2018-2019
School Plan for Student Achievement (SPSA)

Arlanza Elementary School

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

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

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Approved by District Board of Education on March 14, 2019.

TABLE OF CONTENTS	PAGE

Programs 4
Recommendations and Assurances 5
School Profile (Elementary Schools) 6
Alvord Strategic Plan 8
Central Focus on School Reform 10
Comprehensive Needs Assessment Components 12
Analysis of Site's Current Instructional Program 13
SPSA Annual Evaluation 17
Description of Barriers and Related School Goals 18
Performance Data & Conclusions 20
- CAASPP Results (All Students) 20
- CAASPP Results Data Analysis 24
- ELPAC Results 26

Action Plan: Planned Improvements in Student Performance 29
Performance Goal 1.1: English-Language Arts 29
Performance Goal 1.2: Mathematics 33
Performance Goal 2: English Learners 37
Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning 40
Performance Goal 4: High School Graduation and College Readiness 43
Summary of Expenditures in this Plan 46
- Total Allocations and Expenditures by Funding Source 46
- Total Expenditures by Funding Source 46
- Total Expenditures by Object Type and Funding Source 47
- Total Expenditures by Object Type 48
- Total Expenditures by Goal 49

Program Descriptions 50
- School Based Coordinated Program (SBCP) 50
- Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program 53
- English Learner (EL) Program 56
- Gifted and Talented Education (GATE) Services 59
- Special Education Program 60
- Technology Program 62
- School Safety Program 64
- Parent and Family Engagement Program 65
- Expanded Learning Program 67
- Categorical and Local Control Funding Formula Allocation Narrative 68

Categorical Budget Narrative 69
Parent Involvement Policy (Title I Schools) 70
School-Parent Compact (Title I Schools) 71

Programs

This plan represents the coordination of the following resources to support student achievement:

Federal Programs		State Programs	
S	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
N/A	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		

KEY:D=District, S=Site, N/A= Not Applicable

Technical Assistance Provided by Local Education Agency (LEA)

* - Improving the Academic Achievement of the Disadvantaged

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:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
   X English Learner Advisory Committee: 10/25/18, 11/29/18, 1/24/19
   X Leadership Team/Department Advisory Committee: November 5, 2018
   Other committees established by the school (LIST):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: ~~February 28, 2019~~ March 4, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Michelle Pierce	Michelle Pierce	3/4/19
SSC Chairperson: Tabitha Dickey	Tabitha Dickey	3/4/19

School Profile (Elementary Schools)

Purpose
The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	0 (0.0%)	2 (0.3%)	4 (0.8%)
Asian	0 (0.0%)	0 (0%)	0 (0%)
Pacific Islander	1 (0.2%)	1 (0.2%)	1 (0.2%)
Filipino	1 (0.2%)	1 (0.2%)	2 (0.4%)
Hispanic or Latino	527 (95.8%)	498 (95.6%)	493 (94.2%)
African American	7 (1.3%)	6 (1.2%)	7 (1.3%)
White (not Hispanic)	10 (1.8%)	12 (2.3%)	13 (2.5%)
Multiple or No Response	4 (0.7%)	1 (0.2%)	3 (0.6%)
English Learners (EL)	434 (80.7%%)	386 (76.7%%)	380 (72.7%)
Socio-Economically Disadvantaged (SED)	526 (98%)	499 (95.8%)	501 (95.8%)
Students with Disabilities	33 (6.1%)	43 (8.3%)	41 (7.8%)
Total Enrollment	550	521	523

Datasource
CALPADS with 2016-17 rendered 12/7/2016; 2017-18 rendered 12/2/2017; and 2018-19 rendered 1/9/2019.

The Alvord Unified School District covers roughly thirty square miles and serves over 18,000 students in the western portion of the city of Riverside and a smaller portion of eastern Corona in the County of Riverside. Local businesses and industry consists of several colleges and universities, light agriculture, and a typical range of goods and services. Currently there are fourteen elementary schools operating under a traditional calendar serving students in grades Transitional Kindergarten through 5, four intermediate schools (grades 6-8), three comprehensive high schools (grades 9-12), and two alternative/continuation high school programs, including adult education. The school district also works collaboratively with the City of Riverside, Department of Parks and Recreation, Riverside Community College, La Sierra University, University of California, Riverside and others to allow students to fully benefit from the many local resources.

2018-2019: Approximately 94% of Arlanza students are of Hispanic or Latino descent. 2.5% are White (not of Hispanic origin) and 1.3% are African American. English Language Learners make up 72.7% of the population and approximately 96% of Arlanza's student population participates in free or reduced lunch. Arlanza continues to be a Title I school.

2017-2018: Approximately 96% of Arlanza students were of Hispanic or Latino descent. 2.3% were White (not of Hispanic origin) and 1.15% were African American. English Language Learners made up 76.7% of the population and approximately 96% of Arlanza's student population participated in free or reduced lunch. Arlanza continued to be a Title I school.

2016-2017: Approximately 96% of Arlanza students were of Hispanic or Latino descent. 1.8% were White (not of Hispanic origin) and 1.3% were African American. English Language Learners made up 80.7% of the population and 98% of Arlanza's student population participated in free or reduced lunch. Arlanza continued to be a Title I school.

2015-2016: Approximately 97% of Arlanza students were of Hispanic or Latino descent. 1.5% were White (not of Hispanic origin) and .9% were African American. English Language Learners made up 80.7% of the population and 98% of Arlanza's student population participated in free or reduced lunch. Arlanza continued to be a Title I school.

2014-2015: Approximately 97% of Arlanza students were of Hispanic or Latino descent. 1.6% were White (not of Hispanic origin) and .5% were African American. English Language Learners made up 80.0% of the population and 99.2% of Arlanza's student population participated in free or reduced lunch. Arlanza continued to be a Title I school.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	105	103	102	114	94
1	106	81	86	76	89
2	88	96	82	83	83
3	116	75	100	78	82
4	88	105	69	95	78
5	106	78	111	75	97

Facilities and Technology

Arlanza's 31 classrooms are all furnished with the following technological media utilized to support and enhance delivery of core content: HP Revolve Elitebooks and/or HP ProDesk desktops to enhance instructional delivery, a color inkjet and/or laser printer, an LCD projector, and a document camera. 26 classrooms have a SMART Board. All classroom computers are loaded with software to support learning in Reading/Language Arts, Mathematics, Science, and Social Studies.

Arlanza's computer lab houses 60 internet-ready laptops in two carts for student use. The computers in the lab were updated in 2018. Available are a variety of software that can be utilized to individualize student learning in Reading/Language Arts, Mathematics, Science, and Social Studies. The computer lab is used by students during pre-scheduled times every week. Additionally, students enrolled in the HalfTime after school program use the computer lab for intervention and enrichment. The computer lab, along with the library, were relocated to a brand new building in the Fall of 2018.

During the Fall of the 2017-2018 school year, classroom computers in grades 2-5 were decommissioned due to their outdated operating systems, and they were replaced by Toshiba laptops. Additionally, Arlanza has 11 laptop carts in grades 3-5 and RSP, containing a total of 307 devices: 40 HP Streams in 1 cart and 10 carts containing 15-32 Toshiba laptops each. The carts are utilized for everyday classroom instruction and CAASPP assessments (ELA, Math, Science, and ELPAC).

Arlanza's library is home to approximately 17,200 books and resource materials. 5 internet-ready Toshiba laptops are available for student use.

Additional laptops and/or tablets will be purchased for each grade, TK-2.

Instructional Minutes

The total number of daily instructional minutes for each grade level span is as follows: 235 for half-day TK and Kindergarten; 310 for first through third grade; and 325 for grades four and five.

During the 2018-2019 school year, Arlanza has early release days each Tuesday. The total number of daily instructional minutes on the early release days is as follows: 235 minutes for half-day TK and Kindergarten and 250 minutes for first through fifth grades.

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities
Our priorities are: students, teachers and instructional content.

District Values
- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision
The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement
Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:
- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters
- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs
We believe:
- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives
- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

Arlanza Elementary is proud to have:
* A systematic, three-tiered intervention model that addresses the academic and behavioral needs of all learners.
* Implementation of the Reading/Writing Workshop (RWW) Model as a framework through which to instruct the Common Core Standards.
* Independent Daily Reading (IDR) and Independent Daily Writing (IDW) time to provide students with access to differentiated, leveled texts and receive appropriate targeted instructional support of core content during RWW.
* Incentive programs that are effective tools for motivation (Pizza with the Principal, Perfect Attendance incentives, positive reinforcement from the staff, monthly blacktop flag assemblies, school spirit days, College Readiness focus, etc).
* Adequate computer lab accommodations with a variety of programs for our students.
* Quality professional development targeting teacher needs and provided by the Assistant Principal and Principal.
* Numerous parent training and parent involvement events scheduled throughout the school year such as Festivals, Family Nights, and Parent University.
* A Breakfast in the Classroom program to provide a nutritious meal at the start of the day for all students that will help with focus during instruction and improve overall school attendance.
* Teachers who are dedicated to quality teaching and quality learning. All teachers are highly qualified and willing to participate in professional development opportunities to build research based knowledge, both in delivery and content.
* Support staff are friendly and supportive of the Arlanza community, including teachers, staff and parents.
* Effective communication between school and parents through the Blackboard Connect system, school website, school Facebook page, ClassDojo, and the Remind app.
* A custodial staff who keep the school grounds safe and clean.
* A thrice-weekly Fresh Fruit and Vegetable Program (FFVP) that provides all students with healthy snacks and exposure to a variety of fruits and vegetables, both common and unique.
* A Clothing Closet with gently used clothing for students and their families to take as needed.
* A Pantry that provides emergency staple foods when needed.

Central Focus on School Reform

Purpose
The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

The purpose of school reform is to provide first best instruction in all core content areas and to make certain students reach academic proficiency at grade level, as evidenced by high levels of achievement of the California Common Core State Standards (CCCSS). To this end, Arlanza teachers are committed to collaboration within and across grade levels. A minimum of eight all-day grade level articulation days for professional development in ELA and Math are planned for the 2018-19 school year. During these collaborations, teachers receive pertinent professional development on topics such as Common Core Standards, Foundational Skills Instruction, Reading Workshop, Cognitively Guided Instruction, Orchestrating Mathematical Discussions, Problem Types, Number Talks, etc. Furthermore, teachers work together to cognitively plan lessons, deliver lessons and garner peer feedback on instructional delivery, analyze and review common assessments, and plan interventions for all at-risk students. In addition, early release days each Tuesday to allow time within the contractual day for this collaborative process to occur on a weekly basis. These days are prioritized for grade level teams to analyze student work/data, set instructional and learning goals, and plan grade level agreed upon instructional strategies to be used by every teacher for a specified period of time.

Collaboration Process (EPC 5,6,8)
Time for teacher collaboration is a common practice at Arlanza. Collaboration time has been built into the master calendar and occurs regularly throughout the school year. Arlanza's collaborative culture is grounded in the work of Adaptive Schools and adheres to the seven norms of collaboration: Pausing, Paraphrasing, Posing Questions, Putting Ideas on the Table, Providing Data, Paying Attention to Self and Others, and Presuming Positive Intentions.

Early Release Tuesdays and Monthly Grade Level Collaboration Days- Grade level teams meet twice monthly on Early Release Tuesdays and 8 times monthly during all-day collaboration days to work on the following: cognitive lesson planning, data analysis, reviewing and studying Common Core Standards, reviewing and studying the ELA/ELD and Math Frameworks, planning instructional and engagement activities for Reading Workshop and Math, and participating in professional development opportunities or training. In addition, teachers participate in instructional rounds to support refinement of strategies during core instruction.

In August 2018, the principal attended a week-long Writing Institute at Columbia University in an effort to support ongoing professional development on collaboration days around Writing Workshop during the school year.

Cite Research/Resources for Central Focus on School Reform
Arlanza Elementary School is in the midst of instructional reform. In 2014-2015, Arlanza began implementing Teachers College (Columbia) Reading and Writing Workshop in earnest. The impetus for declaring this instructional focus was the historical gap in students' reading levels at Arlanza compared to the recommended lexile stretch for grades 1-5 in the Common Core State Standards, 2011. During the 2018-2019 school year, Arlanza finds itself in the 5th year of implementation. Concurrently, administration serves on a Multi-Tiered System of Supports (MTSS) district committee to further site and district focus on school reform and establishing MTSS.

Currently, Arlanza is working on continuing to develop and refine excellent systems for universal student achievement, collaboration, standards alignment, assessment, data analysis and interventions. The following research supports the reform practices currently being implemented:

- California Reading/Language Arts/English Language Development Framework, 2014
- California Mathematics Framework, 2014
- The Adaptive School, Garmston and Wellman
- Reading and Writing Workshop, Lucy Calkins (Teachers College Reading and Writing Project)
- Cognitively Guided Instruction (CGI)

School Site Council Membership

2018-19 School Site Council					
Name of Members	**Principal**	**Classroom Teacher**	**Other School Staff**	**Parent or Community Member**	**Secondary Students**
Michelle Pierce	[X]	[ ]	[ ]	[ ]	[ ]
Cheryl Harvey	[ ]		X		
Wynette Albachten	[ ]	X			
Charles Doolittle	[ ]	X			
Cynthia Gonzalez	[ ]	X			
Claudia Alvarez	[ ]			X	
Elioza Arenas	[ ]			X	
Erica Cruz	[ ]			X	
Tabitha Dickey	[ ]			X	
Felipa Gonzalez	[ ]			X	
Numbers of members of each category	**1**	**3**	**1**	**5**	**0**

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; 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

Leadership Team

Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

Arlanza's Leadership Team is comprised of grade level representatives selected by the Principal. The Leadership Team members are grade level leaders who enable a two-way communication between the grade level teams and the school leadership. Members meet frequently to review and dialogue about district expectations for the site, on-going school programs, and current teaching practices as related to the instruction of Common Core Standards using the Reading/Writing Workshop framework. Common threads for leadership meeting dialogues for the 2018-19 school year have been on developing a school-wide culture of equity, universal achievement, quality teaching and quality learning, and continuing to develop the best practices of high quality collaborative teams. Members include:

2018-19 Leadership Team	
Name of Members	**Title**
Victoria Mims	Teacher - TK
Monica Herman	Teacher - K
Ziva Oerth/Andrea Trevino	Teacher - 1st
Claudia Cruz/Arianna Runquist	Teacher - 2nd
Corinne Bendy	Teacher - 3rd
Daniel Zamora	Teacher - 4th
Kristina Jovin	Teacher - 5th
Marisela Recendez	Assistant Principal
Michelle Pierce	Principal

Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments
Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data
Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results
The school ensures that the results of the CAASPP and ELPAC (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

- Progress Reports and Report Cards (available via AERIES Parent Portal)
- Deficiency Notices
- Parent conferences
- COST meetings
- SST meetings
- Parent- and Teacher-initiated communication
- Letters to parents - assessment results and recommendations for student growth
- IEP meetings
- ELPAC information data sheet mailed home
- CAASPP information data sheet mailed home
- Applications, such as Class Dojo and REMIND

Analysis of Site's Current Instructional Program

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

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

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey
Discussion of each of these statements should result in succinct and focused findings based on verified 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.

Arlanza staff is familiar with the Academic Program Survey (APS) process. Site administration, the instructional coach, and the Leadership Team were trained by the district and RCOE during the DAIT process. Teachers collaborated in grade level teams to look at the Academic Program Survey - to reflect and evaluate the implementation of the nine Essential Program Components. Grade level teams reflected on current instructional practices and any missing elements. The Leadership Team compiled the grade level survey results into a master site survey results which will be used to ensure that the staff at Arlanza are meeting the needs of students during core instruction, intervention, and universal access time in both ELA and Math. The results of this survey are used in the development of the SPSA. Arlanza has a focus on closing the gap of our EL (72.7%) as well as our SED (95.8%) students.

<u>Standards, Assessment, and Accountability</u>

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

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

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

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

<u>Staffing and Professional Development</u>

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

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

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

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

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

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

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

   The school principal and assistant principal, both content experts, assist teachers with improving instructional and management practices in all content areas. Additionally, Arlanza has a full time Literacy Teacher who supports all teachers in foundational skills instruction, both directly with students and as a support to teachers' instruction.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

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

Teaching and Learning

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

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

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

   Teachers are provided with required instructional components by administration. Grade levels collaboratively create common schedules with are designed to include all required instructional minutes for each grade level and curricular area. Once approved by administration, grade levels are expected to adhere to their specific common schedules.

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

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

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

Arlanza follows district and state regulations when providing standards based instructional materials to all students.

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

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

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

Parental Involvement

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

Arlanza is fortunate to employ the services of a full-time Community Worker. The Community Worker assists with recruitment of members for SSC and ELAC and helps train parent leaders for those committees. For the 2018-19 school year, the Community Worker will schedule classes and workshops for parents through Arlanza's Parent University Program. Classes will include topics such as: Positive Behavior and Intervention Supports, Understanding Mental Illness, Talking to Your Child, etc. Furthermore, the Community Worker will consult with Administration as well as local agencies to provide additional workshops for parents such as Nutrition Classes, Computer Classes, Exercise Classes, Gang-Prevention Workshops, etc.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

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

Funding

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

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

18. Fiscal support (EPC)

    The district provides additional categorical funding to pay for partial salaries of some categorically funded employees.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?
The SPSA goal set and met was in regards to increasing the Reclassification rate of English Learners. A total of 7 students were Reclassified during the 2015-2016 school year. The goal was to increase the number of students being Reclassified from 7 to 20 during the 2016-2017 school year. Fall semester, 15 ELs were Reclassified. Spring semester, 18 ELs were Reclassified, bringing the total number of English Learners who were Reclassified to 33, exceeding the goal by 13 students! During the 2017-2018 school year, reclassification occurred during fall semester only. At this time, 18 students were reclassified. Should reclassification have occurred Spring semester, data would have surely shown an increase in reclassification rates over the 2016-2017 year in total. Actions taken that contributed to meeting the goal include:

Reclassification appearing as a dialogue topic addressed at all ELAC, SSC, and Principal's Coffee monthly meetings
EL Facilitator regularly communicating with 3rd-5th grade teachers student achievement data of English Learners
EL Facilitator providing teachers with practical and targeted EL instructional strategies to implement
Recognition of Reclassified ELs with a ceremony, certificate, and banner that hangs in the halls of the school
Increasing students' awareness of their English learner status and requirements for reclassification

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
2017-2018 ELA data shows growth across all 4 ELA/Literacy Claims, with the writing goal being met.

