

**2018-2019**  
**School Plan for Student Achievement (SPSA)**

# Foothill 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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		<b>CDS Code:</b>	33669776031538

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

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<b>Programs</b>			
This plan represents the coordination of the following resources to support student achievement:			
<b>Federal Programs</b>		<b>State Programs</b>	
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		
<b>Other plans that are coordinated in this plan include:</b>			
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)			

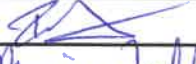
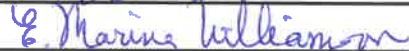
\* - Improving the Academic Achievement of the Disadvantaged

### 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: 10/4/18, 11/1/18, 12/6/18, 1/10/19, 2/7/19  
 X Leadership Team/Department Advisory Committee: 10/4/18, 11/1/18, 12/6/18, 1/10/19  
 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 21, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Israel Avila		2-21-19
SSC Chairperson: Marina Williamson		2-21-19

## 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
<b>American Indian or Alaska Native</b>	0 (0.0%)	1 (0.2%)	2 (0.4%)
<b>Asian</b>	13 (2.3%)	13 (2.3%)	9 (1.6%)
<b>Pacific Islander</b>	0 (0.0%)	0 (0%)	0 (0%)
<b>Filipino</b>	1 (0.2%)	2 (0.4%)	2 (0.4%)
<b>Hispanic or Latino</b>	513 (90.5%)	514 (91.6%)	525 (92.9%)
<b>African American</b>	8 (1.4%)	6 (1.1%)	6 (1.0%)
<b>White (not Hispanic)</b>	25 (4.4%)	21 (3.7%)	18 (3.2%)
<b>Multiple or No Response</b>	7 (1.2%)	4 (0.7%)	3 (0.5%)
<b>English Learners (EL)</b>	372 (62.5%%)	337 (60.8%%)	317 (56.1%)
<b>Socio-Economically Disadvantaged (SED)</b>	562 (94.5%)	524 (93.4%)	518 (97.1%)
<b>Students with Disabilities</b>	78 (13.1%)	84 (15.0%)	96 (17.0%)
<b>Total Enrollment</b>	567	561	565

### **Datasource**

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

### Introduction

Foothill Elementary continues to show growth and progress towards mastery of California Common Core State Standards. Our major areas of focus have been determined based on federal educational goals. Current data from district and teacher created assessments informs our planning and instruction in order to fulfill Alvord's promise in the strategic plan that "ALL students will realize their unlimited potential." Collaboration and professional development promote a mindset that fosters continuous improvement with high expectations and equitable learning opportunities for all. Students, staff, parents, and community members are part of the "Foothill Family." Through a collaborative effort, we will ensure that economic, social and academic barriers do not impede the safety and education of our Foothill students. This document will show actions, financial expenditures and planning to align with the goal of increasing student achievement.

### Community Profile

The Alvord Unified School District covers roughly thirty square miles and serves over 19,900 students in the western portion of the City of Riverside, a smaller portion of eastern Corona and the County of Riverside. Local business and industry consists of several colleges and universities, a number of large factories, and plants, light agriculture, and a typical range of goods and services. Currently, there are fourteen elementary schools serving students in grades pre-K through 5, four middle schools (grades 6, 7 & 8), three high schools (grades 9-12) on a traditional calendar, and an alternative/continuation high school program, including adult education. The school district also works collaboratively with the City of Riverside, the Department of Parks and Recreation, Riverside Community College, California Baptist University, Chapman University, La Sierra University, and others to allow students to fully benefit from the many local resources available.

### Site Profile

Approximately 93% of Foothill students are Hispanic or of Latino descent, 3% are White (Not of Hispanic origin), 1% are African-American and 2% are Asian. Approximately 60% of Foothill students are English Language Learners (EL) and 97% of Foothill students are socio-economically disadvantaged (SED). In addition, approximately 17% of Foothill students are students with disabilities (SWD) Foothill Elementary continues to be a Title 1 school. Over the past three years, student enrollment has declined slightly, but demographics by subgroup has been consistently stable.

## Enrollment

**School Enrollment Trends**

<b>Grades</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>K</b>	118	116	112	108	111
<b>1</b>	108	91	96	94	80
<b>2</b>	69	98	90	89	86
<b>3</b>	94	83	95	94	92
<b>4</b>	109	94	83	98	91
<b>5</b>	104	113	91	78	105

## Facilities and Technology

Foothill's campus facilities are composed multiple buildings. Its main office houses the principal's office, assistant principal's office, and health office. A separate buildings house the psychologist's office, a RSP/speech room, a counselor's office, after school programs office, 28 classrooms, a literacy specialist classroom, a multi-purpose room, teacher's lounge and a recently added media center which houses our library and computer lab. In addition, every grade level has access to a computer laptop cart. Students access programs such as, Achieve 3000, Smarty Ants, Ten-Marks, and Starfall which support mastery of standards, differentiated instruction and targeted remediation of achievement gaps for at-risk students. In addition, all classrooms have a minimum of 4 computers for student use, 1 teacher station and 1 teacher laptop. Every classroom has a document camera/projector. 9 classrooms have SMART Boards as well.

## Instructional Minutes

Instructional minutes at Foothill are a priority and interruptions during the instructional day are minimal. In Transitional Kindergarten and Kindergarten, students receive 250 minutes of instruction. In grades 1st-3rd, teachers provide 305 minutes of instruction, while in 4th and 5th grades, students receive 320 minutes of instruction. Foothill continues to have collaboration meetings scheduled twice a month, as do all elementary schools in Alvord Unified.

## **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**

- Foothill teachers meet twice a month to review student achievement data, to cognitively plan standards based lessons, to discuss best instructional practices and to increase their professional capacity.
- Parents are involved in the education of their children and consistently provide input into the programs and systems developed and offered at the school site as evidenced by high attendance at parent meetings, parent university, and school events such as parent involvement week and family nights.
- Foothill parents have built an active Parent Teacher Association (PTA) and Action Teams for Partnership (ATP), participate in parent trainings, and have consistent membership and attendance in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings.
- Foothill follows the "Character Counts" model to promote the 6 character traits: trustworthiness, responsibility, respect, caring, citizenship and fairness.
- Foothill supports students' academic and personal/social development through guidance and counseling services.
- Foothill fosters a culture of high expectations, equity and college readiness for staff, students and parents.
- Foothill teachers participate in instructional rounds to improve instructional practices, to model and analyze effectiveness of collectively planned lessons.
- Foothill holds multiple career days where professionals present students with information about their education and career.
- Foothill celebrates student successes and achievements at regularly scheduled ceremonies throughout the year.
- Foothill provides various attendance incentives for students throughout the year.
- Foothill has intervention scheduled within the school day for students at every grade level.
- Foothill has an active associated student body (ASB) group that organizes and/or participates in various activities

## 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.

### Description:

Foothill staff is committed to developing a learning environment that challenges all students to achieve excellence. Our staff is committed to developing a learning organization that addresses the unique situation of each student. As a result, teachers collaboratively develop policies to support equitable learning opportunities for all, and analyze data to identify strengths, weaknesses and trends so that instruction can be differentiated to ensure the needs of all students are met. Professional development promotes quality teaching and learning and is designed to increase teacher capacity. Major curricular areas of focus at Foothill are Language Arts (including writing and English Language Development) and Mathematics. All interventions and tutoring programs are standard based. Professional development is focused on Designated/Integrated ELD strategies, foundational skills, close reading strategies, and conceptual understanding in mathematics. In 2018-2019, teachers starting implementing Wonders by McGraw-Hill as the primary curriculum for ELA instruction.

### Collaboration Process (EPC 5,6,8)

Coordination of services is emphasized to provide a cohesive program for all students. Grade Level and Leadership Team Meetings are designed to support teacher planning and increase professional capacity. Professional learning meetings take place for both teachers and paraprofessionals. Meetings take place as follows: leadership meetings are held once a month; grade level collaborations occur twice a month; professional learning sessions are provided once a month; additional articulation and collaboration days are scheduled throughout the year. Teachers continue to cognitively plan and build their capacity in delivering standards-based instruction. Instruction is differentiated to ensure that students have opportunities to reach mastery in CCSS. Staff development is structured to support teachers in strengthening conceptual understanding of math and research based strategies in Language Arts. As part of the collaborative process, the Foothill team will identify which skills students will learn to mastery, what will serve as evidence of this learning, what differentiation strategies will be used to support student learning, how struggling students will be supported, and which enrichment strategies are appropriate for those students who have shown mastery.

### Cite Research/Resources for Central Focus on School Reform

- California Common Core Frameworks for Math and Language Arts
- Douglas Fisher and Nancy Frey, Rigorous Reading
- Douglas Fisher and Nancy Frey, Text Dependent Questions
- Sherry Parish, Number Talks
- Cathy Fosnot, Number Strings
- Peter Sullivan and Pat Lilburn, Good Questions for Math Teaching
- Maureen Auman/Sopris West, Step Up to Writing
- 

## School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Israel Avila	[X]	[ ]	[ ]	[ ]	[ ]
Jessica Sedillo	[ ]	X			
Julie Trujilo	[ ]	X			
Marina Williamson	[ ]	X			
Kristen Carroll	[ ]		X		

2018-19 School Site Council					
Ana Del Toro	[ ]			X	
Martha Palomarres	[ ]			X	
Nora Lopez	[ ]			X	
Connie Elick	[ ]			X	
Angela Escalera	[ ]			X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

Foothill Leadership team meets monthly to review: upcoming and ongoing district expectations, ongoing school programs, current teaching practices, data, expectations for continued capacity building of CCCSS. The Leadership team supports reciprocal communication between grade level teams and site leadership.

2018-19 Leadership Team	
Name of Members	Title
Israel Avila	Principal
Dawn Elliott	Assistant Principal
Christina Moreno	Instructional Coach
Jennifer Beyer	Kindergarten Lead Teacher
Jessica Sedillo	1st Grade Lead Teacher
Gwenett Mendez	2nd Grade Lead Teacher
Anita Hughes	3rd Grade Lead Teacher
Marcela Vasquez	4th Grade Lead Teacher
Erica Antram	5th Grade Lead Teacher
Kelley Florimonte	Special Education Lead Teacher

## 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:

- Parent-teacher conference
- Progress reports
- Report cards
- Aeries Parent Portal Accounts
- SST meetings
- Parent/teacher initiated communication (phone calls/email correspondence)
- IEP meetings
- ELPAC information data sheet mailed home for all EL students
- CAASPP student score reports mailed home for students in 3rd - 5th grades
- ClassDojo parent communication application
- Blackboard parent communication platform

## 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.

Grade levels reflected on instructional practices and any missing elements. The Leadership team then compiled the grade level survey results into a master site survey which was used to ensure that the needs of all students are being met during core instruction and intervention in both Language Arts and Mathematics. The results of this survey continue to be used in the development of this SPSA.

### Standards, Assessment, and Accountability

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

In Transitional Kindergarten, the PELI is administered to TK students three times a year and DIBELS is administered to students in grade K-5 three times a year as well. The data generated from these assessments is analyzed during grade level collaboration and is used to guide instruction, as well as to identify "at-risk" students to place in intervention and tutoring. Data from the ELPAC is also analyzed along with district assessments.

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

PELI and DIBELS data is entered into acadiencelearning.net. These assessments are used to monitor student progress in meeting grade level standards. acadiencelearning.net facilitates the planning of timely interventions and are also used to monitor the effectiveness of those interventions.

### Staffing and Professional Development

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

All permanent instructional staff at Foothill, both certificated and classified, meet the requirements for highly qualified staff.

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

All teachers at Foothill are fully credentialed and participate in timely professional learning opportunities multiple times during the year through site and district-wide professional learning opportunities. All paraprofessionals participate in timely professional learning sessions multiple times during the year through site and district wide professional learning opportunities.

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

Staff development includes: data analysis, guided reading, small group instruction, foundational skills, designated/integrated ELD and development of standards based lessons to align with the ELA/ELD frameworks. During grade level articulations and targeted professional learning opportunities, teachers use class and grade level data to identify trends in student achievement. Teachers use this information to plan intervention block and small group instruction and to identify grade level areas of need.

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

Instructional assistance is provided at the site level to teachers by the site instructional coach and administration. During the 2018-2019 school year, teachers also received professional learning opportunities on the use of intervention programs such as Achieve 3000. Foothill also has six teachers participating in professional learning for differentiated instruction to more effectively meet the needs of GATE students.

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

Teachers meet formally two times a month in grade level teams during Tuesday minimum day collaborations. During collaborations, teachers analyze student data, discuss effective instructional strategies, cognitively plan lessons and identify at-risk students for placement in intervention groups and tutoring. Additionally, teachers have multiple collaboration days throughout the year.

### Teaching and Learning

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

Teachers are cognitively planning standards based lessons using McGraw-Hill's Wonders curriculum, ELA/ELD frameworks, math progressions and additional resources that support the teaching of the CCCSS. The Instructional Coach collaborates, walks through classrooms and supports teachers in the content area of ELA and Mathematics. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback. Twice a year, teachers participate in instructional rounds to improve instructional practices and to review and analyze the effectiveness of collaboratively planned lessons.

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

A minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Kindergarten and 1 hour in grades 1-5.

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

Differentiated instruction is provided to students for Language Arts and Math in the classroom for intervention. All students in 1st-5th grades participate in intervention/enrichment embedded within the regularly scheduled school day. Kindergarten students that demonstrate a need for additional support participate in intervention outside of their regularly scheduled school day. In addition, approximately 90 students are invited to participate in after school tutoring 2-3 times a year.

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

Foothill 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)

Foothill is following the rigorous academic CCCSS adopted by the California Board of Education. The standards serve as a framework that guide district and school goals, objectives and expected learning outcomes towards mastery of grade level standards. A minimum of 1 hour of Language Arts instruction for Transitional Kindergarten/Kindergarten, 2.5 hours for grades 1-3 and 2 hours for grades 3-5 are ensured each day.

All Foothill 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 textbooks/anthology and practice books. Teachers use district adopted and approved supplemental resources to assist student mastery towards the standards. Teachers have access to the HM Phonics library and I Love to Read consumable books for grades K-2. Supplemental resources to support instruction and learning include: Achieve 3000, Imagine Learning, SIPPS, Smarty Ants, Ten Marks and DIBELS. Small group instruction allows for differentiation of instruction for at-risk and EL students requiring remediation and English Language Development support. Writing instruction is aligned to CCCSS. As a result of William's Lawsuit compliance and through curriculum inventory surveys, it has been established that all staff have Teachers' Editions, supplemental materials and other resources that they need to fully implement the CCCSS.

#### Opportunity and Equal Educational Access

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

Grade levels participate in designated intervention time with targeted literacy instruction in response to student needs. English Language Development (ELD) is provided to EL students at their proficiency levels for 30 minutes daily.

14. Research-based educational practices to raise student achievement

Foothill provides multiple opportunities for students that are not meeting grade level standards. Teachers differentiate instruction and provide small group instruction to students in their classroom. Within the regular instructional program, teachers make modifications and use strategies to address specific student needs based on ELPAC, curriculum-based assessments and DIBELS.

Intervention at Foothill includes: intervention block, Achieve 3000, Smarty Ants, SIPPS and Ten-Marks. In addition, Kindergarten teachers provide additional support for at-risk students after school hours.

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

- Resource Specialist Program (RSP)--assist special education students to meet IEP goals, as well as at-risk students in general education identified for assistance through the Student Success Team (SST) process
- Speech and Language Specialist--serve special education students with speech/language needs, as well as at-risk students in general education identified for assistance through the Student Success Team (SST) process
- Literacy Teacher--provide additional intervention and targeted support for students that demonstrate a need for remediation

Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and targeted areas in need of improvement

- The Health Center--provides a nurse on-call and a part-time health assistant at school site
- Library Assistant--assist students in locating and checking out library materials
- Psychologist--supports staff and tests students for qualification into special education
- Counselor--supports students by providing character development lessons and provides assistance to students, and their families, due to social, emotional, or behavioral difficulties.
- Materials Center--ensures that each teacher has core curriculum and core components that are needed for instruction
- Attendance monitoring program--ensures students are attending school on a regular basis and obtaining adequate instructional minutes

## Parental Involvement

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

During 2018-2019, Foothill provided Parent University which included 6 sessions designed to provide strategies and resources to support student learning and achievement. During parent involvement week, parents attended classroom lessons with their child. Parents of 4th and 5th grade students were provided a Science Fair Information night to assist parents in supporting students with the scientific method, and students were provided a science board for attending the information meeting. All students and families were invited to family nights scheduled throughout the year which cover topics such as: science, math, literacy, art, and health/fitness. Also, each grade level provided parents with an opportunity to participate in interactive learning at school with their child. In addition, strategies and resources for parents to support their child's academic needs were provided during various parent meetings including: ELAC, ATP, and Principal's Coffee. After school tutoring was offered to students based on academic needs. Mental health workshops and access to mental health services was available for students and families in need.

### 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 are involved through four specific parent groups: Parent Teacher Association (PTA), School Site Council (SSC), Action Teams for Partnership (ATP) and English Language Advisory Committee (ELAC). PTA sponsors multiple activities and celebrations throughout the year, including: Red Ribbon Week, Book fairs, science camp fundraisers, assemblies, Fall Festival and dances. ATP is a partnership between parents, teachers and administration that monitors and develops an action plan for parent engagement focused on parent education and student achievement. ELAC is an advisory council that provides input and recommendations about programs, services and opportunities offered to specifically support EL students in the acquisition of English, Language Arts and Math. Their advice and input is taken to SSC. SSC is the decision making body that assists in the planning, implementation and evaluation of the School Plan for Student Achievement. This council analyzed and evaluated program effectiveness in order to make important decisions to positively impact Foothill and student achievement.

## Funding

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

Categorical funds provide professional learning opportunities, supplemental resources and technology to support student achievement. With available funds, teachers and support staff are paid additional hours to provide before and after school tutoring. Supplemental instructional materials are purchased to support core programs. Categorical funds are also used to facilitate parent involvement activities. In addition, categorical funds are also used to support students and teachers through the following personnel: Instructional Coach.

### 18. Fiscal support (EPC)

The district fiscally supports by providing three Bilingual Instructional Assistants (Spanish), a library technician, and a computer lab instructional assistant.

## **SPSA Annual Evaluation**

### Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?

Goal 1.1 (part 2) was met as we reduced the number of students who required intensive support by 8% which was 3% over our goal. Actions that were effective in meeting this goal were school-wide intervention blocks, after school tutoring, and intensive support provided by the literacy teacher in grades first through fifth.



Goal 2 (part 1) was met. Fifty percent of English Learner students were identified as "at risk" on the 2016-2017 CAASPP assessment as opposed to 49% in 2017-2018. Additionally, the number of reclassified students grew by four students from 2016-2017 to 2017-2018. Factors that have contributed to meeting this goal are the use of bilingual instructional assistants, professional development in the area of designated and integrated ELD, and after school tutoring provided to EL students.

Goal 3 (part 2) was met. All students have participated in discipline assemblies, disaster drills, and character development lessons. The school counselor schedule and planning with administration led to successfully having all students participate in these activities targeting positive behavior to create a safe school environment.

Goal 4 (part 1) was met. Foothill has continued to implement systems and programs that support student achievement, academic learning, create an equitable school climate. Daily discussion the importance of college, symbolism through the school, classroom college adoptions, and career day activities contributed to the achievement of this goal.

