increase in overall performance at Tier 1 (on or above grade level) when comparing iReady Math Diagnostic\_Fall to iReady Math Diagnostic\_Winter.

By May 2022, there will be a 10% increase in overall performance at Tier 1 (on or above grade level) when comparing i-Ready Math Diagnostic\_Winter to i-Ready Math Diagnostic\_Spring.

### Goal 1C: English Language Development (ELD)

By May 2022, 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 2022, 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 the 2020-2021 iReady Reading Diagnostic data for the Fall and Winter administrations, the number of students performing at/above grade level shows an increase. Phonemic awareness, phonics and high frequency words are areas of strength. Although vocabulary and comprehension are areas that show student improvement, a targeted focus in instruction in these areas will increase overall student achievement in Reading.

Data from the 2020-2021 Fall administration of the i-Ready Reading Diagnostic (N=290) indicated 20% (N=58) were at or above grade level, 47% (N=136) were one grade level below, and 33% (N=95) were two or more grade levels below. Data from the 2020-2021 Winter administration of the

i-Ready Reading Diagnostic (N=302) indicated 28% (N=84) were at or above grade level, 43% (N=130) were one grade level below, and 29% (N=87) were two or more grade levels below.

Previously, 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. Analyzing iReady Reading Diagnostic data after each administration to guide instruction will have improved outcomes for students.

#### Math:

When analyzing the 2020-2021 iReady Math Diagnostic data for the Fall and Winter administrations, the number of students performing at/above grade level shows an increase. Number and Operations and Algebra and Algebraic Thinking are areas of strength. Although Measurement and Data and Geometry are areas that show student improvement, a targeted focus in instruction in these areas will increase overall student achievement in math.

Data from the 2020 Fall administration of the i-Ready Math Diagnostic (N=295) indicated 13% (N=38) were at or above grade level, 53% (N=156) were one grade level below, and 34% (N=100) were two or more grade levels below. Data from the 2021 Winter administration of the i-Ready Reading Diagnostic (N=305) indicated 18% (N=55) were at or above grade level, 56% (N=171) were one grade level below, and 26% (N=79) were two or more grade levels below.

Common formative assessments were not previously 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 and English Learners; 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 ELPAC Summative assessment began in March 2021.

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 in 2019-2020, 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 from 2020-2021 i-Ready Reading Diagnostic</p>	<p>Our 2020-2021 school wide i-Ready Reading Diagnostic Spring (N=302) data indicate the following: On/above grade level 28% (N=84), one grade level below 43% (N=130) and</p>	<p>This goal will be evaluated using the 2021-2022 i-Ready Reading Diagnostic assessments.</p> <p>The overall school performance data will be</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>assessments #1 (Fall 2020) and #2 (Winter 2021).</p> <p>CAASPP was not administered in 2020-2021.</p> <p>Data from previous years was also used to form this goal. Data used- 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>two or more grade levels below 29% (N=87).</p> <p>Our 2020-2021 school wide i-Ready Reading Diagnostic Fall (N=290) data indicate the following: On/above grade level 20% (N=58), one grade level below 47% (N=136) and two or more grade levels below 33% (N=95). (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 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</p>	<p>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>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 2020-2021 i-Ready Math Diagnostic assessments #1 (Fall 2020) and #2 (Winter 2021).</p> <p>CAASPP was not administered in 2020-2021.</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 Math Diagnostic Spring (N=305) data indicate the following: On/above grade level 18% (N=55), one grade level below 56% (N=171) and two or more grade levels below 26% (N=79).</p> <p>Our 2020-2021 school wide i-Ready Math Diagnostic Fall (N=295) data indicate the following: On/above grade level 13% (N=38), one grade level below 53% (N=156) and two or more grade levels below 34% (N=100).</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 2021-2022 i-Ready Math Diagnostic assessments. 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>ELPAC administration began in April 2021. There is no current ELPAC data.</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>2021 ELPAC administration commenced in April 2021. When 2021 ELPAC summative data becomes available, it will be reviewed.</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>

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>	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.

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)
122537	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: Classroom 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)
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**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. (tutoring)

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. (tutoring)

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. (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)	Source(s)
2600	Title I 1000-1999: Certificated Personnel Salaries afterschool intervention
3900	LCFF-EL 1000-1999: Certificated Personnel Salaries afterschool intervention
2112	LCFF-EL 4000-4999: Books And Supplies instructional materials

### **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, Early Literacy Teacher, and Early Numeracy Teacher 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)
2924	LCFF-EL 1000-1999: Certificated Personnel Salaries stipend for EL Facilitator
4800	Title I 1000-1999: Certificated Personnel Salaries sub costs for professional learning days (2-reading, math)
2400	LCFF-EL 1000-1999: Certificated Personnel Salaries sub costs for professional learning day (1-EL)

### 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	no cost to site; Professional Learning will occur during work day

### 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 Teacher additional hours for TK/K Camp (NTE 6 hrs)
1600	LCFF-EL 2000-2999: Classified Personnel Salaries Interpreting/translation support (NTE 45 hrs-15hrs per BIA)
2000	Title I 2000-2999: Classified Personnel Salaries Family Library Time (NTE 10 hrs)
1000	Title I 4000-4999: Books And Supplies Materials to support Family Engagement activities

## 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)
9897	Title I 4000-4999: Books And Supplies Instructional materials
5475	Title I 5000-5999: Services And Other Operating Expenditures Copier leases, Konica Minolta copies
	LCFF-LI 4000-4999: Books And Supplies
	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures



	LCFF-EL 4000-4999: Books And Supplies
	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)

0

Source(s)

District paid stipends

## 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, Early Literacy teacher, Early Numeracy teacher, classroom 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: 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)



500

LCFF-EL

5000-5999: Services And Other Operating Expenditures  
Registration for CAFE-parents, paraprofessionals

## 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 (100%) 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)

Early Numeracy Teacher (100%) will provide support to teachers and at promise students by providing targeted numeracy instruction to remediate numeracy skills such as the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication. foundational skills; will provide support with data analysis and development of specific strategies for numeracy intervention and SST; may develop, facilitate and provide professional learning to staff to improve student numeracy 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)

Source(s)

120912

Title I  
1000-1999: Certificated Personnel Salaries  
Early Literacy Teacher

## 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)

1000

#### Source(s)

LCFF-EL  
2000-2999: Classified Personnel Salaries  
Additional hours for ELPAC administration support

## 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)

#### 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 and distance learning for all students from August 2020 to March 22, 2021.

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 and distance learning for all students from August 2020 to March 22, 2021.

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 and distance learning for all students from August 2020 to March 22, 2021.

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. RFEF 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 2020-2021, 88% (N=) of Twinhill students were socioeconomically disadvantaged. This data continues to demonstrate an ongoing need for students and families 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.

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.	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	To monitor and evaluate this goal, we will utilize sign in sheets from parent/family meetings, workshops and school events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Twinhill will have a staff member serve as the site Family Engagement Coordinator.</p> <p>Sign-in sheets from parent/family events were used to determine parent/family attendance at site planned events.</p>	<p>week, monthly awards assemblies, etc.</p> <p>School closure impacted the ability to compare 2019-2020 site sponsored events with site sponsored events from the past.</p> <p>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 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 Twinhill Family Engagement Coordinator will develop an action plan with the ATP.</p> <p>With an increase in home-school communication, the parent/family participant rate will increase by a minimum of five participants for trainings, workshops, etc.</p>
<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>In 2020-2021 students participated 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> <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>By May 2022, 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.</p>

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)

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, Early Numeracy teacher, counselor, 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/Character in Action time, 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)	Source(s)
1500	Attendance 4000-4999: Books And Supplies Certificates, signs, medals
990	LCFF-LI 4000-4999: Books And Supplies Certificates, signs, incentives

### 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)	Source(s)
500	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours to coordinate College and Career week family and student activities
1000	LCFF-LI 5000-5999: Services And Other Operating Expenditures Imagination Machine, guest speakers
1000	LCFF-LI 4000-4999: Books And Supplies materials for Gateway to College, college symbolism, incentives (AR medals, etc.)



## 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. (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)

LCFF-EL

	2000-2999: Classified Personnel Salaries additional hours for interpreting and translation
100	LCFF-LI 4000-4999: Books And Supplies refreshments for parent/family meetings
1000	Title I 1000-1999: Certificated Personnel Salaries Additional hours for Family Engagement events
500	Title I 2000-2999: Classified Personnel Salaries Additional hours for Family Engagement events

## 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 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  
additional hours for interpreting and translation

## 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)

Source(s)

0

## 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 greatly impacted by distance learning and the closure of the school campus to the public. Several virtual Family Engagement nights were held via Zoom. The Family Art Night has the highest attendance with approximately 60 participants. Materials were distributed and picked up by families. Typical Parent/Family Engagement events were not held-- Back to School night, Parent-Teacher conferences, Open House, etc. Townhall Meetings with the Principal were held in the evenings; however, only five families participated for the initial Townhall Meeting held in January 2021.