Goal 1.1 ELA:
By June 2018, the overall percentage of students in 3rd, 4th, and 5th grades achieving "At or Near" and "Above" standard will increase in each ELA/Literacy Claim as follows:

The overall percentage of students achieving "At or Near" and "Above" standard in Reading will increase from 52.57% to 67%. Results show an overall growth of 7.59% with 60.16% of students in grades 3-5 scoring "At or Near" and "Above" in Reading. Although student achievement increased, the goal was not met.
The overall percentage of students achieving "At or Near" and "Above" standard in Writing will increase from 51.84% to 62%. Results show an overall growth of 5.47% with 57.31% of students in grades 3-5 scoring "At or Near" and "Above" in Writing. Although student achievement increased, the goal was not met.
The overall percentage of students achieving "At or Near" and "Above" standard in Listening will increase from 66.54% to 76%. Results show an overall growth of 10.7% with 77.24% of students in grades 3-5 scoring "At or Near" and "Above" in listening. The goal was met.
The overall percentage of students achieving "At or Near" and "Above" standard in Research/Inquiry will increase from 61.40% to 76%. Results show an overall growth of 4.05% with 65.45% of students in grades 3-5 scoring "At or Near" and "Above" in Research/Inquiry. Although student achievement increased, the goal was not met.

The barriers to larger gains in ELA remain that students are overall reading below grade level, thus preventing them full access to grade level instructional and assessment content. This is especially true of the 3rd grade. With the single action of continued implementation and refinement of Reading Workshop, however, we are seeing the achievement gap closing, though not yet fully. Teachers' implementation is new ans still adapting to a new pedagogical approach.

Goal 1.2 Math:
By June 2018, the overall percentage of students in 3rd, 4th, and 5th grades achieving "At or Near" and "Above" standard will increase in each Math Claim as follows:

The overall percentage of students achieving "At or Near" and "Above" standard in Concepts and Procedures will increase from 36.3% to 41.5%. Results show an overall growth of 3.22% with 39.52% of students in grades 3-5 scoring "At or Near" and "Above" in Concepts and Procedures. Although student achievement increased, the goal was not met.

The overall percentage of students achieving "At or Near" and "Above" standard in Problem Solving will increase from 46.72% to 54.25%. Results show an overall decline of 2.37% with 44.35% of students in grades 3-5 scoring "At or Near" and "Above" in Problem Solving. Although student achievement increased, the goal was not met.

The overall percentage of students achieving "At or Near" and "Above" standard in Communicating Reasoning will increase from 49.63% to 55.00%. Results show an overall growth of 4.8% with 49.63% of students in grades 3-5 scoring "At or Near" and "Above" in Communicating Reasoning. Although student achievement increased, the goal was not met.

The barriers to larger gains in math remains the need to continue building teachers' pedagogical knowledge and implementation of Cognitively Guided Instruction (CGI) and problem-based instruction. While practices around this focus are emerging, they are not yet established site-wide. Additionally, a coherent site-wide approach to math facts mastery needs to be established.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?
SSC, ELAC, and Leadership regularly meet to evaluate the school plan and offer feedback and input. At each meeting, a section of the plan is evaluated through analysis of student achievement data and actions taken toward increasing student achievement. Members determine to what level established goals were met, action effectiveness is determined, new goals are recommended and/or set, and new and/or continuing actions are recommended and/or set.

How was the plan monitored during the school year?
SSC met on the following dates to evaluate the school plan: October 25, 2018; November 29, 2018; January 24, 2019
ELAC met on the following dates to evaluate the school plan: October 25, 2018; November 29, 2018; January 24, 2019
Leadership met on the following dates to evaluate the school plan: November 5, 2018

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
At this time, all parent and staff groups are adequately monitoring planned actions and outcomes.

Description of Barriers and Related School Goals

Current barriers toward improving academic achievement include, but are not limited to, the following:

Language acquisition of English Learners; 35% of 4th and 5th grade ELs are at risk for becoming Long-Term English Learners (L-TELs) as they fail to reach a level 3 or 4 as indicated by the ELPAC within 5 years of US school attendance.
Chronic Absenteeism - 68 of 531 students (12.8%) are considered chronically absent with 10 or more absences within the school year.

Need to refine instructional delivery practices through professional development of staff members, specifically in the areas of Mathematics.
Student mobility - Arlanza has a high transiency rate. Many students who begin at Arlanza in Kindergarten do not complete 5th grade at Arlanza.
Kindergarten program is only half-day. Students from poverty and English Learners need additional instructional time for increased exposure to the language and/or instructional content.
Growing, yet still limited, understanding on the part of school personnel on the correlation between the psycho-emotional stressors of students living in poverty and academic achievement.
Additional staff needed to meet the needs of students growing up in poverty and/or having experienced trauma - additional psychologist and/or clinical social worker who can meet students' social/emotional/mental needs

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	98	76	71	95	75	71	95	75	98.6	96.9	98.7
Grade 4	108	73	94	105	70	92	104	70	92	97.2	95.9	97.9
Grade 5	74	110	79	72	107	79	71	107	79	96	97.3	100
All Grades	254	281	249	248	272	246	246	272	246	97.3	96.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2380.9	2380.7	2378.1	8	8.42	9.33	20	21.05	18.67	24	17.89	25.33	48	52.63	46.67
Grade 4	2412.5	2425.2	2433.9	6	8.57	7.61	14	15.71	25.00	25	32.86	28.26	55	42.86	39.13
Grade 5	2449.7	2443.6	2471.1	7	7.48	8.86	20	17.76	25.32	25	28.04	26.58	48	46.73	39.24
All Grades	N/A	N/A	N/A	7	8.09	8.54	17	18.38	23.17	25	25.74	26.83	51	47.79	41.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	11.58	8.00	46	35.79	37.33	48	52.63	54.67
Grade 4	7	11.43	8.70	40	42.86	57.61	53	45.71	33.70
Grade 5	11	10.28	13.92	37	45.79	53.16	52	43.93	32.91
All Grades	8	11.03	10.16	41	41.54	50.00	51	47.43	39.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	10.53	9.33	44	33.68	38.67	48	55.79	52.00
Grade 4	6	5.71	6.52	48	52.86	52.17	46	41.43	41.30
Grade 5	11	10.28	18.99	44	43.93	45.57	45	45.79	35.44
All Grades	8	9.19	11.38	46	42.65	45.93	46	48.16	42.68

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	8	9.47	17.33	63	54.74	58.67	28	35.79	24.00
Grade 4	1	7.14	13.04	70	60.00	67.39	29	32.86	19.57
Grade 5	4	6.54	12.66	56	61.68	62.03	39	31.78	25.32
All Grades	4	7.72	14.23	64	58.82	63.01	32	33.46	22.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	13	13.68	14.67	45	50.53	50.67	42	35.79	34.67
Grade 4	9	12.86	10.87	50	52.86	64.13	41	34.29	25.00
Grade 5	17	11.21	16.46	48	44.86	37.97	35	43.93	45.57
All Grades	12	12.50	13.82	48	48.90	51.63	40	38.60	34.55

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	98	76	72	95	76	72	95	76	100	96.9	100
Grade 4	108	73	94	106	73	93	106	73	93	98.1	100	98.9
Grade 5	74	110	79	73	106	79	73	106	79	97.3	96.4	100
All Grades	254	281	249	251	274	248	251	274	248	98.4	97.5	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.6	2377.9	2375.5	4	5.26	5.26	17	16.84	13.16	31	25.26	30.26	49	52.63	51.32
Grade 4	2411.3	2429.5	2424.0	1	4.11	5.38	8	15.07	15.05	43	41.10	38.71	48	39.73	40.86
Grade 5	2412.2	2444.1	2462.6	3	3.77	5.06	7	15.09	18.99	14	22.64	25.32	77	58.49	50.63
All Grades	N/A	N/A	N/A	2	4.38	5.24	10	15.69	15.73	31	28.47	31.85	57	51.46	47.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.53	9.21	38	26.32	30.26	53	63.16	60.53
Grade 4	5	13.70	9.68	27	26.03	26.88	68	60.27	63.44
Grade 5	3	9.43	13.92	16	24.53	29.11	81	66.04	56.96
All Grades	6	10.95	10.89	27	25.55	28.63	67	63.50	60.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	14.74	10.53	46	36.84	31.58	39	48.42	57.89
Grade 4	2	10.96	11.83	44	43.84	36.56	54	45.21	51.61
Grade 5	4	5.66	7.59	14	31.13	34.18	82	63.21	58.23
All Grades	6	10.22	10.08	36	36.50	34.27	58	53.28	55.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	14	7.37	11.84	54	50.53	44.74	32	42.11	43.42
Grade 4	2	6.85	9.68	49	38.36	43.01	49	54.79	47.31
Grade 5	3	4.72	6.33	34	40.57	48.10	63	54.72	45.57
All Grades	6	6.20	9.27	46	43.43	45.16	48	50.36	45.56

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

Goal 1.1 ELA:
By June 2018, the overall percentage of students in 3rd, 4th, and 5th grades achieving "At or Near" and "Above" standard will increase in each ELA/Literacy Claim as follows:

The overall percentage of students achieving "At or Near" and "Above" standard in Reading will increase from 52.57% to 67%. Results show an overall growth of 7.59% with 60.16% of students in grades 3-5 scoring "At or Near" and "Above" in Reading.
The overall percentage of students achieving "At or Near" and "Above" standard in Writing will increase from 51.84% to 62%. Results show an overall growth of 5.47% with 57.31% of students in grades 3-5 scoring "At or Near" and "Above" in Writing.
The overall percentage of students achieving "At or Near" and "Above" standard in Listening will increase from 66.54% to 76%. Results show an overall growth of 10.7% with 77.24% of students in grades 3-5 scoring "At or Near" and "Above" in listening.
The overall percentage of students achieving "At or Near" and "Above" standard in Research/Inquiry will increase from 61.40% to 76%. Results show an overall growth of 4.05% with 65.45% of students in grades 3-5 scoring "At or Near" and "Above" in Research/Inquiry.

Digging deeper, the "Distance from 3" in ELA shows a four-year decreasing trend, with the Distance from 3 decreasing from 63 points in 2015; to 62 points in 2016; to 52.3 points in 2017; and to 39.6 points in 2018.

The barrier to larger gains in ELA remains that, although decreasing in number, many students are reading below grade level across grade levels, thus preventing them full access to grade level instructional and assessment content. This is especially true of students at the 3rd grade. A contributing factor to this barrier is the percentage of English Learners who are failing to make annual progress in English language acquisition as determined by the ELPAC, and thus are considered at risk in grades 4 and 5 of becoming Long-Term English Learners (L-TEL). With the single action of continued implementation and refinement of Reading Workshop, however, we are seeing the achievement gap closing, though not yet fully. Taking action to address the specific needs of at-risk L-TELs in extended learner opportunities will also serve to close the reading gap. At-risk L-TELs have been identified and are participating in extended learning opportunities after school that are designed to increase English language acquisition across reading, writing, listening, and speaking.

Mathematics

All Students

Goal 1.2 Math:
By June 2018, the overall percentage of students in 3rd, 4th, and 5th grades achieving "At or Near" and "Above" standard will increase in each Math Claim as follows:

The overall percentage of students achieving "At or Near" and "Above" standard in Concepts and Procedures will increase from 36.3% to 41.5%. Results show an overall growth of 3.22% with 39.52% of students in grades 3-5 scoring "At or Near" and "Above" in Concepts and Procedures.

The overall percentage of students achieving "At or Near" and "Above" standard in Problem Solving will increase from 46.72% to 54.25%. Results show an overall decline of 2.37% with 44.35% of students in grades 3-5 scoring "At or Near" and "Above" in Problem Solving.

The overall percentage of students achieving "At or Near" and "Above" standard in Communicating Reasoning will increase from 49.63% to 55.00%. Results show an overall growth of 4.8% with 49.63% of students in grades 3-5 scoring "At or Near" and "Above" in Communicating Reasoning.

Digging deeper, the "Distance from 3" in Mathematics shows a four-year decreasing trend, with the Distance from 3 decreasing from 82.3 points in 2015; to 76.6 points in 2016; to 65.0 points in 2017; and to 59.7 points in 2018.

The barriers to larger gains in math remains the need to continue building teachers' pedagogical knowledge and implementation of Cognitively Guided Instruction (CGI) and problem-based instruction. While practices around this focus are emerging, they are not yet established site-wide. Additionally, a coherent site-wide approach to math facts mastery needs to be established.

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1426.3	1436.6	1402.1	84
Grade 1	1459.6	1463.3	1455.3	58
Grade 2	1484.9	1480.8	1488.5	62
Grade 3	1492.1	1480.6	1502.9	59
Grade 4	1518.4	1509.8	1526.6	68
Grade 5	1530.3	1524.8	1535.3	43
All Grades				374

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	28	33.33	25	29.76	23	27.38	*	*	84
Grade 1	21	36.21	19	32.76	*	*	*	*	58
Grade 2	24	38.71	25	40.32	12	19.35	*	*	62
Grade 3	*	*	22	37.29	18	30.51	11	18.64	59
Grade 4	18	26.47	33	48.53	14	20.59	*	*	68
Grade 5	19	44.19	17	39.53	*	*	*	*	43
All Grades	118	31.55	141	37.70	83	22.19	32	8.56	374

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	33	39.29	30	35.71	11	13.10	*	*	84
Grade 1	27	46.55	19	32.76	*	*	*	*	58
Grade 2	36	58.06	17	27.42	*	*	*	*	62
Grade 3	15	25.42	25	42.37	13	22.03	*	*	59
Grade 4	32	47.06	28	41.18	*	*	*	*	68
Grade 5	27	62.79	12	27.91	*	*			43
All Grades	170	45.45	131	35.03	49	13.10	24	6.42	374

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	23.81	14	16.67	38	45.24	12	14.29	84
Grade 1	16	27.59	12	20.69	16	27.59	14	24.14	58
Grade 2	19	30.65	20	32.26	17	27.42	*	*	62
Grade 3	*	*	13	22.03	23	38.98	17	28.81	59
Grade 4	11	16.18	31	45.59	17	25.00	*	*	68
Grade 5	11	25.58	17	39.53	11	25.58	*	*	43
All Grades	83	22.19	107	28.61	122	32.62	62	16.58	374

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	48	57.14	32	38.10	*	*	84
Grade 1	32	55.17	19	32.76	*	*	58
Grade 2	40	64.52	22	35.48			62
Grade 3	22	37.29	26	44.07	11	18.64	59
Grade 4	26	38.24	38	55.88	*	*	68
Grade 5	24	55.81	17	39.53	*	*	43
All Grades	192	51.34	154	41.18	28	7.49	374

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	29	34.52	42	50.00	13	15.48	84
Grade 1	27	46.55	26	44.83	*	*	58
Grade 2	36	58.06	23	37.10	*	*	62
Grade 3	18	30.51	34	57.63	*	*	59
Grade 4	40	58.82	26	38.24	*	*	68
Grade 5	28	65.12	14	32.56	*	*	43
All Grades	178	47.59	165	44.12	31	8.29	374

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	15.48	57	67.86	14	16.67	84
Grade 1	21	36.21	20	34.48	17	29.31	58
Grade 2	22	35.48	29	46.77	11	17.74	62
Grade 3	*	*	28	47.46	24	40.68	59
Grade 4	*	*	45	66.18	15	22.06	68
Grade 5	14	32.56	22	51.16	*	*	43
All Grades	85	22.73	201	53.74	88	23.53	374

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	42	50.00	30	35.71	12	14.29	84
Grade 1	13	22.41	33	56.90	12	20.69	58
Grade 2	21	33.87	37	59.68	*	*	62
Grade 3	17	28.81	33	55.93	*	*	59
Grade 4	36	52.94	29	42.65	*	*	68
Grade 5	17	39.53	24	55.81	*	*	43
All Grades	146	39.04	186	49.73	42	11.23	374

Conclusions indicated by the ELPAC data:

69.25% of all English learners in grades K-5 are a level 3 or 4 overall in English language development. Looking deeper, Oral Language is stronger than Written Language with 80.48% of students scoring a level 3 or 4 in Oral Language compared to 60.8% of students scoring a level 3 or 4 in Written Language. The Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 22.73% of students scoring "well developed," 53.74% of students scoring "somewhat/moderately developed," and 23.53% scoring at the "beginning" level.

The barrier to larger gains in ELA remains that, although decreasing in number, many students are reading below grade level across grade levels, thus preventing them full access to grade level instructional and assessment content. This is especially true of students at the 3rd grade, with 40.69% of 3rd grade English learners scoring at the beginning" level. A contributing factor to this barrier is the percentage of English Learners who are failing to make annual progress in English language acquisition as determined by the ELPAC, and thus are considered at risk in grades 4 and 5 of becoming Long-Term English Learners (L-TEL). With the single action of continued implementation and refinement of Reading Workshop, however, we are seeing the achievement gap closing, though not yet fully. Additionally, the site is addressing the specific needs of at-risk L-TELs through extended learner opportunities that will also serve to close the reading gap. At-risk L-TELs have been identified and are participating in extended learning opportunities after school that are designed to increase English language acquisition across reading, writing, listening, and speaking.

Action Plan: Planned Improvements in Student Performance
Performance Goal 1.1: English-Language Arts

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

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019, the overall percentage of students in 3rd, 4th, and 5th grades combined achieving "At or Near" and "Above" standard will increase in each Literacy Claim as follows:

Reading will increase from 60.16% to 70%.
Writing will increase from 57.31% to 65%.
Listening will increase from 77.24% to 85%.
Research/Inquiry will increase from 65.45% to 76%.

The "Distance from 3" or DF3 in English Language Arts will to decrease 14.6 points - from 39.6 points to 25 - keeping our performance level/status at "low," "increased," and yellow.

Data Used to Form this Goal:

2017-2018 CAASPP overall results indicate that, while gains are being made in each of the past four years, the majority of students in 3rd, 4th, and 5th grades are not meeting standard in ELA/Literacy.

Findings from the Analysis of this Data:

Overall 2017-2018 CAASPP ELA data indicate 72.2% of 3rd graders, 67.39% of 4th graders, and 65.82% of 5th graders did not meet standards (scoring "standard not met" or "standard nearly met").