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?

Goal 1.1 (part 1) was partially met as it was determined that data showed proficiency level movement, not growth within proficiencies as written in the goal. Even though the data was not conclusive, 88% of students either maintained or improved their proficiency level as attributed to school-wide intervention blocks, after school tutoring, and intensive support provided by the literacy teacher in grades first through fifth.

Goal 1.2, was not met. The percentage of students performing below grade level was reduced by 1% (not the 10% desired) as measured by math post CFA assessments. CFA assessments were not consistently administered at all grade levels, leading to a significant reduction in the average score and the number of students eligible to meet this target. Professional learning in the area of mathematics was not a focus in the school. The professional learning that was conducted was relatively new and limited in scope. Additionally, there is was an excessive focus on teaching abstract concepts using standard algorithms instead of teaching conceptual understanding of math concepts using concrete examples and manipulatives.

Goal 2 (2) was not met as performance on the ELPAC showed that the domain of reading was not a site strength as only 25% of students performed at the well-developed level on this assessment. There needs to be more opportunities for students to read texts at their level during ELD.

Goal 3 (1) was not met as the average daily attendance increased by 0.3% instead of the anticipated 0.5%. Although attendance incentives were in place, they proved to be insufficient in increasing our attendance goal. There was also a focus on perfect attendance rather than recognition of students displaying good or excellent attendance (95%-99%). Lastly, many incentives were provided to whole classes based on overall attendance rather than individual attendance.

Goal 3 (3) was not met as the number of suspensions increased (7 to 15) from 2016-2017 to 2017-2018. There continues to be a need to develop a schoolwide behavior expectation system. Our teachers are continuing to work with our school counselor and administration to both develop a system for behavior, as well as partner more closely with organization that can provide students with counseling services and support they need to help improve their behavior.

Goal 4 (2) was not met. Parent participation increased by 3% not the proposed 5%. While our efforts to increase parent participation has resulted in an increase, we fell short of our 5% goal. This may be due to the standard ways in which we communicate with parents (marquee, flyers, automated phone calls). We will attempt to increase parent participation by incorporating new methods of communicating with parents such as texting and using social media.

## **Involvement/Governance**

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

ELAC members, staff members and SSC members review each of the goals in the plan during regularly scheduled monthly meetings. After reviewing and discussing data trends and current actions, ELAC and staff members provide input by making recommendations and suggestions. SSC reviews and discusses data trends, current actions and input from staff and ELAC members in order to evaluate the effectiveness of the plan and to develop new goals.

How was the plan monitored during the school year?

ELAC and SSC members review the school plan along with each of the SPSA goals and actions during the first meeting of the school year. The school plan and each SPSA goal is reviewed individually by ELAC, staff and SSC between the months of October and February. In addition, data reports and trends that align with the school plan are presented to ELAC, staff and SSC throughout the school year to monitor and evaluate effectiveness.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

No changes are needed. School will continue to invite and include all stakeholders in monitoring and reviewing effectiveness of school program.

## **Description of Barriers and Related School Goals**

For the 2018-2019 school year, one barrier is the need for updated technology in the classrooms. New technology in the classroom will support the rigor and expectations of CCCSS (i.e. mobile computer lab, more computers in the classrooms, SMART Boards). It is our school goal is to increase the number of laptops available for student use and increase the amount of time students spend on computers to develop computer literacy skills.

Currently, our strengths as a school are in a variety of area outside of classroom instruction. Though there are pockets of strength throughout the school, we are lacking a comprehensive instructional plan that is following within and across grade levels.

## 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	84	96	91	82	92	90	82	92	90	97.6	95.8	98.9
Grade 4	92	87	103	92	86	103	92	86	103	100	98.9	100
Grade 5	118	89	82	117	89	80	117	89	80	99.2	100	97.6
All Grades	294	272	276	291	267	273	291	267	273	99	98.2	98.9

\* 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	2378.7	2378.6	2395.3	15	10.87	15.56	10	15.22	22.22	27	29.35	23.33	49	44.57	38.89
Grade 4	2432.0	2413.8	2424.8	14	12.79	15.53	24	19.77	17.48	14	17.44	16.50	48	50.00	50.49
Grade 5	2461.9	2474.0	2439.5	9	12.36	8.75	33	26.97	18.75	18	26.97	25.00	39	33.71	47.50
All Grades	N/A	N/A	N/A	12	11.99	13.55	24	20.60	19.41	19	24.72	21.25	45	42.70	45.79

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	12	15.22	13.33	40	34.78	44.44	48	50.00	42.22
Grade 4	14	9.30	13.59	43	48.84	47.57	42	41.86	38.83
Grade 5	12	14.61	10.00	46	55.06	41.25	42	30.34	48.75
All Grades	13	13.11	12.45	44	46.07	44.69	44	40.82	42.86

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	16	10.87	13.33	32	36.96	45.56	52	52.17	41.11
Grade 4	12	16.28	13.59	39	41.86	33.98	49	41.86	52.43
Grade 5	14	13.48	13.75	44	50.56	37.50	42	35.96	48.75
All Grades	14	13.48	13.55	39	43.07	38.83	47	43.45	47.62

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	7	6.52	15.56	56	69.57	57.78	37	23.91	26.67
Grade 4	15	10.47	13.59	61	51.16	54.37	24	38.37	32.04
Grade 5	13	19.10	8.75	56	61.80	57.50	32	19.10	33.75
All Grades	12	11.99	12.82	57	61.05	56.41	31	26.97	30.77

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	15.22	15.56	50	48.91	50.00	37	35.87	34.44
Grade 4	18	13.95	14.56	50	44.19	48.54	32	41.86	36.89
Grade 5	23	17.98	13.75	50	48.31	40.00	26	33.71	46.25
All Grades	19	15.73	14.65	50	47.19	46.52	31	37.08	38.83

## 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	84	96	91	84	94	90	84	94	90	100	97.9	98.9
Grade 4	92	86	104	92	86	104	92	86	104	100	100	100
Grade 5	117	88	82	117	88	81	117	88	81	100	100	98.8
All Grades	293	270	277	293	268	275	293	268	275	100	99.3	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2379.0	2383.5	2396.3	7	7.45	11.11	13	18.09	24.44	30	27.66	17.78	50	46.81	46.67
Grade 4	2435.7	2424.0	2421.1	10	6.98	9.62	17	20.93	16.35	36	33.72	27.88	37	38.37	46.15
Grade 5	2443.6	2477.9	2454.8	3	14.77	7.41	13	19.32	17.28	30	26.14	27.16	55	39.77	48.15
All Grades	N/A	N/A	N/A	6	9.70	9.45	14	19.40	19.27	32	29.10	24.36	48	41.79	46.91

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	17	8.51	15.56	30	35.11	36.67	54	56.38	47.78
Grade 4	18	17.44	14.42	30	29.07	24.04	51	53.49	61.54
Grade 5	6	21.59	12.35	28	31.82	34.57	66	46.59	53.09
All Grades	13	15.67	14.18	29	32.09	31.27	58	52.24	54.55

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	8	10.64	21.11	49	38.30	27.78	43	51.06	51.11
Grade 4	10	9.30	7.69	48	39.53	37.50	42	51.16	54.81
Grade 5	10	13.64	6.17	28	42.05	38.27	62	44.32	55.56
All Grades	10	11.19	11.64	40	39.93	34.55	50	48.88	53.82

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	11	12.77	17.78	50	46.81	48.89	39	40.43	33.33
Grade 4	12	10.47	12.50	48	39.53	37.50	40	50.00	50.00
Grade 5	4	14.77	8.64	45	44.32	44.44	50	40.91	46.91
All Grades	9	12.69	13.09	47	43.66	43.27	44	43.66	43.64

**CAASPP Results Data Analysis****English-Language Arts/Literacy****All Students**

CAASPP results from 2017-2018 revealed the following:

- -33% of students met or exceeded standards, equal to the previous year
- -67% of students nearly met or did not meet standards, equal to the previous year
- -The percent of Foothill students meeting or exceeding standards remained the same in overall ELA performance. However, the percentage of students not meeting standards increased by 3%.
- -Foothill student achievement for students exceeding standards increased by 1.5%; meeting standards decreased (1%); nearly meeting standards decreased (3.5%); not meeting standards increased (3%).

Significant findings by grade level are as follows:

- -3rd Grade-Achievement for students exceeding standards increased (4.5%); meeting standards increased significantly (7%); nearly meeting standards decreased (6%); not meeting standards decreased (6%).
- -4th Grade-Achievement for students exceeding standards increased (3%); meeting standards decreased (2%); nearly meeting standards decreased (1%); not meeting standards remained the same.
- -5th Grade-Achievement for students exceeding standards decreased (3.5%); meeting standards decreased (8%); nearly meeting standards decreased (2%); not meeting standards increased (14%)

## Mathematics

### All Students

CAASPP results from 2016-2017 revealed the following:

- -29% of students met or exceeded standards, equal to the previous year
- -71% of students nearly met or did not meet standards, equal to the previous year
- -The percent of students meeting or exceeding standards remained the same in Math performance. The percent of students not meeting standards also remained the same as the previous year.
- -Foothill student achievement for students exceeding standards remained the same; meeting standards remained the same; nearly meeting standards decreased (5%); not meeting standards increased (5%).

Significant findings by grade level are as follows:

- -3rd Grade-Achievement for students exceeding standards increased (4%); meeting standards increased (6%); nearly meeting standards decreased significantly (10%); not meeting standards remained equal to the previous year.
- -4th Grade-Achievement for students exceeding standards increased (2.5%); meeting standards decreased (4.5%); nearly meeting standards decreased (5%); not meeting standards increased significantly (8%) .
- -5th Grade-Achievement for students exceeding standards decreased significantly (7%); meeting standards decreased (2%); nearly meeting standards increased (1%); not meeting standards significantly increased (8%).



**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	1428.9	1439.4	1404.5	53
Grade 1	1464.8	1463.3	1465.8	51
Grade 2	1500.6	1506.8	1494.0	63
Grade 3	1499.1	1493.7	1504.0	58
Grade 4	1507.3	1501.5	1512.4	57
Grade 5	1504.2	1498.7	1509.1	42
All Grades				324

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	20	37.74	14	26.42	14	26.42	*	*	53
Grade 1	19	37.25	22	43.14	*	*	*	*	51
Grade 2	32	50.79	22	34.92	*	*	*	*	63
Grade 3	14	24.14	17	29.31	16	27.59	11	18.97	58
Grade 4	15	26.32	21	36.84	12	21.05	*	*	57
Grade 5	18	42.86	*	*	*	*	*	*	42
All Grades	118	36.42	104	32.10	61	18.83	41	12.65	324

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	22	41.51	16	30.19	*	*	*	*	53
Grade 1	25	49.02	17	33.33	*	*	*	*	51
Grade 2	45	71.43	11	17.46	*	*	*	*	63
Grade 3	23	39.66	15	25.86	11	18.97	*	*	58
Grade 4	25	43.86	16	28.07	12	21.05	*	*	57
Grade 5	22	52.38	*	*	*	*	*	*	42
All Grades	162	50.00	83	25.62	48	14.81	31	9.57	324

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	14	26.42	14	26.42	18	33.96	*	*	53
Grade 1	14	27.45	22	43.14	*	*	*	*	51
Grade 2	24	38.10	21	33.33	11	17.46	*	*	63
Grade 3	*	*	16	27.59	16	27.59	18	31.03	58
Grade 4	*	*	17	29.82	18	31.58	14	24.56	57
Grade 5	*	*	14	33.33	*	*	14	33.33	42
All Grades	78	24.07	104	32.10	76	23.46	66	20.37	324

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	29	54.72	21	39.62	*	*	53
Grade 1	30	58.82	19	37.25	*	*	51
Grade 2	44	69.84	18	28.57	*	*	63
Grade 3	17	29.31	28	48.28	13	22.41	58
Grade 4	20	35.09	30	52.63	*	*	57
Grade 5	19	45.24	15	35.71	*	*	42
All Grades	159	49.07	131	40.43	34	10.49	324

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	17	32.08	28	52.83	*	*	53
Grade 1	27	52.94	17	33.33	*	*	51
Grade 2	44	69.84	14	22.22	*	*	63
Grade 3	29	50.00	21	36.21	*	*	58
Grade 4	33	57.89	19	33.33	*	*	57
Grade 5	25	59.52	11	26.19	*	*	42
All Grades	175	54.01	110	33.95	39	12.04	324

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	*	*	40	75.47	*	*	53
Grade 1	18	35.29	22	43.14	11	21.57	51
Grade 2	29	46.03	23	36.51	11	17.46	63
Grade 3	*	*	27	46.55	23	39.66	58
Grade 4	*	*	32	56.14	19	33.33	57
Grade 5	11	26.19	15	35.71	16	38.10	42
All Grades	82	25.31	159	49.07	83	25.62	324

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	30	56.60	15	28.30	*	*	53
Grade 1	21	41.18	25	49.02	*	*	51
Grade 2	23	36.51	36	57.14	*	*	63
Grade 3	13	22.41	35	60.34	*	*	58
Grade 4	20	35.09	29	50.88	*	*	57
Grade 5	16	38.10	15	35.71	11	26.19	42
All Grades	123	37.96	155	47.84	46	14.20	324

### Conclusions indicated by the ELPAC data:

ELPAC data indicates the following:

- Listening domain is an area of strength with 49% and 40% of students rated being well-developed and somewhat/moderately, respectively. Less than 11% of students fell in the beginning level in this domain.
- Speaking domain is an area of strength with 54% and 34% of students rated being well-developed and somewhat/moderately, respectively. Only 12% of students fell in the beginning level in this domain.
- Reading domain is an area for improvement with 25% and 49% of students rated being well-developed and somewhat/moderately, respectively. Almost 26% of students fell in the beginning level in this domain.

Writing domain is an area of strength with 38% and 48% of students rated being well-developed and somewhat/moderately, respectively. Only 14% of students fell in the beginning level in this domain.

Reclassification of EL students remains a priority. During the 2017-2018 school year, we will continue to analyze data to ensure we provide the needed support to our EL students so that they continue to gain a deeper understanding of the English language and increase English proficiency. Designated and Integrated ELD professional learning will continue to be part of our site professional learning plan.

## 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 percentage of students at grade level or above will increase from 50% at the beginning of the year to 60% at the end of the year as measured by Acadience (DIBELS) benchmark assessments.

\* By June 2019, the percentage of student at the intensive level will decrease from 34% to 29% as measured by the end of the year Acadience (DIBELS) benchmark assessment.

#### Data Used to Form this Goal:

Data used to form this goal was 2017-2018 Acadience (DIBELS) achievement data, a 4 year comparison of End of Year Acadience (DIBELS) achievement data from May of 2016, 2017 and 2018, and a 4 year comparison of Beginning of Year Acadience (DIBELS) achievement data from September of 2015, 2016, 2017 and 2018. In addition, ELA CAASPP results from the past two years (2016-2017 and 2017-2018) for grades 3rd -5th were reviewed.

#### Findings from the Analysis of this Data:

When analyzing 4 years of Acadience (DIBELS) data (2014-2015, 2015-2016, 2016-2017 and 2017-2018), the number of students needing intense support (WBB) decreased by 2% and the number of proficient (At or Above Grade Level) students increased by 6%. In 2017-2018, the overall percentage of students scoring proficient increased by 8% from Beginning of the Year to End of the Year. However, 53% percent of students scored intensive (BB and WBB) on Acadience (DIBELS) at the end of the 2017-2018 school year and 50% of students scored intensive at beginning of the 2018-2019 school year.

3rd-5th grade student achievement on the 2017-2018 ELA CAASPP indicates no change in the percentage of students meeting or exceeding grade level standards or in the percentage of students not meeting grade level standards when comparing 2017 data to 2018. Student cohorts, however, demonstrated progress. Student cohort #1 (which tracks students for three years from 2016, 2017 and 2018) indicates a 3% increase in the percent of students meeting or exceeding grade level standards and a 2% decrease in the percent of students not meeting grade level standards from their first year to their last. Student cohort #2 (which tracks students for two years from 2017 and 2018) indicates a 7% increase in the percent of students meeting or exceeding grade level standards and a 7% decrease in the percent of students not meeting grade level standards.

#### How the School will Evaluate the Progress of this Goal:

The goal will be evaluated by analyzing an average of overall school performance on Beginning of the Year, Middle of Year and End of Year Acadience (DIBELS) achievement data from 2018-2019. Individual student achievement data for all students Kindergarten - 5th grades will be analyzed to determine the percent of students who demonstrated growth on Acadience (DIBELS) when comparing Beginning of the Year and End of the Year Acadience (DIBELS) data from 2018-2019. An overall average of student achievement and progress across multi-years using Acadience (DIBELS) achievement data will also be evaluated. In addition, data from running records, Basic Phonics Skills Test (BPST), teacher-created assessments, curriculum based assessments, and CAASPP ELA results (for applicable grade levels) will be reviewed.



Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	6 - Support exemplary staff	Instructional Coach and administration will provide support to teachers with the implementation of Teachers College Reading and Writing Workshop Project (TCRWP), the ELA/ELD frameworks and the CA Common Core State Standards. Support will be provided to teachers through: demonstration lessons, walk-throughs, observational feedback, assistance with cognitive planning, facilitation of instructional rounds and targeted professional development .	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	135,025
	3 - Comprehensive PreK-12 program	CA Common Core State Standards in TK-5 will be fully implemented with dedicated ELA instructional time that includes a balanced implementation of foundational skills, reading, and writing.K= 1 hour, 1-3= 2 1/2 hours, 4-5= 2 hours. In addition, instructional time for targeted literacy skill instruction will occur during first, best instruction, and intervention/enrichment block.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administration and instructional coach will conduct classroom walk-throughs, provide timely feedback to teachers and review PLC minutes for: data analysis, cognitive planning, refinement of research-based instructional strategies and implementation of Teachers College Reading and Writing Project in order to ensure effective instruction of CA Common Core State Standards.	Aug 2018	June 2019			
	6 - Support exemplary staff	Literacy teacher will provide support to at-risk students with the remediation of targeted foundational skills and literacy, four times per week for 20-30 minutes for students in K-5th grade. Funded through District Title 1.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will continue to focus on literacy development, academic excellence and will acknowledge and celebrate student literacy achievement and improvement, measured in part through Acadience lexile, during student recognition ceremonies.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers will engage in individual goal setting conferences with all students to monitor growth and progress to support students in reflecting, self-monitoring and self-evaluating personal growth and progress.	Aug 2018	June 2019			
	2 - Collaborate with partners	Staff will engage in ongoing communication with parents regarding student progress and mastery of grade level academic standards in literacy and language arts.	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Teachers will build comprehensive classroom libraries to meet the needs of students at all reading proficiency levels, including, but not limited to independent reading, guided reading, read aloud, and shared reading books.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	18000
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	Instructional Computer Assistant will provide instructional, intervention, digital literacy and technological support to teachers, students and parents in the lab or in classrooms with the use of mobile labs. In addition, Instructional Computer Assistant will maintain technology equipment and devices to ensure all equipment and supplemental programs are accessible and functional for staff, student and parent use. District LCFF-LI	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will provide with after school tutoring in targeted literacy and foundational skills for at-risk students as identified by BPST, Acadience (DIBELS) and curriculum based assessments.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Grade Level teams will increase instructional rigor through close reading by using progressively complex levels of questioning which require student demonstration of depth of knowledge both orally and in writing.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Computers, digital licenses, technology, voice amplification systems, digital devices and supplies will be used by teachers as a resource and scaffold for supplemental instructional support, as well as for student use in classrooms during differentiated instruction.	Aug 2018	June 2019	4000-4999: Books And Supplies	Title I	8761
					4000-4999: Books And Supplies	LCFF-LI	5026
	3 - Comprehensive PreK-12 program	Printing/purchase of decodable text, interactive journals/notebooks and/or purchase of other consumable texts, including, but not limited to, Reading A-Z, Scholastic News, Storyworks, Times for Kids, to be used as supplemental reading materials.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Supplemental instructional materials, resources, and supplies (such as TCRWP Units of Study in reading, writing, and phonics and supplies) will be used to support first, best instruction, differentiation, enrichment and the development of literacy and foundational skills to increase student achievement.	Aug 2018	June 2019	4000-4999: Books And Supplies	Title I	2036
					4000-4999: Books And Supplies	LCFF-LI	3313
	8 - Learning environment to achieve excellence	Staff will group students according to need and will provide targeted literacy and foundational skills instruction during both small group instruction and intervention block to remediate literacy gaps and enrich literacy skills.	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Copy machines and maintenance will be used to support teachers and instruction. Copies will be used for parent workshops and meetings, teacher planning, professional learning and collaborations.	Aug 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	11019
	8 - Learning environment to achieve excellence	Within grade levels, classrooms environments will consistently display common anchor charts, classroom expectations, and other student reference materials.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will provide first best instruction using a balanced literacy approached utilizing the TCRWP model in reading, writing, and phonics.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Professional learning will focus on first best instruction that is research-based in order to greater impact student learning.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers will incorporate GATE and NGSS strategies to better meet the learning needs of all students.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers will organize science fair and history day/fair activities to support student learning. Students will be recognized for outstanding achievement in these areas. (supplies, materials, contracts, and student recognitions)	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will arrange for 5th grade students to attend science camp to support student learning in ELA and math. (transportation, registration, subs)	Aug 2018	June 2019			
<b>Targeted Professional Development</b>	9 - Learning organization	Grade Levels will participate in articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on instruction of CA Common Core Standards through Teachers College Reading and Writing Project (TCRWP) , ELA/ELD frameworks, foundational skills, close reading skills, small group instruction, Thinking Maps, research based instructional strategies and oral production strategies based on the increased language demands of the CCCSS. Grade levels will also participate in instructional rounds to increase capacity to implement research based strategies. The instructional coach and administration will be leading and facilitating the learning. (Substitute costs--10 days)	Aug 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	23781



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	6 - Support exemplary staff	Instructional Coach will coordinate and provide targeted professional learning presentations of specific research-based strategies followed by further coaching support that includes classroom visitations, feedback, support with cognitive planning and facilitation of instructional rounds.	Aug 2018	June 2019			
	6 - Support exemplary staff	Professional development books and materials will be used to support the building of teacher capacity in learning current research-based strategies that support effective implementation of the CA Common Core Standards.	Aug 2018	June 2019	4000-4999: Books And Supplies	Title I	500
	6 - Support exemplary staff	Administration, Instructional Coach and teacher leaders will participate in Targeted Professional Learning focused on implementation of CA Common Core Standards, ELA/ELD frameworks, foundational skills, close reading skills, Thinking Maps, TCRWP, research based instructional strategies and oral production strategies to increase professional capacity to support planning, delivery and implementation of site professional learning. (substitute and/or registration costs)	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	1950
					1000-1999: Certificated Personnel Salaries	LCFF-LI	1150
					5000-5999: Services And Other Operating Expenditures	Title I	1000
	2 - Collaborate with partners	Teachers will participate in monthly Professional Learning Communities (PLC) to analyze student achievement data and cognitively plan for instructional strategies and lessons that support effective instruction of CA Common Core State Standards through TCRWP.	Aug 2018	June 2019			
	6 - Support exemplary staff	Administration, instructional coach, and teacher leaders will attend the TCRWP Conference to learn strategies and increase capacity to support, develop and implement site plan for improvement of student literacy skills and first best instruction. (registration, substitute, lodging, travel, and reimbursement costs)	Aug 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	21031
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Teachers will plan and present instructional strategies to staff in order to build capacity.	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	1280
	8 - Learning environment to achieve excellence	Teachers will continue to analyze student achievement data from Acadience (DIBELS) and other assessment results, identify students who have not mastered the instructional unit concepts and skills, determine targeted instructional needs, develop instructional interventions, refine instructional practices and plan remediation and differentiation lessons to meet the needs of all students.	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Printers, laptops, computers, digital licenses, supplies and other technological devices will be used by staff and students to increase digital literacy skills, to allow access of digital programs and to print reports and resources that supplement and support core instruction, intervention and enrichment programs.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	All students will be provided with timely differentiation and intervention or enrichment opportunities in literacy during the school day. Achieve3000 and Smarty Ants will be used as a supplemental resource for students in grades K-5th.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional Coach, administration, and teaching staff will administer literacy assessments, such as Acadience (DIBELS), BPST, Fountas and Pinnell running records, and analyze data in order to identify targeted literacy gaps in need of remediation and cognitively plan lessons to raise the achievement of all students. (Substitute/ additional hours costs)	Aug 2018	June 2019			
	9 - Learning organization	Staff will label all books with their lexile level and reorganize school library accordingly to support student's ability to choose texts that match their literacy level.	Aug 2018	June 2019			
	6 - Support exemplary staff	Literacy teacher will participate in leadership team meetings to provide input on literacy instruction and share strategies, resources, and data.	Aug 2018	June 2019			
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Parent involvement/education events, such as Parent University, Family Nights, Family Tuesdays, etc., will be planned to build parent understanding, raise awareness and provide instructional strategies, materials and resources that support the development of strong literacy skills so that parents can better support student achievement and learning at home. (additional hours costs)	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	1200
					4000-4999: Books And Supplies	Title I	200
					1000-1999: Certificated Personnel Salaries	LCFF-LI	3560
	4 - Communicate effectively	Ongoing parent communication will occur through schoolwide use of ClassDojo, Blackboard communication platform, Annual Title I Meeting, Back to School Night and Open House.	Aug 2018	June 2019			
	7 - Family engagement	Camp TK, Camp Kinder, and bridge nights for grades 1-5 : Instructional Coach, teachers and support staff will plan parent/student sessions that raise awareness, educate and provide strategies and activities to support incoming students. Translation will be provided as necessary.	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	1400
					2000-2999: Classified Personnel Salaries	Title I	120
					4000-4999: Books And Supplies	Title I	200
	7 - Family engagement	Training for Parent Advisory groups (ELAC, ATP, PTA).	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Refreshments, translation, and child care will be provided for parents attending parent meetings and workshops (e.g. SSC, ELAC, ATP, Principal's Coffee, Parent University).	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	200
					2000-2999: Classified Personnel Salaries	Title I	200
	7 - Family engagement	Teacher leaders will participate in ATP meetings to analyze and evaluate the effectiveness of our parent engagement program and will plan and coordinate parent involvement opportunities and activities that support literacy at home. (additional hours costs)	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	950
	7 - Family engagement	Teachers and instructional coach will provide parent/child trainings on instructional strategies parents can use at home to support their child's learning.	Aug 2018	June 2019			
	7 - Family engagement	Parent University, Family Nights, Family Tuesdays, etc. will be planned to build parent understanding, raise awareness and provide parents with strategies, materials and resources in literacy skills so that parents can better support student achievement and learning at home.	Aug 2018	June 2019			
	7 - Family engagement	Update school website to include links to websites and resources to increase parent capacity and support for learning at home.	Aug 2018	June 2019			

## 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 percentage of students in the met/exceeded standards category will increase from 29% to 32% when compared to the previous school year as measured by CAASPP data.

\*By June 2019, the percentage of students in the not met/nearly met standards category will decrease from 68% to 65% when compared to the previous school year as measured by CAASPP data.

#### Data Used to Form this Goal:

Data used to form this goal was the Math CAASPP results in grades 3rd-5th from the previous two years (2016-2017 and 2017-2018)

#### Findings from the Analysis of this Data:

3rd-5th grade student achievement data on the 2017-2018 Math CAASPP indicates an overall stagnation in the percent of students meeting or exceeding grade level standards and in the percent of students not meeting grade level standards when compared with the previous school year. Aside from students demonstrating a lack of growth and progress in math, the percent of students performing below grade level standards in math is significant (71%). The increased rigor of conceptual understanding and application of integrated math skills are a struggle and students are in need of additional support with the application of integrated math and conceptual math skills.

#### How the School will Evaluate the Progress of this Goal:

The goal will be analyzed by evaluating Math CAASPP student achievement data from the 2017-2018 and 2018-2019 school years.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	6 - Support exemplary staff	Instructional Coach and administration will provide support to teachers with the implementation of CA Common Core Standards and Cognitively Guided Instruction (CGI). Support will also be provided to teachers through: demonstration lessons, walk-throughs, observational feedback, assistance with cognitive planning, facilitation of instructional rounds and targeted professional learning.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	CA Common Core State Standards and the Standards for Mathematical Practice will be fully implemented in grades TK- 5th with dedicated math instructional time that includes a balanced implementation of conceptual, procedural and application of math skills. K--45 minutes 1st -5th grades--60 minutes.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administration and the instructional coach will conduct classroom walk-throughs, provide timely feedback to teachers and review PLC minutes for: data analysis, intervention plans, cognitive planning, refinement of research-based instructional strategies and implementation of CGI in order to ensure full implementation of CA Common Core State Standards.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will continue to focus on number sense, conceptual understanding and real world application of math skills in addition to procedural skills and math fluency.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will pursue academic excellence in mathematics and will acknowledge and celebrate student achievement and improvement during student recognition ceremonies.	Aug 2018	June 2019			
	2 - Collaborate with partners	Staff will engage in ongoing communication with parents regarding student progress and mastery of grade level academic standards in math.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will develop common grade level assessments aligned with classroom instruction. Assessments will be used to identify areas of need for students and will provide a basis for targeting students for tutoring or other additional supports.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers will engage in individual goal setting conferences with students to monitor growth and progress on math assessments to support students in reflecting, self-monitoring and self-evaluating personal growth and progress.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional Computer Assistant will provide instructional, intervention, digital literacy and technological support to teachers, students and					

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		parents in the lab or in classrooms with the use of mobile labs. In addition, Instructional Computer Assistant will maintain technology equipment and devices to ensure all equipment and supplemental programs are accessible and functional for staff, student and parent use. District LCFF-LI.					
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	Interactive math and grid journals will be used to support mathematical tasks and the CA Common Core Standards.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Supplemental instructional materials (such as math manipulatives), resources and supplies will be used to support differentiation, intervention and development of conceptual understanding and application of math concepts and skills to increase student achievement.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	2900
					4000-4999: Books And Supplies	Title I	1400
	8 - Learning environment to achieve excellence	Programs and digital licenses, will be used as a supplemental resources to support differentiation, intervention, enrichment and assessments for students in grades TK-5th.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Computers, digital devices, program licenses, technology and supplies will be used by staff and students in classrooms to increase digital literacy skills and to print reports and resources that support core instruction and intervention/enrichment programs..	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	2940
	3 - Comprehensive PreK-12 program	Staff will arrange for 5th grade students to attend science camp to support student learning in ELA and math. (transportation, registration, subs)	Aug 2018	June 2019			
	2 - Collaborate with partners	Teachers will incorporate GATE and NGSS strategies to better meet the learning needs of all students.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Professional learning will focus will be on first best instruction that is research-based in order to greater impact student learning.	Aug 2018	June 2019			
<b>Targeted Professional Development</b>	6 - Support exemplary staff	Professional development books and resources to build teacher capacity and support understanding of developing lessons that effectively support conceptual understanding, application of mathematical concepts and implementation of CA Common Core Standards.	Aug 2018	June 2019			
	2 - Collaborate with partners	Teachers will participate in bi-monthly professional learning community (PLC) to analyze student achievement data and cognitively plan for instructional strategies and lessons that support	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		effective implementation of CGI and CA Common Core Standards.					
	9 - Learning organization	Grade Levels will participate in articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of CA Common Core Standards, CGI, conceptual understanding and application of the Standards for Mathematical Practice based on the increased rigor of the CCCSS. Grade levels will also participate in instructional rounds to increase capacity to implement research based strategies. The IC and administration will be leading and facilitating the learning.(Substitute costs)	Aug 2018	June 2019			
	6 - Support exemplary staff	Administration, Instructional Coach, and teachers will participate in targeted professional development focused on implementation of CA Common Core Standards, conceptual understanding and application of the Standards for Mathematical Practice to increase professional capacity to support planning, delivery and implementation of site professional learning.	Aug 2018	June 2019			
	6 - Support exemplary staff	Instructional Coach and administration will coordinate and provide targeted professional learning presentations of specific research-based strategies followed by further coaching support that includes classroom visitations, feedback, help with cognitive planning and facilitation of instructional rounds.	Aug 2018	June 2019			
	6 - Support exemplary staff	Teachers and instructional coach will participate in targeted professional learning in the summer to refine instructional practices and systems that support student learning. (additional hours)	Aug 2018	June 2019			
	6 - Support exemplary staff	Leadership team and instructional coach will plan targeted professional learning for staff in the summer to refine instructional practices and systems that support student learning. (additional hours)	Aug 2018	June 2019			
<b>Achievement/Data Driven Structure and Support</b>	8 - Learning environment to achieve excellence	Provide all students with timely intervention opportunities in math to address specific gaps in math learning for students in grades TK -5th .	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers will continue to analyze student achievement data from common formative assessments, identify students who have not	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		mastered instructional concepts and skills, determine targeted instructional needs, develop instructional interventions, refine instructional practices and plan for remediation and differentiation lessons to meet the needs of all students.					
	3 - Comprehensive PreK-12 program	Printers, laptops, computers, digital licenses, supplies and other technology will be used by staff and students to increase digital literacy skills, allow access of digital programs and to print reports and resources that support core instruction, intervention and enrichment.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Copy machines and maintenance will be used to support teachers and instruction. Copies will be used for parent workshops and meetings, teacher planning, professional learning and collaborations.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will provide after school tutoring in targeted math skills for at-risk students as identified by standards-based assessments.	Aug 2018	June 2019			
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Parent University, Family Nights, Family Tuesdays, etc. will be planned to build parent understanding, raise awareness and provide instructional strategies, resources and materials that support the development of conceptual understanding and application of integrated math concepts so that parents can better support student achievement and learning at home.	Aug 2018	June 2019			
	7 - Family engagement	Camp TK, Camp Kinder, and bridge nights - Instructional Coach, teachers and support staff will plan multiple parent/student sessions that raise awareness, educate and provide strategies and activities to support incoming TK and K students. Translation will be included as necessary. Funding in Goal 1.1	Aug 2018	June 2019			
	7 - Family engagement	Training for Parent Advisory groups (ELAC, ATP, PTA).	Aug 2018	June 2019			
	7 - Family engagement	Refreshments, translation, and child care will be provided for parents attending parent meetings (SSC, ELAC, ATP, Parent University) and workshops that build capacity to support their child's education. (Funding in goal 1.1)	Aug 2018	June 2019			
	7 - Family engagement	Update school website to include links to websites and resources to increase parent capacity and support for learning at home.					
	7 - Family engagement	Teachers and instructional coach will provide parent/child trainings on instructional strategies					



Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		parents can use at home to support their child's learning.					
	7 - Family engagement	Teacher leaders will participate in ATP meetings to analyze and evaluate the effectiveness of our parent engagement program and will plan and coordinate parent involvement opportunities and activities that support mathematical understanding at home. (additional hours costs)			1000-1999: Certificated Personnel Salaries	Title I	7776
	7 - Family engagement	Parent University, Family Nights, Family Tuesdays, etc. will be planned to build parent understanding, raise awareness and provide parents with strategies, materials and resources that support mathematical skills and concepts so that parents can better support student achievement and learning at home.					

## 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, we will decrease the percentage of students at Levels 1 (minimally-developed) from 30% to 25% in reading and from 10% to 5% in writing as measured by the ELPAC assessment.

#### **Data Used to Form this Goal:**

Analysis of 2017-2018 ELPAC data was used to develop the site goal.

#### **Findings from the Analysis of this Data:**

2017-2018 ELPAC data indicates the following:

- Listening domain is an area of strength with 49% and 40% of students rated being well-developed and somewhat/moderately, respectively. Less than 11% of students fell in the minimally-developed level in this domain.
- Speaking domain is an area of strength with 54% and 34% of students rated being well-developed and somewhat/moderately, respectively. Only 12% of students fell in the minimally-developed level in this domain.
- Reading domain is an area for improvement with 25% and 49% of students rated being well-developed and somewhat/moderately, respectively. Almost 26% of students fell in the minimally-developed level in this domain.
- Writing domain is an area of strength with 38% and 48% of students rated being well-developed and somewhat/moderately, respectively. Only 14% of students fell in the minimally-developed level in this domain.

Overall results indicate that 68% of students scored at Levels 3 or 4 with 32.1% and 36.4%, respectively.