Parent Involvement/Engagement was partially impacted by school closure during the 2019-2020 school year. 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.

No changes will be made to the goals for the 2021-2022 school year. Parent/Family Engagement opportunities will be determined based upon needs of the school community and guidelines set forth by the federal, state and local entities. The goals were developed without complete data sets as a result of school closure for 2019-2020. The dates and guidelines imposed when school physically re-opened impacted goals, outcomes, strategies and activities that were developed for the 2020-2021 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal(s)

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 2022, 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 2022, 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:

During the 2020-2021 school year, students attended school via Full Distance Learning from August 2020 to March 19, 2021. The average daily attendance in 2020-2021 for Months 1-9 was 94.49%. AERIES Analytics reports 16.4% (N=53) are identified as chronically absent. This is an increase from the 2019-2020 school year. Distance learning proved to be challenging for students and families which impacted student 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:

Due to the learning platforms for the 2020-2021 school year, Twinhill has no suspensions to report.

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 District attendance (ADA) reports in AERIES	<p>AERIES Attendance Analytics indicate:</p> <p>23% (N=57) Chronically Absent 10.2% (N=50) At-Risk 35.3% (N=119) Satisfactory 32.2.% (N=98) Advanced</p> <p>Student group chronic absenteeism:</p> <ul style="list-style-type: none"> <li>-Hispanic 17.2% (N=50); increased 4.1%</li> <li>-Socioeconomically Disadvantaged 17.3% (N=49); increased 3.9%</li> <li>-White 17.6% (N=3); increased 4.6%</li> <li>-Homeless 37.5% (N=12); increased 18.1%</li> </ul> <p>The 2019-2020 CA Dashboard indicates 13.2% (N=61) are 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"> <li>- 2019-2020 (months 1-8): 95.23%. (*impacted by school closure)</li> <li>-2018-2019 (months 1-11): 95.32%.</li> <li>-2017-2018 (months 1-11): 95.35%.</li> </ul> <p>2019 CA Dashboard trends:</p> <ul style="list-style-type: none"> <li>-13.2% (N=61) of Twinhill students are chronically absent;</li> </ul>	<p>Monthly attendance summary data from AERIES and CA Dashboard will be used to evaluate this goal.</p> <p>The 2021 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
	<p>this is a 0.6% increase.</p> <p>Student group chronic absenteeism:</p> <ul style="list-style-type: none"> <li>• -English Learners 9.3% (N=23); increased 1.9%</li> <li>• -Hispanic 13.1% (N=61); increased 1.6%</li> <li>• -Socioeconomically Disadvantaged 13.4% (N=61); increased 1.7%</li> <li>• -White 13%; declined 3.6%</li> <li>• -Homeless 19.4%; declined 11.9%</li> </ul> <p>2019-2020 Monthly ADA trends from AERIES:</p> <ul style="list-style-type: none"> <li>• -Month 1 96.31%</li> <li>• -Month 2 95.87%</li> <li>• -Month 3 95.81%</li> <li>• -Month 4 95.42%</li> <li>• -Month 5 94.11%</li> <li>• -Month 6 94.45%</li> <li>• -Month 7 94.15%</li> </ul> <p>Cumulative total: 95.23%</p>	
<p>Suspension-CA Dashboard</p> <p>Discipline reports in AERIES</p>	<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 2021 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)

### 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)

Source(s)

500

LCFF-LI  
4000-4999: Books And Supplies  
incentives for Caught Being Good

### 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)	Source(s)
1000	LCFF-LI 4000-4999: Books And Supplies Signs, certificates, medals for RFEP, academic achievement and effort

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students
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**Strategy/Activity**

All students have the opportunity to participate in bi-weekly Character in Action (CIA) activity. (No cost)
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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)
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
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**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)	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

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  
materials for parent/family workshops

## 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)

500

#### Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries  
Additional hours to coordinate College and  
Career activities including Gateway to College

## 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

5000

LCFF-LI  
5800: Professional/Consulting Services And  
Operating Expenditures  
Imagination Machine

## 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:**

The different learning platforms impacted this goal for the 2020-2021 school year. Due to the different learning platforms and students not physically on campus from August 2020 through March 19, 2021, students were marked present as long as they attended any portion of the learning day. Chronic absenteeism increased.

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:**

Due to the different learning platforms and campus closure, students were not on campus. No suspensions to date as of April 2021.

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.

# 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	\$299,911.00

## 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	\$271,221.00

Subtotal of additional federal funds included for this school: \$271,221.00

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	\$16,600.00
LCFF-LI	\$10,590.00

Subtotal of state or local funds included for this school: \$28,690.00

Total of federal, state, and/or local funds for this school: \$299,911.00

# 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	16,600	0.00
LCFF-LI	10,590	0.00
Title I	271,221	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
LCFF-EL	16,600.00
LCFF-LI	10,590.00
Title I	271,221.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	262,573.00
2000-2999: Classified Personnel Salaries	5,900.00
4000-4999: Books And Supplies	19,463.00
5000-5999: Services And Other Operating Expenditures	6,975.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## 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	9,224.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,400.00
4000-4999: Books And Supplies	LCFF-EL	3,476.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	500.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	1,000.00
4000-4999: Books And Supplies	LCFF-LI	3,590.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	252,349.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	10,897.00
5000-5999: Services And Other Operating Expenditures	Title I	5,475.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	284,157.00
Goal 2	7,390.00
Goal 3	8,364.00



# 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

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 20 May 2021.

Attested:



Principal, Mary McAllister-Parsons, Ed.D. on 20 May 2021



SSC Chairperson, Andrea Villarinho on 20 May 2021

# 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](mailto: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](mailto: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](mailto: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](mailto: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, 1<sup>st</sup>:2036, 2<sup>nd</sup> 2035, 3<sup>rd</sup> 2034, 4<sup>th</sup> 2033, 5<sup>th</sup> 2032)

2021 - 2022 GRADE LEVEL: \_\_\_\_\_

CLASSROOM TEACHER: \_\_\_\_\_

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>
<b>Twinhill Elementary: Commitment to UNIVERSAL ACHIEVEMENT 2021-2022</b>		
<p style="text-align: center;"><b>STAFF Signatures</b></p> <p>Teacher: _____</p> <p>Principal: _____</p>	<p style="text-align: center;"><b>FAMILY Signatures</b></p> <p>Parent/Guardian: _____</p> <p>Parent/Guardian: _____</p>	<p style="text-align: center;"><b>STUDENT Signature</b></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 2021 - 2022: \_\_\_\_\_

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>
<b>Escuela Primaria Twinhill: Compromiso para LOGROS UNIVERSALES 2021-2022</b>		
<p style="text-align: center;"><b>Firmas del PERSONAL Escolar</b></p> <p>Maestro(a): _____</p> <p>Director(a): _____</p>	<p style="text-align: center;"><b>Firmas de la FAMILIA</b></p> <p>Padre/Tutor: _____</p> <p>Madre/Tutora: _____</p>	<p style="text-align: center;"><b>Firma de ALUMNO</b></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—*

*(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 as 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 paradocentes*
- *Capacitación para la enseñanza del uso efectivo de los servicios de un paradocente*
- *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 Instrucción 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 13, 2021	

## 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 support the social emotional needs of students and to build resilience and character in order to foster productive members of the community.

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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 testing for EL's and DLI students (ELPAC) for Distance learning. 2) Training on State Testing for EL's and DLI students (SBAC) with Distance learning. 3) Training on reclassification and how it has changed due to the pandemic (COVID). 4) Technology programs for EL's and DLI students to provide more language support. These topics are addressed on-going through training at ELAC meetings.

The 2020-21 California Healthy Kids Survey (CHKS) was taken by 77 parents or 11% of the parent population. CHKS data reports that the areas of strength are Promotion of parental involvement at 44%. School is a safe place for their child at 45%. The school has adults who really care about students at 44 %, and the communication with parents about school is at 52%. CHKS data reports that the areas of weakness are children falling behind academically at 62%. Children feeling bored or unstimulated at 50%, and children not getting enough physical exercise at 48%.

## 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-created unit assessments in Mathematics using the Coherent Guide to Mathematics. Three times a year iREADY assessments will be administered for ELA and Math grades K-5. STAR Reading Inventory will be administered for ELA grades K-5. 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 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, and iREADY 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 ESEA 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, Google apps, Alvord Strong, ELL, Imagine Learning, Imagine Math, iREADY, and others needed. Site Instructional Coach provides support through cognitive planning and interactive virtual/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, Elementary Numeracy 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 and Elementary Numeracy 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 and Elementary Numeracy 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 such as iREADY Math and Reading, 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 and Intervention Numeracy 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 social-emotional needs, 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 Elementary Intervention Teacher and Instructional Coach are paid 100% using categorical funds. The addition of a full-time Elementary Numeracy Teacher is district funded.