How the School will Evaluate the Progress of this Goal:

Arlanza staff will evaluate the progress of this goal through common formative assessments, teacher-made tests, anecdotal records, and 2018-2019 CAASPP ELA data.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Teachers provide first best instruction in all domains of English Language Arts	August 2018	June 2019			
	6 - Support exemplary staff	Grade level teachers to collaborate and release at least monthly for professional learning and to: analyze student data, identify student learning goals, plan whole class and small group first best instruction, determine artifacts of learning, etc.	August 2018	May 2019			
	8 - Learning environment to achieve excellence	Administration common assessments (district assessments, PELI/DIBELS, BPST, running records, etc.)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Implement and refine all elements of Reading and Writing Workshop	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Library Assistant to support students' literacy development	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	20,414
	8 - Learning environment to achieve excellence	Technology - desktop computers, laminator, laminating film, poster maker, poster maker rolls, printers, and other materials and supplies to support use of technology that is used to create supplemental instructional materials and learning opportunities	August 2018	June 2019	4000-4999: Books And Supplies	Title I	18,500
	9 - Learning organization	Within MTSS, implement RTI (inclusive of PST, COST, and SST) by specifically targeting students' academic and behavioral needs as identified WITHIN the instructional day	August 2018	June 2019			
	9 - Learning organization	Provide targeted intervention within the school day	August 2018	June 2019			
	9 - Learning organization	Provide intervention and supplemental services/materials for students with disabilities (SWD) that align with respective IEP goals	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Bilingual Instructional Assistants to provide supplemental support during core instruction (District-funded)	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	School Computer Lab Assistant provides digital literacy support and learning opportunities (District-funded)	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Implement research-based instructional strategies to support and augment core and supplemental instruction (guided reading groups, conferring and goal-setting, SDAIE, SIOP, Close Reading, gradual release of responsibility, etc.)	August 2018	June 2019			
	9 - Learning organization	Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	2,000

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Purchase of licenses (and printing of books) and books and various levels for classroom libraries and to support whole class instruction, small group instruction, and structured independent daily reading	August 2018	June 2019	4000-4999: Books And Supplies	Title I	17,000
					4000-4999: Books And Supplies	LCFF-LI	9,727
	8 - Learning environment to achieve excellence	Leveled book library (books) to support differentiated guided reading small group instruction in all classrooms at all levels	August 2018	June 2019	4000-4999: Books And Supplies	Title I	7,500
	9 - Learning organization	Inclusive of MTSS, implement RTI (inclusive of PST, COST, and SST) in specifically targeting students' academic and behavioral needs as identified WITHIN the instructional day	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	1,000
	8 - Learning environment to achieve excellence	Develop students' digital literacy through the use of laptops, tablets, desktop computers and/or other technology	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Supplies (toner, paper, etc.), services (copier leases) and resources (poster paper, markers, journals, instructional references, etc.) to be used to generate materials, activities, and instruction that supplement common core curriculum	August 2018	June 2019	4000-4999: Books And Supplies	Title I	19,000
					5000-5999: Services And Other Operating Expenditures	Title I	4,737
	8 - Learning environment to achieve excellence	Provide after-school targeted/extended learning opportunities for at-risk learners	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	20,000
Targeted Professional Development	8 - Learning environment to achieve excellence	Grade level teachers to collaborate and release at least monthly for professional learning and to: analyze student data, identify student learning goals, plan whole class and small group first best instruction, determine artifacts of learning, etc.	September 2018	May 2019	1000-1999: Certificated Personnel Salaries	Title I	11,500
	6 - Support exemplary staff	Books, materials, and resources to support professional learning grounded in research-based best practice and common core instruction	August 2018	June 2019	4000-4999: Books And Supplies	Title I	3,000
	6 - Support exemplary staff	Staff to attend conferences/professional learning opportunities on topics of instructional and institutional equity and those that pertain to at-risk students	August 2018	June 2019	5800: Professional/Consulting Services And Operating Expenditures	Title I	6,500
	9 - Learning organization	Leadership to research, plan, and contribute to the instructional program; analyze student data, set site-wide instructional goals, etc.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	2,500
Achievement/Data Driven Structure and Support	9 - Learning organization	Inclusive of MTSS, implement RTI (inclusive of PST, COST, and SST) in specifically targeting students' academic and behavioral needs as identified WITHIN the instructional day	August 2018	June 2019			
	9 - Learning organization	Utilize EADMS, DIBELS.net, and the CDE's Dashboards to monitor student progress on common formative and summative assessments	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	4 - Communicate effectively	Hold regular meetings for Problem Solving Teams (PSTs) to determine student progress or lack of and groupings for intervention WITHIN the instructional day	September 2018	May 2019			
	8 - Learning environment to achieve excellence	Student achievement recognition materials and supplies to promote a culture of excellence and academic acheivement	September 2018	June 2019	4000-4999: Books And Supplies	Title I	500
Academic-Centered Family and Community Engagement	7 - Family engagement	Community Worker to support the home-school-community connection, link parents with to community resources, conduct trainings for parents on how to support students academically, socially, emotionally, etc. (District-funded), during and after school hours.	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	2,100
	7 - Family engagement	Hold annual Title I Meeting, Back to School Night, Open House, Parent-Teacher Conferences, etc. to bridge home-school-community connections and engage families in the academic program. Provide materials, resources, supplies to conduct these activities.	August 2018	June 2019			
	7 - Family engagement	Hold "Bridging To..." workshops for new-to-grade-level students and their parents and other content- and grade level-specific parent workshops. Provide materials, supplies, resources, and additional hours for staff to conduct workshops.	September 2018	August 2019	1000-1999: Certificated Personnel Salaries	Title I	3,500
	4 - Communicate effectively	Provide families with a hard copy of the 2018-2019 Arlanza Student/Parent Handbook, Parent Involvement Policy, and Title I Compact on request	August 2018	June 2019	4000-4999: Books And Supplies	Title I	500

Planned Improvements in Student Performance
Performance Goal 1.2: Mathematics

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

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019, the overall percentage of students in 3rd, 4th, and 5th grades combined achieving "At or Near" and "Above" standard will increase in each Mathematics Claim as follows:

Concepts and Procedures will increase from 39.52% to 44%.
Problem Solving will increase from 44.35% to 48%.
Communicating Reasoning will increase from 54.43% to 60%.

"Distance from 3" or DF3 in Mathematics will decrease 14.7 points - from 59.7 points to 45 - keeping our performance level/status at "low," "increased," and yellow.

Data Used to Form this Goal:

2017-2018 overall CAASPP Mathematics results indicate that, while gains are being made in each of the past four years, the majority of students in 3rd, 4th, and 5th grades are not meeting standard in Mathematics.

Findings from the Analysis of this Data:

2017-2018 overall CAASPPMathematics data indicate 81.58% of 3rd graders, 79.57% of 4th graders, and 75.95% of 5th graders did not meet standards.

How the School will Evaluate the Progress of this Goal:

Arlanza staff will evaluate the progress of this goal through analysis of teacher-made math assessments, anecdotal data, observations, and 2018-2019 CAASPP results.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Implementation of First Best Instruction in mathematics	August 2018	June 2019			
	6 - Support exemplary staff	Grade level teachers to collaborate and release at least monthly for professional learning and to: analyze student data, identify student learning goals, plan whole class and small group first best instruction, determine artifacts of learning, etc.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Implement Cognitively Guided Instruction (CGI) instructional framework	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers administer Common Formative and Summative Assessments	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional Computer Assistant to facilitate use of supplemental software programs: district-approved computer programs/software (District funded)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Technology - desktop computers, laminator, laminating film, poster maker, printers, poster maker rolls, and other materials and supplies to support use of technology that is used to create supplemental instructional materials and learning opportunities	August 2018	June 2019	4000-4999: Books And Supplies	Title I	18,500
	8 - Learning environment to achieve excellence	Implement FactsWise routine in the teaching and mastery of math facts for addition, subtraction, multiplication, and division	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	9 - Learning organization	As part of MTSS, implement RTI (inclusive of PST, COST and SST) in specifically targeting students' academic and behavioral needs as identified WITHIN the instructional day	August 2018	June 2019			
	9 - Learning organization	Provide targeted, intensive instruction to address specific standards WITHIN the instructional day	August 2018	June 2019			
	9 - Learning organization	Provide intervention and supplemental services/materials for students with disabilities (SWD) that align with respective IEP goals WITHIN the instructional day	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Implement research-based instructional strategies to support and augment core and supplemental instruction - SDAIE, SIOP, differentiated instruction, gradual release model, etc.	August 2018	June 2019			
	9 - Learning organization	Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Develop students' digital literacy through use of laptops, tablets, desktop computers and other technology	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Supplemental supplies (toner, paper, chart paper, markers, etc.) and copier costs to be used to generate materials, activities and resources that supplement common core curriculum and instruction	August 2018	June 2019	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I	16,675 4,737
	8 - Learning environment to achieve excellence	Supplies, materials, and resources to supplement common core curriculum and instruction	August 2018	June 2019	4000-4999: Books And Supplies	Title I	20,375
	8 - Learning environment to achieve excellence	Provide after-school targeted/extended learning opportunities for at-risk learners	August 2018	June 2019			
Targeted Professional Development	8 - Learning environment to achieve excellence	Grade level teachers to collaborate and release at least monthly for professional learning and to: analyze student data, identify student learning goals, plan whole class and small group first best instruction, determine artifacts of learning, etc.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	11,500
	6 - Support exemplary staff	Classroom teachers and RSP teacher to participate in instructional rounds to gather data on instructional delivery and student learning in an effort to improve student learning outcomes	August 2018	June 2019			
	6 - Support exemplary staff	Books, materials and resources to support professional development and training	August 2018	June 2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Utilize EADMS and the CDE's Dashboards to monitor student progress on common formative and summative assessments	August 2018	June 2019			
	9 - Learning organization	Implement 3-tiered MTSS to insure the success of all students	August 2018	June 2019			
	4 - Communicate effectively	Hold regular (monthly) meetings for Problem Solving Teams (PSTs) to determine student progress or lack of and groupings for intervention WITHIN the instructional day	August 2018	June 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Community Worker to bridge home-school-community connection and link parents with community resources, conduct/schedule trainings for parents on how to support students academically, socially, emotionally, etc.(District-funded) during and after school hours.	August 2018	June 2019			
	7 - Family engagement	Hold annual Title I Meeting, Back to School Night, Open House, Parent-Teacher Conferences, etc. to bridge home-school-community connections and engage families in the academic program. Provide materials, resources, supplies to conduct these activities	August 2018	June 2019			
	7 - Family engagement	Hold "Bridging To..." workshops for new-to-grade-level students and their parents and other content- and grade level-specific parent workshops. Provide materials, supplies, resources, and additional	May 2018	August 2019	1000-1999: Certificated Personnel Salaries	Title I	4,375

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		hours for staff to conduct workshops.					
	7 - Family engagement	When possible, provide interpretation and childcare services for all parent involvement activities	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	2,000

Planned Improvements in Student Performance
Performance Goal 2: English Learners

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

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019:

- - the percentage of EL students reclassified in grades 4 and 5 will increase from 16% (18 students) to 35% (39 students).
- - the percentage of EL students scoring a 4 overall on ELPAC will increase from 31.6% to 35%.
- - the percentage of EL students scoring a 3 overall on ELPAC will increase from 37.7% to 40%.
- - the percentage of At-Risk Long-Term English Learners (L-TELs) in grades 4 and 5 will decrease from 35% to 20% as measured by the ELPAC.

Data Used to Form this Goal:

2017-2018 baseline ELPAC data indicates an overwhelming majority of English learners in grades TK-5, 69.25%, are scoring a 3 or 4 overall.

Findings from the Analysis of this Data:

2017-2018 baseline ELPAC data shows that 80.48% of TK-5 English Learner students are scoring a 3 or 4 in Oral Language and 60.8% are scoring a 3 or 4 in Written Language.
Of the 4 domains (reading, writing, listening, and speaking), the Reading Domain is the most challenging, with only 22.73% of students scoring a 3.
Deeper analysis of 2017-2108 data reveals 24% of 5th graders and 46% of 4th graders (an average 35%) are considered at-risk L-TELs.

How the School will Evaluate the Progress of this Goal:

Arlanza will review report cards, and ELPAC, CAASPP,and DIBELS data to identify students who are candidates for reclassification and notify students, parents, and classroom teachers. The same data will inform instructional groupings for Designated English Language Development (D-ELD) instruction and strategies employed during Integrated English Language Development (I-ELD). Additionally, will analyze ELPAC data to identify at-risk L-TELs for extended opportunities to acquire English language proficiency (after school).

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	EL Facilitator	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3,307
	3 - Comprehensive PreK-12 program	Three Bilingual Assistants to provide Limited English Proficient students with primary language support during classroom instruction (District-funded)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Integrated ELD (I-ELD) in common core instruction across content areas	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Dedicated daily 30-minute Designated ELD (D-ELD) block with differentiated instruction by proficiency levels	Septe mber 2018	June 2019			
	9 - Learning organization	Student progress in reading, writing, listening and speaking will be assessed through one or more of the following: running records, PELI/DIBELS, BPST, ELS, CAASPP, ELPAC, teacher observations/checklists, etc.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Create SEI and ELM classes at each grade level, where possible.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Extend primary language support provided by BIAs across the whole school day	August 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	9,204
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Implement differentiated questions and sentence frames, SDAIE, SIOP, and other research-based strategies to supplement quality teaching and quality learning for ELs	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Purchase and printing of books, materials, supplies and other resources to supplement instruction of common core and NGELD standards	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	2,478
	8 - Learning environment to achieve excellence	Intervention WITHIN and beyond the instructional day for EL students to support development of English language skills in reading, writing, vocabulary development, listening, speaking and oral language development	Septe mber 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	1,750
	8 - Learning environment to achieve excellence	Develop students' digital literacy through use of laptops, tablets, desktop computers and other technology	Septe mber 2018	June 2019			
	8 - Learning environment to achieve excellence	Resources for language acquisition: Intervention material, Rosetta Stone English licenses, English-and-primary language dictionaries/devices, etc.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	8,000
Targeted Professional Development	8 - Learning environment to achieve excellence	Grade level cognitive and collaborative planning meetings to study Common Core Standards, CA ELA/ELD Framework, Next Generation ELD Standards, analyze data, plan instructional strategies/lessons, determine student groupings, plan and create common assessments, etc.	August 2018	May 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	6 - Support exemplary staff	Professional learning for staff on topics related to instruction of English learners on topics such as: Common Core State Standards, Next Generation ELD Standards, technology, positive behavior interventions and strategies, engagement strategies, effective use of BIAs, analyzing ELPAC, reclassification etc. and books and materials	August 2018	May 2019			
	6 - Support exemplary staff	Staff and EL parents to attend workshops, trainings, conferences related to EL programs (CABE, NABE, etc.)	March 2018	May 2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,500
Achievement/Data Driven Structure and Support	2 - Collaborate with partners	Within collaboration meetings, teachers and administration to set student learning goals increased student achievement, including identifying students readying for reclassification	September 2018	May 2019			
	9 - Learning organization	Utilize EADMS, DIBELS.net , and the CDE's Dashboards to monitor EL student progress on common formative and summative assessments.	August 2018	June 2019			
	4 - Communicate effectively	Hold regular (monthly) meetings for Problem Solving Teams (PSTs) to determine student progress or lack of and groupings for intervention WITHIN the instructional day	September 2018	May 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Community Worker to serve as a school-home-community bridge and to link parents with community resources, conduct training for parents on how to support students academically, socially, emotionally, etc. (District funded) during and after the school day	August 2018	June 2019			
	7 - Family engagement	Provide interpretation services during all school-sponsored activities (conferences, parent involvement nights, meetings, etc)	August 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	2,500
	7 - Family engagement	Provide training for parents on topics related to EL programs: reclassification, NGELD Standards, D-ELD, I-ELD, etc.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	500
	7 - Family engagement	Supplies and materials for ELAC, Reclassification celebration and other activites for EL students and parents	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	2,500

Planned Improvements in Student Performance
Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

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

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 1.0%.
By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 0.5%.

By June 2019, staff and students will participate in activities that support student safety and wellness.

Data Used to Form this Goal:

Data used to form this goal include district reports of attendance rates provided by Fiscal Services and district reports of suspension rates provided by 2018-2019 CALPADS.

Findings from the Analysis of this Data:

In 2017-18, the average daily attendance at Arlanza was 95.58%., an increase of 0.39% from 2016-2017. CALPADS data indicates a total of 9 suspensions, an increase of 5 suspensions from 2016-2017.

How the School will Evaluate the Progress of this Goal:

Arlanza staff will evaluate the progress of this goal through monthly and year-to-date attendance monitoring. The number of suspensions will be monitored by administration through AERIES. Sign in sheets will indicate participation of staff and students in safety and wellness-related activities.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	2 - Collaborate with partners	Wellness Committee to be established and meet once quarter throughout the school year	August 2018	June 2019			
	5 - Develop character of students	Positive Behavior Interventions and Support system to be refined/further implemented by all staff	August 2018	June 2019			
	5 - Develop character of students	Implement Peace Ambassadors grades 3-5 as a form of student leadership and a means of site-wide conflict resolution	August 2018	June 2019			
	5 - Develop character of students	Continue to Implement student safety valet program to provide students with leadership roles that will instill a sense of responsibility and school-community involvement	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Social and skill-building curriculum to be implemented with all students via the school counselor	August 2018	June 2019			
	5 - Develop character of students	Red Ribbon Week activities to be implemented to support drug and alcohol abuse awareness	Octobe r 2018	October 2018			
	2 - Collaborate with partners	Conduct emergency evacuation drills	August 2018	June 2019			
	2 - Collaborate with partners	Implement Half Time After School program	August 2018	June 2019			
	5 - Develop character of students	Implement Big Brothers Big Sisters program during the Half Time After School program	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Purchase and print books, materials, supplies, technology to support quality teaching and quality learning as it relates to having a safe and drug free environment conducive to learning	Septem ber 2018	April 2019	4000-4999: Books And Supplies	LCFF-LI	2,000
	8 - Learning environment to achieve excellence	Purchase playground balls and other play equipment for use during recess or structured physical education instruction	August 2018	June 2019			
	9 - Learning organization	Implement Breakfast in the Classroom program daily	August 2018	June 2019			
	9 - Learning organization	Provide incentives for attendance, including individual, class, grade level, and whole school recognitions (certificates, room flags, etc,)	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Establish a Half-Time certificated liaison to bridge the regular school day program with the after school program	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	6,500
Targeted Professional Development	6 - Support exemplary staff	Provide professional development and training to all staff on health- and safety-related topics - school safety plan, healthful eating, exercise, etc.	August 2018	June 2019			
Achievement/Data Driven Structure	4 - Communicate effectively	Regularly monitor the number of detentions and administrative referrals; refer students as necessary	August 2018	June 2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
and Support		to site counselor for individualized behavioral intervention and skill-building					
Academic-Centered Family and Community Engagement	2 - Collaborate with partners	Enlist community members to be an active part of the site Wellness Committee	October 2018	January 2019			
	7 - Family engagement	Provide parent activities, classes and informational meetings on topics such as safety and wellness through Parent University	August 2018	May 2019			
	2 - Collaborate with partners	Partner with local community groups/support providers to conduct workshops for parents on nutrition, social/emotional support for adults and children, etc.	August 2018	May 2019			

Planned Improvements in Student Performance
Performance Goal 4: High School Graduation and College Readiness

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

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.
LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019, all classes TK-5 will provide a daily targeted intervention instruction WITHIN the instructional day to support student learning and promote college readiness.
During the 2018-2019 school year, Arlanza will continue to refine the systems of collaboration, standards alignment, intervention, assessments and data management, all of which contribute to and promote a culture of universal achievement and college readiness.