#### **How the School will Evaluate the Progress of this Goal:**

2018-2019 ELPAC data will be used to evaluate the progress of our site goal.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	EL Facilitator to support our EL program by monitoring EL student progress, EL program, and facilitating reclassification process for eligible students.	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3307
	3 - Comprehensive PreK-12 program	Bilingual Instructional Assistants (District Title III/ Title I) to provide in class support to Emerging EL students during the regular school day.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional Coach will provide support to teachers with the implementation of ELA/ELD frameworks and the CA Common Core State Standards. Support will also be provided to teachers through: demonstration lessons, walkthroughs, observational feedback, assistance with cognitive planning, facilitation of instructional rounds and targeted professional learning to increase capacity to better support EL students. Funding in Goal 1.1.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	ELD standards will be fully implemented in grades TK-5th with dedicated instructional time for Designated ELD (30 minute blocks) and Integrated ELD on a daily basis. Instructional focus of D-ELD will be language acquisition, language production, reading and writing through the implementation of language stations.	Aug 2018	June 2019			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	Supplemental instructional materials, resources, technology and supplies will be used by staff and students to support and enhance language acquisition and instruction of English Learners.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	1511
	3 - Comprehensive PreK-12 program	Research-based computer instructional programs such as Rosetta Stone will be used by students as a supplemental resources to support vocabulary, literacy enrichment and oral language acquisition for EL students.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Grade level teachers collaborate bi-monthly to analyze data and student work, discuss the use of effective instructional strategies for Designated and Integrated ELD lessons, and plan timely intervention to increase the English proficiency of limited-English proficient students.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Grade level common block of uninterrupted Designated ELD time with an instructional focus on language acquisition, language production, reading and writing; all grade levels, 30 minutes daily.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will provide after school tutoring in targeted literacy skills, foundational skills, vocabulary and oral language acquisition skills for newcomer EL	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	15945

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		students and/or at-risk EL students as identified by ELPAC data, Acadience (DIBELS) and common formative assessments. (extra hours)			2000-2999: Classified Personnel Salaries	LCFF-EL	1345
	6 - Support exemplary staff	Bilingual instructional assistants will be provided with extra hours to work directly with Emerging EL students and long term ELs during regular school hours.	Aug 2018	June 2019			
Targeted Professional Development	9 - Learning organization	Grade levels will participate in articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of the ELD standards and the ELA/ELD frameworks. Grade levels will also participate in instructional rounds to increase capacity to implement research based strategies. The Instructional Coach and district coaches will be leading and facilitating the learning. (Substitute costs--Funding in goal 1.1)	Aug 2018	June 2019			
	6 - Support exemplary staff	Bilingual Instructional Assistants will attend district meetings and professional learning sessions provided by the EL Office.	Aug 2018	June 2019			
	6 - Support exemplary staff	Bilingual Instructional Assistants will attend site paraprofessional learning sessions to build their capacity of effective strategies to use to support EL students.	Aug 2018	June 2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Bilingual Instructional Assistants will provide primary language support to EL students at the Emerging levels to support language acquisition and improve student achievement.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers will administer ELPAC exam annually and analyze ELPAC data and common formative assessment data to identify language proficiency levels of students in order to cognitively plan for effective implementation of ELD standards during Integrated and Designated-ELD instructional blocks. (substitute/additional hours costs)	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	1800
	4 - Communicate effectively	Staff will meet with EL students to discuss ELPAC data, strategies for improvements, reclassification criteria, and goal setting.	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-EL LCFF-EL LCFF-EL	
	8 - Learning environment to achieve excellence	Teachers and bilingual assistants will be trained to administer one-to-one ELPAC at all grade levels.	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-EL LCFF-EL	

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
					3000-3999: Employee Benefits	LCFF-EL	
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Refreshments, translation, and child care will be provided for parents attending ELAC meetings and workshops that build their capacity to support their child's learning.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	374
					2000-2999: Classified Personnel Salaries	LCFF-EL	250
	4 - Communicate effectively	Interpretation and translation services will be made available to parents through the use of interpreters and/or language interpretation audio equipment.	Aug 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	690
	7 - Family engagement	Parents, Bilingual Instructional Assistants and/or other support staff will attend Regional CAFE conference to learn strategies and increase capacity to better support academics and achievement of EL students. (registration and reimbursement costs)	Aug 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1496
	7 - Family engagement	English Learner Advisory Committee meetings will occur a minimum of 8 times a year.	Aug 2018	June 2019			
	7 - Family engagement	Parent University, Family Nights, Family Tuesdays, etc. will be planned to build parent capacity, raise awareness and provide instructional strategies, resources and bilingual materials that support the development of oral language skills, literacy, computer and digital literacy skills, math, physical fitness, and art to support EL student learning at home.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	580
	7 - Family engagement	Staff will recognize students achieving reclassification by providing banners documenting achievement. Parents will be invited to celebrate this achievement at a celebration ceremony for their reclassified child. (banners, awards, decorations, refreshments)	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	
	7 - Family engagement	Parent University, Family Nights, Family Tuesdays, etc. will be planned to build parent understanding, raise awareness and provide parents with strategies, materials and resources that support language production so that parents can better support student achievement and learning at home.	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	

## 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 0.5%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 0.5%.

By June 2019, 100% of students will participate in discipline assemblies, disaster drills and Character Development lessons.

#### **Data Used to Form this Goal:**

Data used in the development of these goals were district attendance reports, CALPADS data reports for attendance, truancy and suspensions for 2017-2018.

#### **Findings from the Analysis of this Data:**

Analysis of the data indicates that Foothill attendance decreased by 1.0% when comparing the 2016-2017 school year with the 2017-2018 school year.

Data for suspensions indicates that the number of students suspended increased from 7 to 15 when comparing the 2016-2017 school year with the 2017-2018 school year. The suspension rate increased by 1.3% (from 1.1% to 2.4%) when comparing both years.

100% of students participated in Red Ribbon and Anti-Bullying weeks and in character trait development lessons.

#### **How the School will Evaluate the Progress of this Goal:**

Monthly attendance data from month 1 through month 10, and attendance and suspension data from CALPADS will be used to evaluate this goal.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Character Counts and Anti-Bullying lessons will be used by counselor and teachers to instruct students on building character and how to appropriately respond to bullying situations.	Aug 2018	June 2019			
	5 - Develop character of students	Character Counts monthly character focus of the "Six Core Pillars to Symbolize Positive Character Traits" will be incorporated into lessons.	Aug 2018	June 2019			
	6 - Support exemplary staff	School counselor will provide individual, small group and classroom counseling lessons that support teachers, parents and students with lessons to develop character, self-esteem, decision making, stress, social skills, conflict resolution, friendship, bullying, feelings, study skills, attendance and other topics as needed.	Aug 2018	June 2019			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	5 - Develop character of students	Staff will continue with annual Red Ribbon Week Activities to promote character and raise anti-drug awareness.	Aug 2018	June 2019			
	5 - Develop character of students	Counselor will meet with students (on individual and small group basis) to provide social and emotional support with character development.	Aug 2018	June 2019			
	4 - Communicate effectively	Disaster preparedness information will be communicated annually with students and staff. Safety drills, such as disaster drills, lock-down, active shooter and fire drills, will occur on a monthly basis.	Aug 2018	June 2019			
	4 - Communicate effectively	SST meetings will be held to build upon the strengths of students and to develop action plans and solutions to address academic and behavior concerns to support students and teachers. (additional hour and sub costs)	Aug 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	1060
	5 - Develop character of students	Staff will continue with annual Anti-Bullying Week activities to raise awareness and educate students and parents about bullying .	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental resources, materials and incentives will be used by staff, students and parents to educate, motivate and emphasize the importance of daily attendance.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	500
	8 - Learning environment to achieve excellence	Supervisors will provide supervision of students during early school hours prior to the beginning of the school day.	Aug 2018	June 2019			
<b>Targeted Professional Development</b>	6 - Support exemplary staff	Information on suspensions and any expulsions will be shared yearly with staff.	Aug 2018	June 2019			
	4 - Communicate effectively	Monthly attendance reports, information and tips will be provided at parent meetings (ELAC, Principal's Coffee) and in school newsletters.	Aug 2018	June 2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	4 - Communicate effectively	Daily, weekly and monthly attendance reports will be provided to students and staff to increase accountability, promote goal setting, monitor progress and encourage attendance.	Aug 2018	June 2019			
	9 - Learning organization	Counselor, staff and administration will attend conferences and/or seminars to learn strategies and increase capacity to support, develop and implement site plan for character development (such as PBIS) and better meet the social, development and/or emotional needs of students. (registration, sub and reimbursement costs)	Aug 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	325
	6 - Support exemplary staff	Administration will meet with groups of classified staff (campus supervisors, office staff, custodians, after school programs facilitator) to ensure a safe, efficient, and drug-free school environment.	Aug 2018	June 2019			
<b>Achievement/Data Driven Structure and Support</b>							
	6 - Support exemplary staff	Counselor will join leadership team meetings to discuss strategies, resources, and data regarding students with social, emotional, and behavioral concerns.	Aug 2018	June 2019			
<b>Academic-Centered Family and Community Engagement</b>	4 - Communicate effectively	Site technology (sound systems, MPR projector, speakers, screens, laptops, podiums, technology installations, etc.) will be updated as needed to provide awards assemblies, character counts education, anti-bullying workshops, parent workshops and meetings.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	500
	4 - Communicate effectively	Suspension and expulsion data will be reviewed with parent groups (SSC, ELAC, Principal's Coffee, PTA) annually.	Aug 2018	June 2019			
	7 - Family engagement	Parent University, Family Nights, Family Tuesdays, etc. will be planned to build parent understanding, raise awareness and provide parents with strategies, materials and resources that support character development so that parents can better support student achievement and learning at home.	Aug 2018	June 2019			
	5 - Develop character of students	Opportunities for development of cross-age peer relationships (such as Book Buddies) and mentoring will be expanded.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Students will attend assemblies and campus tours to learn positive behavior in all parts of the school campus. Campus tour behavior instruction will be provided by staff charged with supervising students in their respective campus areas (extra hours for	Aug 2018	June 2019			



Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		classified staff)					
	8 - Learning environment to achieve excellence	Students in K-5 will be administered a survey to obtain their feedback on their perception of school climate. Data will be disaggregated, analyzed and shared with staff and families.	Aug 2018	June 2019			
	7 - Family engagement	Staff will make home visits to meet with parents of student to discuss attendance, academic, and behavioral concerns.	Aug 2018	June 2019			
	7 - Family engagement	Staff will attend school attendance review team meetings to discuss attendance concerns with students and parents.	Aug 2018	June 2019			
	2 - Collaborate with partners	School will work in partnership with community organizations to provide students counseling and mental health services.	Aug 2018	June 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, Foothill will continue to implement systems and programs that support student achievement, academic learning and an equitable school climate.

By June 2019, Foothill will continue with parent engagement opportunities and increase parent participation in school events by 3%.

#### Data Used to Form this Goal:

Data analyzed in the development of this goal included: student achievement on common formative assessments, Acadience (DIBELS), and CAASPP, parent education level, along with free and reduced lunch data.

#### Findings from the Analysis of this Data:

93% of students receive free and/or reduced lunch. This data indicates that students and parents need ongoing opportunities to learn about college readiness skills and preparations, including: academic rigor, vocabulary, process and requirements for college admission, financial opportunities available to support college enrollment, and ways to support college preparation and readiness in elementary school. Systems are established to recognize student achievement and to support college readiness. Parent engagement opportunities increased and systems to strengthen and increase parent engagement are established on ongoing.

#### How the School will Evaluate the Progress of this Goal:

To evaluate this goal, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CA Common Core Standards as measured by student progress on CAASPP student reports, common formative assessments, Acadience (DIBELS) and reports from research based intervention programs.. We will utilize results from school climate surveys to assess progress in the areas of relationships, academic mindsets and learning engagement. We will utilize sign in sheets from parent meetings, workshops and school events to monitor and evaluate parent attendance.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	8 - Learning environment to achieve excellence	Staff will continue the focus of college readiness at Foothill Elementary School during daily lessons, morning announcements and student recognition ceremonies (Flag Ceremony, Award Assemblies etc.).	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will continue to implement school-wide systems that support equitable practices, academic rigor and the development of college readiness skills.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will implement and plan special events, days and projects to increase awareness of post-graduate opportunities, college preparation and college readiness skills such as, Career Day, motivational speakers, college research projects, college campus visits and public displays with college symbolism and information. (materials, transportation, refreshments, substitute costs)	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers will implement AVID strategies to improve student organization, note taking, and study skills.	Aug 2018	June 2019	4000-4999: Books And Supplies	Title I	
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	Supplemental instructional resources, materials, supplies and technology will be used by staff and students to support an equitable learning environment and encourage development of college readiness skills.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will continue to celebrate and recognize academic excellence as a component of college readiness (e.g. monthly Flag Ceremonies, Semester Awards, Honor Roll, Principal's Lunch).	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	310
<b>Targeted Professional Development</b>	9 - Learning organization	Staff will participate in ongoing professional learning opportunities to improve equitable practices in order to build capacity to support systems of academic excellence.	Aug 2018	June 2019			
<b>Achievement/Data Driven Structure and Support</b>	8 - Learning environment to achieve excellence	Staff will review and utilize data from student achievement reports to identify areas in need of improvement and to strengthen instructional practices that support academic rigor and college readiness.	Aug 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Students in TK, kindergarten and 5th grade will receive weekly music instruction. Other students will be provided with music instruction sessions throughout the year.	Aug 2018	June 2019			
	2 - Collaborate with partners	Partnership with Riverside Arts Academy will continue and school will offer students after school, on site music instruction.	Aug 2018	June 2019			
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Staff will continue to display college readiness symbolism around campus-- flags, bulletin board displays, motivational signs, slogans etc.	Aug 2018	June 2019			
	4 - Communicate effectively	Student planners/folders (agendas) will be used to increase and support home-school communication, and to promote college readiness and character development.	Aug 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	1697
	7 - Family engagement	Monthly student recognition ceremonies will include a focus on University/College and Career readiness.	Aug 2018	June 2019			
	7 - Family engagement	Meetings, workshops, education and informational opportunities will be provided to parents to educate, motivate, build capacity, encourage and raise awareness of college preparation and readiness skills.	Aug 2018	June 2019			
	2 - Collaborate with partners	Teacher and administrators will attend AVID trainings to learn how to effectively support students in building their study and organizations skills.	Aug 2018	June 2019			
	7 - Family engagement	Students will attend field trips to college and university campuses where they'll participate in hands-on learning experience, as well as learn about life on a college campus.	Aug 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	4000
	7 - Family engagement	Parents will be invited to all study trips to learn with their children and increase parent involvement	Aug 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	27,298	0.00
LCFF-LI	23,481	0.00
Title I	241,829	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	27,298.00
LCFF-LI	23,481.00
Title I	241,829.00

## 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	21,052.00
2000-2999: Classified Personnel	LCFF-EL	2,285.00
4000-4999: Books And Supplies	LCFF-EL	2,465.00
5000-5999: Services And Other	LCFF-EL	1,496.00
1000-1999: Certificated Personnel	LCFF-LI	5,770.00
4000-4999: Books And Supplies	LCFF-LI	17,386.00
5000-5999: Services And Other	LCFF-LI	325.00
1000-1999: Certificated Personnel	Title I	149,581.00
2000-2999: Classified Personnel	Title I	320.00
4000-4999: Books And Supplies	Title I	31,097.00
5000-5999: Services And Other	Title I	60,831.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	176,403.00
2000-2999: Classified Personnel Salaries	2,605.00
4000-4999: Books And Supplies	50,948.00
5000-5999: Services And Other Operating Expenditures	62,652.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	241,902.00
Mathematics	15,016.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	27,298.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	2,385.00
High School Graduation/College Readiness	6,007.00



**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:

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

**Objectives**

Foothill will utilize the flexibility of the SBCP to accomplish the goals of this school plan.

- ELA/ELD frameworks, CCCSS, TCRWP, supplemental resources, professional learning and student achievement data reports guide instructional planning and determine which strategies are most appropriate to support student achievement.
- Results from common formative assessments, teacher created assessments, and DIBELS are used to determine mastery of grade level standards and to evaluate effectiveness of instruction, programs and services.

**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:

- o 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;
- o 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.
- o Instruction by highly qualified teachers.
- o 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.
- o Strategies to attract high-quality highly qualified teachers to high-need schools.
- o 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.
- o 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.

- o 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.
- o 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.
- o 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.
- o 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.
- o 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 goal of the Title 1 program is a high-quality education for every child. At Foothill, in order to ensure that all students receive a high-quality education and improve in student achievement, systems are in place to identify the 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, their first step is to work individually with appropriate school site personnel (Principal, counselor, instructional coach, grade level team etc.) to provide differentiated instruction and provide necessary intervention support. After these actions have been documented and needs continue, then a referral to the Student Success Team (SST) occurs. This team, part of the schools' Response to Intervention and Instruction plan, receives the referrals and develops an action plan for individualized support. Students may participate in counseling, intervention, or half-time and are monitored closely by the teacher. This on-going process supports teachers and meets student needs in a timely manner.

Administration, Instructional Coach, counselor, grade level teams, and individual teachers monitor individual student data, subgroup data, grade level data and school-wide data using DIBELS, and Achieve3000. This data is used to place students in targeted, research based intervention programs.

**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.)

Instructional Coach: 100% Title I Site (\$86,553)

Title	Description
Instructional Coach	The coach assists teachers in building their capacity in supporting student mastery of the core curriculum and the CCCSS.

### **Objectives**

Foothill is committed to ensuring the academic success of all students.

- All teachers use multiple data sets to analyze student needs and place them in the appropriate interventions for targeted skills instruction.
- All teachers participate in grade level collaborations to analyze data, cognitively plan lessons, discuss best instructional practices and plan strategies to differentiate in identified areas of student weakness
- All teachers differentiate instruction and provide targeted small group and/or targeted intervention instruction daily.

- Sessions of TK/Kinder Camp are offered to keep parents of incoming students informed of school policies and expectations as a means of achieving a smooth transition to public school.
- Parents are informed of school events, student progress and parent events through written communication, use of Blackboard Connect phone system, school marquee, posters, banners and parent information meetings.

## 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:

- o 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.
- o 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.
- o 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:

- o 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
- o 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.
- o 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:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o 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**

At Foothill, the three bilingual instructional assistants support students who are identified, through ELPAC, at the emerging level. The bilingual assistants are assigned to different classrooms and provide primary language support so that these students truly understand and have equal access to the core curriculum. The bilingual assistants work with EL students using strategies learned through site and district trainings.

In addition to bilingual assistant support, EL students at Foothill receive 30 minutes daily of Designated English Language Development (ELD) instruction at their level. Students are leveled and grouped based on their language performance in the classroom as well as their ELPAC proficiency levels. Classes are built in the master schedule as either ELM or SEI. Students move to the appropriate class where they receive Designated ELD instruction. Teachers have been trained to give English Learners appropriate pause and think time and also to contextualize vocabulary.

Finally, administration, instructional coach, grade level teams, and individual teachers continue to analyze individual student data at Foothill and monitor student placement in the appropriate intervention program when necessary.

**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-\$12,070, \$7,489 & \$8,711) and (TIII-\$12,070, \$7,489 & \$8,711)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$3,307)

Title	Description
Bilingual Assistant	Three bilingual assistants support the teacher and EL students at the Beginning or Early Intermediate levels in the core curriculum by offering primary language support to our English Language Learners to help build their capacity, and improve student achievement. Students are provided supplemental academic support.

Title	Description
English Learner Facilitator	Assists with planning professional learning for teachers to support implementation of EL program, attends district meetings, maintains records of compliance, assists with reclassification process.

### **Objectives**

Foothill will implement a variety of strategies to ensure that EL students acquire English language skills as rapidly as possible and that EL students are successful in attaining mastery of grade level standards.

- Provide multiple learning opportunities to assist all EL students in learning English and ensure they have access to the core curriculum.
- Provide at least 30 minutes daily of Designated English Language Development (D-ELD) for all EL students at their language proficiency level.
- Provide standards based, systematic intervention to EL student who score below grade level proficiency levels.
- Provide parent education opportunities to increase awareness of the importance that the family role has on the success of a student.
- Bilingual assistants will participate in a minimum of 4 site trainings for continued growth and alignment of all programs to support classroom instruction.
- Bilingual assistants will attend monthly district training to increase capacity to support EL students.

**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:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o 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 Gifted and Talented (GATE) students at Foothill are in general education classrooms where teachers integrate differentiated learning experiences within the regular school day. Differentiated opportunities are provided for students based on individual needs and interests. Grade level teachers meet during minimum day collaborations to review data, to discuss best instructional practices, to cognitively plan lessons and to determine the most effective strategies in differentiating instruction for GATE and all students. Our instructional coach and six classroom teachers participated in professional development to build their capacity to better support and meet the needs of GATE students.

**Objectives**

The goal for every child, including Gifted and Talented students is to realize their unlimited potential.

- Foothill will provide support for parents of GATE students and foster a better understanding of the particular needs GATE students may have.
- Specific activities and differentiation opportunities will be developed and implemented to support the continued alignment of all programs and mastery of grade level standards
- Foothill has clustered GATE students and increased differentiated learning opportunities for GATE students.