### 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 data continues to be positive.
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
<b>Grade 3</b>	0.00	13.33	13.73	46.15	46.67	57.84	53.85	40.00	28.43
<b>Grade 4</b>	3.45	1.45	10.45	25.86	39.13	46.27	70.69	59.42	43.28
<b>Grade 5</b>	4.76	1.54	2.94	36.51	23.08	35.29	58.73	75.38	61.76
<b>All Grades</b>	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



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
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	

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
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.
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
623	78	38.4	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	239	38.4
Foster Youth	1	0.2
Homeless	18	3.9
Socioeconomically Disadvantaged	486	78
Students with Disabilities	47	7.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.7
Asian	7	1.1
Filipino	3	0.4
Hispanic	529	84.1
Two or More Races	16	2.8
Pacific Islander	4	0.2
White	47	7.9

### Conclusions based on this data:

1. Percent of English Learners decreased from 45% to 38.4%, which is due to a large number of students meeting reclassification criteria.
2. The Socially Economically Disadvantaged population increased by 2%.

# 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> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Yellow</div>		

Conclusions based on this data:

1.

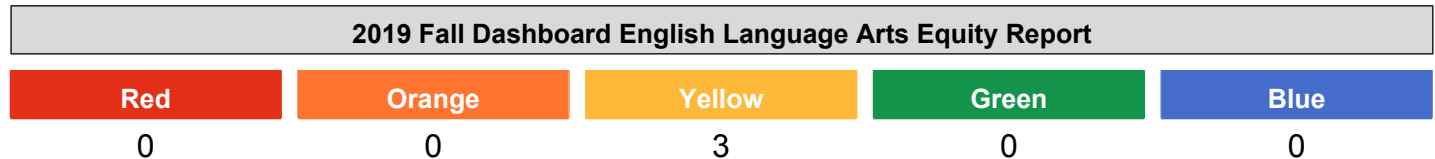
# School and Student Performance Data

## 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	
 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	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 36.9 points below standard Increased Significantly ++20.5 points 193	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  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

<b>Current English Learner</b> 56.9 points below standard Maintained -2.9 points 87	<b>Reclassified English Learners</b> 31.6 points above standard Increased ++11.3 points 35	<b>English Only</b> 38.8 points below standard Increased Significantly ++26.4 points 99
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#### Conclusions based on this data:

- Due to school closure in March of 2020, state formal assessment (CAASPP) was not administered for the 19-20 and 20-21 school years.

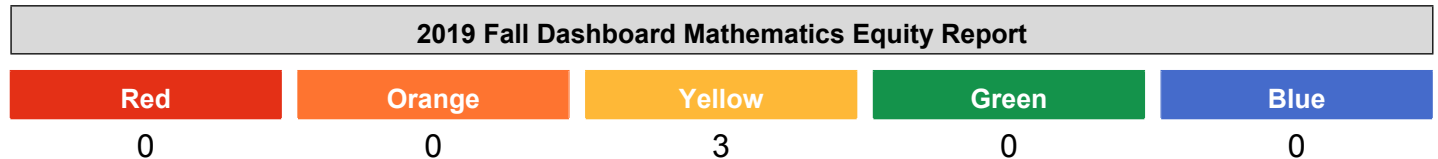
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 49.2 points below standard Increased Significantly ++26.7 points 224	<b>English Learners</b>  Yellow 48.4 points below standard Increased Significantly ++26.4 points 122	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Yellow 54.3 points below standard Increased Significantly ++23.8 points 186	<b>Students with Disabilities</b>  No Performance Color 94.8 points below standard Increased Significantly ++50.4 points 21

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 49.8 points below standard Increased Significantly ++30.2 points 193	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  	<b>White</b>  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

<b>Current English Learner</b> 64 points below standard Increased Significantly ++17.5 points 87	<b>Reclassified English Learners</b> 9.5 points below standard Increased Significantly ++19.3 points 35	<b>English Only</b> 47.9 points below standard Increased Significantly ++30.4 points 99
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#### Conclusions based on this data:

- Due to school closure in March of 2020, state formal assessment (CAASPP) was not administered for the 19-20 and 20-21 school years.

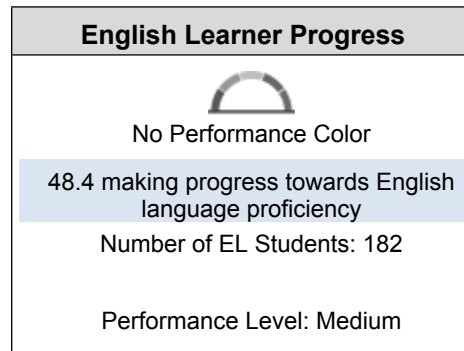


# School and Student Performance Data

## 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:

1. Due to school closure in March of 2020, the annual ELPAC was not administered for the 19-20 school year.

# 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				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	1	2	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 7.7 Maintained +0.3 598	<b>English Learners</b>  Green 3.7 Maintained -0.4 271	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 25 Declined -2.3 32	<b>Socioeconomically Disadvantaged</b>  Yellow 8.9 Maintained -0.1 470	<b>Students with Disabilities</b>  Green 9.8 Declined -7.2 51

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">16.7</div> Declined -11.9  24	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  7	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2
<b>Hispanic</b>  Yellow <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">7.2</div> Maintained 0  500	<b>Two or More Races</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">5.9</div> Increased +5.9  17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	<b>White</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">10.9</div> Increased +6.4  46

### Conclusions based on this data:

- 58 students (or 0.9) are reported as Chronically Absent, this includes both Virtual Academy and Hybrid program students.

# 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.

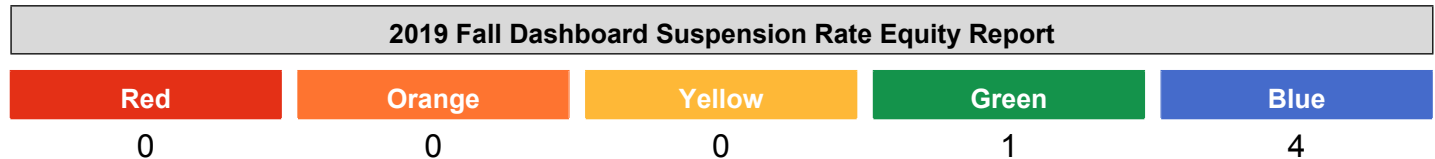
# School and Student Performance Data

## Conditions & Climate Suspension Rate

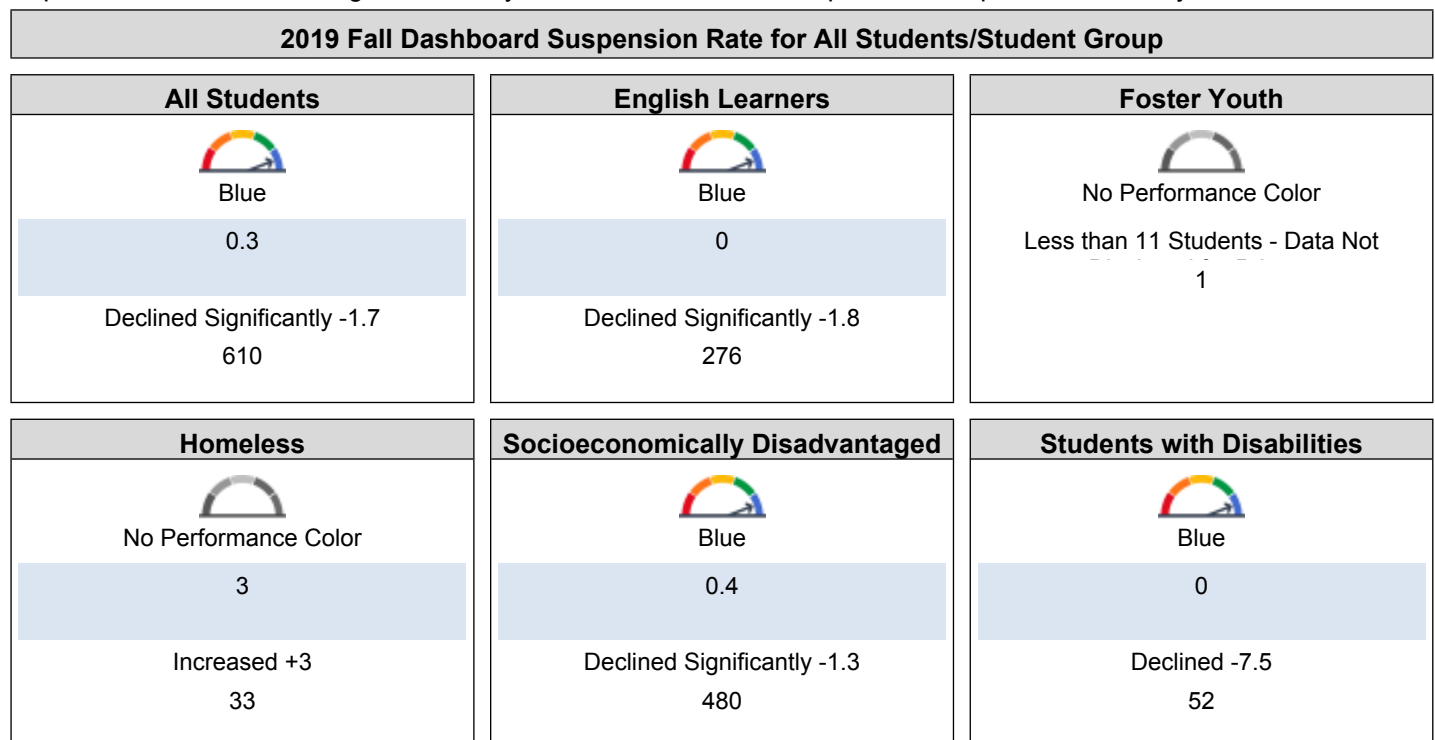
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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