Data Used to Form this Goal:

2017-2018 Overall CAASPP ELA data indicate 72.2% of 3rd graders, 67.39% of 4th graders, and 65.82% of 5th graders did not meet standards (scoring "standard not met" or "standard nearly met").

2017-2018 Overall CAASPP Mathematics data indicate 81.58% of 3rd graders, 79.57% of 4th graders, and 75.95% of 5th graders did not meet standards (scoring "standard not met" or "standard nearly met").

Findings from the Analysis of this Data:

2017-2018 CAASPP results indicate that the majority of students in 3rd, 4th, and 5th grades did not meet standard in ELA/Literacy and Mathematics. While small gains have been made in both content areas in the past four years, the reading gap, although closing, still remains a major obstacle in students' access to grade level content in both instructional and assessment settings. Similarly, with over 72%% of students belonging to the English Learner student group, English language acquisition also remains a factor in increasing student achievement as measured by the CAASPP.

How the School will Evaluate the Progress of this Goal:

Arlanza staff will evaluate the progress of this goal through analysis of results from CELDT, DIBELS, BPST, CAASPP, CFAs and other local assessment data.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Implement Common Core ELA and Math Standards	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Implement Next Generation ELD, Science and Social Studies Standards	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Implement common formative assessments for all content areas	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Implement Positive Behavior Interventions Support system schoolwide to promote a safe and academically focused school environment	August 2018	June 2019			
	5 - Develop character of students	Symbolism for college and career success will be posted around campus (college flags, motivational street signs, etc)	August 2018	June 2019			
	5 - Develop character of students	Each classroom will adopt a college or university, learn the cheer and wear college shirts to support college readiness.	August 2018	June 2019			
	5 - Develop character of students	College vocabulary will be taught and utilized in all grades.	August 2018	June 2019			
	6 - Support exemplary staff	Supplementary books, materials, supplies and technology to be provided to support quality teaching and quality learning that promote college and career readiness.	August 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI Title I	1000 5,000
	9 - Learning organization	Staff will analyze student work to determine areas of strength and weakness	August 2018	June 2019			
	8 - Learning environment to achieve excellence	5th grade students will receive supplemental science instruction during Science Camp in addition to classroom instruction in an effort to meet/exceed achievement expectations as measured by the California Science Test (CAST) assessment.	May 2018	June 2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	10,000
Targeted Professional Development	6 - Support exemplary staff	Staff will be trained in PBIS to promote a safe and academically focused school environment	August 2018	June 2019			
	4 - Communicate effectively	Staff will collaborate vertically to cognitively plan instruction and assessments to meet students' academic needs	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Classroom teachers will participate with administration in analyzing student data, determining instructional groupings, and setting instructional goals.	September 2018	May 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent activities, classes and informational meetings will be provided through Parent University facilitated by administration, Community Worker, Site Counselor, Site Psychologist, and other staff	August 2018	June 2019			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF-EL	31,739	0.00
LCFF-LI	22,727	0.00
Title I	229,913	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	31,739.00
LCFF-LI	22,727.00
Title I	229,913.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	5,057.00
2000-2999: Classified Personnel	LCFF-EL	11,704.00
4000-4999: Books And Supplies	LCFF-EL	13,478.00
5800: Professional/Consulting Services	LCFF-EL	1,500.00
4000-4999: Books And Supplies	LCFF-LI	12,727.00
5800: Professional/Consulting Services	LCFF-LI	10,000.00
1000-1999: Certificated Personnel	Title I	62,875.00
2000-2999: Classified Personnel	Title I	24,514.00
4000-4999: Books And Supplies	Title I	126,550.00
5000-5999: Services And Other	Title I	9,474.00
5800: Professional/Consulting Services	Title I	6,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	67,932.00
2000-2999: Classified Personnel Salaries	36,218.00
4000-4999: Books And Supplies	152,755.00
5000-5999: Services And Other Operating Expenditures	9,474.00
5800: Professional/Consulting Services And Operating	18,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	149,978.00
Mathematics	78,162.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	31,739.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	8,500.00
High School Graduation/College Readiness	16,000.00

Program Descriptions
School Based Coordinated Program (SBCP)

Intent
To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program
The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

a) Local Control Funding Formula-Low Income (LCFF-LI)
b) Local Control Funding Formula-English Learners (LCFF-EL);
c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services
Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- Local Control Funding Formula-Low Income (LCFF-LI)
- Control Funding Formula-English Learners (LCFF-EL);
- Title I (if applicable);
- Special Education (including specially designed academic instruction and related services).

Objectives
Arlanza believes that all students have a right to a world-class education and that success is our shared responsibility. Furthermore, our school and district is strengthened by engaged learning and a diverse community. We also believe that innovation and inspiration transforms lives and that excellence is within everyone. Through the actions noted in this SPSA, we are committed to making manifest the following 9 strategies of the AUSD Strategic Plan:

1) We will redefine and establish programs for students who pursue an alternative educational pathway.

2) We will collaborate with all partners and each other for the benefit of our students and the future of our community.

3) We will develop a comprehensive PreK-12 program that ensures quality and engaging instruciton.

4) We will communicate effectively with all stakeholders in a clear and timely manner.

5) We will develop the character of each student to build a better and more unified community.

6) We will ensure, develop, and support exemplary staff at all levels of the organization.

7) We will develop a system for meaningful family engagement.

8) We will develop a learning environment that challenges all students to achieve excellence.

9) We will develop a learning organization to address the unique situation of each student.

With these beliefs and strategies in mind, the five goals of the Single Plan for Student Achievement include the following:

Goal 1.1 ELA:

By June 2019, the overall percentage of students in 3rd, 4th, and 5th grades combined achieving "At or Near" and "Above" standard will increase in each Literacy Claim as follows:

Reading will increase from 60.16% to 70%.

Writing will increase from 57.31% to 65%.

Listening will increase from 77.24% to 85%.

Research/Inquiry will increase from 65.45% to 76%.

The "Distance from 3" or DF3 in English Language Arts will to decrease 14.6 points - from 39.6 points to 25 - keeping our performance level/status at "low," "increased," and yellow.

Goal 1.2 Math:

By June 2019, the overall percentage of students in 3rd, 4th, and 5th grades combined achieving "At or Near" and "Above" standard will increase in each Mathematics Claim as follows:

Concepts and Procedures will increase from 39.52% to 44%.

Problem Solving will increase from 44.35% to 48%.

Communicating Reasoning will increase from 54.43% to 60%.

"Distance from 3" or DF3 in Mathematics will decrease 14.7 points - from 59.7 points to 45 - keeping our performance level/status at "low," "increased," and yellow.

Goal 2 ELL:

By June 2019:

- - the percentage of EL students reclassified in grades 4 and 5 will increase from 16% (18 students) to 35% (39 students).
- - the percentage of EL students scoring a 4 overall on ELPAC will increase from 31.6% to 35%.
- - the percentage of EL students scoring a 3 overall on ELPAC will increase from 37.7% to 40%.
- - the percentage of At-Risk Long-Term English Learners (L-TELs) in grades 4 and 5 will decrease from 35% to 20% as measured by the ELPAC.

Goal 3 Safe and Drug Free Environment Conducive to Learning:

By June 2018:

- - the average daily attendance will increase by 1.0%.
- - the number of suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by .5%.
- - staff and students will participate in activities that support student safety and wellness.

Goal 4 High School Graduation and College Readiness

By June 2019, all classes TK-5 will provide a daily targeted intervention instruction WITHIN the instructional day to support student learning and promote college readiness.

During the 2018-2019 school year, Arlanza will continue to refine the systems of collaboration, standards alignment, intervention, assessments and data management, all of which contribute to and promote a culture of universal achievement and college readiness.

Program Descriptions
Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program

Intent
The intent of Title I, Part A, is to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families. In addition, to support effective, research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards.

Description of District Program
Each eligible Title I SWP or TAS school develops, in consultation with the LEA, a comprehensive School Plan for Student Achievement (SPSA). The SPSA is used to guide the instructional program and ensure alignment with the goals and targets of the LEAP. The SPSA provides opportunities for all students to meet proficient and advanced levels of student academic achievement as defined by the state.

This SPSA describes how each school will implement the following Title I components:

- A comprehensive needs assessment of the entire school using School Data Profiles, and State/District assessment data that has been reviewed and analyzed to develop reform strategies;
- School wide reform strategies
  - opportunities for all children to meet the State's proficient and advanced levels of academic achievement
  - use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations such as females and African Americans
  - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement the State and local improvement plans.
- Instruction by highly qualified teachers.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals, parents, community members, and other staff to enable all students in the school to meet the State's student academic achievement standards.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
- Parental involvement strategies include participating in plan writing (developing, implementing, evaluating), developing School-Parent Compact, Parent Involvement Policy, attending Site/District committees, partnering with Site/District professional development activities, and decision-making regarding how funds are allocated for parental involvement activities.
- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. The District provides a variety of school-based and work-based learning opportunities aligned to academic content standards. Through the Regional Occupation Program, career academies, and other career technical programs, students have access to programs that meet University of California a-g requirements and are articulated with the community college and California State University system. Through partnerships with the Riverside Community College and California State University campuses, teachers collaborate and articulate curriculum, pathways are defined, and the need for remediation in English, ELD and mathematics are being addressed prior to graduation from high school.

- Measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Coordination and integration of Federal, State, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Supplemental programs reflect the needs of at-risk, ELL, GATE, RSP/SDC, and disabled students, and may include services for social, emotional and physical challenges through access to psychologists, personal services consultants, counselors, and nurses.

- Homeless students are provided with immediate enrollment, transportation, age-appropriate tutorial sessions, peer counseling, and mentoring and parenting skill development. Additional support includes college/career awareness and preparation, the integration of vocational and technical education, applied learning, and team teaching.

Title I funds may only be used to supplement, not supplant.

District Objectives

The District goal for Title I School wide (SWP) and Targeted Assisted Schools (TAS) is to improve student achievement to meet the State's proficient and advanced skills in the language arts and mathematics program

Description of Site Program

The parameters around which the Arlanza staff and community will work to support at-risk students are as follows:
1) We will collaboratively develop policies that support equitable learning opportunities for all.
2) We will hold everyone to a high level of accountability.
3) We will not allow economic, social, and academic barriers to impede the safety and education of our students.
4) We will respect and value the diverse roles of all individuals and their contributions.
5) We will only tolerate beliefs, decisions, and actions that inspire students to succeed.

Arlanza believes that all students have a right to a world-class education and that success is our shared responsibility. Furthermore, our school and district is strengthened by engaged learning, and a diverse community. We also believe that innovation and inspiration transforms lives and that excellence is within everyone. Through the actions noted in this SPSA, we are committed to making manifest the following 9 strategies of the AUSD Strategic Plan:
1) We will redefine and establish programs for students who pursue an alternative educational pathway.
2) We will collaborate with all partners and each other for the benefit of our students and the future of our community.
3) We will develop a comprehensive PreK-12 program that ensures quality and engaging instruciton.
4) We will communicate effectively with all stakeholders in a clear and timely manner.
5) We will develop the character of each student to build a better and more unified community.
6) We will ensure, develop, and support exemplary staff at all levels of the organization.
7) We will develop a system for meaningful family engagement.
8) We will develop a learning environment that challenges all students to achieve excellence.
9) We will develop a learning organization to address the unique situation of each student.

The goal of the school-wide Title I program is a high-quality education for every child. At Arlanza, to ensure that all students receive a high-quality education and improve student achievement, systems have been in place to identify students who are at-risk in the areas of attendance, attitude/behavior and achievement. When administration, a staff member or parent sees one of these at-risk indicators, the first step is a referral to the grade level's Problem Solving Team (PST). This team receives and discusses the referrals and triages individualized support. Students may receive counseling, intervention, work with a mentor or start a homework log. One area of support my be the scheduling of a Student Success Team meeting (SST). This on-going referral process supports teachers and meets students needs in a timely manner.

A critical component of the Title I program at Arlanza is implementing a comprehensive Multi-Tiered System of Supports (MTSS). In ensuring all students receive high-quality, first best instruction (Tier 1) that results in increased levels of learning, all TK-5 teachers and paraprfoessionals receive ongoing professional development and coaching on Common Core State Standards and research-based instructional practices contained within the English Language Arts/English

Language Development Framework for California Public Schools. All teachers meet regularly in their respective grade levels to cognitively plan lessons, determine artifacts of student learning, engage in instructional rounds, analyze student data, and group students for targeted instruction (Tier 2 and Tier 3). All students in grades TK-5 receive daily, differentiated first best instruction in foundational skills: print concepts (TK-1), phonological awareness (TK-1), phonics and word recognition (TK-5), and fluency (TK-5) (Tier 1). Additionally, targeted students in grades TK-5 receive responsive, small group intervention instruction within the instructional day on lacking foundational skills (Tier 2 and Tier 3) and other standards-based skills.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)
School Library Assistant: Multi-funded 43% Title I Site ($20,414) and 57% LCFF-LI District ($26,174)

Title	Description
School Library Assistant	Provides supplemental literacy support for students and parent literacy opportunities.

Objectives
1. Continue to implement data-driven systematic intervention for both ELA and Math.
2. Use the data team process to look at student needs and determine appropriate interventions.
3. Participate in collaboration during early release days and timebanking during which teachers analyze data, choose standards and plan strategies in areas of student weaknesses. Data is analyzed by grade level teams, then teachers decide on which strategies they will employ for three to four weeks, at which time a post-test is given.
4. Fully implement Arlanza's MTSS model. This includes grade level Problem Solving Teams (PST) and possible referrals to Coordination of Services Team (COST) and/or Student Success Team (SST).
5. Offer "Bridging to..." workshops to keep parents of of all incoming grade levels, TK-5, informed of school policies and expectations as a means of achieving a smooth transition to school.
6. As a staff, we will continue to keep parents informed of school events, students progress, and parent events through written communication, use of the Blackboard phone system, parent information meetings, and verbal communication.

Program Descriptions
English Learner (EL) Program

Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- Structured English Immersion (SEI): K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses ELPAC levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- English Language Mainstream (ELM): K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- Alternative bilingual program: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- use of EL assessment data
- collaborative EL lesson planning
- administrator supervision of differentiated instruction
- implementation of EL differentiated professional development strategies
- improved EL access to core, intervention and advanced materials and courses
- increased EL parent/advisory training to understand/assist their own children's educational needs

Title III funds may only be used to supplement, not supplant.

Description of Site Program

The EL Program at Arlanza addresses all nine strategies of the AUSD Strategic Plan, but in particular:
1) We will collaborate with all partners and each other for the benefit of our students and the future of our community.
2) We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
3) We will communicate effectively with all stakeholders in a clear and timely manner.
4) We will develop the character of each student to build a better and more unified community.
5) We will ensure, develop, and support exemplary staff at all levels of the organization.
6) We will develop a system for meaningful family engagement.
7) We will develop a learning environment that challenges all students to achieve excellence.
8) We will develop a learning organization to address the unique situation of each student.

At Arlanza, three bilingual assistants provide primary language support during core instruction in ELA and Math for students at ELPAC level 1 in grades TK-5. Bilingual assistants interpret instruction and concepts being taught and support students participation in the ensuing dialogue between peers and teacher. During the 2018-2019 school year, 2 of 3 BIAs worked additional hours to provide additional primary language support across the instructional day. This endeavor designated $9,204 of LCFF-EL funds for additional BIA hours - 2 hours per day, 4 days per week, for 2 BIAs.

In addition to having bilingual assistant support to bridge learning of core content, EL students at Arlanza minimally receive 30 minutes of Designated English Language Development (D-ELD) at their respective ELPAC proficiency level. Grade level teams work collaboratively to group students by proficiency level and teachers provide targeted instruction in developing skills in reading, writing, listening and speaking of the English language. Students move to the appropriate class where they receive the D-ELD instruction. To support EL student learning outside of D-ELD, teachers have been trained to use SDAIE, SIOP, GLAD, TPR, and other research-based strategies to bridge learning during the instructional day with Intergrated ELD (I-ELD). Additionally, in grades 1-5, there are designated ELM and SEI classes as follows:

1st grade: 2 ELM and 2 SEI classes
2nd grade: 2 ELM and 2 SEI classes
3rd grade: 2 ELM and 1 SEI classes
4th grade: 2 ELM and 1 SEI classes
5th grade: 2 ELM and 1 SEI classes

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)
Three Bilingual Assistants: multi-funded 50% Title I District and 50% Title III District (TI-$9,574, $11,477 & $6,044) and (TIII-$9,574, $11,477 & $6,044)
English Learner Facilitator Stipend: 100% LCFF-EL Site ($3,307)

Title	Description
Bilingual Instructional Assistant	Three bilingual assistants provide primary language support for English Learners during classoom instruction, intervention assistance in the reinforcement of phonetic instruction and reading comprehension and math support via small groups and individual assistance, and support for at risk students.
English Learner Facilitator	Attends district meetings and plans professional development for teachers to support implementation of EL program, build capacity and maintain record of compliance, assists with re-designation process.

Objectives
1. Arlanza will provide mulitple opportunities to assist students at the Beginning and Early Intermediate levels in order to provide access to the core curriculum.
2. Arlanza will provide at least 30 minutes of Designated ELD instruction daily for EL students at their proficiency level.
3. Arlanza will provide targeted intervention to EL students who score at any ELPAC level for two or more years.
4. Arlanza will provide parent education to increase awareness of the family role in the success of a student.
5. Arlanza will implement first best instruction using the instructional models referenced in the California State ELA/ELD Framework.
6. Arlanza will provide additional intervention WITHIN the instructional day for those students that have remained at level 2 on ELPAC for two years or longer.