Actions will continue in the 2018-2019 school year.





## 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**

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o 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.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

### **Description of Site Services**

Foothill provides special education services through the Resource Specialist Program, Speech Therapy, and a full continuum of SDC classes. There is a school psychologist assigned to our school on a daily basis. The Special Education staff is assigned by the District. Foothill Elementary School's special education program provides assessment, specialized instruction and curricular interventions to support the core curriculum. In the Resource, Speech and SDC Programs, children with exceptional needs are formally and informally assessed to determine needs and progress. Assessments are also completed for children who have been referred by the Student Success Team for determination of exceptional needs and requirement of special education services. Assessment information is also used to determine IEP goal progress and content. These assessments include teacher observations, teacher created assessments and standardized exams. Assessments are also used to analyze classroom needs and functioning and to determine the level and type of special education service which will maximize educational benefit for the child. The programs include individual, small group and class wide interventions using a combination of flex groups based on balanced literacy, regular and special curricula and teacher collaboration and professional learning. The Foothill Resource Program includes push-in, pullout and inclusion services, as determined by each child's needs. There is coordination of instruction and curriculum with special and regular education staff. All instruction is tailored to assist children in progressing toward grade level standards and goals outlined in each student's IEP.

### **Objectives**

The goal for every child, including special education students is to realize their unlimited potential.

- Special education teachers collaborate with regular education teachers monthly.
- Special education staff participates in district and site professional learning sessions.
- Special education assistants will participate in a minimum of 4 site professional learning sessions for continued growth and alignment of all programs to support classroom instruction.

## 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:

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

Technology at Foothill is used in a way that supports the District's curricular goals for students. Foothill recently completed a modernization project that included a new media center which includes a library and computer lab with student computers equipped with headphones and microphones. In the interim, each grade level has an assigned mobile laptop cart.

Classrooms have a minimum of 4 computers and 9 classrooms also have SMART boards for teacher and student use. Teachers understand that the lab provides supplemental support in their instruction of language arts and math.

All teachers have laptop computers which enable them to plan instruction and record grades both at work and at home. The laptops also work well in conjunction with document cameras and projectors. Teachers are able to prepare lessons in PowerPoint or other programs and use the audio-visual features of various classroom technologies to enhance instruction.

All classrooms have access to mobile laptop carts and the Internet through data drops and wireless access. Teachers are expected to communicate with staff and administrations through email, as well as other means. Teachers are informed of data collection resources, such as Acadience databases, and are able to access data on the performance of their students (District Tech. Plan pg.13) All classrooms have printers. Students have many opportunities to interact with and use technology on campus (District Plan pg. 17).

The site has various software programs. This is organized by the site's computer assistant and made available to teachers. The software is loaded onto computers in the labs and in the classrooms, especially software in which the site has a site license. Teachers can share resources and information with each other through this network, as well. All students who use the internet are required to have their parents sign an Acceptable Use of Policy (AUP) and return it to school (District Plan, p. 17).

Although Foothill has resources, there is a real need for a comprehensive plan related to technology with the expectations that comes with SBAC testing. The 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 pg. 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 continue to look for ways to make teachers and administrators more accessible to parents through email (District Plan, pg.23). While many of the objectives below have begun to be met, there is always room for improvement.

Foothill has one Instructional/Computer Assistant who assists students and staff with technology support in the classroom and with the mobile laptop carts. In addition, Foothill's mobile laptop carts are utilized during the after school Half Time program. The Half Time program utilizes a variety of Language Arts and Math software that is not used in the regular school day.

### **Objectives**

It is our goal to ensure that technology is current and accessible for both teachers and students. A multi-year plan will be utilized to update the current technology. It is our commitment to:

- Build the capacity of staff and students in technology by providing them with the digital literacy skills to acquire, analyze and present information
- Integrate the use of technology throughout the curriculum.
- Ensure that teachers have the knowledge and skills to use technology to facilitate projects based learning.
- Ensure that students and staff have an understanding of the ethical, use, function, impact and possibilities of technology.
- Strategically purchase additional mobile computer labs to support projects based learning and SBAC needs.
- Ensure that computer instructional assistant participates in a minimum of 4 site trainings for continued growth and alignment of all programs to support classroom instruction.

**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**

Foothill believes in building student assets and focusing on the six character traits and the corresponding link to student achievement. Staff, parents and students work together to maintain relationships that foster a culture of trust, inclusiveness, and integrity. We do not allow economic, social or academic barriers to impede the safety and education of our students. We respect the diverse contributions and roles of each individual. We only tolerate beliefs, actions and decisions that inspire and support students to lead healthy successful lives and reach their unlimited potential.

**Objectives**

Foothill continues to develop the character of each student to build an equitable and more unified community. Activities to support this include:

- -Daily announcements to promote development of positive student assets.
- -Annual discipline assemblies focused on school rules and character education.
- -Counselor intervention and character development classes to support students with topics such as friendship skills, anger management, anxiety, coping skills and gender specific issues.
- -Principal attending district emergency/disaster workshops, collaborating with district personnel regarding emergency/disaster plans and communicating disaster preparedness information with staff and students.

## 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 teachers 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**

Foothill is committed to fostering and maintaining an active parent involvement program. Since success is a shared responsibility, parents are encouraged to be active participants in their child's education in a variety of ways. Opportunities for parents to participate include, Back to School Night, Open House, Annual Title 1 Meeting, Parent University, Principal's Coffee, Family Nights, Family Tuesdays, Parent-Teacher Conferences, monthly Flag Ceremony and semester awards. We collaborate with parents and all partners for the benefit of our students and the future of our community. Communication is timely and parent input is sought, considered and used to guide decisions that will impact policies and programs offered to support student achievement. Regular communication is provided in English and Spanish via personal contact, school marquee, flyers, ClassDojo application, and Blackboard Connect so that parents remain informed of academic learning and other school activities. Parent input is gathered from SSC, ELAC, ATP and Principal's Coffee. Parents workshops are offered throughout the year during ELAC, SSC, parent involvement week, Parent University and Transitional Kinder/Kinder Camp. Translation and child care are offered at all parent

workshops/meetings and meetings/workshops are offered at multiple times to ensure all parents have the opportunity to participate.

### **Objectives**

Foothill is committed to ensuring that a system for meaningful family engagement and active and inclusive partnerships are maintained:

- -Foothill will continue to give information to parents of EL students on the progress of their child's English Language acquisition.
- -Foothill will continue to keep parents informed of their child's academic progress towards grade level standards.
- -Foothill will continue to have a welcoming and inclusive atmosphere for our community.
- -Administration will keep parents informed of the overall academic growth and progress of our school to ensure academic achievement and effective program implementation.
- -Foothill teachers and staff will provide the parent community with workshops designed to build parent understanding of grade level content standards.
- -Foothill will continue to offer Transitional Kindergarten/Kindergarten camp to new students and families entering TK or K.
- -Foothill will continue to develop a parent engagement action plan with ATP.

**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 Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, 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 \$23,481.

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 \$27,298.

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 \$241,829. There is a carryover of 0 for a total allocation of 241,829

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

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> <li>Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs.</li> <li>Salaries for Special Projects Personnel to manage and conduct categorically related duties.</li> <li>Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach).</li> <li>Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants).</li> <li>Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.</li> </ul>
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)



**Alvord Unified School District  
Foothill Elementary School  
Parental Involvement Policy  
2018-2020**

**PART I. GENERAL EXPECTATIONS**

Foothill Elementary School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools (SBE, 1994). The SBE listed six priorities (or types) of effective parent involvement programs: communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. These priorities provide a framework of shared responsibility between families and schools. Our school recognizes them as standards toward a committed and coordinated effort to empower parents to work cooperatively as full partners in working toward our mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Foothill Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1. Foothill Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Input from parents at School Site Council (SSC), English Language Advisory Council (ELAC), Action Teams for Partnership (ATP) and Principal's Coffee meetings
  - School-Parent Compact (Title 1 Compact)
  - Blackboard Connect—Parent Phone Messages
  - Input from Leadership Team/Grade Levels
  - Review with parents at Annual Title 1 meeting and Back to School Night
  - Parent-Teacher Conferences



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Foothill**  
**Póliza de Participación Escolar de Padres**  
**2018-2020**

**PARTE I. EXPECTATIVAS GENERALES**

La póliza de participación de padres de La Escuela Primaria Foothill se basa en la póliza de la Mesa Directiva de Educación Estatal, la cual fue establecida para realzar la participación de los padres en las escuelas (SBE, 1994). La póliza SBE anota seis prioridades (o tipos) de programas de participación efectiva de padres: comunicación, destrezas de padres, aprendizaje de los estudiantes, servicios voluntarios, hacer decisiones escolares y abogacía, y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y las escuelas. Nuestra escuela reconoce estos estándares como un esfuerzo comprometido y coordinado para habilitar a los padres para que trabajen en cooperación como socios totales hacia nuestra misión de asegurar que cada estudiante dominará o excederá los estándares académicos, mientras desarrolla destrezas académicas y de la vida.

La Escuela Primaria Foothill está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres y distribuirá a los padres de los alumnos participantes, una Póliza de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que están participando.
- La escuela notificará a los padres acerca de la Póliza de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.
- La escuela tendrá disponible para la comunidad la Póliza de Participación Escolar de Padres.
- La escuela proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La escuela actualizará periódicamente la Póliza de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el contrato escuela-padres como un componente de su Póliza de Participación Escolar de Padres.
- La escuela está de acuerdo en ser regida por los requisitos legales de la definición de la participación escolar de los padres y realizará programas, actividades y procedimientos de acuerdo con esta definición:

*La Participación escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:*

- *los padres juegan un papel esencial ayudando en el aprendizaje de su hijo/a;*
- *se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*
- *los padres son socios mayoritarios en la educación de sus hijos y están incluidos, cuando es apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de su hijo/a;*
- *se siga adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

**PARTE II. DESCRIPCION DE COMO LA ESCUELA IMPLEMENTARA LOS COMPONENTES REQUERIDOS DE LA POLIZA DE PARTICIPACION ESCOLAR DE PADRES**

1. La Escuela Primaria Foothill tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Póliza de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo la sección 1118 (b) de ESEA:
  - Información obtenida de los padres en las reuniones del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Iniciativa de Liderazgo para la Participación de Padres (ATP) y el Café con la Directora.
  - Contrato entre la Escuela y los Padres (Contrato Título 1)
  - Mensajes telefónicos para padres—Blackboard Connect
  - Información de parte del Equipo de Liderazgo/Niveles de Grado
  - Repaso con los padres en las reuniones anuales de Título 1 y la Noche de Regreso a la Escuela
  - Conferencias entre Padres y Maestros

2. Foothill Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Policy sent home with registration materials
  - Policy will be reviewed at Annual Title 1 meeting and Back to School Night
  - Policy will be distributed during parent-teacher conferences
  - Copies of the policy will be available in the main office
  - Policy will be posted on school website
  - Blackboard Connect—Parent Phone Messages
3. Foothill Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - SSC Meetings
  - ELAC Meetings
  - Principal's Coffee Meetings
  - ATP Meetings
4. Foothill Elementary School will convene an annual meeting to inform parents of the following:
  - That their child's school participates in Title 1
  - About the requirements of Title 1
  - Of their rights to be involved
  - About their school's participation in Title I:
    - Meetings will be held at various times to accommodate all parents
    - Meeting notices will be sent home with all students
    - Translation services will be made available for all written parent notices and meetings
    - Blackboard Connect—Parent Phone Messages
5. Foothill Elementary School will hold a flexible number of meetings at varying times and will provide child care, paid for with Title I funding as long as these services relate to parental involvement:
  - Child Care will be provided for all meetings
  - Meetings and workshops will be held in the morning and evening to accommodate all parents
  - Blackboard Connect—Parent Phone Messages will be used to inform parents of meetings and events
  - Notices will go home with every student
  - Input from parents via SSC, ELAC, Parent Teacher Association (PTA), ATP, and Principal's Coffee Meetings will be used to plan special events that are of interest to parents
6. Foothill Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
  - Flyers sent home in English and Spanish for SSC and ELAC meetings a minimum of 72 hours in advance
  - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members and posted on school website
  - Results of annual state testing will be mailed home in a timely manner
  - Blackboard Connect—Parent Phone Messages
7. Foothill Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet during:
  - Back to School Night
  - Parent-Teacher Conferences
  - Annual Title 1 Meeting
  - SSC, ELAC, ATP and Principal's Coffee Meetings
  - Parent University
  - Family Nights
  - Kinder Camp
  - Family Tuesday's—Come Learn With Me
  - Parent Involvement Week

2. La Escuela Primaria Foothill tomará las siguientes acciones para distribuir la Póliza de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:
  - La póliza se enviará a casa con los materiales de inscripción
  - La póliza se repasará en las reuniones anuales de Título 1 y la Noche de Regreso a la Escuela
  - La póliza se distribuirá durante las conferencias entre Padres y Maestros
  - Habrá copias de la póliza disponibles en la oficina escolar
  - Habrá copias de la póliza disponibles en el sitio escolar del internet
  - Mensajes telefónicos para padres—Blackboard Connect
3. La Escuela Primaria Foothill periódicamente actualizará la Póliza Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
  - Reuniones SSC
  - Reuniones ELAC
  - Reuniones de Café con el Director
  - Reuniones ATP
4. La Escuela Primaria Foothill organizará una reunión anual para informar a los padres de lo siguiente:
  - Que la escuela de su hijo/a participa en el Título I,
  - Acerca de los requisitos para el Título I,
  - De su derecho de participar
  - Sobre la participación de su escuela en el Título 1:
    - Las reuniones se llevarán a cabo en diferentes horarios para acomodar a todos los padres
    - Los avisos se enviarán a casa con todos los estudiantes
    - Habrá servicios de traducción disponibles para todos los avisos escritos para los padres y para las reuniones.
    - Mensajes telefónicos para padres—Blackboard Connect
5. La Escuela Primaria Foothill tendrá un número flexible de reuniones en horarios variables y proveerá cuidado para niños pagado por los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
  - Se proveerá cuidado para niños en todas las reuniones
  - Las reuniones y talleres se llevarán a cabo por la mañana y por la noche para acomodar a todos los padres
  - Mensajes telefónicos para padres—Blackboard Connect se utilizará para informar a los padres sobre las reuniones y eventos
  - Los avisos se enviarán a casa con cada estudiante
  - La información de los padres vía reuniones SSC, ELAC, ATP, Asociación de Padres y Maestros (PTA), y el Café con el Director se utilizará para planear eventos especiales que son de interés para los padres.
6. La Escuela Primaria Foothill proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
  - Los avisos para las reuniones SSC y ELAC se enviarán a casa en inglés y español con 72 horas de anticipación
  - Las agendas y minutas de las reuniones ELAC y SSC se envían en inglés y español a los miembros participantes y habrán disponibles en el sitio escolar del internet
  - Los resultados de los exámenes estatales anuales se enviarán a casa por correo de manera oportuna
  - Mensajes telefónicos para padres—Blackboard Connect
7. La Escuela Primaria Foothill proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del estudiante y los niveles de habilidad que se espera que alcancen:
  - Noche de Regreso a la Escuela
  - Conferencias entre Padres y Maestros
  - Reunión Anual de Título 1
  - Reuniones SSC, ELAC, ATP y Café con el Director
  - Universidad para Padres



8. Foothill Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
  - SSC and ELAC meetings
  - PTA meetings
  - ATP meetings
  - Principal's Coffee Meetings
  - Parent-Teacher Conferences
  - Parent University
  - Parent Involvement Week
9. Foothill Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
  - School wide plan will be shared with parents, input will be gathered and considered during SSC and ELAC parent meetings
  - If any parent comments dissatisfaction regarding the school wide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Deputy Superintendent
  - All efforts will be made to revise the plan so that it meets with satisfaction of all parents.
10. Foothill Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
  - Notices/flyers sent home in English and Spanish
  - Blackboard Connect—Parent Phone Messages sent in home language
  - Translation services available for meetings and workshops
  - Family Nights
  - ELAC meetings
  - Principal's Coffee Meetings
  - Kinder Camp
  - Parent University
  - Family Tuesdays—Come Learn With Me
  - Parent Involvement Week
  - California Association of Bilingual Education (CABE) Conference
  - "Class Dojo" and "Remind"
  - Child care will be provided for all meetings

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Foothill Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - Parent workshops at a variety of times
  - Family Nights
  - Parent University
  - College and Career Events (Career Day/ Vehicle Career Day)
  - Parent-Teacher Conferences
  - Blackboard Connect—Parent Phone Messages
  - Annual Title 1 Meeting
  - Back to School Night
  - Open House
  - Kinder Camp
  - CABE Conference
  - Principal's Coffee Meetings

- Noches Familiares
- Instituto Pre-Kinder
- Martes con la Familia—Ven y Aprender Conmigo
- Semana de Participación de Padres

- Si los padres de los niños que están participando lo piden, La Escuela Primaria Foothill proveerá oportunidades para reuniones regulares para hacer formular sugerencias y participar, cuando sea adecuado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
  - Reuniones SSC y ELAC
  - Reuniones de la Asociación PTA
  - Reuniones ATP
  - Reuniones del Café con el Director
  - Conferencias entre Padres y Maestros
  - Universidad para Padres
  - Semana de Participación de Padres
- La Escuela Primaria Foothill presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
  - El Plan Escolar se repasará con los padres en las reuniones SSC y ELAC
  - Si cualquier padre comenta su desacuerdo tocante al plan escolar, los comentarios se enviarán a la Oficina de Proyectos Especiales y al Superintendente Delegado
  - Se harán todos los esfuerzos para revisar el plan para cumplir con la satisfacción de todos los padres
- La Escuela Primaria Foothill tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
  - Los avisos/volantes se enviarán a casa en inglés y español
  - Mensajes telefónicos para padres—Blackboard Connect se envía a casa en el idioma del hogar
  - Se proveerán servicios de traductores para las reuniones y talleres
  - Noches Familiares
  - Reuniones ELAC
  - Reuniones de Café con el Director
  - Instituto Pre-Kinder
  - Universidad para Padres
  - Martes con la Familia—Ven y Aprender Conmigo
  - Semana de Participación de Padres
  - Conferencias de la Asociación de Educación Bilingüe de California (CABE)
  - Se proveerá cuidado para niños en todas las reuniones
  - Programas celulares de "Class Dojo" y "Remind"

### **PORTE III.      RESPONSABILIDADES COMPARTIDAS PARA QUE EL ESTUDIANTE TENGA ALTOS LOGROS ACADEMICOS**

- La Escuela Primaria Foothill aumentará la capacidad de los padres y alumnos para tener una fuerte participación escolar de los padres la cual asegure la participación y apoyo a una sociedad compuesta por la escuela, padres y comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación:
  - Talleres para padres de diferentes horas
  - Noches Familiares
  - Universidad para Padres
  - Eventos del colegio y las carreras
  - Conferencias entre Padres y Maestros
  - Mensajes telefónicos para padres—Blackboard Connect
  - Reunión Anual de Título 1