<b>African American</b>  No Performance Color 0 Declined -4.5 25	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data 7	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 2
<b>Hispanic</b>  Blue 0.2 Declined Significantly -1.7 511	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  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.
2. 2019-2020 suspension data indicates two students were suspended twice each, resulting in a total of four suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal(s)

By June 2022, Valley View students will improve in Reading and Math scores by 5% overall using iReady as the local assessment..

School goals to better conditions of learning are to improve student achievement in the areas of ELA, Math, and ELD. It is imperative to ensure all students master foundational literacy skills, understanding of mathematical concepts and advance in all domains of acquiring the English language.

## Identified Need(s)

In addressing Conditions of Learning, Valley View's English Language Arts goals are to annually 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.

Regular monitoring of LTEL students to provide supports for reclassification.  
Twice annual monitoring of EL students so that adequate yearly progress continues and interventions can be made if needed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to form this goal was 2020-21 iREADY average growth from the Beginning of the school year (BOY) to the End of the school year (EOY).	Average Scores using iREADY Reading  ELA Actual Percentages	Due to nation-wide school closure on March 16, 2020, end of year formal assessments CAASPP, STAR



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current interventions consist of: six week sessions with the Elementary Literacy Teacher 30 minutes small group pull-out four times weekly, after-school 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>Kinder Fall to Winter to Spring Green 57% to Green 32% Yellow 43% to Yellow 35% Red 0% to 33%</p> <p>1st Grade Fall to Winter to Spring Green 35% to Green 37% Yellow 61% to Yellow 60% Red 4% to Red 3%</p> <p>2nd Grade Fall to Winter to Spring Green 19% to 20% Yellow 51% to 57% Red 30% to 23%</p> <p>3rd Grade Fall to Winter to Spring Green 31% to 39% Yellow 27% to 28% Red 41% to 35%</p> <p>4th Grade Fall to Winter to Spring Green 15% to 20% Yellow 29% to 27% Red 36% to 34%</p> <p>5th Grade Fall to Winter to Spring Green 12% to 21% Yellow 23% to 19% Red 64% to 61%</p>	<p>or Local assessments were not administered.</p> <p>By June of 2022, grade levels will make 5% growth on iREADY Reading assessments when compared to iREADY June 2021 assessment data.</p> <p>ELA Percentage Goals</p> <p>Kindergarten Goals Green 37% Yellow 42% Red 28%</p> <p>1st Grade Goals Green 42% Yellow 65% Red 0%</p> <p>2nd Grade Green 25% Yellow 62% Red 18%</p> <p>3rd Grade Green 44% Yellow 33% Red 30%</p> <p>4th Grade Green 25% Yellow 32% Red 29%</p> <p>5th Grade Green 26% Yellow 25% Red 56%</p>
iREADY ELA summative assessment results.	<p>Data indicates area of strength to be: Phonological Awareness Data indicates areas in need of improvements to be: Comprehension; Informational Text</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Data used to form this goal was 2020-21 iREADY average growth from the Beginning of the school year (BOY) to the End of the school year (EOY).</p> <p>Interventions consist of small groups, professional development of Cognitive Guided Instruction, Office-Hours with teachers, after school tutoring and web based programs.</p> <p>The addition of a full-time Elementary Numeracy Teacher (ENT) will support intensive at-risk students through six-week, 30 minutes daily, pull-out sessions targeting mathematical literacy skill needs.</p>	<p>Average Scores using iREADY Math</p> <p>Math Actual Percentages</p> <p>Kinder Fall to Winter to Spring Green 59% to Green 64% Yellow 41% to Yellow 36% Red 0% Maintain</p> <p>1st Grade Fall to Winter to Spring Green 38% to Green 43% Yellow 58% to Yellow 55% Red 7% to Red 2%</p> <p>2nd Grade Fall to Winter to Spring Green 10% to 15% Yellow 38% to 38% Red 52% to 47%</p> <p>3rd Grade Fall to Winter to Spring Green 27% to 32% Yellow 27% to 28% Red 45% to 40%</p> <p>4th Grade Fall to Winter to Spring Green 13% to 18% Yellow 41% to 74% Red 13% to 0%</p> <p>5th Grade Fall to Winter to Spring Green 17% to 22% Yellow 41% to 74% Red 65% to 60%</p>	<p>Due to nation-wide school closure on March 16, 2020, end of year formal assessments CAASPP, STAR or Local assessments were not administered.</p> <p>By June of 2022, grade levels will make 5% growth on iREADY Math assessments when compared to iREADY June 2021 assessment data.</p> <p>Math Percentage Goals</p> <p>Kindergarten Goals Green 69% Yellow 41% Red 0% Maintain</p> <p>1st Grade Goals Green 48% Yellow 60% Red 0%</p> <p>2nd Grade Green 20% Yellow 43% Red 42%</p> <p>3rd Grade Green 37% Yellow 33% Red 35%</p> <p>4th Grade Green 23% Yellow 79% Red 3%</p> <p>5th Grade Green 27% Yellow 23% Red 55%</p>
iREADY Math summative assessment results.	Data indicates area of strength to be: Algebra; Algebraic Thinking.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Data indicates area of improvements to be: Geometry.	

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 (ELT) will provide Tier 2 literacy support for at-risk students grades K-5 with the remediation of targeted foundational literacy skills. At-risk students are determined using iREADY 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 and research-based programs including but not limited to LTRS, DIBELS Next for progress Monitoring and Acadience screening.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

170,377.00

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Elementary Literacy Teacher Salary

## 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)

#### Source(s)

4,000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional Hours to Tutor, Support EL Students
868.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs
3,000.00	LCFF-EL 2000-2999: Classified Personnel Salaries Additional Hours to Tutor, Support EL Students
1,049.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs

### 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)

#### Source(s)

451.00

LCFF-EL  
4000-4999: Books And Supplies  
Materials 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

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 may include but not be limited to ELD standards and instruction, English and Spanish language arts foundational skills, use of adopted curriculum, Step Up to Writing, Ellevation strategies, AVID strategies 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)

172,665.00

Source(s)

## Title I

### 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

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)

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

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)

200.00

#### Source(s)

0000: Unrestricted  
Site license Kami

1,000.00

Extra Duty - 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)

2,351.00

#### Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Teacher copy (instructional) machine  
maintenance and repair

635.00

LCFF-LI  
5800: Professional/Consulting Services And  
Operating Expenditures

Teacher Duplo (instructional) machine  
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 Learners and Dual Language Immersion Students

### Strategy/Activity

Purchase of web-based platforms, magazine subscriptions and books to enrich school and classroom libraries.