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent
To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services
Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.
The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- Differentiated opportunities for learning commensurate with abilities and talents of individuals
- Development of sensitivity and responsibility to others
- Assistance in developing self-generating problem-solving abilities
- Support in developing a realistic and healthy self-concept
- Alvord Unified School District has a wide range of options for GATE students at varying sites:
    - Differentiation within the regular classroom
    - Enrichment opportunities
    - Special group instruction away from the regular class
    - Classes in which GATE students are clustered
    - Seminars and study trips
    - Grade level advancement
    - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services
The GATE program at Arlanza supports the following strategies of the AUSD Strategic Plan:
1) We will collaboration with all partners and each other for the benefit of our students and the future of our community.
2) We will develop a learning environment that challenges all students to achieve excellence.
3) We will develop a learning organization to address the unique situation of each student.

The Gifted and Talented students at Arlanza are integrated in regular classrooms where teachers implement differentiated learning experiences within the instructional day. Grade level teachers meet during early release day collaborations to determine the most effective strategies in differentiating the curriculum for GATE and all students.

Objectives
1) Arlanza would like to increase the involvement of parents of GATE students and their parents.
2) Arlanza would like to provide extracurricular enrichment activities and study trips for GATE students, both within and after the school day.

Program Descriptions
Special Education Program

Intent
All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services
Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives
- All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services
The AUSD Strategic Plan notes the District's values, vision, mission, and beliefs. It is noteworthy that Arlanza's Special Education staff and program embraces courage, inclusiveness, innovation and integrity. The staff believes that all students will realize their unlimited potential. To that end, the following strategies are addressed through Arlanza's Special Education program:
1) We will redefine and establish programs for students who pursue an alternative educational pathway.
2) We will collaboration with all partners and each other for the benefit of our students and the future of our community.
3) We will develop a comprehensive PreK-5 program that ensures quality and engaging instruction.
4) We will develop a learning organization to address the unique situation of each student.

Special Education ensures that all individuals with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs. A continuum of program options for special education and related services is available to meet the educational and service needs of these students including general education, resource specialist program, designated instruction and services, and special day classes. Students are offered full and equitable opportunities, which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and Individualized Education Programs are clearly defined, consistently used, and documented through SELPA.

Arlanza's Special Education program includes a cohesive special services team that collaborates with regular education teachers to coordinate instruction and curriculum. The special services team consists of a Resource Specialist, a Speech and Language Pathologist, a school psychologist, and one full-time instructional assistant. In addition, the Student Success Team provides a forum for the articulation of students' special needs regarding instruction, curriculum, and behavior modification. Together, Arlanza's special education staff works to ensure that all students with identified needs are opportunity to succeed.

Special Education Collaboration

The Resource Specialist teacher and Speech and Language Pathologist at Arlanza Elementary work collaboratively with regular education teachers. This collaboration manifests in Problem Solving Team (PST) meetings where a grade level team of teachers meets to discuss particular student needs, and appropriate, targeted, tiered interventions are identified and implemented. If a student continues to demonstrate a need for further support, the PST makes a referral to the Coordination of Services Team (COST) where further dialogue and more intensive interventions are planned and executed. Parents are always involved and informed of the support being provided their student. The COST team is made up of various members of the SST team, referring teachers, and other support staff who provide insights, suggestions, and services to identified students. If, after several interventions through COST are not providing the support a student needs to improve, the COST team makes a referral for an initial Student Success Team (SST) meeting. The members of SST work collaboratively with the parent to determine the next best steps to support a student's needs in the least restrictive environment.

Objectives

1) To provide identified special education students with instruction in the least restrictive environment by providing a “push-in” model as well as a “pull-out” model for those students needing intensive focus to meet their IEP goals.

2) To provide a cohesive and seamless curricular program that promotes mastery of the content standards and the achievement of goals indicated in a student's IEP.

3) To instruct special education students in the Common Core State Standards. Instruction is provided by the regular education teacher and the Resource Specialist through first best instruction and interventions.

Program Descriptions
Technology Program

Intent
To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services
The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- Using technology to improve teaching and learning
- Assisting students acquire technology and information literacy skills
- Utilizing technology that ensures appropriate access to all students
- Using technology for efficient student record keeping and assessment
- Making teachers and administrators more accessible to parents via utilizing technology
- Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

Description of Site Program
The Technology Program at Arlanza supports the following AUSD Strategic Plan Strategies:
1) We will develop a comprehensive PreK-5 program that ensures quality and engaging instruction.
2) We will communicate effectively with all stakeholders in a clear and timely manner.
3) We will develop a learning environment that challenges all students to achieve excellence.
4) We will develop a learning organization to address the unique situation of each student.

Title I and other categorical funding sources have provided Arlanza with a significant amount of technology in recent years. Technology is used to augment first best instruction and quality learning experiences. The technology is used in a way that supports the district's curricular goals for students (District plan pages 13-14). Currently the site has one computer lab that services students in grades TK through 5th grade with 35 Toshiba laptops. All classes rotate through the computer lab every week. Additionally, Arlanza boasts 11 laptop carts; one 40-device cart (HP Streams), and ten carts with 25-32 devices each in grades 3-5.

On average, classrooms have 5 computers. Classroom computers in grades 2-5 were replaced with Toshiba laptops at the beginning of the 2017-2018 school year. Teachers understand that the computer lab provides supplemental support of their instruction in language arts and math. Priority is given to whole group first best instruction in the classroom. The computer lab, while a great resource, is not meant to replace in-class instruction and teachers understand that if more time is needed for in class instruction, a scheduled lab time should not supersede maximizing minutes in the classroom.

Teachers have HP Revolve Elitebooks and HP ProDesk desktops available for their use to plan and deliver instruction and to record grades or create instructional resources. The laptops may be used at work and at home and work in conjunction with document cameras, LCD projectors and SMART board technology. Teachers are able to produce PowerPoint lessons or use other programs and use the audio-visual features of various classroom technology to enhance

instruction. More training on these various technological resources is needed, especially the use of SMART boards which are interactive white boards, to maximize the impact of first best instruction.

All classroom computers are connected to the Internet through the district Wi-Fi system. Teachers are encouraged to communicate with other staff and administration through email as well as other means. Teachers are informed of data collection resources such as EADMS and are able to access data on the performance of their students (District Plan, page 13). There are 6 computers and scanners dedicated to printing scan sheets for short cycle common assessments and scanning results for immediate feedback. All classrooms have printers as well. Students have opportunities to interact with and use technology on campus (District Plan, page 17). More efforts to increase student use of technology is needed, especially as the district and site moves toward instruction and learning of Common Core Standards. To that end, in grades TK-2nd, the potential purchase of tablets for instructional use will be considered at a 1:1 ratio as well.

All students and teachers who use the Internet are required to sign (or have parents sign) and Acceptable Use Policy that is kept on file at the site (District Plan, page 20)

While Arlanza has an abundance of technological resources, there is a real need for a comprehensive plan related to the use of technology for instructional and learning purposes so that there is a guiding priority for purchasing and implementing further technology in the future. This will be aligned with the district's technology plan. This site also needs to continue to provide training to staff on best practices when using technology so that teacher knowledge and effective use of technology increases (District Plan, page 26). While it is generally believed that only a minority of the site's parents have Internet access, over time, this situation may change. The site will need to consider ways to make teachers and administrators more accessible to parents through email (District Plan, page 23). While many of the objectives have begun to be met, there is always room for improvement.

Objectives

1) Empower learners (faculty, staff, and students) by providing them with the technological skills to acquire, analyze, and present information.
2) Integrate the use of technology throughout the curriculum.
3) Ensure that teachers have the knowledge, skills, and disposition to use technology to facilitate project-based learning.
4) Reduce the isolation of classroom teachers by providing them with a datalink to enhance collaboration and communication.
5) Ensure that students and staff have an understanding of the ethical use, function, impact, and possibilities of technology.

Program Descriptions
School Safety Program

Intent
To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

Description of District Services
Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

Description of Site Program
The School Safety Program at Arlanza supports the following strategies of the AUSD Strategic Plan:
1) We will collaborate with partners and each other for the benefit of our students and the future of our community.
2) We will communicate effectively with all stakeholders in a clear and timely manner.
3) We will develop the character of each student to build a better and more unified community.
4) We will develop a learning organization to address the unique situation of each student.

As part of the developing and maintaining its culture of universal achievement, Arlanza is dedicated to ensuring student safety at all levels. For the 2018-19 school year, Arlanza will continue to implement components of the Positive Behavior Intervention and Support (PBIS) model to develop systematic ways to modify behavior and promote positive, progressive discipline where students are accountable for their actions and staff have a common language and manner to address various misbehaviors. To build assets in the students, the staff supports the importance of 7 Habits of Highly Effective Students and its link to student achievement. Character building is a daily focus through the reciting of the Daily Character Pledge and an incentive program that recognizes students who are demonstrating any of the 7 Habits.

During Red Ribbon Week, curriculum focused on awareness of the dangers of drug and alcohol use and abuse will be shared with students. Arlanza partners with the Elks Lodge of Riverside to promote drug awareness among students and the community. The Elks Lodge hosts a door-decorating contest and and essay contest around the topic of being drug-free.

Arlanza's centrally-funded, full-time site counselor hosts regular group sessions for all students, TK-5. Students receive comprehensive social-and skill-building curriculum that focus on developing students' social-emotional skills, including making friends, managing emotions, and solving problems. The Counselor also works with students one-on-one based on parent, teacher, administrative, and student referral to address their social, psychological, and emotional needs.

Objectives
1) Students will become more aware of the dangers of alcohol and drug use.
2) Behavior standards assemblies will be delivered twice a year focusing on school rules and character education.
3) Teachers will be trained on specific strategies that they may use to intervene for emotional needs of students as part of the MTSS model through PBIS.
4) A centrally-funded Counselor will work with students (based on teacher, parent, and administrative referrals) to address their social, psychological, and emotional needs and academic/behavioral achievements. The Counselor will also teach focus lessons that center on developing students' social-emotional well being.

Program Descriptions
Parent and Family Engagement Program

Intent
To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services
The Board of Education recognizes that parents/guardians are their children's first and most influential teaches and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services
Parents are in integral factor in student success. To this end, Arlanza's Parent Involvement Program supports the following AUSD Strategic Plan strategies:

1) We will collaborate with all partners and each other for the benefit of our students and the future of our community.

2) We will communicate effectively with all stakeholders in a clear and timely manner.

3) We will develop the character of each student to build a better and more unified community.

4) We will develop a system for meaningful family engagement.

5) We will develop a learning organization to address the unique situation of each student.

Arlanza has the following programs in place to augment parent involvement:

- Monthly Principal's Coffee, ELAC and SSC meetings
- Monthly TK parent workshops
- A Community Worker who will provide outreach support (phone calls, parent training, home visits, referrals to social agencies, etc) to bridge communication between home and school to support student achievement
- Monthly Family Involvement Nights
- Parent University with training topics to include, but not limited to: social/emotional/psychological well-being, learning at home, positive parenting and discipline, goal-setting, college/career readiness, common core standards, volunteer opportunities, communication, etc.
- Parent volunteers to support Breakfast in the Classroom program
- Parent volunteers to support School Safety Program

An ongoing challenge for Arlanza is establishing and maintaining an active PTA that sponsors fundraising events and academic incentive programs for students. The PTA saw a revival during the 14-15 school year, and was maintained until the end of the 17-18 school year. In spite of several calls for its re-establishment, a PTA has not yet been formed.

Objectives

Ultimately, Arlanza's parent involvement programs are implemented 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.

Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time

Intent
Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services
Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents, At the Elementary level, students participate in sports tournaments in Soccer and Socci, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Socci, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives
- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is $22,727.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is $31,739.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is $229,913. There is a carryover of 0 for a total allocation of 229,913

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	**Description**	**Narrative**
1110	Teacher's Salaries - Extra Duty	• Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. • Salaries for Special Projects Personnel to manage and conduct categorically related duties. • Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). • Includes Classified Personnel Salaries (Clerks, Instructional Assistant/ Computer, Instructional Assistants, and Bilingual Assistants). • Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment $500.00 - $4999.99	Equipment and supplies $500.00 through $4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over $5,000.00	Equipment and supplies over $5,000.00 per item.

Parent Involvement Policy (Title I Schools)

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

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

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

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

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

Attach School-Parent Compact (Title I Schools)

ARLANZA ELEMENTARY SCHOOL
PARENTAL INVOLVEMENT POLICY
2017-2019

PART I: GENERAL EXPECTATIONS

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

Arlanza Elementary School agrees to implement the following statutory requirements:

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

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
  - that parents play an integral role in assisting their child's learning.
  - that parents are encouraged to be actively involved in their child's education at school.
  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and are members of advisory committees to assist in the education of their child.
  - the carrying out of other activities, such as those described in section 1118 of the Elementary and Secondary Education Act (ESEA).

ESCUELA PRIMARIA ARLANZA
PÓLITICA DE PARTICIPACIÓN ESCOLAR DE PADRES
2017-2019

PARTE I: EXPECTATIVAS GENERALES

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

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

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

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

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

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

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

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

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

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

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

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

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

2. La Escuela Primaria Arlanza tomará las siguientes acciones para distribuir la Pólitica de Participación Escolar de Padres a los padres de los estudiantes participantes.
    - Será distribuida a clases por los profesores en el primer día de clases.
    - Habrá copias adicionales disponibles en la oficina escolar para los estudiantes que se inscriban después del primer día de clases.

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

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

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

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

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

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

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

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

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

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

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

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

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

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

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

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

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

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

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

PART IV. ADOPTION

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

This policy was adopted by the Arlanza Elementary School Site Council (SSC) on April 20, 2017 and will be in effect for the period of the 2017-2018 and 2018-2019 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 31. Arlanza Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

5. La escuela, con la ayuda del distrito y de los padres, educará a sus maestros, personal de servicios a estudiantes, directores y otros empleados en como pedir ayuda,

comunicarse y trabajar con los padres como socios igualitarios en el valor y utilidad de las contribuciones de los padres y en como implementar y coordinar programas para formar lazos de unión entre los padres y las escuelas por medio de:

- Entrenamientos de desarrollo profesional relacionados con la participación y sociedad con los padres
- Equipo de Acción para las Asociaciones participación y la formación (ATP)
- Comunicación regular con la trabajadora comunitaria escolar
- Proveer materiales de referencia y libros disponibles en el Centro de Recursos para Padres.

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

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

PARTE IV: ADOPCIÓN

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

Esta Pólitica fue adoptada por el Concilio Escolar de la Escuela Primaria Arlanza (SSC) el 21 de mayo del 2015 y estará en efecto durante el período de los años escolar 2015-2016 y 2016-2017. La escuela distribuirá esta Pólitica a todos los padres de estudiantes participantes en Título I, Parte A, el 31 de diciembre o antes. Estará disponible para la comunidad local en la misma fecha. La notificación de la Escuela Primaria Arlanza para los padres se hará en un formato uniforme y fácil de entender y de ser posible se proveerá a los padres una copia de la Pólitica en el idioma que puedan entender.

Arlanza Elementary School
TITLE I STUDENT/PARENT/SCHOOL COMPACT
2017-2019

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

	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	ARLANZA STAFF RESPONSIBILITIES
STUDENT LEARNING	I will: • Believe and hold high expectations for myself. • Know the grade level standards I am expected to learn. • Attend school every day and be on time and prepared. • Actively participate in class by listening and trying my best to demonstrate my learning. • Complete all assignments and homework on time and with my best efforts. • Read at home daily. • Attend tutoring and/or other interventions when offered. • Seek opportunities to learn outside of school.	I will: • Hold high expectations for my child's academic progress. • Know the grade level standards my child is expected to learn. • Get my child to school on time every day. • Support my child's learning by monitoring homework progress and completion. • Sign and return all papers requiring a signature. • Provide a quiet place for my child to do homework and read daily. • Read to/with my child daily. • Ensure that my child takes advantage of extended learning opportunities including tutoring and/or other interventions. • Talk with my child every day. • Limit my child's non-academic television, computer and video game use. • Attend parent trainings such as: TK/Kinder Camp, Grade Level Workshops, Parent University Classes, etc.	We will: • Hold high expectations for all students. • Know and teach the Common Core State Standards and deliver high-quality, engaging, and differentiated instruction for all students. • Offer assistance and interventions to meet the needs of all students. • Participate in staff development activities to help students meet grade level content standards. • Provide meaningful homework activities, with clear directions, to reinforce learning in class. • Encourage parents to read to/with their children every day. • Provide Universal Access and Intervention instruction to meet the needs of all students. • Collaborate with grade level teams, COST, SST, and/or support staff to analyze data and identify students in need of interventions.
COMMUNICATION	I will: • Communicate with teachers and my parents about my learning and any problems I may experience. • Tell my teacher if I don't understand an assignment or my homework. • Greet people with kind words and use good manners with others. • Raise my hand before speaking. • Bring home papers that are sent home and share them with my parents. • Return all papers to my teacher when they are due.	I will: • Contact my child's teacher when I am concerned about my child's progress or would like to come in to observe or volunteer. • Participate in the decisions affecting my child's education. • Attend school events such as: Back-to-School Night, Parent-Teacher Conferences, Family Involvement Nights, Principal's Coffee, the Annual Title 1 meeting, Open House, etc. • Read and sign all school communication papers and return calls and/or messages from the school (when appropriate). • Talk with my child about the dangers of alcohol, drugs, and weapons.	We will: • Provide parents with reports of their child's progress and the school's overall performance. • Provide ongoing communication with parents/guardians through notes, phone calls, meetings, etc. regarding student progress, behavior, school programs, events, etc. • Meet with the student and his/her parents/guardians to discuss academic progress. • Communicate or provide translation to parents in a language they understand
ACCOUNTABILITY	I will: • Be respectful, responsible, and safe. • Follow all school and classroom rules and respect myself, other students, adults and school property. • Be a positive role model for others and demonstrate good character. • Learn, understand and respect cultural differences of others. • Set personal goals for learning and achievement and do my best to achieve them. • Encourage and offer assistance to peers and siblings in learning. • Resolve conflicts peacefully.	I will: • Encourage my child to: be respectful, responsible, and safe. • Review the school and classroom rules with my child. • Help my child and his/her teacher set personal goals for learning and achievement of grade level content standards. • Become involved in the Parent-Teacher Association (PTA), English Learners Advisory Committee (ELAC), School Site Council (SSC) and/or other advisory groups. • Attend parent meetings, trainings, and workshops.	We will: • Hold all students to the expectations of: being respectful, responsible, and safe. • Share classroom and school rules with students and parents. • Help students set personal goals for learning and achievement of grade level standards. • Provide and attend staff development meetings and outside opportunities that focus on enhancing classroom instruction and professional growth. • Attend ongoing collaboration meetings with fellow teachers and support staff to discuss effective teaching practices, student progress and needs, school programs and resources, etc. • Encourage and provide parent trainings and workshops geared towards helping parents support their child's learning at home.