- ELAC, SSC, ATP and PTA Meetings
  - Student Study Team (SST) Meetings
  - 100 Mile Club
  - Family Tuesdays—Come Learn With Me
  - Parent Involvement Week
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
    - Parent input will be given regarding the school-parent compact
    - The school-parent compact will be sent home with registration materials and shared during Back to School Night and at parent conferences held the first trimester of the school year
    - The school-parent compact will be signed by all stakeholders indicated on the compact
    - Copies of the school-parent compact will be sent home with all students
    - Copies of the school-parent compact will be available on the school website
  3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators:
    - Parent workshops at a variety of times
    - Parent-Teacher Conferences
    - Annual Title 1 Meeting
    - Back to School Night and Open House
    - CAFE Conference
    - Parent University
    - Kinder Camp
    - Family Nights
    - Family Tuesdays—Come Learn With Me
    - Parent Involvement Week
    - ELAC, SSC, ATP and PTA meetings
    - SST meetings
    - Awards ceremonies (Flag Ceremony, SBAC Achievements)
    - "Class Dojo" and "Remind"
  4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, healthy lifestyle training, and using technology, as appropriate, to foster parental involvement, by:
    - SST meetings
    - Parent workshops at a variety of times
    - Parent University
    - Kinder Camp
    - Family Nights
    - Family Tuesdays—Come Learn With Me
    - Parent Involvement Week
    - 100 Mile Club
    - Parent-Teacher Conferences
  5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Professional Development trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
    - Professional Learning Community training

- Noche de Regreso a la Escuela
  - Noche de Exhibición
  - Instituto Pre-Kinder
  - Conferencia CABA
  - Reuniones de Café con el Director
  - Reuniones ELAC, SSC, ATP y PTA
  - Reuniones del Equipo de Asistencia Estudiantil (SST)
  - Club de Correr 100 Millas
  - Martes con la Familia—Ven y Aprender Conmigo
  - Semana de Participación de Padres
2. La escuela incorporará el contrato escuela-padres como componente de su Póliza de Participación Escolar de Padres:
- Solicitáramos Información de los padres sobre el contrato escuela-padres
  - El contrato escuela-padres se enviará a casa con los materiales de inscripción, se repasará en la Noche de Regreso a la Escuela y durante las conferencias entre Padres y Maestros
  - El contrato escuela-padres será firmada por todos los interesados que se indican en la contrato
  - Copias del contrato escuela-padres se enviarán a casa con todos los estudiantes
  - Copias del contrato escuela-padres habrán disponible en el sitio escolar del internet
3. Con la ayuda del distrito, la escuela proveerá ayuda a los padres de los niños que reciben servicios de la escuela para que entiendan temas tales como los siguientes: Los estándares del contenido académico del Estado, los estándares del Estado de logros académicos del estudiante, las evaluaciones académicas Estatales y locales incluyendo evaluaciones alternas, los requisito de Título 1, como monitorear el progreso del niño, y como trabajar con los educadores:
- Talleres para padres de diferentes horas
  - Conferencias entre Padres y Maestros
  - Reunión Anual de Título 1
  - Noche de Regreso a la Escuela y Noche de Exhibición
  - Conferencia CABA
  - Universidad para Padres
  - Instituto de Pre-Kinder
  - Noches Familiares
  - Martes con la Familia—Ven y Aprender Conmigo
  - Semana de Participación de Padres
  - Reuniones ELAC, SSC, ATP y PTA
  - Reuniones SST
  - Ceremonias de Reconocimiento (Flag Ceremony, SBAC Achievement)
  - Programas celulares de de "Class Dojo" y "Remind"
4. Con ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: entrenamiento de alfabetización, de estilos de vida saludables, y el uso de tecnología apropiadamente para fomentar la participación escolar de los padres con:
- Reuniones SST
  - Talleres para padres de diferentes horas
  - Universidad para Padres
  - Instituto de Pre-Kinder
  - Noches Familiares
  - Martes con la Familia—Ven y Aprender Conmigo
  - Semana de Participación de Padres
  - Club de Correr 100 Millas
  - Conferencias entre Padres y Maestros

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Kinder Camp to be held each spring for incoming kindergarten students and their parents/caregivers
  - State preschool available on-site
  - School library is available for parent use
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All event notices will be sent home in English and Spanish
  - Announcements will be displayed on the school marquee, school office bulletin boards, monthly newsletters and school website. Announcements on school office bulletin boards will be written in English and Spanish.
  - Flyers and notices will be sent 72 hours before events. Students will be encouraged to remind their parents of upcoming events.
  - Blackboard Connect—Parent Phone Messages providing notices in English and Spanish
  - Classroom communications from teachers to parents including class newsletters, emails, "Class Dojo" and "Remind"

#### PART IV. ADOPTION

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

This policy was adopted by the Foothill Elementary School on May 17, 2018, and will be in effect for the period of 2018–20 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2018. It will be made available to the local community on or before October 2018. The Foothill Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

  
Israel Avila, Principal

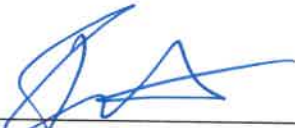
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5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en atraer, comunicarse y trabajar junto con los padres como si fueran socios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, con:
- Entrenamiento para el desarrollo profesional de maestros y personal semiprofesional tocante a la participación de padres, comunicación y asociación
  - Entrenamiento sobre la Comunidad de Aprendizaje Profesional
6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación escolar de padres en programas y actividades con *Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program*, y escuelas preescolares públicas y otros programas y conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen más profundamente en la educación de sus hijos con:
- Instituto Pre-K el cual se lleva a cabo cada primavera para los padres/guardianes de niños que están por entrar al Kindergarten
  - Plantel Preescolar del Estado disponible en la escuela
  - Biblioteca Escolar disponible para uso de los padres
7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en un formato uniforme y que se entienda, incluyendo formatos alternativos si son solicitados y a cierto grado en un lenguaje que los padres puedan entender:
- Todos los avisos sobre eventos se enviarán a casa en ambos idiomas inglés y español.
  - Los anuncios se exhibirán en la marquesina electrónica escolar, en el tablero de anuncios de la oficina escolar, en los noticieros y por el sitio escolar del internet. Los anuncios en los tableros de la oficina estarán escritos en ambos idiomas inglés y español.
  - Los anuncios se enviarán a casa con 72 horas de anticipación. Se animará a los estudiantes para que recuerden a sus padres los próximos eventos.
  - Mensajes telefónicos para padres—Blackboard Connect proporcionando avisos en ambos idiomas inglés y español.
  - Comunicaciones del salón de clase de parte de los maestros para los padres incluyendo el uso de email, noticias del salón y programas celulares "Class Dojo" y "Remind".

#### PARTE IV. ADOPCION

La Póliza de Participación Escolar de Padres ha sido desarrollada de acuerdo y en común con los padres de los niños que participan en Título I, programas Parte A, como se demuestra en las minutas de los concilios para padres.

Esta póliza fue adoptada por la Escuela Primaria Foothill el 17 de mayo, 2018, y estará en efecto durante el periodo de los años escolar 2018-20. La escuela distribuirá ésta póliza a todos los padres de niños que participan en Título I, Parte A y estará disponible en o antes de octubre, 2018. Estará disponible para la comunidad local en o antes de octubre, 2018. La Escuela Primaria Foothill hará la notificación de la póliza en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.

  
\_\_\_\_\_  
Israel Avila, Director

  
\_\_\_\_\_  
Fecha



## PARENT RESPONSIBILITIES

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

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

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Alvord Unified School District Foothill ELEMENTARY SCHOOL TITLE 1 SCHOOL COMPACT 2018-2020

## STUDENT RESPONSIBILITIES

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

- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Be prepared to learn each day; Leave toys and non-learning materials at home.
- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly for at least 20 minutes.
- Comply with school dress code policy.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day, arrive on time and stay all day.
- Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## STAFF RESPONSIBILITIES

I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach the Common Core grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of the Common Core standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits; Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis (4 times a year minimum) regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year; Discuss academic achievement and the Title 1 Compact.
- Provide opportunities for parents to observe in their child's classroom if requested.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_





## RESPONSABILIDADES DE LOS PADRES

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

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

Firma del Padre/Guardián

Fecha

Revised 4/20/2018

## Alvord Unifed School District ESCUELA PRIMARIA Foothill CONTRATO DE ESCUELA TITULO 1 2018-2020

### RESPONSALIDADES DEL ESTUDIANTE

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

- Demostrar respeto a todos los adultos en la escuela; Seguiré todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros así como las diferencias culturales, raciales, étnicas y religiosas.
- Estaré preparado para aprender todos los días; Dejaré juguetes y materiales que no sean de aprendizaje en casa.
- Participaré activamente en clase y buscaré ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salón de clases puntualmente y con mi mejor esfuerzo; ☐ Llevar a casa todo lo necesario para completar las asignaciones.
- Estaré seguro de entregar la información escolar a papá o mamá y regresarla a tiempo.
- Leer todas las noches por 20 minutos.
- Cumplir con el reglamento de vestuario.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salón y campo de recreo, incluyendo respetar a todos los adultos.
- Asistiré a la escuela puntualmente todos los días, llegaré al tiempo y quedarme todo el día.
- Conoceré los estándares básicos comunes del Estado de CA de nivel de grado que debo aprender y tratar lo mejor que pueda de lograr los estándares.
- No usaré drogas, alcohol, tabaco y no usaré ningún tipo de agresión o violencia incluyendo la visual, verbal o electrónica.

Firma del Estudiante

Fecha

### RESPONSABILIDADES DE LOS MAESTROS

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

- Proveeré un currículo e instrucción de alta calidad.
- Mantendré altas expectativas y formaré relaciones afectuosas y genuinas con los estudiantes.
- Enseñaré todos los estándares básicos comunes del Estado de CA a nivel de grado y le proveeré su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el aprendizaje y el logro de los estándares básicos comunes del Estado de CA de nivel de grado.
- Proveeré tarea que refleje y refuerce los conceptos enseñados en el salón de clase; Asegurarse que las asignaciones no excedan los límites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendré la comunicación regularmente (mínimo de 4 veces cada año) con los padres y los estudiantes tocantes al progreso del estudiante en la clase; Dar información correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Trataré de saber cuáles son las necesidades individuales de cada estudiante y diferenciar la instrucción cuando sea necesario
- Proveeré un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Tratar a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, étnicas y religiosas.
- Tendré una conferencia anual con los padres (mínimo una) en la que este contrato y el logro académico se repasará.
- Proveer a los padres oportunidades para observar en el salón de su hijo/a si lo solicitan.

Firma del Maestro/a

Fecha





**ALVORD UNIFIED SCHOOL DISTRICT**  
**Foothill Elementary School**

***School Site Council***

**Thursday, February 21, 2019**

**3:00 p.m.      Library**

**AGENDA**

- I.    Introductory Procedures
  - 1.   Call to Order
  - 2.   Establishment of Quorum
  - 3.   Pledge of Allegiance
  - 4.   Welcome
- II.   Action Items
  - 1.   Minutes of Meeting held January 24, 2019
  - 2.   Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  - 3.   2018-19 Title 1, Part A Reservations, Required
  - 4.   2018-19 Title 1, Part A Reservations, Allowed
  - 5.   Approval of School Wide Title 1 Program
  - 6.   Approval to be a School Based Coordinated Program
  - 7.   Approval of Centralized Services
  - 8.   Approval of Site Categorical Budgets (final 2017-18 Budget Allocations)
  - 9.   Approval of 2018-19 School Plan for Student Achievement (SPSA)
- III.   Discussion/Information
  - 1.   Budget Reports
  - 2.   Training Topic:
    - a.   School Plan for Student Achievement (SPSA) -- Implementation Monitoring
  - 3.   Parent Committee Reports
    - a.   ELAC Report
    - b.   ATP Report
    - c.   PAC Report
  - 4.   Program Reports
    - a.   Professional Development Opportunities (Paraprofessionals, Teachers)
    - b.   Parent and Family Involvement Opportunities
    - c.   Interventions
  - 5.   Principal's Report
- IV.   Hearing Session/Public Comments
- V.   Adjournment: Action Item

***The next School Site Council meeting is scheduled for March 21, 2019***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves, 21 de febrero del 2019**

**3:00 p.m. Biblioteca**

**AGENDA**

- I. Procedimientos de Introducción
  - 1. Llamar al orden
  - 2. Establecer el Quórum
  - 3. Juramento a la bandera
  - 4. Bienvenida
- II. Asuntos de Acción
  - 1. Minutas de la Reunión del 24 de enero 2019
  - 2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
  - 3. Título 1 2018-19, Reservaciones Parte A, Requerido
  - 4. Título 1 2018-19, Reservaciones Parte A, Permitido
  - 5. Aprobación del Programa Escolar de Título 1
  - 6. Aprobación del Plan Escolar Coordinado
  - 7. Aprobación de Servicios Centralizados
  - 8. Aprobación de Presupuestos Categóricos Escolares (Asignaciones finales del presupuesto 2018-19)
  - 9. Aprobación del Plan Escolar para Logros Estudiantiles 2018-2019 (SPSA) Diálogo/Información
- III. Discusión/ Información
  - 1. Reportes del Presupuesto
  - 2. Temas para la capacitación
    - a. Plan Escolar (SPSA) -- Monitorear la implementación
  - 3. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  - 4. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  - 5. Reporte del Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

***La próxima reunión del Concilio Escolar está programada para el 21 de marzo del 2019***



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Foothill Elementary School**

***School Site Council***

**Thursday, February 21, 2019**

**3:00 p.m. Library**

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:07 p.m.
  2. Establishment of Quorum: Quorum was established with 8 out of 10 members present. The following members were in attendance: Israel Avila, Julie Trujillo, Marina Williamson, Kristen Carroll, Ana del Toro, Connie Elick, Nora Lopez, and Martha Palomarez. Dawn Elliott was present as a non-member.
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. Minutes of meeting held January 24, 2019
    - a. Members were given the opportunity to review meeting minutes, propose revisions, and ask questions pertaining to them.
      - o No comments or questions were posed.
    - b. It was motioned/seconded/carried (Carroll/Williamson 8/0/0) to approve the minutes as written.
  2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed by Mr. Avila.
      - o Title I expenditures included were laptops and technology related items, classroom libraries, professional development books, homework folders/planners, Teacher's College Reading and Writing Project Conference, and math manipulatives.
      - o LCFF-EL expenditures included bilingual books for the library.
      - o Members were asked if they had any questions or comments pertaining to the expenditure requests.
    - b. It was motioned/seconded/carried (Carroll/Williamson 8/0/0) to approve all Title 1/ LCFF-LI/LCFF-EL expenditures as listed.
  3. 2018-19 Title 1, Part A Reservations, Required
    - a. Members reviewed and discussed Title 1, Part A Reservations, Required
    - b. The following suggestions for services and activities that constitute professional development were given:
      - o Articulation meetings, conferences, and trainings would be of benefit to teachers (Mrs. Carroll).
      - o Additional opportunities should be given to include professional development on Next Generation Science Standards (NGSS), Gifted and Talented Education (GATE), and Advancement Via Individual Determination (AVID) (Mrs. Trujillo).
    - c. The following suggestions for services and activities that constitute parent involvement were shared:
      - o Parent University and Family Night Events (Mrs. Carroll).
    - d. It was motioned/seconded/carried (Avila/Carroll 8/0/0) to approve the 2018-2019 Title 1, Part A Reservations, Required.

4. 2018-19 Title 1, Part A Reservations, Allowed
  - a. Members reviewed and discussed Title 1, Part A Reservations, Allowed
  - b. The following suggestions for services and activities that might be offered to students were included:
    - Opportunities to attend after school tutoring (Mr. Avila).
  - c. The following suggestions for services and activities that might be offered to teachers/paraprofessionals to be highly qualified included:
    - Induction programs like Beginning Teacher Support and Assessment (BTSA) for teachers (Mrs. Carroll).
  - d. It was motioned/seconded/carried (Avila/Williamson 8/0/0) to approve the 2018-2019 Title 1, Part A Reservations, Allowed
5. Approval of School Wide Title 1 Program
  - a. Members discussed elements of a School Wide Title 1 Program.
    - Members agreed that this program was of benefit to Foothill.
  - b. It was motioned/seconded/carried (Avila/Williamson 8/0/0) to approve the School Wide Program
6. Approval to be a School Based Coordinated Program
  - a. Members discussed elements of a School Based Coordinated Program.
  - b. It was motioned/seconded/carried (Avila/Williamson 8/0/0) to approve the School Based Coordinated Program
7. Approval of Centralized Services
  - a. Members discussed elements of Centralized Services.
    - Site examples of those services provided to Foothill but paid for by the District include our librarian, computer lab technician, bilingual instructional assistants, literacy teacher, and summer school.
  - b. It was motioned/seconded/carried (Carroll/Williamson 8/0/0) to approve Centralized Services
8. Approval of Site Categorical Budgets (final 2018-19 Budget Allocations)
  - a. Members reviewed and discussed final allocations for 2018-2019 site Categorical Budgets.
    - It was shared that sites are not guaranteed a carry-over of funds not spent this year and to avoid losing funding, sites should use all funding as specified in the school plan.
  - b. It was motioned/seconded/carried (Carroll/Williamson 8/0/0) to approve the final allocations for 2018-2019 site Categorical Budgets
9. Approval of 2018-2019 School Plan for Student Achievement (SPSA)
  - a. Members reviewed and discussed the 2018-2019 SPSA.
  - b. SPSA Goal Summary was provided and reviewed.
    - Actions to support goals were also reviewed and discussed.
    - Examples included:
      - ✓ parent involvement to include parents attending study trips with students
      - ✓ home visits to take place with teachers and administration present
      - ✓ attendance meetings
      - ✓ summer staff hours to attend professional development
      - ✓ History Day
      - ✓ science fair set up and promotion
      - ✓ additional hours for bilingual instructional assistants to provide additional support to students
      - ✓ AVID
      - ✓ after school tutoring for newcomers
      - ✓ funds for all teachers to be trained to administer the 1-1 portion of the ELPAC assessment
  - c. It was motioned/seconded/carried (Palomares/Carroll 8/0/0) to approve the 2018-2019 School Plan for Student Achievement (SPSA)
  - d. SPSA was signed and attested by Israel Avila, Principal and Marina Williamson, SSC Chairperson.

### III. Discussion/Information

#### 1. Budget Reports

- a. Categorical budgets were reviewed and discussed.
  - There is approximately \$64,000 left in Title I funds.
  - There is approximately \$17,000 left in LCFF-EL.
  - There is approximately \$4,100 left in LCFF-LI.
  - Funds not spent are not guaranteed to carry-over and should be spent.
  - Deadline to put in requests is March 15<sup>th</sup>.

#### 2. Training Topic:

- a. School Plan for Student Achievement (SPSA) -- Implementation Monitoring
  - Members reviewed and discussed the ongoing responsibilities to review and monitor implementation of SPSA with members.
    - ✓ Handout was provided.

#### 3. Parent Committee Reports

##### a. ELAC Report

- ELAC minutes from January were distributed for review.
  - ✓ January highlights were shared and included: Increasing Involvement of EL Parents in School-Wide Events and Parent Groups and SPSA input on Goals 3 and 4.
- February minutes were not yet available.
  - ✓ Ms. Elliott shared the following ELAC February highlights: ELPAC, CALPADS Language Census, and the Regional CABA conference.
- Next ELAC meeting is March 7<sup>th</sup>.

##### b. ATP Report

- January ATP highlights included event planning for Family Math Night on February 28<sup>th</sup>.
- Next ATP meeting is February 26<sup>th</sup>.