Accelerated Reader license for access to e-books and assessments which measure reading progress.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

14,000.00

#### Source(s)

None Specified  
Funding for books and web-based platform with  
assessments in Spanish to support Spanish  
literacy

## 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

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)

800.00

#### Source(s)

0000: Unrestricted  
SSC Members additional hours to attend  
meetings past contract time

## 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)

2,390.15

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies

1000.00

Title I  
2000-2999: Classified Personnel Salaries  
Translation Services

350.00

Title I  
3000-3999: Employee Benefits  
Fixed costs

#### 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)

800.00

Source(s)



Extra Duty - 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

Resilience In the School Environment (RISE) initiative will provide 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 Partnership

### 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.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,510.00

LCFF-EL  
1000-1999: Certificated Personnel Salaries  
Teacher ELF Stipend

762.00

LCFF-EL  
3000-3999: Employee Benefits  
Fixed costs

## 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

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. Printing costs for supplemental math or language 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)

5,839.85

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Printing Costs

## 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

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, Ellevatrion, Playworks, Universal Design for Learning (UDL), 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)

4,365.00

Source(s)

LCFF-LI

	5000-5999: Services And Other Operating Expenditures Registration, mileage, hotel to attend conferences.
9,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs for teachers for grade level articulation, cognitive planning, shadowing, action walks
1,953.00	Title I 3000-3999: Employee Benefits Fixed costs
3,020.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures CABE Registration, Mileage

## 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

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 may include but are not limited to: BrainPOP, Renaissance Accelerated Reader, myOn, Scholastic, Imagine Learning , Imagine Espanol, Imagine Math, Read A-Z, AVID Weekly, NEU Connect, TeachersPayTeachers, Near Pod, Ellevation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures Software, site licenses, subscriptions

## Strategy/Activity 18

### 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)

100.00

Source(s)

0000: Unrestricted  
Reclassification Ceremony Food and Awards

### Strategy/Activity 19

#### Students to be Served by this Strategy/Activity

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

Special Education Students, Students in SST

### Strategy/Activity

To support special education students and students needing support through the SST process, funds will provide a roving sub to allow the general education teacher to attend the meetings during the 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)

3,000.00

Source(s)

0000: Unrestricted  
Roving sub for IEP and SST meetings to release teachers to participate.

### Strategy/Activity 20

#### Students to be Served by this Strategy/Activity

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

Incoming and Outgoing of students in grades TK, K, and 5th

### 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)
500.00	Title I 4000-4999: Books And Supplies Parent Take Home Materials

**Strategy/Activity 21**

**Students to be Served by this Strategy/Activity**

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

All Students
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**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.
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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)
150.00	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 22**

**Students to be Served by this Strategy/Activity**

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

All Students
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**Strategy/Activity**

Teacher Collaboration-early release. 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. 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 23**

#### **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 offered for BIAs to serve students and make calls to parents 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

### **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, Newcomers

#### **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)

3,000.00

Source(s)

LCFF-EL  
4000-4999: Books And Supplies

## Strategy/Activity 25

### Students to be Served by this Strategy/Activity

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

At-Promise Students

Strategy/Activity

Tutoring for students at-promise to support in meeting grade level standard. Tutoring may include small groups, one-on-one before or after school or by remote learning. In addition to academic support, Promise Partners aims to build relationships between trusting adults and at-promise students. Lessons/activities centered around social-emotional learning and mental-well being is also a program component.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Additional Hours Tutoring

2,170.00

Title I  
3000-3999: Employee Benefits  
Fixed costs

## Strategy/Activity 26

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

January, 2020 school will participate in Playworks training to enrich students recess and play time. Students and staff learned engagement strategies. Playworks training offered in January 2020 funded by District included Recess Reboot, a one week training opportunity. Additional staff trained included 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, thereby reducing unwanted behaviors of students resulting in discipline. Year 2 staff training and follow up as needed. Due to pandemic, a Reboot-2 day training is scheduled for the 2022-2023 school year.



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Implementation of and overall effectiveness of the strategies/activities described will be evaluated during the 2020-2021 school through the use of EOY iReady data, as their is no formal data through state testing.

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 be accepted into and be successful in, a college, university, or trade school.

## 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, universities, and trade schools.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quantity of teachers trained in AVID Foundations TK-6 as reported by AVID.org	During the 2018-2019 school year, 3 certificated staff members were AVID trained making the total 27. As new staff are hired, 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	college, use of college 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.

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, Virtual principal trainings and other web-based 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)

5,000.00

Source(s)

District AVID funds for Professional Development  
See Goal 1 - Strategy/Activity 16 - AVID: Summer Institute, Path Training, Administration Collaboratives, Site Team Workshops

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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)	Source(s)
100.00	0000: Unrestricted 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)	Source(s)
532.00	1000-1999: Certificated Personnel Salaries Testing Additional Hours
700.00	1000-1999: Certificated Personnel Salaries Subs for teachers to test
268.00	3000-3999: Employee Benefits Fixed costs

**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 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)

Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Staff will 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)

Source(s)

1,000.00

Title I  
1000-1999: Certificated Personnel Salaries  
Additional Hours AVID Lead Teacher

217.00

Title I  
3000-3999: Employee Benefits  
Fixed costs

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

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 Music 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**

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)
400.00	AVID 4000-4999: Books And Supplies College symbolism, college going culture, flags, signage

**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**

Materials and supplies will be used which will promote academic achievement, rigor, and build a college-going culture. Individual student planners/agendas (No Excuse University planners) 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)	Source(s)
2,106.00	AVID 4000-4999: Books And Supplies Student Planners Grades 2-5
1,200.00	AVID 5800: Professional/Consulting Services And Operating Expenditures NUE Connect Annual Subscription
1,294.00	AVID 4000-4999: Books And Supplies Materials 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.

Implementation of, overall effectiveness of, strategies/activities described will be evaluated during the 2020-2021 school year when iREADY data becomes 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.	<p>2020-2021, ADA reports an average of 95.79 during a year when virtual learning was the program model through the pandemic.</p> <p>58 (or 0.9%) out of 674 students are reported as chronically absent. The primary cause of our chronic absences' is lack of engagement when learning from home and failure to log on for virtual learning sessions.</p> <p>Analysis of data indicates Valley View has regular attendance of between 92.44%-99.15 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.</p>	Increase ADA percentage.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension and assertive data as reported from Aeries Analytics, CA Dashboard, and CALPADS.	2019-2020 data indicates two students were suspended each for 2 days, equaling 4 days suspension total. Data indicates a low number of suspensions due to the sequential prevention interventions in place which serve as alternate forms of changing behaviors. Our goal is to utilize positive interventions for support in lieu of suspension, when applicable. Suspension from school will be the last recourse in correcting student behavior.	Maintain or decrease the percentage of suspensions.

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)

200.00

Source(s)

0000: Unrestricted  
Printing of Forms, Referrals, 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

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)	Source(s)
700.00	Attendance 4000-4999: Books And Supplies Put In Cups, incentive materials

**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 iREADY data becomes 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
------------------	-------------------------	------------------

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	\$448,523.00

## 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	\$380,163.00

Subtotal of additional federal funds included for this school: \$380,163.00

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 (\$)
	\$27,200.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$19,660.00
LCFF-LI	\$15,000.00

Subtotal of state or local funds included for this school: \$68,360.00

Total of federal, state, and/or local funds for this school: \$448,523.00

# 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	19,660.00	0.00
LCFF-LI	15,000.00	0.00
Title I	380,163.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	27,200.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	19,660.00
LCFF-LI	15,000.00
Title I	380,163.00

## Expenditures by Budget Reference

Budget Reference	Amount
	7,300.00
0000: Unrestricted	4,400.00
1000-1999: Certificated Personnel Salaries	371,784.00
2000-2999: Classified Personnel Salaries	4,000.00
3000-3999: Employee Benefits	7,637.00
4000-4999: Books And Supplies	11,341.15
5000-5999: Services And Other Operating Expenditures	13,224.85
5800: Professional/Consulting Services And Operating Expenditures	14,836.00
None Specified	14,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		7,300.00
0000: Unrestricted		4,400.00
1000-1999: Certificated Personnel Salaries		1,232.00
3000-3999: Employee Benefits		268.00
None Specified		14,000.00
4000-4999: Books And Supplies	Attendance	850.00
5800: Professional/Consulting Services And Operating Expenditures	Attendance	650.00
4000-4999: Books And Supplies	AVID	3,800.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,510.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,000.00
3000-3999: Employee Benefits	LCFF-EL	2,679.00
4000-4999: Books And Supplies	LCFF-EL	3,451.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,020.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,365.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	10,635.00
1000-1999: Certificated Personnel Salaries	Title I	363,042.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	4,690.00
4000-4999: Books And Supplies	Title I	3,240.15
5000-5999: Services And Other Operating Expenditures	Title I	5,839.85
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,351.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	434,006.00
Goal 2	12,817.00
Goal 3	1,700.00

# School Site Council Membership

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

- Traci Vaughan School Principal
- Mary Green, Christina Gomez, Sarah Baker Classroom Teachers
- Amelia Torres Other School Staff
- Karen Taylor, Bryn Pellegrino, Christina Perez, Karina Sicairos, Nancy Ochoa 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

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 13, 2021.

Attested:

Principal, Traci Vaughan on May 13, 2021
SSC Chairperson, Sarah Baker on May 13, 2021

# 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](mailto: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](mailto: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](mailto: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](mailto: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)

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2021.