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

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

Student Signature: _____ Date: _____

Translated by PA

Updated 4/20/17

Escuela Primaria Arlanza
ACUERDO TÍTULO I ENTRE ESTUDIANTES/PADRES/MAESTROS
2017-2019

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

	RESPONSABILIDADES DE LOS ESTUDIANTES	RESPONSABILIDADES DE PADRES/GUARDIANES	RESPONSABILIDADES DEL PERSONAL DE ARLANZA
APRENDIZAJE DEL ESTUDIANTE	Yo: • Creeré en y mantendré altas expectativas para mí mismo. • Estaré informado de los estándares a nivel de grado que se espera que aprenda. • Asistiré a la escuela puntualmente todos los días y estaré preparado. • Participaré activamente en la clase escuchando y haciendo mi mejor esfuerzo demostrando lo que he aprendido. • Haré mi mejor esfuerzo para completar a tiempo todos mis trabajos y tareas. • Leeré en casa todos los días • Asistiré a tutorías y/u otras intervenciones cuando sean ofrecidas. • Buscar oportunidades de aprendizaje fuera de la escuela	Yo: • Mantendré altas expectativas para el progreso académico de mi hijo/a. • Estaré informado de estándares de nivel de grado que se espera que mi hijo/a aprenda. • Llevaré a mi hijo/a a la escuela diariamente y con puntualidad. • Apoyaré el aprendizaje de mi hijo/a monitoreando el progreso de sus tareas y al completarlas. • Firmaré y regresaré todos los papeles que lo requieran. • Proporcionaré un lugar tranquilo para que mi hijo/a haga la tarea y lea diariamente. • Leeré para /con mi hijo/a todos los días. • Aseguraré que mi hijo/a aproveche las oportunidades del la extensión de aprendizaje incluyendo tutoría y/o intervenciones. • Hablaré con mi hijo/a todos los días. • Limitaré a mi hijo/a el tiempo no académico de TV, computadora y uso de juegos de video. • Asistir a los talleres para padres tales como : TK /Kinder Camp, Talleres de grado, clases de la Universidad de Padres, etc.	Nosotros: • Tendremos altas expectativas para todos los estudiantes. • Estaremos informados y enseñaremos el contenido de los estándares del estado y proporcionaremos una instrucción de alta calidad, interesante y diferenciada para todos los estudiantes. • Ofreceremos ayuda e intervenciones para cumplir con las necesidades de todos los estudiantes. • Participaremos en actividades de desarrollo profesional para ayudar a que los estudiantes cumplan con el contenido de los estándares de nivel de grado. • Proporcionaremos actividades de tarea con propósito e instrucciones claras para reforzar el aprendizaje en clase • Motivaremos a los padres para que todos los días lean con su hijo/a. • Proporcionaremos Acceso Universal de Instrucción de Intervención para cubrir las necesidades de todos los estudiantes. • Colaborar con los equipos de grado, COST, SST, y / o personal de apoyo para analizar los datos e identificar a los estudiantes en necesidad de • intervenciones.
COMUNICACIÓN	Yo: • Les diré a mis maestros y padres acerca de mi aprendizaje o de cualquier problema que tenga. • Le diré a mi maestro si no entiendo algún trabajo o tarea. • Saludaré a las personas correctamente y demostraré educación a los demás. • Levantaré la mano antes de hablar. • Llevar a casa los papeles enviados por la escuela y compartirlos con mis padres. • Regresar todos los papeles a mi maestro/a en la fecha indicada.	Yo: • Contactaré al maestro de mi hijo/a cuando tenga alguna preocupación en cuanto a su progreso o para observar o ser voluntario. • Participaré en las decisiones que tengan que ver con la educación de mi hijo/a. • Asistiré a los eventos escolares tales como: Noche de Regreso a Clases, Conferencias de Padres y Maestros, Noches Familiares, Café con el Director, Junta Anual de Título 1, Noche de Exhibición Escolar, etc. • Leeré y firmaré todos los papeles de comunicación y regresaré llamadas y/o mensajes escolares (cuando sea apropiado). • Hablaré con mi hijo/a acerca de los peligros del alcohol, drogas y armas.	Nosotros: • Proporcionaremos a los padres reportes del progreso de su hijo/a y del desempeño general escolar. • Proporcionaremos comunicación continua con los padres/ guardianes a través de notas, llamadas por teléfono, reuniones, etc., en cuanto al progreso, conducta, programas escolares, eventos etc. • Nos reuniremos con los estudiantes y sus padres/guardianes para hablar del progreso académico. • Comunicaremos y proporciona-remos a los padres con traducción en su idioma.
DESARROLLO DE CAPACIDADES	Yo: • Se respetuoso, responsable y seguro. • Seguiré todas las reglas del salón de clases y de la escuela, respetaré a otros estudiantes, adultos, a mí mismo y la propiedad escolar. • Seré un modelo positivo para los demás y demostraré buen carácter. • Aprenderé, entenderé y respetaré las diferencias culturales de los demás. • Me pondré metas de aprendizaje y logros y haré mi mejor esfuerzo para lograrlas. • Motivaré y ofreceré mi ayuda a mis compañeros y hermanos para que aprendan. • Resolveré conflictos en forma pacífica.	Yo: • Animar a mi hijo/a a: ser respetuoso, responsable y segura • Revisaré con mi hijo/a las reglas del salón de clases y de la escuela. • Ayudaré a mi hijo/a y a su maestro a establecer metas personales para el aprendizaje y logro del contenido de los estándares de nivel de grado. • Participaré en la Asociación de Padres y Maestros (PTA), Comité Consejero para Aprendices del Idioma Inglés (ELAC) Concilio Escolar (SSC) y/u otros comités consejeros. • Asistiré a los talleres para Padres.	Nosotros: • Mantener todos los estudiantes a las expectativas de: ser respetuoso, responsable y seguros. • Compartiremos con los padres y estudiantes los reglamentos escolares y del salón de clases. • Ayudaremos a los estudiantes a fijar metas personales de aprendizaje para el logro del contenido de los estándares a nivel de grado. • Proveeremos y asistiremos a reuniones de desarrollo profesional y a otras oportunidades que se concentren en el mejoramiento de la instrucción en el salón de clases y de crecimiento profesional. • Motivaremos y proporcionaremos entrenamientos y talleres en sociedad con los padres encaminados a ayudarlos para que apoyen el aprendizaje de su hijo/a en casa. • Colaboraremos con los equipos de nivel de grado, de datos, de apoyo estudiantil y/o personal de apoyo para analizar la información e identificar a los estudiantes que necesiten de intervención • Asistiremos a continuas reuniones de colaboración con colegas y personal de apoyo para hablar de prácticas de enseñanza efectivas, progreso y necesidades de los estudiantes, programas escolares y recursos, etc. • Fomentar y proporcionar capacitación para padres y talleres dirigidos a ayudar a los padres apoyar el aprendizaje de sus hijos en el hogar.

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

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

Firma de Estudiante: _____ Fecha: _____

ARLANZA ELEMENTARY SCHOOL

SCHOOL SITE COUNCIL (SSC)
AGENDA

Meeting Date: March 4, 2019
Meeting Location: Room 11
Time: 2:30 p.m.

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Action Items

1. Approval of SSC Minutes from January 2019
2. Approval of Categorical Expenditures
3. Approval of Termination of Membership: Eloisa Arenas
4. Nomination and Approval of New Membership
5. Approval of 2019-2019 Single Plan for Student Achievement (SPSA)
   a. 2018-2019 Title I, Part A Reservations, Required
   b. 2018-2019 Title I, Part A Reservations, Allowed
   c. Approval of Participation in School Wide Program
   d. Approval of Participation School Based Coordinated Plan
   e. Approval of District Centralized Services Budget
   f. Approval of Site Categorical Budgets
   g. Approval of School Safety Plan
   h. Approval of Single Plan for Student Achievement (SPSA)

III. Discussion/Information/Training

1. ELAC Report
   a. Next ELAC Meeting: March 21, 2019
2. PAC Report
   a. Next Meeting: March 19, 2019
3. Program Reports
   a. Professional Development Opportunities (Paraprofessionals, Teachers)
   b. Parent Training Opportunities
   c. Interventions
4. Principal's Report
5. Budget 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 2:30pm on March 21, 2019 in room 11
3. Adjournment: Action Item

The AUSD Promise: All students will realize their unlimited potential.

ESCUELA PRIMARIA ARLANZA

CONCILIO ESCOLAR (SSC)

AGENDA

Fecha de la Reunión: 4 de marzo del 2019
Lugar de la Reunión: Salón 11
Hora: 2:30 p.m.

I. Procedimientos de Introducción

1. Llamar al Orden
2. Establecimiento de Quórum
3. Saludo a la Bandera
4. Bienvenida

II. Asuntos de Acción

1. Aprobación de la Minutas de enero 2019
2. Aprobación de Gastos Categóricos
3. Aprobación de Terminación de la Membrisía de Eloisa Arenas
4. Nominación y Aprobación de Nuevos Miembros
5. Aprobación del 2018-2019 Plan Singular para Logros Estudiantiles
   a. Título I 2018-2019, Parte A Reservaciones, Requerido
   b. Título I 2018-2019, Parte A Reservaciones, Permitido
   c. Aprobación del Programa Escolar (SWP)
   d. Aprobación del Programa Escolar Coordinado (SBCP)
   e. Aprobación de Servicios Centralizados
   f. Aprobación de Presupuestos Categóricos
   g. Aprobación de Programa de Seguridad Escolar
   h. Aprobación del Plan Singular para Logros Estudiantiles

III. Diálogo/Información/Entrenamiento

1. Reporte de ELAC
   a. Próxima Reunión ELAC: 21 de marzo 2019
2. Reporte de PAC
   a. Próxima Reunión ELAC: 19 de marzo 2019
3. Reportes de Programas
   a. Oportunidades de Desarrollo Profesional (Semi profesionales, Maestros)
   b. Oportunidades de Entrenamiento para Padres
   c. Intervenciones
4. Informe de la Directora
5. Reportes del Presupuesto

IV. Sesión de Audiencia/Comentarios del Público

Este asunto se coloca en la Agenda para dar la oportunidad a los miembros de la audiencia de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia se reserva el derecho de limitar el tiempo para hablar a tres minutos. El Código Gubernamental Sección 54954.2 y el Código de Educación 35145.5 prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura

1. Desarrollo de la Agenda de la próxima Reunión
2. La próxima Reunión SSC está programada para las 2:30pm del 21 de marzo del 2019 en el salón 11
3. Clausura: Asunto de Acción

The AUSD Promise: All students will realize their unlimited potential.

ARLANZA ELEMENTARY SCHOOL

SCHOOL SITE COUNCIL (SSC)

MINUTES

Meeting Date: March 4, 2019
Meeting Location: Room 11
Time: 2:30 p.m.

I. Introductory Procedure

1. **Call to Order**
   Meeting was called to order at 2:24pm.
2. **Establishment of Quorum**
   A quorum was established. Present were Wynette Albachten and Cynthia Gonzalez, teachers; Cheryl Harvey, other school personnel; Tabitha Dickey and Francesca Alvarez, parents; and Michelle Pierce, principal. Also present was Marisela Recendez, assistant principal.
3. **Pledge of Allegiance**
   The pledge was recited and led by Mrs. Gonzalez.
4. **Welcome**
   Mrs. Pierce welcomed all in attendance and reviewed the agenda.

II. Action Items

1. **Approval of SSC Minutes from January 2019**
   Minutes were reviewed and approved without amendment.
   1st Motion: Ms. Harvey; 2nd Motion: Mrs. Dickey
   #Yea: 6 #Noe: 0 Unanimous: Yes / No
2. **Approval of Categorical Expenditures**
   The ***Title I*** expenditure request was reviewed with little clarification and approved.

Title I (TI)						
Vendor	**Item Requested**	**Description**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Heinemann	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**16396.00** + tax and shipping **NTE $16,750.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
Scholastic	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**4471.00** + tax and shipping **NTE $4700.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
Kaeden Publishing	Assessment Books	Running Record assessment booklets for levels A-L	7 sets of 22 titles each	**814.56** + tax and shipping **NTE $1000.00**	29, 36, 38 ELA, ELD, College Readiness	Assessment booklets used to determine students' reading levels so that instructional goals and planning can be determined.
			Total	**NTE $22,450.00**		

1st Motion: Mrs. Gonzalez; 2nd Motion: Ms. Harvey
#Yea: 6 #Noe: 0 Unanimous: Yes / No

The AUSD Promise: All students will realize their unlimited potential.

The ***LCFF-LI*** expenditure request was reviewed with little clarification and approved.

LCFF-LI						
Vendor	**Item Requested**	**Description**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Scholastic	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**4674.00** + tax and shipping **NTE $5000.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
Heinemann	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**3785.00 + 361** shipping **NTE $4500.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
			Total	**NTE $9.500.00**		

1st Motion: Mrs. Dickey; 2nd Motion: Mrs. Pierce

#Yea: 6 #Noe: 0 Unanimous: Yes / No

3. **Approval of Termination of Membership: Eloisa Arenas**

Mrs. Pierce shared that Mrs. Arenas submitted her verbal resignation via phone as her new work schedule does not permit her to attend meetings. Council approved her resignation.

1st Motion: Ms. Harvey; 2nd Motion: Mrs. Gonzalez

#Yea: 6 #Noe: 0 Unanimous: Yes / No

4. **Nomination and Approval of New Membership**

Mrs. Pierce nominated parent, Francesca Alvarez, to fill the vacancy created by Mrs. Arenas' resignation. Mrs. Alvarez accepted and Council approved.

1st Motion: Mrs. Pierce; 2nd Motion: Mrs. Gonzalez

#Yea: 6 #Noe: 0 Unanimous: Yes / No

5. **Approval of 2019-2019 Single Plan for Student Achievement (SPSA)**

a. 2018-2019 Title I, Part A Reservations, Required

Mrs. Pierce explained Title I is a Federal funding source, and when received by the district, certain reservations are required. Alvord received $5.5 million and is required to spend 1% of the total allocation towards parent involvement – involving parents more in academics - ($5,339); Alvord is also required to set aside monies on transportation ($65,000) and Homeless Service ($32,000). Council approved district Title I required set-asides.

1st Motion: Mrs. Alvarez; 2nd Motion: Mrs. Dickey

#Yea: 6 #Noe: 0 Unanimous: Yes / No

After discussing this item, members provided input in regard to ***parent involvement***, members suggested using the monies set aside for:

- offering parents pathways to higher education
- holding district-level Parent University classes
- anti-bullying awareness classes

In regard to ***transportation***, two questions were asked:

- When will the district no longer have to provide NCLB transportation? Can the freed-up money be used for other things?

In regard to ***homeless services***, the flowing input was captured:

- More monies are needed in this area that set aside.
- Maybe Operation School Bell can be expanded with the set-asides.
- Target needy families during the holidays by providing food, clothing, and gifts.

b. 2018-2019 Title I, Part A Reservations, Allowed

Mrs. Pierce continued by explaining the district is also allowed to set aside monies for centralized staffing ($1,745,581) and summer extended learning opportunities ($320,000). Council approved the district's allowable reservations.

1st Motion: Mrs. Harvey; 2nd Motion: Mrs. Gonzalez

#Yea: 6 #Noe: 0 Unanimous: Yes / No

After discussing this item, members provided input in regard to ***allowed reservations:***

- Increase Arlanza's community worker to 8 hours.
- Add more BIAs across the district.
- Add Instructional Aides in all classrooms.
- Keep summer school for targeted students and add a day camp for all kids.

c. Approval of Participation in School Wide Program

Mrs. Pierce explained that Arlanza receives Title I funds as determined by the number of students receiving free and reduced meals. Mrs. Pierce also stated that, as a site, we have to decide whether not we will use the funds site wide, for all children, to improve teaching and learning of at-risk students. Mrs. Pierce shared that 95.8% of our students do, in fact, receive free and reduced lunch. Members discussed the percentage, then motioned to approve a School Wide Program.

1st Motion: Mrs. Alvarez; 2nd Motion: Mrs. Dickey

#Yea: 6 #Noe: 0 Unanimous: Yes / No

d. Approval of Participation School Based Coordinated Plan

Mrs. Pierce explained that a School Based Coordinated Program allows the site control over creating and expediting the School Plan for support student achievement using categorical funds as specified in the School Plan. After discussion among council members, motion was made to approve being a School Based Coordinated Program.

1st Motion: Mrs. Dickey; 2nd Motion: Mrs. Gonzalez

#Yea: 6 #Noe: 0 Unanimous: Yes / No

e. Approval of District Centralized Services Budget

Mrs. Pierce explained that centralized services are costs paid by the district and include, for example, such costs as service contracts, district-wide trainings, and even site-based personnel, such as Arlanza's community worker, computer lab assistant, and literacy teacher. After discussion among council members, motion was made to approve of Centralized Services.

1st Motion: Ms. Harvey; 2nd Motion: Ms. Albachten

#Yea: 6 #Noe: 0 Unanimous: Yes / No

f. Approval of Site Categorical Budgets

Mrs. Pierce reviewed the 2018-2019 budget allocations summary and explained site required reservations. Arlanza's 2018-2019 Title I allocation is $229,913. Like the district, Arlanza must reserve a minimum of 1% for Parent Involvement ($2,299); and also a minimum of 10% for Professional Development ($22,991). Mrs. Pierce pointed out that allocations are equivalent to the penny to our expenditures. After reviewing and dialoguing, a motion was made to approve Site Categorical Budgets.