##### c. PAC Report

- PAC minutes from January were not available for review as PAC Representative was not present.
- Next PAC meeting is March 19<sup>th</sup>.

#### 4. Program Reports

##### a. Professional Development Opportunities (Paraprofessionals, Teachers)

- Recent staff professional development included: ELPAC assessments and the Six Elements of Professional Learning Communities.
- Recent paraprofessional development included: SPSA review and feedback and Active Shooter information.

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

- Recent parent involvement opportunities included: Family Tuesday: 4<sup>th</sup> grade, Semester awards, Parent University and Principal's Coffee.
- Upcoming parent involvement opportunities include: Parent University (Feb 28<sup>th</sup>), Family Math Night (Feb 28<sup>th</sup>), Family Tuesday: 3rd grade (Feb 26<sup>th</sup>) and Read Across America Book Picnic (Feb 26<sup>th</sup>).

##### c. Interventions

- Mrs. Carroll's groups are going well and some students in first and fourth grades have exited the program.
- Session 2 of tutoring began in February. Approximately 70 students in grades 1<sup>st</sup>-5<sup>th</sup> were invited to participate in tutoring. Session 2 of tutoring concludes on March 22<sup>nd</sup>.

#### 5. Principal's Report

##### a. Upcoming events include:

- Read Across America—February 25<sup>th</sup> through March 1<sup>st</sup>
- College and Career Day—March 12<sup>th</sup>
- Open House—March 14<sup>th</sup>

IV. Hearing Session/Public Comments

1. No discussions were brought forward at this time.

V. Adjournment: Action Item

1. It was motioned/seconded/carried (Carroll/Williamson 8/0/0) to adjourn the meeting at 3:57 p.m.

***The next School Site Council meeting is scheduled for March 21, 2019.***



# Foothill Elementary

## School Site Council Elementary Sign-In Sheet February 21, 2019

Name (Print)	Signature	SSC Position	Office
SCHOOL SITE MEMBERS			
Israel Avila		Principal	
Jessica Sedillo		Teacher	Secretary
Julie Trujillo		Teacher	
Marina Williamson		Teacher	Chairperson
Kristen Carroll		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Ana del Toro		Parent/Community Member	
Connie Elick		Parent/Community Member	
Angela Escalera		Parent/Community Member	PAC Rep.
Nora Lopez		Parent/Community Member	
Martha Palomares		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Dawn Elliott		NA	Facilitator



ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

***School Site Council***

Thursday, December 13, 2018

3:00 p.m. Room 25

**AGENDA**

- I. Introductory Procedures
  - 1. Call to Order
  - 2. Establishment of Quorum
  - 3. Pledge of Allegiance
  - 4. Welcome
- II. Action Items
  - 1. Termination of Memberships
  - 2. Appointment of New Members
  - 3. Minutes of Meeting held November 29, 2018
  - 4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
  - 1. Budget Reports
  - 2. Training Topic:
    - a. District Parent Involvement Policy
    - b. AUSD Wellness Policy
  - 3. School Plan (SPSA)
    - a. Implementation Monitoring
    - b. Input Goal 2
    - c. Achievement Data Reports: ELPAC, Reclassification
  - 4. LCAP Input—Goal 3: Engagement
  - 5. Parent Committee Reports
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  - 6. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  - 7. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

*The next School Site Council meeting is scheduled for January 17, 2019*





**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves, 13 de diciembre del 2018**

**3:00 p.m. Salón 25**

**AGENDA**

- I. Procedimientos de Introducción
  - 1. Llamar al orden
  - 2. Establecer el Quórum
  - 3. Saludo a la bandera
  - 4. Bienvenida
- II. Asuntos de Acción
  - 1. Terminación de las membresías
  - 2. Nombramiento de nuevo miembros
  - 3. Minuta de la Reunión del 29 de noviembre, 2018
  - 4. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
  - 1. Reportes del Presupuesto
  - 2. Temas para la capacitación
    - a. Política de Participación de Padres en AUSD
    - b. Política de Bienestar AUSD
  - 3. Plan Escolar (SPSA)
    - a. Monitorear la implementación
    - b. Recomendaciones para la Meta 2
    - c. Reporte de datos del rendimiento: ELPAC, Reclasificación
  - 4. Plan de Responsabilidad y Control Local: Meta 3 Participación
  - 5. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  - 6. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  - 7. Reporte del Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

***La próxima reunión del Concilio Escolar está programada para el 17 de enero del 2019***



ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

*School Site Council*

Thursday, December 13, 2018

3:00 p.m. Room 25

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:09.
  2. Establishment of Quorum: Quorum was not established with 5 out of 10 members present. The following members were present:
    - a. Teachers: Marina Williamson, Jessica Sedillo,
    - b. Other Staff Member: Kristen Carroll
    - c. Principal: Israel Avila (arrived at 3:15)
    - d. Parents: Nora Lopez
    - e. Non-member: Dawn Elliott.
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. Termination of Memberships:
    - a. One teacher and two parents will need to be replaced.
    - b. Tabled due to no quorum.
    - c. Ms. Sedillo suggested asking one of the parents that needed to step down to attend a short meeting to approve termination of memberships and appointment of new members. Ms. Elliott will look into this as a possibility.
  2. Appointment of new members:
    - a. Tabled due to no quorum.
  3. Approve new SSC chairperson.
    - a. Tabled due to no quorum.
  4. Minutes of Meeting Held October 2018
    - a. Tabled due to no quorum.
  5. Minutes of Meeting Held November 2018:
    - a. Tabled due to no quorum.
  6. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. Expenditure requests were reviewed but actions tabled due to no quorum.



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves 13 de diciembre 2018**

**3:00 p.m.      Salón 25**

**MINUTA**

- I. Procedimientos de introducción
  1. La junta se llamó al orden a las 3:09.
  2. Establecimiento del Quórum: 5 de 10 miembros estuvieron presentes, no se estableció el Quórum. Los siguientes miembros estuvieron presentes:
    - a. Maestros: Marina Williamson, Jessica Sedillo,
    - b. Otro miembro del personal: Kristen Carroll
    - c. Director: Israel Ávila (llegó a las 3:15)
    - d. Padres de familia: Nora Lopez
    - e. Otra persona: Dawn Elliott.
  3. Se realizó el saludo a la Bandera.
  4. Se dio la bienvenida a los miembros y se les pidió anotarse en la lista de asistencia.
- II. Asuntos de acción
  1. Terminación de membrecías:
    - a. Un maestro y dos padres de familia serán remplazados.
    - b. Pospuesto ya que no se estableció el Quórum.
    - c. La Sra. Sedillo sugirió pedirle a uno de los padres de familia que debe abandonar su puesto, que asista a una breve junta para aprobar la terminación de membresías y nombramiento de nuevos miembros. La Srta. Elliott averiguará si esto es posible.
  2. Nombramiento de nuevos miembros:
    - a. Pospuesto ya que no se estableció el Quórum.
  3. Aprobación de nuevo presidente de SSC.
    - a. Pospuesto ya que no se estableció el Quórum.
  4. Minuta de la junta de octubre de 2018
    - a. Pospuesto ya que no se estableció el Quórum.
  5. Minuta de la junta de noviembre de 2018:
    - a. Pospuesto ya que no se estableció el Quórum.
  6. Solicitudes de gastos (TI, LCFF-LI, LCFF-EL)
    - a. Se revisaron las solicitudes de gastos, pero las acciones se pospusieron ya que no se estableció el Quórum.

### III. Discussion/Information

#### 1. Budget Reports

- a. Categorical budgets were reviewed and discussed

#### 2. Training Topic:

##### a. District Parent Involvement Policy

- o Members reviewed and discussed the District Parent Involvement Policy
  - The AUSD Parent Involvement policy was reviewed and discussed.
  - The policy is sent annually with parents at the beginning of the year and can be found on the District's website.
  - Outlines ways for parents to get involved and emphasizes the importance of forging partnerships with parents, students and the community for better, stronger schools

##### b. AUSD Wellness Policy

- o Members reviewed and discussed the AUSD Wellness Policy
  - The AUSD Wellness policy was reviewed and discussed.
  - The policy is consistent with federal guidelines for nutrient rich snack standards
  - AUSD encourages non-food fundraisers and healthy celebrations
  - Approved snack list can be found in our site handbook or on district website
    - Ms. Sedillo suggested printing Wellness Policy brochures and making them available to parents at Back to School Night.
    - Mrs. Carroll recommended applying for the National Healthy School Award. This would give us more opportunities to apply for grants for our school.

#### 3. School Plan (SPSA)

##### a. Implementation Monitoring

- o Members discussed current implementation of SPSA.

##### b. Input Goal 2

- o Members reviewed SPSA goal 2, 2017-2018 ELPAC student achievement data, EL at-risk data, reclassification data, and proposed actions.
- o SPSA goal 2 was partially met for 2017-2018.
  - By June 2018, we will decrease the number of EL "At-Risk" students and increase the number of Reclassified Fluent English Proficient Students. (MET)
  - Reading and oral language production will continue to be a focus during D-ELD, so that by June 2018, student performance on ELPAC will demonstrate that the domain of reading is a site strength. (NOT MET)

### III. Diálogo/información

#### 1. Reportes de presupuestos

- a. Se revisaron y se dialogó acerca de los gastos categóricos

#### 2. Temas de capacitación:

##### a. Política de participación de padres del distrito

- Los miembros revisaron y dialogaron acerca de la Política de Participación de Padres del Distrito
  - Se revisó y dialogó acerca de la política de participación de padres de AUSD
  - La política se envía a los padres al principio del año escolar y se encuentra en el sitio web del Distrito.
  - Describe las maneras en que los padres pueden participar y enfatiza la importancia de forjar asociaciones con los padres, alumnos y la comunidad para que las escuelas sean mejores y más sólidas.

##### b. Política de bienestar de AUSD

- Los miembros revisaron y dialogaron acerca de la política de bienestar de AUSD
  - Se revisó y dialogó acerca de la política de bienestar de AUSD.
  - La política se alinea con las pautas federales en cuanto estándares de bocadillos nutritivos.
  - AUSD promueve recaudación de fondos por medio de artículos no comestibles y las celebraciones saludables
  - La lista de bocadillos aprobados se encuentra en el manual o sitio web del distrito
    - La Sra. Sedillo sugirió imprimir el folleto de la política de bienestar y ponerlo a disposición de los padres durante el evento de noche de regreso a clases.
    - La Sra. Carroll recomendó solicitar para el reconocimiento *National Healthy School Award*. Esto nos daría más oportunidades para solicitar subsidios para nuestra escuela.

#### 3. Plan escolar (SPSA)

##### a. Supervisión de implementación

- Los miembros dialogaron sobre la actual implementación del SPSA.

##### b. Sugerencias para la meta 2

- Los miembros revisaron la meta 2 de SPSA, datos de rendimiento estudiantil en ELPAC de 2017-2018, datos de alumnos EL en riesgo, datos de reclasificación y acciones propuestas.
- La meta 2 de SPSA se cumplió parcialmente para el 2017-2018.
  - Para junio de 2018, disminuirémos el número de alumnos EL “en riesgo” y aumentaremos el número alumnos reclasificados como Alumnos con Dominio del Idioma Inglés. (CUMPLIDA)
  - La producción del lenguaje oral continuará siendo el centro de instrucción en D-ELD, para que antes de junio de 2018, el desempeño de los alumnos en ELPAC continúe demostrando que la lectura es un área de fortaleza en la escuela.  
(NO CUMPLIDA)



- Members reviewed input form ELAC and staff, discussed and provided input for the proposed 2018-2019 SPSA goal 2.
- Parents agreed with the proposed goals recommended by the staff.
- Mr. Avila suggested removing the decrease of “moderately developed” and just focus on decreasing the “beginner” category of students by 25%
- Members agreed to change the second part of the goal to:
  - By June 2019, we will decrease the number of students in the beginning category from 30% to 25% in reading and from 10% to 5% in writing.
- Proposed actions from staff included: coach support for teachers; professional development focused on ELA/ELD frameworks and Designated/Integrated ELD; parent training—ELAC, CAFE, Family Nights, Parent University, use of online interventions; continued instructional focus on small group instruction, reading, writing, and oral language production during D-ELD; tutoring that specifically targets newcomer EL students
  - All members agreed with the proposed actions and recommendations to support SPSA goal 2 for 2018-2019.
- 4. LCAP Input—Goal 3: Engagement
  - No information was received or reviewed.
- 5. Parent Committee Reports
  - a. ELAC Report
    - ELAC minutes from November were distributed for review.
    - December ELAC highlights included: Reclassification training for parents, input for SPSA goal 2, AUSD Parent Involvement Policy and AUSD Wellness policy.
    - Next ELAC meeting will be January 10<sup>th</sup>.
  - b. ATP Report
    - ATP meeting summary notes from November were distributed for review.
    - November ATP highlights included: Content evaluation for Family Science Night and Parent Involvement Week and event planning for Family Literacy Night.
    - Next ATP meeting will be January 23<sup>rd</sup>.
  - c. PAC Report
    - No report was given.
    - Next PAC meeting will be January 24, 2018.
- 6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - Recent professional development included: ELD training, SPSA goal 2 input, Bilingual assistants reviewed and will be revising their schedules.
    - The next round of teacher collaborations will include an hour and a half discussion about the norms of collaboration.
    - Next paraprofessional meeting will be in January to review the new BIA schedule.

- Los miembros revisaron las sugerencias de ELAC y del personal, dialogaron y proporcionaron sugerencias para la meta 2 del SPSA 2018-2019.
  - Los padres están de acuerdo con la propuesta de metas recomendadas por el personal.
  - El Sr. Ávila sugirió quitar lo de disminuir en la categoría de habilidades “moderadamente desarrolladas” y simplemente enfocarse en disminuir un 25% en la categoría de “principiante”
  - Los miembros están de acuerdo en cambiar la segunda parte de la meta a:
    - Para junio de 2019, disminuir el número de alumnos en la categoría de principiante de un 30% a 25% en lectura y de 10% a 5% en escritura.
  - Las acciones propuestas por el personal incluyeron: apoyo de un asesor para los maestros; desarrollo profesional enfocado en los marcos de enseñanza de ELA/ELD y ELD designado/integrado; capacitación de padres—ELAC, CABE, Noches familiares, Universidad para Padres, uso de intervenciones por internet; enfoque continuo en instrucción de grupo pequeño, lectura, escritura y producción del lenguaje oral durante D-ELD; tutoría que se enfoque específicamente en alumnos EL recién llegados.
    - Todos los miembros están de acuerdo con las acciones propuestas y recomendaciones para apoyar a la meta 2 de SPSA para el 2018-2019.
4. Sugerencias de LCAP—Meta 3: Participación
- No se recibió ni revisó información.
5. Reportes de los comités de padres
- a. Reporte de ELAC
    - La Minuta ELAC de noviembre se distribuyó para revisarse.
    - Lo destacado de ELAC incluyó: capacitación para padres acerca de reclasificación, sugerencias respecto a la meta 2 de SPSA, política de participación de padres y política de bienestar de AUD.
    - La próxima junta de ELAC será el 10 de enero.
  - b. Reporte de ATP
    - Se distribuyeron para revisarse el resumen de notas de la junta de ATP.
    - Lo destacado de ATP de noviembre incluyó: Evaluación del contenido de la Noche Familiar de Ciencias, semana de participación de padres y planeación de eventos para la Noche Familiar de Lectoescritura.
    - La próxima junta de ATP será el 23 de enero.
  - c. Reporte de PAC
    - No hubo reporte.
    - La próxima junta de PAC será el 24 de enero de 2018.
6. Reporte de programas
- a. Oportunidades de desarrollo profesional (paradocentes, maestros)
    - Las recientes oportunidades de desarrollo profesional incluyeron: Capacitación de ELD, sugerencias de la meta 2 de SPSA, los horarios de las asistentes bilingües serán revisados.
    - La próxima ronda de colaboración de maestros incluirá un diálogo de hora y media acerca de las normas de la colaboración.
    - La próxima junta de paradocentes será en enero para revisar el nuevo horario de BIA.

b. Parent and Family Involvement Opportunities

- Recent parent involvement opportunities included: Parent University, Family Literacy Night, Kindergarten Family Tuesday.
- Upcoming parent involvement opportunities include: Principal's Coffee (Jan 17<sup>th</sup>)

c. Interventions

- Session 1 of tutoring concluded in December. Achievement data reports from session 1 of tutoring will be reviewed next month.
- We are currently recruiting teachers for session 2 tutoring
- Mrs. Carroll shared that literacy groups are going well. She is currently progress monitoring students.
- Mrs. Carroll shared that the DIBELS pathways will be a great indicator for teachers to see if in-class interventions are working.

7. Principal's Report

a. Upcoming events include:

- Board recognitions—December 13<sup>th</sup>
- Perfect Attendance Incentive Friday 12/14
- Santa visit Friday 12/14
- Kinder Performance
- Increased participation on Class Dojo
- attendance incentives (silly string) on December 14<sup>th</sup>
- Received New Blackboard training
- Christmas Break—Dec 18<sup>th</sup>—Jan 4<sup>th</sup>
- Flag Ceremony—Jan 8<sup>th</sup> at 830am
- MLK Day: No School—Jan 21<sup>st</sup>
- Spelling Bee—Jan 16<sup>th</sup> at 815am
- Teacher Work Day: No School—Jan 18<sup>th</sup>
- Talent Show:
  - Auditions: Jan 16<sup>th</sup> 230pm
  - Dress Rehearsal: Jan 23<sup>rd</sup> 230pm
  - Performance: Jan 25<sup>th</sup> 815am/915am
- Reclassification Ceremony (date TBD)

IV. Hearing Session/Public Comments

1. No discussion was brought forward.

V. Adjournment: Action Item

1. It was motioned/seconded/carried (\_\_\_/\_\_\_ #/#/#) to adjourn the meeting at 4:06 p.m.
  - Without a quorum we could not vote on this action item.

***The next School Site Council meeting is scheduled for January 17, 2019***



b. Oportunidades de participación de padres y familias

- Las recientes oportunidades de participación de padres y familia incluyeron: universidad para padres, noche familiar de lectoescritura, martes familiar de Kinder.
- Próximas oportunidades de participación de padres incluyen: Café con el director (17 de enero)

c. Intervenciones

- La sesión 1 de tutoría concluyó en diciembre. El próximo mes se revisarán los datos de rendimiento de la sesión 1 de tutoría.
- Actualmente reclutamos maestros para la sesión 2
- La Sra. Carroll compartió que los grupos de lectoescritura van bien. Actualmente supervisa el progreso de los alumnos.
- La Sra. Carroll compartió que DIBELS será un buen indicador para que los maestros se den cuenta si las intervenciones están funcionando.