Attested:

*Traci Vaughan 5/13/21*  
*S. Baker 5/13/2021*

Principal, Traci Vaughan on May 13, 2021

SSC Chairperson, Sarah Baker on May 13, 2021



**Valley View Elementary School**  
**2020-2021**  
**Title I Three Way Compact**



This compact is an agreement between three parties: the parent, the student, and the teacher. It lists what each party commits to support student learning at Valley View Elementary School. Valley View staff and parents have high expectations of themselves and of students. In an effort to provide the highest quality instructional program and to promote the school and family working together, the staff, students and parents agree to implement this compact.

**PARENT RESPONSIBILITIES:**

**I, the parent, will:**

- Get my child to school every day and on time.
- Know the grade level standards my child is expected to learn.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Set aside a specific time and provide a quiet place for my child to do homework.
- Review and sign my child's: folder (TK-1) or planner daily (grades 2-5)
- Look over homework, check for understanding, and completion.
- Assist my child with nightly reading or assure my child reads independently nightly.
- Sign and return all papers that require a parent signature by the due date.
- Volunteer at school in advisory roles by participating in decisions affecting my child, visit or assist in the classroom, attend parent workshops, and/or become involved in PTA, ELAC, ATP, and SSC when possible.
- Participate in scheduled parent-teacher conferences, Back-to-School Night, Open House, Family Fridays and be a part of the two-way communication with the school.
- Schedule appointments with the teacher to observe my child's classroom when appropriate or necessary.
- Limit technology and seek activities at home that allow my child to be physically active.
- Communicate regularly with my child's teacher and the school using: Dojo, email, Peachjar, and phone calls.

**STUDENT RESPONSIBILITIES:**

**I, the student, will:**

- Attend school every day and be on time.
- Know the grade level standards I am expected to learn
- Ask my teacher when I don't understand classroom assignments or homework.
- Go over my planner and assignments with my parent/guardian and have my planner signed daily.
- Be excellent and complete all homework, projects, and classroom assignments on time, with my best efforts so that I am ready for college!
- Read nightly.
- Be safe and follow school-wide behavior expectations. Demonstrate understanding of social skills.
- Tell my teacher or another adult about problems that may affect me or my peers.
- Be respectful to all adults on campus. Be polite to others and be honest
- Be responsible and return any paper that requires a parent signature by the due date.
- Respect the personal rights and personal property of others as well as cultural, racial and ethnic differences.

**TEACHER RESPONSIBILITIES:**

**I, the teacher, will:**

- Provide high quality, rigorous curriculum and instruction.
- Daily, model the effective use of the NEU Planner as well as have a system in place to monitor for daily parent signature.
- Provide students with access to and awareness of grade level standards.
- Provide a supportive and effective learning environment that enables all children to meet grade level standards.
- Hold high expectations for all students.
- Provide meaningful activities that reinforce grade level standards and classroom learning.
- Provide information to families about grade level standards and how parents can help their child achieve.
- Provide frequent and timely communication with parents regarding their child's progress.
- Provide opportunities for parents to visit their child's classroom and encourage parent involvement in the classroom.
- Promote school-wide events, such as: parent trainings; PTA, SSC, ELAC, and ATP meetings; Back-to-School/Open House.
- Communicate with families using: Dojo, email, Peachjar, and/o phone calls.

**2020-2021 Title I Compact**

*Parents: Discuss this compact with your child before signing. Cut off and return the signature section to your child's teacher.*

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_



## **Acuerdo de la Escuela Primaria Valley View Año Escolar 2020-2021**



Este acuerdo es un pacto entre tres partes: el padre, el alumno y el maestro. Es una lista de lo que cada uno tiene que hacer para apoyar el aprendizaje de los estudiantes en la escuela Primaria Valley View. El personal de Valley View y los padres tienen altas expectativas de sí mismos y de los alumnos. Como un esfuerzo para proveer un programa de instrucción de la más alta calidad y de promover que la escuela y la familia trabajen juntos, el personal, los alumnos y los padres están de acuerdo de implementar este acuerdo.

### **Responsabilidades de los Padres:**

#### **Yo, el padre/madre:**

- Traeré a mi hijo a la escuela diario y puntualmente.
- Hablaré con mi hijo de la importancia de la asistencia escolar y de los estándares de aprendizaje.
- Sabré los estándares de nivel de grado que se espera que mi hijo aprenda.
- Me comunicaré con el maestro de mi hijo cuando esté preocupado acerca del progreso de mi hijo o tenga preguntas acerca de los estándares o de las asignaturas.
- Designaré un horario específico y proveeré un lugar tranquilo para hacer la tarea.
- Revisaré y firmaré diariamente el folder de mi hijo (TK-1) o la agenda (grados 2-5).
- Revisaré la tarea y verificaré que se comprenda y se complete.
- Ayudaré a mi hijo con la lectura todas las noches o me aseguraré que lea independientemente.
- Firmaré y regresaré en la fecha indicada todos los documentos que requieran mi firma.
- Seré voluntario en la escuela en papel como asesor participando en las decisiones que afectan a mi hijo, visitaré o ayudaré en el salón de clase; asistiré a los talleres para padres y/o participaré en la asociación PTA, ELAC, ATP y SSC cuando sea posible.
- Participaré en las conferencias para padres, Noche de Regreso a la Escuela, Noche de Exhibición Escolar, Viernes Familiares y participaré en comunicación mutua con la escuela.
- Programaré citas con el maestro para observar en el salón de clase de mi hijo cuando sea apropiado o necesario.
- Limitaré la tecnología y tendré actividades en el hogar que continúen el aprendizaje del salón de clase de mi hijo.
- Animaré a que mi hijo sea activo físicamente.

### **Responsabilidades de los Alumnos:**

#### **Yo, el alumno:**

- Asistiré a la escuela diario y puntualmente.
- Preguntaré a mi maestro cuando no entienda la tarea o el trabajo del salón de clase.
- Sabré los estándares de nivel de grado que se espera que aprenda.
- Repasaré mi agenda y asignaturas con mi padre/madre/tutor y les pediré que firmen mi agenda diariamente.
- Completaré toda la tarea, los proyectos y las asignaturas del salón de clase a tiempo y con mi mejor esfuerzo.
- Leeré todas las noches.
- Seguiré las expectativas de comportamiento escolar. Demostraré comprensión de las habilidades sociales.
- Comunicaré a mi maestro u otra persona adulta los problemas que me puedan afectar a mí o a mis compañeros.
- Mostraré respeto a todos los adultos del plantel escolar. Seré cortés con los demás y seré honesto.
- Regresaré en la fecha indicada cualquier documento que requiera firma de los padres.
- Respetaré los derechos personales y la propiedad de los demás así como las diferencias culturales, raciales y/o étnicas.

### **Responsabilidades de los Maestros:**

#### **Yo, el maestro:**

- Proporcionaré currículo e instrucción de alta calidad.
- Proporcionaré a los alumnos acceso y conocimiento de los estándares de nivel de grado.
- Proveeré un ambiente de apoyo eficaz que conduzca al aprendizaje y permita que todos los niños alcancen los estándares de nivel de grado.
- Mantendré altas expectativas para todos los alumnos.
- Proporcionaré actividades significativas que refuercen los estándares de nivel de grado y el aprendizaje del salón de clase.
- Proporcionaré información a las familias acerca de los estándares de nivel de grado y de cómo los padres pueden ayudar a que sus hijos los logren.
- Me comunicaré regularmente con los padres acerca del progreso de sus hijos.
- Proporcionaré oportunidades para que los padres visiten el salón de clase de su hijo.
- Promoveré los eventos escolares tales como capacitación para padres: reuniones PTA, SSC, ELAC, y ATP; Noche de Regreso a la Escuela/Noche de Exhibición Escolar.
- Fomentaré la participación de los padres en el salón de clase.