1st Motion: Mrs. Alvarez; 2nd Motion: Mrs. Dickey

#Yea: 6 #Noe: 0 Unanimous: Yes / No

Recommendations were offered as follows regarding ***Parent Involvement***:

- Increasing parent involvement opportunities in general
- Offering parents training on topics such as: anti-bullying, empathy/social-emotional, alcohol/drug use, and social media dangers

Recommendations were offered as follows regarding ***Professional Development***:

- Train ALL staff (classified and certificated) together at least 2 times per year
- Bring guest speakers to teach others how to work with others better
- Train teachers in empathy and social-emotional issues

g. Approval of School Safety Plan

Mrs. Pierce explained this was the first year the School Safety Plan was incorporated into the school plan. All sections of the plan were reviewed. Council, acting as the safety committee, approved the 2018-2019 school safety plan and entered digital signatures.

1st Motion: Ms. Harvey; 2nd Motion: Mrs. Dickey

#Yea: 6 #Noe: 0 Unanimous: Yes / No

h. Approval of Single Plan for Student Achievement (SPSA)

Mrs. Pierce explained that for each goal for teaching and learning there are specific and comprehensive actions planned to meet each respective goal and that most actions have costs, which are categorically funded from the three previously reviewed funding sources, Title I, LCFF-LI, and LCFF-EL. After reviewing the actions and associated costs, the council approved the 2018-2019 School Plan for Student Achievement (SPSA).

1st Motion: Mrs. Dickey; 2nd Motion: Mrs. Alvarez

#Yea: 6 #Noe: 0 Unanimous: Yes / No

III. Discussion/Information/Training

1. **ELAC Report**
   Tabled until the March 21, 2019 SSC Meeting.
2. **PAC Report**
   Tabled until the March 21, 2019 SSC Meeting.
3. **Program Reports**
   Tabled until the March 21, 2019 SSC Meeting.
4. **Principal's Report**
   Tabled until the March 21, 2019 SSC Meeting.
5. **Budget Report**
6. Tabled until the March 21, 2019 SSC Meeting.

IV. Hearing Session/Public Comments

Mrs. Dickey shared her growing concern over the "Momo" viral video. Council members shared their respective awareness of the viral video and to what level their students/children were aware. Mrs. Pierce recommended adding "social media/internet safety" to the list of potential parent training topics.

V. Adjournment

A motion was made to adjourn the meeting at 3:44pm.

1st Motion: Mrs. Pierce; 2nd Motion: Ms. Albachten
#Yea: 6 #Noe: 0 Unanimous: Yes / No

ARLANZA ELEMENTARY SCHOOL

School Site Council (SSC)

SIGN IN SHEET

March 4, 2019

SCHOOL SITE MEMBERS

NAME	SIGNATURE	SSC POSITION	OFFICE HELD
Chuck Doolittle		Teacher	
Cynthia Gonzalez	Cynthia Gonzalez	Teacher	
Cheryl Harvey	Cheryl Harvey	Other Personnel	
Michelle Pierce	Michelle Reid	Principal	Secretary
Wynette Albachten	Wallbachten	Teacher	

PARENTS/STUDENTS/COMMUNITY MEMBERS

NAME	SIGNATURE	SSC POSITION	OFFICE HELD
Claudia Alvarez		Parent/ Community Member	
Francisca Alvarez		Parent/ Community Member	
Erica Cruz		Parent/ Community Member	Vice Chairperson
Tabitha Dickey	Tabitha Dickey	Parent/ Community Member	Chairperson
Felipa Gonzalez		Parent/ Community Member	

NON-MEMBERS/GUESTS/INTERPRETERS

NAME	SIGNATURE	SSC POSITION	OFFICE HELD
Patty Arvide Maria Avila Clara Bateman		District Interpreter	
Marisela Recendez	Marisela Recendez	Assistant Principal	
			Guest
			Guest
			Guest

Alvord Unified School District

Arlanza Elementary School

Categorical Budget Expenditure Request

March 4, 2019

Title I (TI)						
Vendor	**Item Requested**	**Description**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Heinemann	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**16396.00** + tax and shipping **NTE $16,750.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
Scholastic	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**4471.00** + tax and shipping **NTE $4700.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
Kaeden Publishing	Assessment Books	Running Record assessment booklets for levels A-L	7 sets of 22 titles each	**814.56** + tax and shipping **NTE $1000.00**	29, 36, 38 ELA, ELD, College Readiness	Assessment booklets used to determine students' reading levels so that instructional goals and planning can be determined.
			Total	**NTE $22,450.00**		

LCFF-LI						
Vendor	**Item Requested**	**Description**	**Quantity**	**Price**	**SPSA Page #**	**Justification - How Supplemental**
Scholastic	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**4674.00** + tax and shipping **NTE $5000.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
Heinemann	Classroom Library Books	Informational and narrative book titles for grades K-5	various	**3785.00 + 361** shipping **NTE $4500.00**	29, 36, 38 ELA, ELD, College Readiness	Classroom library books to grow classroom libraries; books will be used by students during daily independent reading to practice reading concepts, strategies, and skills taught during mini-lessons.
			Total	**NTE $9.500.00**		

Alvord Unified School District
ARLANZA ELEMENTARY SCHOOL
English Learners Advisory Committee

October 25, 2018
8:45-9:45 Room 18

Agenda

I. Introductory Procedures:
   a. Call to Order: Alvarez
   b. Welcome/Sign-in (EL4b): Alvarez
   c. Pledge of Allegiance: Alvarez

II. Action Items:
   a. Election of new ELAC members (EL4b): Recendez
   b. Approval of Minutes from September 30, 2018: Recendez

III. Discussion Information:
   a. 2018—2019 Needs Assessments: Recendez
      i. Computer programs/technology for ELL students
      ii. Walkthrough of classrooms to learn instructional strategies for English learners theat teachers use
      iii. ELD standards and how they support English learners
      iv. Graduation rates in AUSD—How do we motivate our EL students to graduate and move on to higher education?
      v. Promotion requirements and college preparation
      vi. Reclassification process—how students become reclassified and what are the requirements
   b. Evaluate 2017-2018 Single Plan for Student Achievement (SPSA)
      i. Goal 1.1 – English Language Arts
      ii. Review Student Achievement Data
      iii. CASSPP
      iv. DIBELS
      v. Provide SPSA Goal 1.1 Input
      vi. Review 2018-2019 District Parent Involvement Policy
      vii. Review 2017-2019 Site Parent Involvement Policy
      viii. Review 2017-2019 Site Title I Compact
   c. School attendance
   d. EL Budget Discussion
   e. DELAC Report
   f. R30

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

V. Adjournment:
   a. Next Meeting:
   November 29, 2018, 8:45—9:45
   b. Adjournment

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Alvord Unified School District
ARLANZA ELEMENTARY SCHOOL
English Learners Advisory Committee

October 25, 2018
8:45-9:45 Room 18

Minutes

I. Introductory Procedures:
   a. Call to Order:
      Erika Gomez, called the meeting to order at 8:55 am.
   b. Welcome/Sign-in (EL4b): Erika Gomez, Vice President welcomed everyone as the president was absent.
   c. Pledge of Allegiance: Ms. Gomez led everyone in the pledge of allegiance.

II. Action Items:
   a. Election of new ELAC members (EL4b): Recendez
      One new member was approved today; Gloria Gonzalez, the motion to approve was made by Teresa Fernandez, second was Laura Soriano.
   b. Approval of Minutes from September 30, 2018: Gomez
      The minutes were approved after corrections were made to two names, Erika Gomez and Marvella Villanueva. Motion to approve the minutes was made by Magdalena Hernandez, second was made by Marvella Villanueva.

III. Discussion Information:
   a. 2018—2019 Needs Assessments: Recendez
      i. Computer programs/technology for ELL students
      ii. Walkthrough of classrooms to learn instructional strategies for English learners theat teachers use
      iii. ELD standards and how they support English learners
      iv. Graduation rates in AUSD—How do we motivate our EL students to graduate and move on to higher education?
      v. Promotion requirements and college preparation
      vi. Reclassification process—how students become reclassified and what are the requirements

      Needs assessment training was tabled until next meeting to allow time to evaluate SPSA.
   b. Evaluate 2017-2018 Single Plan for Student Achievement (SPSA)
      i. Goal 1.1 – English Language Arts
         The goals from the SPSA for ELA was reviewed. SSC chose to look at students above and near standard.
      ii. Review Student Achievement Data
         Parents reviewed the data and noted that Arlanza improved on all four claims. CASSPP-tabled
      iii. DIBELS-tabled
         Provide SPSA Goal 1.1 Input
         The following recommendations were made to SSC.

Claims	Recommended 18-19 Goals
Reading	70%
Writing	65%
Listening	85%
Research	76%

      iv. Review 2018-2019 District Parent Involvement Policy-tabled
      v. Review 2017-2019 Site Parent Involvement Policy-tabled
      vi. Review 2017-2019 Site Title I Compact-tabled
   c. School attendance
      Recendez discussed the importance of coming to school on time every day. She shared the rewards that are in place to motivate students to come to school.

Arlanza is currently offering an ice cream party to one class in grades K-2 and one in 3-5 for having the highest attendance for the month. Students also have the opportunity to earn a brag tag for every month they have perfect attendance. We also have class posters that earn prizes after everyone in the class is here on time.

d. EL Budget Discussion
Recendez shares the Language Power program that was purchased with EL funds. We also discuss the extension of BIA's to work with our beginning students.

e. DELAC Report
Francisca attended the DELAC meeting this month but was absent. Next month there will be a report.

f. R30
R30 data was shared by Recendez and parents had questions as to the number of ELLs at our school. There were also questions about why students are not reclassified until 4-5 grades. There was discussion about the concerns of students not being reclassified and how it is harder if it is done later in the educational career. Parents asked what happens if students are not reclassified before graduating high school. It was shared that college is more difficult and how remedial courses would have to be taken to have the academic skills necessary to succeed. One mother shared her frustration with her son's reluctance to speak English. She asked for suggestions on getting him to speak and be less embarrassed.

IV. Other Hearing Session

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

V. Adjournment:

a. Next Meeting:
November 29, 2018, 8:45—9:45

b. Adjournment
Meeting was adjourned at 9:44am. Motion was made by Erika Gomez, seconded by Magdalena Hernandez.

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Distrito Escolar Unificado Alvord
ESCUELA PRIMARIA ARLANZA
Comité Consejero para Aprendices del Idioma Inglés

25 de octubre del 2018
8:45-9:45 salón 18

Minuta

I. Procedimientos de introducción:
   a. Llamar al orden:
      Erika Gomez, llamó la junta al orden a las 8:55 am.
   b. Bienvenida/registro de asistencia (EL4b): Erika Gomez, vicepresidente, les dio la bienvenida a todos ya que el presidente estaba ausente.
   c. Saludo a la Bandera: la Sra. Gomez guio a todos en el saludo a la Bandera.

II. Asuntos de acción:
   a. Elección de nuevos miembros ELAC (EL4b): Recendez
      Un nuevo miembro fue aprobado hoy; Gloria Gonzalez, moción propuesta por Teresa Fernández, secundada por Laura Soriano.
   b. Aprobación de la Minuta del 30 de septiembre 2018: Gomez
      La minuta fue aprobada después de que se hicieron correcciones de dos nombres, Erika Gomez y Marvella Villanueva. Moción propuesta por Magdalena Hernandez para aprobar la Minuta, secundada por Marvella Villanueva.

III. Diálogo/información:
   a. Encuesta de necesidades 2018-2019: Recendez
      i. Programas de computación/tecnología para alumnos ELL
      ii. Recorrido por las aulas para aprender estrategias de instrucción que usan los maestros para los alumnos aprendices del idioma inglés.
      iii. Estándares ELD y como apoyan a los aprendices del idioma inglés.
      iv. Índices de graduación en el distrito escolar unificado Alvord— ¿Cómo motivamos a nuestros alumnos EL para que se gradúen y pasen a la educación superior?
      v. Requisitos de promoción y preparación universitaria.
      vi. Proceso de reclasificación—como se reclasifican los alumnos y cuáles son los requisitos

      Se pospuso la capacitación sobre la encuesta de necesidades hasta la próxima reunión para dar tiempo de evaluar el SPSA.
   b. Evaluación del Plan Singular del Rendimiento Estudiantil (SPSA) 2017-2018.
      i. Meta 1.1 – artes del lenguaje inglés
         La meta del SPSA para ELA fue revisada. SSC eligió analizar los datos de los alumnos con desempeño por encima y aproximándose al estándar.
      ii. Revisión de los Datos de Rendimiento Estudiantil
         Los padres revisaron los datos y señalaron que Arlanza mejoró en las cuatro peticiones. CASSPP-pospuesto
      iii. DIBELS-pospuesto
         Proporcionar sugerencias para la meta 1.1 SPSA
         Se hicieron las siguientes recomendaciones al SSC.

Peticiones	18-19 metas recomendadas
Lectura	70%
Escritura	65%
Habilidades auditivas	85%
Investigación	76%

      iv. Revisión de la política de la participación de padres del distrito 2018-2019-pospuesta
      v. Revisión de la participación de padres de la escuela 2017-2019-pospuesta
      vi. Revisión del acuerdo Título 1 de la escuela 2017-2019- pospuesta
   c. Asistencia escolar

Recendez dialogo sobre la importancia de llegar a la escuela puntualmente todos los días. Ella habló de las recompensas que existen para motivar a los alumnos a asistir a la escuela. Arlanza ofrece actualmente una fiesta de helados para una clase en los grados K-2 y una en 3-5 por tener los niveles asistencia escolar más altos del mes. Los alumnos también tienen la oportunidad de ganar una etiqueta de presumir (*brag tag*) por cada mes que tienen asistencia perfecta. También cada clase tiene un póster con el cual pueden ganar premios cuando todos están en clases puntualmente.

d. Diálogo del presupuesto EL
   Recendez habló del programa *Language Power* que se compró con los fondos de EL. También dialogamos sobre la extensión de BIA para trabajar con nuestros alumnos en nivel de principiantes.
e. Reporte DELAC
   Francisca asistió a la junta DELAC, pero estuvo ausente este mes. Habrá un reporte el próximo mes.
f. R30
   Recendez compartió los datos de R30 y los padres tenían preguntas sobre la cantidad de alumnos ELL en nuestra escuela. También hubo preguntas sobre por qué los alumnos no son reclasificados hasta el 4º a 5º. Hubo un dialogo sobre las preocupaciones de los alumnos que no fueron reclasificados y cómo es más difícil si se hace más adelante en la trayectoria educativa. Los padres preguntaron qué sucede si los alumnos no son reclasificados antes de graduarse de la escuela secundaria. Se compartió que el trabajo en la universidad es más difícil y cómo deberían tomarse cursos de recuperación para tener las habilidades académicas necesarias para tener éxito. Una madre compartió su frustración con la renuencia de su hijo a hablar inglés. Ella pidió sugerencias para que él hable y se sienta menos avergonzado.

IV. Otra sesión de audiencia
Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sesión 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura:

a. Próxima junta:
   29 de noviembre del 2018, 8:45—9:45
b. Clausura
   La junta fue clausurada a las 9:44am. Moción propuesta por Erika Gomez, secundada por Magdalena Hernandez.

Prometo lealtad a la bandera de los Estados Unidos de América y a la República que representa, una nación bajo Dios, indivisible, con libertad y justicia para todos.

ARLANZA ELEMENTARY SCHOOL

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet

Registro de Asistencia

October 25, 2018

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Signature Firma
President Presidente	Francisca Álvarez				
Vice President Vice Presidente	Erika Gomez	Valeria Gutierrez Josemiguel	1 4	EL parent	Erika Gomez de G.
Secretary Secretaria	Magna Gonzalez	Alejandro H.		EL parent	[illegible]
DELAC Rep Representante de DELAC	Teresa Fernández				
Alternative DELAC Rep Representante Alterno de DELAC					

*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
Gloria Aguirre	Rosa Durán	4º 4	EL	Gloria Aguirre T.
Teresa Fernandez	William/Martin F.	1/K	EL	Teresa Fernandez
Marvella Villanueva	Jazmin Villanueva	5º	R-FEP	Marvella V.
Laura Soriano	Stacyl Scarlett Soriano	5 A/	EL	[illegible]
Magna Gonzalez	Alejandro H		EL	[illegible]
Magdalena Hernandez	Briana Jacobo		comm.	[illegible]
Marisela Recendez			staff	

Alvord Unified School District

ARLANZA ELEMENTARY SCHOOL

English Learners Advisory Committee

November 29, 2018
8:45-9:45 Room 18

Agenda

I. Introductory Procedures:
   a. Call to Order: Alvarez
   b. Welcome/Sign-in (EL4b): Alvarez
   c. Pledge of Allegiance: Alvarez

II. Action Items:
   a. Election of new ELAC members (EL4b): Recendez
   b. Approval of Minutes from October 25, 2018: Recendez

III. Discussion Information:
   a. 2018—2019 Needs Assessments: Recendez
      i. Computer programs/technology for ELL students
      ii. Walkthrough of classrooms to learn instructional strategies for English learners theat teachers use
      iii. ELD standards and how they support English learners
      iv. Graduation rates in AUSD—How do we motivate our EL students to graduate and move on to higher education?
      v. Promotion requirements and college preparation
      vi. Reclassification process—how students become reclassified and what are the requirements
   b. School attendance
   c. EL Budget Discussion
   d. DELAC Report
   e. CABE Information

IV. Other Hearing Session

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

V. Adjournment:

   a. Next Meeting:
      January 24, 2019, 8:45—9:45
   b. Adjournment

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Distrito Escolar Unificado Alvord

ESCUELA PRIMARIA ARLANZA

Comité Consejero para Aprendices del Idioma Inglés

29 de noviembre 2018
8:45-9:45 Salón 18

Agenda

I. Procedimientos de Introducción:
   a. Llamar al Orden: Alvarez
   b. Bienvenida/Registro de Asistencia (EL4b): Alvarez
   c. Saludo a la Bandera: Alvarez

II. Asuntos de Acción:
   a. Elección de nuevos miembros de ELAC (EL4b): Recendez
   b. Aprobación del acta del 25 de octubre de 2018: Recendez

III. Diálogo/Información:
   a. Evaluaciones de necesidades 2018-2019: Recendez
      i. Programas de computación / tecnología para estudiantes ELL
      ii. Recorrer las aulas para aprender estrategias de instrucción para los aprendices de inglés que usan los maestros
      iii. Los estándares de ELD y cómo apoyan a los estudiantes de inglés
      iv. Tasas de graduación en AUSD: ¿Cómo motivamos a nuestros estudiantes EL para que se gradúen y pasen a la educación superior?
      v. Requisitos de promoción y preparación universitaria.
      vi. Proceso de reclasificación: cómo los estudiantes se reclasifican y cuáles son los requisitos
   b. Asistencia escolar
   c. Discusión de presupuesto de EL
   d. Reporte de DELAC
   e. Información de CABE

IV. Sesión de Audiencia
Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura:

   a. Próxima junta:
      24 de enero, 2019, 8:45—9:45
   b. Clausura

Prometo lealtad a la bandera de los Estados Unidos de América y a la República que representa, una nación bajo Dios, indivisible, con libertad y justicia para todos.