### **Acuerdo Título I del Año Escolar 2020-2021**

*Padres: Hablen de este acuerdo con sus hijos antes de firmarlo. Recorten y regresen esta parte al maestro de sus hijos.*

Firma del Padre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma del Estudiante: \_\_\_\_\_

Grado: \_\_\_\_\_

Firma del Maestro de Valley View: \_\_\_\_\_





**Valley View Elementary School School  
School Site Council Agenda  
May 13, 2021  
Time: 2:00pm  
Meeting Location: Zoom**



<https://us02web.zoom.us/j/89150808150?pwd=dElwV09HaWdvMzdFVTdtOCtTSk1QT09>

**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 5, 2021  
<https://docs.google.com/document/d/1mzp5iZKQFELm0ShhwA-RVqh3HEGx1WjHu3UPqc-br-Po/edit>
2. Approve District Set-aside: Title I, Part A Reservations, Required  
\* Parent Involvement (1%) \$3,801.63
3. Approve District Set-Aside: Title I, Part A Reservations, Allowed
4. Approve Participation in a Title I School-Wide Program
5. Approve Participation in Centralized Services
6. Approve Site Categorical Budgets for 2021-2022  
\* Title I \$380,163.00  
\* LCFF-EL \$19,660.00  
\* LCFF-LI \$15,000.00
7. Approve the 2021-2022 Single Plan for Student Achievement

**III. Discussion/Information**

1. Training Topics:
  - a. Plan Election Cycle for August, 2021
2. Reports from Parent Committees
  - a. English Learners Advisory Committee (ELAC) [ELAC April Minutes](#)
  - b. District Parent Advisory Committee (PAC)
3. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - b. Parent and Family Involvement Opportunities
  - c. Interventions
4. 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 concern 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. Next Meeting: May 24, 2021, 2:00pm
2. Adjournment: Action Item



Alvord Unified School District  
State & Federal Programs Office  
SPSA Approval Agenda with Talking Points for SSC

Talking  
Points

9

*A Title I school may operate as a school-wide program or as a targeted assistance program. Due to the percentage of students (40% constitutes school-wide T-I) on free/reduced lunch, the named school provides Title I services to all students. Each year, SSC must approve participating in a school-wide Title I program.*

**Title I School-wide Program (SWP)**

**Title I Program Purpose:**

- *"... to provide children significant opportunity to receive a fair, equitable, and high quality education, and to close achievement gaps." ESSA (Every Student Succeeds Act)*

**School-wide Program:**

- *Funds must be used for services to all students, particularly the needs of those children who are failing or at risk of failing to meet challenging State academic standards as determined by the LEA*
- *Funds must be used to supplement, not supplant services required by law, services provided to other students, or services provided by state or local funds in the prior year.*

**School-Wide Program (SWP) Requirements:**

**This list does not include items that are already required by education code for School Site Councils and school plans that include in the Categorical Timeline. Save program documentation for five years.**

- *Include Title I funds in the school plan*
- *Use a comprehensive needs assessment to develop the Title I program and services; needs assessment should include analyzing academic achievement data of students in relation to the challenging State academic standards*
- *Provide professional development opportunities*
- *Provide students transition strategies from preschool to kindergarten and elementary to middle school*
- *Reserve and expend 1% of the allocation for parent engagement targeted at improving student academic achievement; parents must be consulted in the planning of the program; evaluation of the activities and program must occur*
- *Develop a site Title I parent involvement policy in consultation with parents and teachers; distribute to eligible students*
- *Develop a Title I school – parent compact in consultation with parents and teachers; distribute to eligible students*
- *Hold an annual Title I meeting in which parents are informed about the funding purpose and the programs/services offered by the school; allowed an opportunity to provide input on the student program and parent engagement activities; provided the required Title I documents and asked for feedback on documents*

Alvord Unified School District  
State & Federal Programs Office  
SPSA Approval Agenda with Talking Points for SSC

Talking Points b

- Annually evaluate the effectiveness of the SWP program at the school and make changes based on this evaluation
- Submit Title I Year End Reports for parent involvement and professional development

4. **Approve participation in a School-Based Coordinated Program (SBCP)**

- a. *A SBCP provides the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs.*
- b. *A SBCP must address the needs of all students, even when categorical funding for those students is not included in the plan.*
- c. *All funds must be expended as specified in the plan*
- d. *All future expenditures must align with the goals developed in the school plan.*
- e. *If an expense does not align with the goals and actions described in the plan, the purchase cannot be made unless revisions to the SPSA occur.*

5. **Approve participation in Centralized Services**

- a. *Centralized services refer to all services provided to the site, but paid from district funds. Examples: bilingual assistants, extended learning tutoring offered during summer school, and elementary literacy teachers*
- b. *In order to continue to receive services at the site, school sites must approve centralized services.*

6. **Approve Site Categorical Budgets for Year ????**

- a. *Describe the funding sources included in the site plan (all sites are not Title I funded)*
  - **LCFF-EL \$** *State funding source to meet the needs of English learners)*
  - **LCFF-LI \$** *State funding source to meet the needs of low income students*
  - **Title I \$** *Federal funding source that supplements the core educational program with intent of closing the achievement gap between socio-economically disadvantaged students and their more advantaged peers.*
- b. *Initial allocations are calculated using an estimate. In Dec/Jan Fiscal provides the finalized allocation. The allocations approved in the plan reflect the finalized amounts for this school year.*
- c. *Sites are not guaranteed a carry-over of funds not spent this year. To avoid losing funding at the end of the year, sites should use all funding as specified in the school plan.*

7. **Approval of the final ???-??? Single Plan for Student Achievement**

**Traci Vaughan**

Add. Info.

**From:** Dusty Nevatt  
**Sent:** Thursday, April 29, 2021 3:19 PM  
**To:** Ann Vandercook; Diana Taylor; Francine Ramirez; Francisco Gonzalez; Jason Burns; Marisela Recendez; Mary Parsons; Melvin Cortez; Rosa Gomez; Theresa Steele; Traci Vaughan  
**Cc:** Sherri Kemp; Emily Devor; Georgina Ramirez  
**Subject:** Title I allocations for 221/22

Hi all – I wanted to reach out to explain the change in Title I allocations for our 21/22 school year. I needed to equalize the charge for ELTs and Instructional Coaches for our 21/22 school year for two reasons.

- 1 – Title I has a 60% maximum centralized services requirement. We had to move the ELTs to the school site allocations to maintain this requirement.
- 2 – all schools need to receive the exact same allocation amount. Since the allocations needs to be the same, the cost for all of your ELTs and Instructional Coaches need to be equally distributed. This provides for an equitable allocation for all and meets all the Title I guidelines.
- 3 – For 2021/22 Educational Services is centralizing technology support, including web-based programs. This centralized support will provide for many of the items you typically spend with Title I funding.

If you have additional issues or concerns, please reach out to Georgina. She is well-versed in our Title I allocation formulas.

Dusty

P.S. please be kind to my Budget Analysts. They are the messengers and not responsible for the allocation amounts. Thank you.

**Dusty Nevatt**

Chief Business Officer

**Phone:** (951) 509-5095 ext. 225122

**Cell:** 909.225.3065

**E-mail:** [dusty.nevatt@alvordschools.org](mailto:dusty.nevatt@alvordschools.org)

**Alvord Unified School District** | 9 KPC Parkway, Corona, CA 92879

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# Sign In

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15:21:42 From Christina Perez :  
[https://drive.google.com/file/d/1gAeCBMF3t68tTzeizWutCeHP\\_PY7PfPL/view?usp=drivesdk](https://drive.google.com/file/d/1gAeCBMF3t68tTzeizWutCeHP_PY7PfPL/view?usp=drivesdk)

15:22:41 From Norma Sanchez : It would be awesome if all the classes could have gardens

15:24:54 From Norma Sanchez : @Christina Perez- this looks really great

15:25:19 From Christina Gomez : Yes! At my old school all classes had a garden visit schedule and learned about gardens and did hands on activities and ate the harvest from the garden. It was awesome! Mrs. Force is awesome so I'm sure she will make something awesome happen. :-)

15:25:28 From Christina Perez : Right !!

15:26:05 From Christina Perez : Yeah I really like the school smarts model

15:26:18 From Norma Sanchez : I built a butterfly garden adn huge vegetable garden this year at our house... it's been fun to watch and feed our caterpillars in the butterfly garden

15:26:37 From Bryn Pellegrino : I have a garden in my class at Novi and it's been so fun cooking our own food

15:26:57 From Christina Perez : Oh. And butterflies are endangered so it's great

15:27:05 From Karina Sicairos : I love that! Great opportunity to teach science, talk about good nutrition and eating healthy veggies and fruits for snacks. Also very therapeutic spending time with nature and in community.

15:27:44 From Norma Sanchez : Yes!

15:28:23 From Christina Perez : I remember having a garden both in elementary and junior and in ha it was horticulture dept

15:28:31 From Christina Perez : Hs not ha

15:28:41 From Norma Sanchez : Loma vista has a great garden club that my daughter was in

15:30:01 From Christina Perez : I personally do not have a green thumb but do believe gardening can be very calming and fulfilling

15:31:00 From Norma Sanchez : Anyone can learn

15:31:49 From Christina Perez : And kids love playing with dirt well maybe not all but most I think

15:32:25 From Karina Sicairos : My 3 yr old loves to eat the dirt too! 🐛

15:32:43 From Christina Perez : Lol

15:32:59 From Norma Sanchez : lol

15:37:17 From Karina Sicairos : I'm so sorry, it I do have to go back to work. Thanks everyone! See you at the next meeting. 👍

15:37:27 From Christina Gomez : Thank you! :-)

15:37:44 From Norma Sanchez : Alejandro is a great resource.

15:41:19 From Christina Perez : Christina perez

15:41:21 From amelia.torres : Amelia Torres :)

15:41:30 From Bryn Pellegrino : Bryn Pellegrino

15:43:52 From traci.vaughan@alvordschools.org : Traci Vaughan

# Sign In

b.

14:24:51 From Christina Gomez : Did everyone sign in on the chat?  
14:25:08 From Sarah Baker : Sarah Baker  
14:25:09 From Christina Gomez : Present: Christina Gomez  
14:25:20 From Karina Sicairos : I'm here: Karina Sicairos  
14:25:23 From Nancy Ochoa : Nancy Ochoa.  
14:25:46 From Christina Gomez : I'm typing the minutes...did anyone take notes? What time was call to order? Sarah, are you chairing the meeting?  
14:25:57 From Christina Gomez : Where the minutes approved? Motioned by? Seconded?  
14:26:06 From Sarah Baker : I emailed you the information, Christina,.  
14:26:16 From Christina Gomez : Thank you so much, Sarah!!! :-)  
14:26:22 From Sarah Baker : Yes, I'm chairing. :-)  
14:50:10 From Norma Sanchez : That is fantastic  
14:50:55 From Norma Sanchez : Still listening.. have to help my two year old  
14:57:46 From Norma Sanchez :  
<https://edsources.org/2021/mental-health-equity-should-be-schools-focus-as-students-return-report-says/653951>  
<https://edsources.org/2021/mental-health-equity-should-be-schools-focus-as-students-return-report-says/653951>  
14:59:07 From Norma Sanchez :  
<https://www.forbes.com/sites/lindadarlinghammond/2021/04/05/accelerating-learning-as-we-build-back-better/?sh=662cf8e76722>  
<https://www.forbes.com/sites/lindadarlinghammond/2021/04/05/accelerating-learning-as-we-build-back-better/?sh=662cf8e76722>  
15:01:56 From Norma Sanchez : Are we still doing the program we talked about for the "sunshine kids" I thought that was a great idea  
15:02:36 From Norma Sanchez : Another resource:  
<https://reimaginecaschools.org/>  
<https://reimaginecaschools.org/>  
15:10:00 From Norma Sanchez :  
<https://www.rcoe.us/departments/educational-services/instructional-services/universal-design-for-learning>  
15:10:31 From Norma Sanchez : I would contact RCOE. They're great  
15:10:36 From Karina Sicairos : Thanks Karen for all your feedback and resources for our teachers and kiddos ♡  
15:11:14 From Christina Gomez : Karen, Does the Alvord ILC do any UDL training/modeling?  
15:11:34 From Norma Sanchez : Great idea!  
15:11:40 From Norma Sanchez : I think some of them might!  
15:11:59 From Norma Sanchez : We have UDL certified ILC members in Jurupa for sure  
15:12:07 From Christina Gomez : Awesome! :-)  
15:12:26 From Norma Sanchez : I think we are expanding the ILC team in Alvord by one next year ;)  
15:17:04 From Christina Gomez : Silverlinings of COVID.....  
15:17:15 From Karina Sicairos : Yes,  
15:18:19 From Norma Sanchez : It sounds really great.  
15:19:54 From Norma Sanchez : Elo grant money too?  
15:20:06 From Christina Perez : Ok I'm lost

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## **PART 1. 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 state academic standards, while developing life skills.

Valley View 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-

- (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. Valley View Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- ❖ Input from parents will be solicited at monthly School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings throughout the school year.
- ❖ A needs assessment survey will be sent home (with their child) to all parents in order to allow input from parents that are unable to attend school functions.
- ❖ The revised policy may be shared by the Principal at the Annual Title I meeting and share with parents at Back to School Night.
- ❖ Teachers will share the revised policy with parents during Parent Conferences. • Revisions to the School Parental Involvement Policy will also be shared to parents through the School Newsletter.

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

- ❖ Is posted on the school website under the Parent tab,
- ❖ Will be made available at the annual Title I meeting, and
- ❖ A request for a copy may be made to the front office.

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

- ❖ The Parent Involvement Policy will be revised every year,
- ❖ A review of the parent needs survey (SSC and ELAC), school academic achievement, parental concerns, and safety





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Valley View Elementary



issues will assist Valley View in regularly reviewing the Parent Involvement Policy.

4. Valley View Elementary will convene an annual meeting (title-I Meeting) to inform parents of the following:

- ❖ Their child's school participates in Title-I,
- ❖ Requirements of Title-I,
- ❖ Parents' rights to be involved,
- ❖ Review the 3-way Compact,
- ❖ Distribute Parental Involvement Policy,
- ❖ Notification that meetings will be communicated by the following:
  - with students at least 48 hours in advance to invite parent involvement,
  - by automated phone system to inform, and
  - use of the electronic marquee to encourage community engagement.

5. Valley View Elementary will hold a flexible number of meetings at varying times, provide child care, transportation or home visits if requested, paid for with Title I funding as long as these services relate to parental involvement:

- ❖ Child care will be provided for all meetings as available
- ❖ Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement
- ❖ Special contact, Blackboard calling system, and the electronic marquee with messages in both Spanish and English will be used to inform parents of meetings, trainings and workshops
- ❖ Parent Needs Survey will be utilized to plan trainings, meetings, workshops or other events of interests identified

6. Valley View Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:

- ❖ Parents will receive notices and agenda of SSC, ELAC and other meetings a minimum of 72 hours in advance,
- ❖ Notices and agendas will be posted on the bulletin board in the front office 72 hours in advance of meetings,
- ❖ Results of annual state testing will be mailed home in a timely manner and also reviewed during Parent Conferences by teachers.

7. Valley View 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,
- ❖ Principal and EL District Coordinator present and explain State level expectations, current District, ELPAC, and SBAC data,
- ❖ Parent Conferences,
- ❖ Annual Title I Meeting,
- ❖ A review of grade level standards, curriculum and assessments used to monitor student progress as well as an explanation of proficiency levels during Parent Council Meetings (i.e. SSC, ELAC).

8. Valley View 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:

- ❖ Ongoing informal input from parent groups at monthly SSC and ELAC meetings,
- ❖ Parent Teacher Association (PTA) meetings,
- ❖ Action Team for Partnership (ATP) meetings.

9. Valley View Elementary will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- ❖ School-wide plan will be shared with parents during SSC, and ELAC parent meetings; comments and suggestions are noted in the minutes and will be submitted to the district,
- ❖ If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the Special Projects Office and to the Deputy Superintendent,
- ❖ All efforts will be made to revise the plan to meet the satisfaction of the parent noted comment.

10. Valley View 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 parent primary language if requested.

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Valley View Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- ❖ Family Nights
- ❖ Monthly Parent University trainings
- ❖ Kindergarten Orientation
- ❖ Teacher Conferences
- ❖ School Calendar and Website
- ❖ Progress Reports
- ❖ Back-to-School Night
- ❖ SSC/ELAC parent meetings
- ❖ Three-way Compact
- ❖ Annual Title I meeting
- ❖ Open House Night
- ❖ Translator available before & after school to assist parents in communicating with teachers.

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,
- ❖ The Three-way Title-I Compact will be shared with and signed by parents using the Data Confirmation / Registration Process or during Back to School Night and revisited at 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 below:

- ❖ 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 through the below avenues:
  - Parent University
  - Workshops and trainings
  - Parent Conferences
  - Annual Title I Meeting
  - Back-to-School night presentations
  - Family Fridays or other family volunteer opportunities
  - Dual Language Immersion Community Nights
  - CAFE, both local and state level
  - ELAC, SSC, ATP and PTA meetings

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- ❖ Parent University topics include but are not limited to:
  - College and Career: What is AVID & No Excuses University?
  - Understanding the Standards and Cognitively Guided Instruction in Math
  - Goal Setting
  - Technology training (including basic computer skills, AERIES.net and Google)
  - Social Media Safety & Bullying Prevention
  - Thinking Maps
  - Family Nutrition Classes
  - Six types of parental involvement (PELI Modules)
- ❖ Additional opportunities include:
  - Kindergarten Orientation
  - Family Nights
  - Family Fridays





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#### ➤ Family Book Club

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:

- ❖ Grade level teams collaborate on how to involve parents as active participants in their child's education,
- ❖ Teacher and paraprofessional training on how to communicate with parents effectively, and
- ❖ Positive Behavior Intervention and Support (PBIS.)

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:

- ❖ Kindergarten Orientation held in the summer for incoming parents of kindergarten students to familiarize them with kindergarten standards and expectations,
- ❖ Research based instruction presented during parent nights or Family Friday.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure 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 communicated to the home using various platforms: Class Dojo, BlackBoard Connect automated phone call, email, and text messaging system, and translated in English and Spanish
- ❖ Announcements will be displayed on the electronic school marquee and school office window. Announcements will be written in English and Spanish
- ❖ Upcoming events will be stated verbally during the morning 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 Valley View Elementary School Site Council on **November 12, 2020** and will be in effect for the period of the 2020-2021 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2020. It will be made available to the local community on or before September 2020. 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.