Alvord Unified School District
ARLANZA ELEMENTARY SCHOOL
English Learners Advisory Committee

November 29, 2018
8:45-9:45 Room 18

Minutes

I. Introductory Procedures:
   a. Call to Order:
      The meeting was called to order by Dr. Recendez at 8:23 am.
   b. Welcome/Sign-in (EL4b):
      Dr. Recendez welcomed the new parents to our meeting.
   c. Pledge of Allegiance: Alvarez
      Dr. Recendez led the group in reciting the pledge in Spanish

II. Action Items:
   a. Election of new ELAC members (EL4b): Recendez
   b. Approval of Minutes from October 25, 2018: Recendez

Action items were tabled until next months meeting as or officers were not present.

III. Discussion Information:
   a. 2018—2019 Needs Assessments: Recendez
      i. Computer programs/technology for ELL students
      ii. Walkthrough of classrooms to learn instructional strategies for English learners theat teachers use
      iii. ELD standards and how they support English learners
      iv. Graduation rates in AUSD—How do we motivate our EL students to graduate and move on to higher education?
      v. Promotion requirements and college preparation
      vi. Reclassification process—how students become reclassified and what are the requirements

      Dr. Recendez went over handouts for parents to learn about our district qualifications for reclassification. Parents were proud of the fact that Arlanza has 24 students being reclassified Fall semester. We went over what our school is doing to ensure student growth in all áreas.

   b. Provide SPSA Goal 1.2 Input

Parents provided input for our school math goal. We went over the results during last school year and the expected growth for this school year. Parents recommended the following input.

Concepts and Procedures	44%
Problem Solving	48%
Communicating Reasoning	60%

   c. School attendance
      The importance of school attendance was reviewed.

   d. EL Budget Discussion
      We talked about how CABE is something that is paid for from the EL budget. Magdalena and Francisca shared their CABE experience and recommended that parents try to attend.
   e. DELAC Report
      Teresa Fernandez shared what she learned at the DELAC meeting. She talked about the recommendation to have a homework spot away from the TV. To support the school and home by having responsibilities and consequences if those responsibilities are not fulfilled. She appreciates that Arlanza gives homework in Spanish and English to support parents.

IV. Other Hearing Session

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

V. Adjournment:

a. Next Meeting:
   January 24, 2019, 8:45—9:45
b. Adjournment
   The meeting was adjourned at 8: 43 am

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Distrito Escolar Unificado Alvord
ESCUELA PRIMARIA ARLANZA
Comité Consejero para Aprendices del Idioma Inglés

29 de noviembre 2018
8:45-9:45 Salón 18

Minuta

I. Procedimientos de Introducción
   a. Llamar al Orden:
      La Dra. Recendez llamó la junta al orden a las 8:23 am.
   b. Bienvenida/Registro de Asistencia (EL4b):
      La Dra. Recendez dio la bienvenida a los padres a nuestra junta
   c. Saludo a la Bandera: Alvarez
      La Dra. Recendez guio al grupo en el Saludo a la Bandera en español

II. Asuntos de Acción:
   a. Elección de Nuevos Miembros de ELAC (EL4b): Recendez
   b. Aprobación de la Minuta de la junta del 25 de octubre 2018: Recendez

Los asuntos de acción fueron pospuestos para la próxima junta cuando todos los dirigentes estén presentes.

III. Diálogo/Información:
   a. Encuesta de necesidades 2018-2019: Recendez
      i. Programas de computadora/tecnología para alumnos ELL
      ii. Visita a los salones de clase para aprender estrategias de instrucción que los maestros usan con los que están aprendiendo inglés.
      iii. Estándares ELD y cómo apoyan a los alumnos aprendiendo inglés.
      iv. Tasa de graduación en AUSD—¿Cómo podemos motivar a nuestros alumnos EL para que se gradúen y avancen a una educación más avanzada?
      v. Requisitos para pasar de año y preparación para la universidad.
      vi. Proceso de reclasificación—Cómo se pueden reclasificar a los alumnos y cuáles son los requisitos.
      La Dra. Recendez repasó la información que se les dio a los padres para enterarse acerca de nuestros requisitos para calificar a la reclasificación. Los padres están orgullosos porque Arlanza tienen 24 alumnos que serán reclasificados en el otoño. Repasamos lo que la escuela está haciendo para asegurar que los alumnos progresen en todas las áreas.
   b. Recomendaciones para la Meta 1.2 de SPSA

Los padres proporcionaron recomendaciones para la meta de matemáticas de nuestra escuela. Repasamos los resultados durante el último año escolar y el progreso esperado para este año escolar. Los padres dieron las siguientes recomendaciones.

Conceptos y procedimientos	44%
Solución de problemas	48%
Comunicación de razonamiento	60%

   c. Asistencia escolar
      Se revisó la importancia de la asistencia escolar.

   d. Diálogo del presupuesto EL
      Hablamos de como CABE es algo que se paga del presupuesto EL. Magdalena y Francisca compartieron su experiencia en CABE y recomendaron que los padres intentaran asistir.

e. Reporte de DELAC
Teresa Fernández compartió de lo que se enteró en la junta DELAC. Habló acerca de la recomendación de hacer la tarea lejos de la TV. Apoyar a la escuela y al hogar teniendo responsabilidades y consecuencias si las responsabilidades no son cumplidas. Ella agradece que Arlanza da tarea en español e inglés para apoyar a los padres.

IV. Sesión de Audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura:

a. Próxima junta:
Enero 24 2019, 8:45—9:45
b. Clausura
La junta fue clausurada a las 8: 43 am

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

ARLANZA ELEMENTARY SCHOOL

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet

Registro de Asistencia

November 29, 2018

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Signature Firma
President Presidente	Francisca Álvarez				
Vice President Vice Presidente	Erika Gomez				
Secretary Secretaria	Magna Gonzalez				
DELAC Rep Representante de DELAC	Teresa Fernández				
Alternative DELAC Rep Representante Alterno de DELAC					

*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
Marisela Recendez			staff	
Lorena Villa	Elizabeth y Francisca Vargas	4° y 5°	EL	Lorena Villa
Teresa Fernandez	Martin/William Fernandez	K/1st	EL	Teresa Fernandez
Laura Soriano	Madelyn Stacy Soriano	1,5	EL	[illegible]
Gloria Aguirret.	Rosa Durán	4°	EL	Gloria Aguirret.
Eloiza Arenas	Samuel, Daniel Astillero	4	EL	Eloiza Arenas
Magdalena Hernandez	Briana Jacobo		comm.	[illegible]
Francisca Alvarez	Francesca Alvarez Flores	5°	R-FEP	[illegible]

Alvord Unified School District

ARLANZA ELEMENTARY SCHOOL

English Learners Advisory Committee

January 24, 2019
8:45-9:45 Room 18

Agenda

I. Introductory Procedures:
   a. Call to Order: Alvarez
   b. Welcome/Sign-in (EL4b): Alvarez
   c. Pledge of Allegiance: Alvarez

II. Action Items:
   a. Election of new ELAC members (EL4b): Recendez
   b. Approval of Minutes from November 29, 2018: Recendez

III. Discussion Information:
   a. 2018—2019 Needs Assessments: Recendez
      i. Computer programs/technology for ELL students
      ii. Walkthrough of classrooms to learn instructional strategies for English learners theat teachers use
      iii. ELD standards and how they support English learners
      iv. Graduation rates in AUSD—How do we motivate our EL students to graduate and move on to higher education?
      v. Promotion requirements and college preparation
      ~~vi. Reclassification process—how students become reclassified and what are the requirements~~
   b. School attendance
   c. EL Budget Discussion
   d. DELAC Report
   e. CABE Information

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

V. Adjournment:

   a. Next Meeting:
      February 28, 2019, 8:45—9:45
   b. Adjournment

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Distrito Escolar Unificado Alvord

ESCUELA PRIMARIA ARLANZA

Comité Consejero para Aprendices del Idioma Inglés

24 de enero 2019
8:45-9:45 Salón 18

Agenda

I. Procedimientos de Introducción:
   a. Llamar al Orden: Alvarez
   b. Bienvenida/Registro de Asistencia (EL4b): Alvarez
   c. Saludo a la Bandera: Alvarez

II. Asuntos de Acción:
   a. Elección de nuevos miembros de ELAC (EL4b): Recendez
   b. Aprobación del acta del 29 de noviembre de 2018: Recendez

III. Diálogo/Información:
   a. Evaluaciones de necesidades 2018-2019: Recendez
      i. Programas de computación / tecnología para estudiantes ELL
      ii. Recorrer las aulas para aprender estrategias de instrucción para los aprendices de inglés que usan los maestros
      iii. Los estándares de ELD y cómo apoyan a los estudiantes de inglés
      iv. Tasas de graduación en AUSD: ¿Cómo motivamos a nuestros estudiantes EL para que se gradúen y pasen a la educación superior?
      v. Requisitos de promoción y preparación universitaria.
      ~~vi. Proceso de reclasificación: cómo los estudiantes se reclasifican y cuáles son los requisitos~~
   b. Asistencia escolar
   c. Discusión de presupuesto de EL
   d. Reporte de DELAC
   e. Información de CABE

IV. Sesión de Audiencia
Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura:

   a. Próxima junta:
      28 de febrero, 2019, 8:45—9:45
   b. Clausura

Prometo lealtad a la bandera de los Estados Unidos de América y a la República que representa, una nación bajo Dios, indivisible, con libertad y justicia para todos.

ARLANZA ELEMENTARY SCHOOL

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet

Registro de Asistencia

January 24, 2019

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Signature Firma
President Presidente	Francisca Álvarez	Francesca Alvarez	5°	RFEP	
Vice President Vice Presidente	Erika Gomez				
Secretary Secretaria	Magna Gonzalez				
DELAC Rep Representante de DELAC	Teresa Fernández				
Alternative DELAC Rep Representante Alterno de DELAC					

*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
Laura Soriano	Madelyn Soriano Stacy	1, 5	EL	
Magdalena Hurtado	Brianna Jasso		comm.	
Gloria Aguirre	Rosa Durán	4° 4°	EL	Gloria Aguirre t.
Lorena Villa	Francisca y Elizabeth	4° 5°	EL & RFEP	Lorena Villa
Gloria González	Abigail Galeana		comm.	Gloria González
Magna Gonzalez	Jesus / Alejandro	1st / 3	EL	
Teresa Fernandez	William / Martin	1st / K	EL	Teresa Fernandez
Francisca Alvarez	Francesca Alvarez Ibro	5°	RFEP	
Norma Rodarte	SCHOOL COUNSELOR		staff	Norma Rodarte
Marisela Recendez	AP		staff	

Alvord Unified School District
ARLANZA ELEMENTARY SCHOOL
English Learners Advisory Committee

January 24, 2019
8:45-9:45 Room 18

Minutes

I. Introductory Procedures:
   a. Call to Order: Alvarez
      The meeting was called to order by Ms. Alvarez at 9:42 am.
   b. Welcome/Sign-in (EL4b): Alvarez
      Ms. Alvarez welcomed everyone to the meeting and Dr. Recendez asked all to sign the sign in sheet.
   c. Pledge of Allegiance: Alvarez

Ms. Alvarez led all members in the pledge of allegiance,

II. Action Items:
   a. Election of new ELAC members (EL4b): Recendez
      There were no new members to elect at this meeting.
   b. Approval of Minutes from September and October 25, 2018: Recendez
      Minutes were approved from our last meeting and the one before. Members took time to look through the minutes, no changes were made. Motion to approve was made by Francisca Alvarez 2nd was made by Magna Gonzalez.

III. Discussion Information:
   a. 2018—2019 Needs Assessments: Recendez
      i. Computer programs/technology for ELL students
         We went through computer programs and apps that parents could use at hometo support their students with technology. A handout was given. Parents asked about programs such as RAZ Kids and ABC Mouse. We discussed some of the positives and negatives of using these programs and which ones would support language acquistion.
      ii. Walkthrough of classrooms to learn instructional strategies for English learners theat teachers use
      ~~iii. ELD standards and how they support English learners~~
      iv. Graduation rates in AUSD—How do we motivate our EL students to graduate and move on to higher education?
      v. Promotion requirements and college preparation
      ~~vi. Reclassification process—how students become reclassified and what are the requirements~~
   b. SPSA EL Data
      Data was reviewed and goals were drafted to recommend to School Site Council.
      ELPAC data goals were given as follows:
      Level 3-Moderately Developed will improve from 37.7% to 40%
      Level 4- Well Developed will improve from 31.6% to 35%.
      The number of reclassified students will improve from 16% from 2017-2018 to 20% from 2018-2019.
   c. School attendance
      The importance of school attendance was discussed by Dr. Recendez and parents.
   d. EL Budget Discussion
      Dr. Recendez shared that our EL budget is paying for tutoring. Tutoring has started for our Long Term ELL students in grades 3,4,5 who are performing at a level 1 or 2. Parents were pleased with this information and are looking forward to hearing results of this work.

e. DELAC Report
Ms. Alvarez and Ms. Fernandez shared the DELAC report. La Granada presented and they shared information on how to motivate your students to do well in school. They suggested to keep them focused and parents can support with this during homework time. They shared they are also doing a tutoring program with 30 students. The importance of attendance was also discussed and how students stress if they have to show up to school late. They stressed the importance of this not occurring during testing days. Parents were urged to ask them what they learned that day and to communicate well with their kids. Lisa Palmer also shared the Uniform Complaint Procedure. First you talk to the teacher or principal then go to the district if the school does not do anything.

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

V. Adjournment:

a. Next Meeting:
February 28, 2019, 8:45—9:45
b. Adjournment
Meeting was adjourned at 10:10 am.

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Distrito Escolar Unificado Alvord
ESCUELA PRIMARIA ARLANZA
Comité Consejero para Aprendices del Idioma Inglés

24 de enero de 2019
8:45-9:45 Salón 18

Minuta

VI. Procedimientos de Introducción:
a. Llamar al orden: Álvarez
La Sra. Álvarez llamó la junta al orden a las 9:42 am.
b. Bienvenida/Registro de Asistencia (EL4b): Álvarez
La Sra. Álvarez dio la bienvenida a los miembros y la Dra. Recendez les pidió que firmaran por su asistencia.
c. Saludo a la Bandera: Álvarez
La Sra. Álvarez dirigió a todos los miembros en el Saludo a la Bandera.

VII. Asuntos de Acción:
d. Elección de nuevos miembros ELAC (EL4b): Recendez
No hubo nuevos miembros que elegir en esta junta.
e. Aprobación de las minutas de las juntas de septiembre y del 25 de octubre de 2018: Recendez
Las minutas de la última junta y la anterior fueron aprobadas. Los miembros tomaron tiempo de revisar las minutas; no se hicieron cambios. Francisca Alvarez propuso una moción para aprobarlas y Magna Gonzalez la secundó.

VIII. Diálogo/Información:
f. Encuesta de Necesidades 2018—2019: Recendez
i. Programas de computación/tecnología para alumnos ELL
Revisamos los programas de computación y aplicaciones que los padres pueden usar en casa para apoyar a sus hijos con tecnología. Se repartió un folleto. Los padres preguntaron acerca de programas tales como *RAZ Kids* y *ABC Mouse*. Dialogamos acerca de lo positivo y lo negativo de usar estos programas y cuales ayudarían a la adquisición del idioma.
ii. Visita a los salones de clase para aprender de las estrategias de instrucción que los maestros utilizan con los aprendices del idioma inglés
~~iii. Estándares ELD y cómo apoyan a los Aprendices del Idioma Inglés~~
iv. Tasas de graduación en AUSD—¿Cómo motivamos a nuestros alumnos EL para que se gradúen y continúen en educación superior?
v. Requisitos para la promoción y preparación para la universidad
~~vi. Proceso de reclasificación—cómo se reclasifican los alumnos y cuáles son los requisitos~~
g. Datos EL del SPSA
Se repasaron los datos y se desarrollaron metas para proponer al Concilio Escolar.
Se desarrollaron las siguientes metas ELPAC:
Nivel 3-Moderadamente desarrollada mejorará de 37.7% a 40%
Nivel 4- Bien desarrollada mejorará de 31.6% a 35%.
El número de estudiantes reclasificados mejorará del 16% en 2017-2018 a 20% en 2018-2019.
h. Asistencia Escolar
La Dra. Recendez habló con los padres de la importancia de la asistencia escolar.
i. Diálogo de Presupuesto EL
La Dra. Recendez informó que nuestro presupuesto EL está pagando por tutoría. La tutoría empezó para nuestros alumnos ELL a largo plazo en los grados 3,4,5

que se están desempeñando a nivel 1 o 2. Los padres se mostraron complacidos con esta información y esperan ver los resultados de este trabajo.

j. Reporte DELAC
La Sra. Álvarez y la Sra. Fernández dieron el reporte DELAC. La Granada presentó y compartieron información acerca de cómo motivar a sus hijos para que se desempeñen bien en la escuela. Sugirieron mantenerlos enfocados y los padres pueden apoyar con esto durante la tarea. Compartieron que también tienen un programa de tutoría con 30 alumnos. También se habló de la importancia de la asistencia escolar y que los alumnos se estresan si tienen que llegar tarde a la escuela. Enfatizaron la importancia de que esto no ocurra durante los días de exámenes. Se instó a los padres que les pregunten a sus hijos lo que aprendieron y que se comuniquen con ellos. Lisa Palmer también compartió los Procedimientos Uniformes de Quejas. Primero hablen con el maestro o director, luego vaya al distrito si la escuela no hace nada.

IX. Otro/Sesión de Audiencia
Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia reserva el derecho de limitar el tiempo del parlante a tres minutos. El Código Gubernamental Sección 54954.2 y el Código de Educación 35145.5 prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

X. Clausura:

k. Próxima junta:
28 de febrero de 2019, 8:45—9:45

l. Clausura
La junta se clausuró a las 10:10 am.

Prometo lealtad a la bandera de los Estados Unidos de América y a la República que representa, una nación bajo Dios, indivisible, con libertad y justicia para todos.