7. Reporte del director

a. Los próximos eventos incluyen:

- Reconocimientos de la Mesa Directiva—13 de diciembre
- Incentivo de Asistencia Escolar Perfecta — viernes 12/14
- Visita de Santa— viernes 12/14
- Presentación de Kinder
- Más participación en *Class Dojo*
- Incentivos de asistencia escolar (*silly string*) el 14 de diciembre
- Capacitación para el nuevo Blackboard
- Vacaciones de navidad—18 de diciembre al 4 de enero
- Ceremonia de la Bandera—8 de enero a las 830am
- Día de MLK: No hay clases—21 de enero
- Concurso de deletreo—16 de enero a las 815am
- Día laboral de maestros: No hay clases —18 de enero
- Show de talento:
  - Audiciones: 16 de enero 230 pm
  - Ensayo: 23 de enero 230pm
  - Presentación: 25 de enero de 815am/915am
- Ceremonia de reclasificación (aún no se determina la fecha)

IV. Comentarios públicos/sesión de audiencia

1. No se presentó otro diálogo.

V. Clausura: Asunto de acción

1. Se propuso/secundó/aprobó la moción para clausurar la junta a las 4:06 p.m.

- No se pudo votar para este asunto de acción ya que no se estableció el Quórum.

***La próxima junta del concilio escolar está programada para el 17 de enero de 2019***



# Foothill Elementary

## School Site Council Elementary Sign-In Sheet December 13, 2018

Name (Print)	Signature	SSC Position	Office
SCHOOL SITE MEMBERS			
Israel Avila		Principal	
Heidi Powers		Teacher	
Jessica Sedillo		Teacher	Secretary
Marina Williamson		Teacher	
Kristen Carroll		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Toni de la Rosa		Parent/Community Member	
Ana del Toro		Parent/Community Member	Chairperson
Angela Escalera		Parent/Community Member	PAC Rep.
Nora Lopez	NORA LOPEZ	Parent/Community Member	
Martha Palomares		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Dawn Elliott		NA	Facilitator



ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

***School Site Council***

Thursday, January 17, 2019

3:00 p.m. Room 25

**AGENDA**

- I. Introductory Procedures
  - 1. Call to Order
  - 2. Establishment of Quorum
  - 3. Pledge of Allegiance
  - 4. Welcome
- II. Action Items
  - 1. Termination of Memberships
  - 2. Appointment of New Members
  - 3. Approve New SSC Chairperson
  - 4. Minutes of Meeting held October 2018
  - 5. Minutes of Meeting held November 2018
  - 6. Minutes of Meeting held December 13, 2018
  - 7. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
  - 1. Budget Reports
  - 2. Training Topic:
    - a. SSC Roles and Responsibility—Approve SPSA
  - 3. School Plan (SPSA) Input
    - a. Proposed Goals 1.1, 1.2, 2
    - b. Input and Proposed Goal 3,4
    - c. Achievement Data Reports:
      - Tutoring Session 1
      - School Climate Survey
  - 4. LCAP Input—Goal 2: Student Outcomes
  - 5. Parent Committee Reports
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  - 6. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  - 7. Principal's Report

IV. Hearing Session/Public Comments

V. Adjournment: Action Item

*The next School Site Council meeting is scheduled for Thursday, February 21, 2019*



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves, 17 de enero del 2019**

**3:00 p.m. Salón 25**

**AGENDA**

**II. Procedimientos de Introducción**

1. Llamar al orden
2. Establecer el Quórum
3. Juramento a la bandera
4. Bienvenida

**III. Asuntos de Acción**

1. Terminación de las membresías
2. Nombramiento de nuevo miembros
3. Aprobación de Nuevo Presidente del Concilio Escolar
4. Minuta de la Reunión de octubre, 2018
5. Minuta de la Reunión de noviembre, 2018
6. Minutas de la Reunión del 13 de diciembre 2018
7. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)

**IV. Diálogo/Información**

1. Reportes del Presupuesto
2. Temas para la capacitación
  - a. Función y Responsabilidades de SSC—Aprobar el Plan Escolar (SPSA)
3. Plan Escolar (SPSA)
  - a. Metas propuestas 1.1, 1.2, 2
  - b. Recomendaciones por las metas propuestas 3,4
  - c. Reporte de datos del rendimiento:
    - Datos de logros del primer sesión de tutoría ]
    - Encuesta en la escuela
4. Plan de Responsabilidad y Control Local: Meta 2 Resultados Estudiantiles
5. Reportes de Comités de Padres
  - a. Reporte ELAC
  - b. Reporte ATP
  - c. Reporte PAC
6. Reportes de Programas
  - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
  - b. Oportunidades para la participación de Familia y Padres
  - c. Intervenciones
7. Reporte de la directora

- V. Sesión de Audiencia/Comentarios del Público
- VI. Clausura: Asunto de Acción

***La próxima reunión del Concilio Escolar está programada para el jueves 21 de febrero del 2019***



ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

*School Site Council*

Thursday, January 17, 2019

3:00 p.m. Room 25

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:10.
  2. Establishment of Quorum: A quorum was not established. The following members were present:
    - a. Teachers: Marina Williamson, Jessica Sedillo-Quon
    - b. Other Staff Member:
    - c. Principal: Israel Avila
    - d. Parents: Ana del Toro
    - e. Non-Members- Dawn Elliott and Connie Elick
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. Termination of Memberships: No quorum. Item was tabled.
  2. Appointment of New Members: No quorum. Item was tabled.
  3. Approve New SSC Chairperson: No quorum. Item was tabled.
  4. Minutes of Meeting held October 2018: No quorum. Item was tabled.
  5. Minutes of Meeting held November 2018: No quorum. Item was tabled.
  6. Minutes of Meeting held December 2018: No quorum. Item was tabled.
  7. Expenditures Requests (TI, LCFF-LI, LCFF-EL): No quorum. Item was tabled.
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
      - Mr. Avila shared that we are on track with all of our budgets except for Title 1. We have a surplus in Title 1 funds. One way we could spend this money on is on technology and getting closer to having 1:1 laptops for all students on campus.
      - Mrs. Williamson asked about using the surplus funds to extend the hours of the bilingual instructional aides (BIAs). Mr. Avila shared that we might consider using funds from Title 1 to pay for tutoring (instead of EL funds as we have been doing) and use EL funds to pay for BIA extra hours.
      - Additional discussions will be had regarding how to allocate these funds in the upcoming months.





**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves, 17 de enero de 2019**

**3:00 p.m.      Salón 25**

**MINUTA**

- I. Procedimientos de Introducción
  1. La junta se llamó al orden a las 3:10.
  2. Establecimiento del quórum: No se estableció el quórum. Los siguientes miembros estuvieron presentes:
    - a. Maestras: Marina Williamson, Jessica Sedillo-Quon
    - b. Otro miembro del personal:
    - c. Director: Israel Avila
    - d. Padres: Ana del Toro
    - e. No miembros- Dawn Elliott y Connie Elick
  3. Se recitó el Saludo a la Bandera.
  4. Se les dio la bienvenida a los miembros y se les pidió que firmaran por su asistencia.
- II. Asuntos de Acción
  1. Terminación de membresías: No hubo quórum. El asunto se pospuso.
  2. Nombramiento de nuevos miembros: No hubo quórum. El asunto se pospuso.
  3. Aprobar al nuevo presidente de SSC: No hubo quórum. El asunto se pospuso.
  4. Minuta de la junta de octubre de 2018: No hubo quórum. El asunto se pospuso.
  5. Minuta de la junta de noviembre de 2018: No hubo quórum. El asunto se pospuso.
  6. Minuta de la junta de diciembre de 2018: No hubo quórum. El asunto se pospuso.
  7. Solicitud de gastos (TI, LCFF-LI, LCFF-EL): No hubo quórum. El asunto se pospuso.
- III. Diálogo/Información
  1. Reporte de presupuestos
    - a. Se revisaron y se habló de los presupuestos categóricos.
      - El Sr. Avila informó que estamos bien con todos los presupuestos excepto Título 1. Tenemos un excedente en fondos Título 1. Una forma en que podríamos gastar este dinero es en tecnología y así poder tener computadoras portátiles para casi cada alumno de la escuela.
      - La Sra. Williamson preguntó acerca de usar los fondos excedentes para ampliar las horas de las asistentes bilingües (BIAs). El Sr. Avila informó que podríamos considerar utilizar fondos de Título 1 para costear la tutoría (en vez de fondos EL como lo hemos estado haciendo) y utilizar fondos EL para costear las horas adicionales de las BIA.
      - Se tendrán diálogos adicionales sobre como asignar estos fondos en los próximos meses.



2. Training Topic:

a. SSC Roles and Responsibility—Approve SPSA

- Ms. Elliott reviewed SSC's role of monitoring the SPSA (especially Goals 1-4) monthly then approving the final document and all its components in February 2019.

3. School Plan (SPSA) Input

a. Proposed Goals 1.1, 1.2, 2: Participants reviewed proposed goals and actions as previously recommended by ELAC, staff, and SSC.

b. Input and Proposed Goal 3, 4:

- Participants reviewed SPSA Goal 3 and its three individual goals related to: attendance, counselor lesson reports/discipline/disaster drills, and suspension/expulsions.
  - Ms. Elick asked about the discipline assemblies. Mr. Avila shared that they were conducted at the beginning of the school year in the MPR. During these assemblies, behavior expectations, school rules, etc., were reviewed with all students.
- Participants reviewed data for Goal 3.
  - Mrs. Williamson asked if teachers should notify administration when students are chronically absent. Mr. Avila discussed the procedures that the school and district have in place for students with chronic absences and asked that teachers notify administration when students are chronically late as this is not automatically included in school and District protocols.
  - Regarding the goal for decreasing suspensions and expulsions, Mr. Avila clarified that the number of suspensions represented on the graph indicates incidents of suspensions, not students.
    - i. Mrs. Elick asked if a student could be expelled due to a recurring number of suspensions. Mr. Avila described different situations that could result in a student being expelled.
- SPSA goal 3 was partially met for 2017-2018.
- Participants reviewed input from ELAC and were informed that before giving final approval on the goal, input would need to be collected from the staff. In the interim, all attendees were in agreement to using last year's goals pending staff input.
- Proposed actions for Goal 3: Counselor support for staff, students and parents: Student Success Team (SST) meetings for intervention support; Character Development, conflict resolution, Anti-Drug and Anti-Bullying programs; Monthly disaster drills; Discipline assemblies; Incentives and supplemental resources/materials to motivate and improve attendance; Monthly attendance reports at parent meetings.
  - i. Mr. Avila suggested adding the administration of the Climate Survey to all students in K-5 as one of the actions towards meeting this goal. All participants were in agreement.

2. Temas de capacitación:

b. Función y Responsabilidad de SSC —Aprobar el plan SPSA

- La Sra. Elliott repasó la función de SSC de revisar el plan SPSA (especialmente las Metas 1-4) mensualmente y aprobar el documento final y todos sus componentes en febrero 2019.

3. Recomendaciones para el Plan Escolar (SPSA)

a. Metas propuestas 1.1, 1.2, 2: Los participantes revisaron las metas y acciones propuestas que ELAC, el personal y SSC recomendaron previamente.

b. Recomendaciones y Meta Propuesta 3, 4:

- Los participantes revisaron la meta 3 del SPSA y sus metas individuales relacionadas a: asistencia escolar, reportes de lecciones del consejero/disciplina/simulacros de desastres, y suspensiones/expulsiones.
  - La Sra. Elick preguntó acerca de las asambleas relacionadas con la disciplina. El Sr. Avila informó que se realizan al principio del año escolar en el MPR. Durante estas asambleas, se repasan con todos los estudiantes las expectativas de conducta, reglas escolares, etc.
- Los participantes revisaron los datos de la Meta 3.
  - La Sra. Williamson preguntó si los maestros deben notificar a la administración cuando los alumnos están ausentes de manera crónica. El Sr. Avila dialogó de los procedimientos que la escuela y el distrito tienen establecidos para los alumnos con ausencias crónicas y pidió a los maestros que notifiquen a la administración cuando los alumnos lleguen tarde de manera crónica ya que esto no se incluye automáticamente en los protocolos de la escuela y el distrito.
  - Con respecto a la meta de disminuir las suspensiones y expulsiones, el Sr. Avila aclaró que la cantidad de suspensiones representadas en la gráfica indican incidentes de suspensiones, no estudiantes.
    - i. La Sra. Elick preguntó si un estudiante puede ser expulsado debido a un número recurrente de suspensiones. El Sr. Avila describió las diferentes situaciones que podrían resultar en la expulsión de un estudiante.
- La meta 3 del SPSA se logró parcialmente en 2017-2018.
- Los participantes revisaron las recomendaciones de ELAC y se les informó de que antes de dar la aprobación final a la meta, se deben recopilar las opiniones del personal. Mientras tanto, todos los presentes estuvieron de acuerdo en utilizar las metas del año pasado en espera de la contribución del personal.
- Acciones propuestas para la meta 3: Apoyo del consejero para el personal, estudiantes y padres: Juntas del Equipo de Éxito Estudiantil (SST) para apoyo de intervención; Desarrollo del Carácter, resolución de conflictos, programas en contra de las drogas y en contra de *Bullying*; Simulacros mensuales de desastres; asambleas de disciplina; Incentivos y recursos/materiales suplementarios para motivar y mejorar la asistencia escolar; reporte mensual de la asistencia escolar en las juntas de padres.
  - i. El Sr. Avila sugirió agregar la administración de la Encuesta del Entorno Escolar para todos los alumnos de K-5 como una de las acciones para cumplir con esta meta. Todos los participantes estuvieron de acuerdo.

- Participants reviewed SPSA Goal 4 as it pertained to High School Graduation and College Readiness.
  - Participants reviewed data for Goal 4.
  - SPSA goal 4 was partially met for 2017-2018.
  - Participants reviewed input from ELAC and were informed that before giving final approval on the goal, input would need to be collected from the staff. In the interim, all attendees were in agreement to using last year's goals pending staff input.
  - Proposed actions for Goal 4: Emphasis on college readiness; student planners/folders to increase communication; student recognition for achievements—Flag Ceremonies, Semester Awards; Parent education and networking opportunities to educate, motivate and encourage parent support of college readiness; Career day to motivate and encourage college readiness; Ongoing professional learning opportunities related to implementation of systems that support an equitable climate and establishment of academic systems of excellence, Implementation of AVID strategies and support
    - All participants agreed with the proposed actions and recommendations to support SPSA goal 4 for 2018-2019.
    - Attendees agreed to add reclassification recognition as part of this goal.
    - Mr. Avila shared that conferences were no longer being approved and thus, upcoming participation in AVID would be affected. Participants chose to keep the proposed action in the event that restrictions on conferences were lifted. Ms. Elliott further informed participants that provided we wanted to adopt AVID practices in the future, having this in the SPSA would help us justify any related expenses.
- c. Achievement Data Reports:
- Tutoring Session 1
    - Ms. Elliott reviewed data reports from Session 1 of tutoring with participants. Ms. Elliott shared information about the pre and post assessments used for tutoring. Ms. Sedillo asked if the high number of students who made no or negative growth was due to the change in tutoring teachers for 5<sup>th</sup> grade. Ms. Elliott shared factors that could have resulted in the 0 or negative growth in words read per minute.
  - School Climate Survey
    - Ms. Elliott shared data collected on the School Climate Survey at the end of 2017-2018.
4. LCAP Input—Goal 2: Student Outcomes
- As no information was disseminated by the District regarding this, this item was tabled and no discussion was had.



- Los participantes revisaron la Meta 4 del SPSA ya que se trata de la graduación de la escuela secundaria y la preparación para ir a la universidad.
- Los participantes repasaron los datos de la meta 4.
- La meta 4 del SPSA se logró parcialmente en 2017-2018.
- Los participantes revisaron las recomendaciones de ELAC y se les informó de que antes de dar la aprobación final a la meta, se deben recopilar las opiniones del personal. Mientras tanto, todos los presentes estuvieron de acuerdo en utilizar las metas del año pasado en espera de la contribución del personal.
- Acciones propuestas para la meta 4: Énfasis en preparación para la universidad; agendas/fólderes estudiantiles para aumentar la comunicación; reconocer a los alumnos por sus logros—Ceremonias a la Bandera, Reconocimientos del Semestre; educación para padres y oportunidades de establecer contactos para educar, motivar y alentar el apoyo de los padres para la preparación universitaria; día de profesiones para motivar y alentar la preparación universitaria; oportunidades de aprendizaje profesional continuo relacionadas con la implementación de sistemas que apoyan un entorno equitativo y el establecimiento de sistemas académicos de excelencia, implementación de estrategias y apoyo AVID
  - Todos los participantes estuvieron de acuerdo con las acciones propuestas y recomendaciones para apoyar la meta 4 del SPSA para 2018-2019.
  - Los presentes estuvieron de acuerdo de agregar reconocimiento de reclasificación como parte de esta meta.
  - El Sr. Avila informó que ya no se están aprobando las conferencias y, por lo tanto, la próxima participación en AVID se vería afectada. Los participantes optaron por mantener la acción propuesta en caso que las restricciones en las conferencias se eliminaran. La Sra. Elliott informó a los participantes que, si quisiéramos adoptar prácticas AVID en el futuro, tener esto en el plan SPSA nos ayudaría a justificar cualquier gasto relacionado.

c. Reportes de Datos de Rendimiento:

- Sesión 1 de tutoría
  - La Sra. Elliott repasó con los participantes los reportes de datos de la sesión 1 de tutoría. La Sra. Elliott compartió información acerca de las evaluaciones previas y posteriores que se usan en tutoría. La Sra. Sedillo preguntó si el alto número de estudiantes que no tuvieron progreso o que tuvieron un progreso negativo se debió al cambio de los maestros de tutoría de quinto grado. La Sra. Elliott compartió los factores que podrían haber resultado en un crecimiento de 0 o negativo en las palabras leídas por minuto.
- Encuesta del entorno escolar
  - La Sra. Elliott compartió datos recolectados en la Encuesta del entorno escolar del final de 2017-2018.

4. Recomendaciones LCAP—Meta 2: Resultados estudiantiles

- Como el distrito no difundió ninguna información con respecto a esto, se pospuso este asunto y no hubo diálogo.

5. Parent Committee Reports

a. ELAC Report

- ELAC minutes from December were distributed for review.
- January highlights included: increasing parent involvement for parents of English Learners, reclassification, BIA support, and input on SPSA Goals 3-4.
- Next ELAC meeting will be Feb.7<sup>th</sup>.

b. ATP Report

- There was no ATP meeting in December to report on. The next ATP meeting will be Tuesday, January 22<sup>nd</sup>.
- The next Family Night will be February 28<sup>th</sup> and will be focused on math.
- Mrs. Ellick suggested having a family wellness night to include nutrition, exercise, stress relief, etc. Ms. Elliott also shared renting a rock wall to draw in more attendees.

c. PAC Report

- There was no PAC meeting in December.
- Next PAC meeting will be January 23, 2019.

6. Program Reports

a. Professional Development Opportunities (Paraprofessionals, Teachers)

- Recent staff professional development included: Finishing Designated ELD articulations. Grade-level collaboration days are coming up in February for all grade levels. They will focus on the Norms of Collaboration then be given to teachers for planning.
- Recent paraprofessional development included: District information on reclassification and upcoming site training on SPSA goals.

b. Parent and Family Involvement Opportunities

- Recent parent involvement opportunities included: Spelling Bee, ELAC, and Principal's Coffee. Upcoming parent involvement opportunities include: ATP meeting (January 22<sup>nd</sup>), Parent University (January 31<sup>st</sup>).

c. Interventions

- Session 2 of tutoring will begin in February. For this tutoring session, we are extending the invitation to Special Education students.
- Mrs. Carroll has asked all teachers to try to get their DIBELS data in so she can use this information to update her groups.

7. Principal's Report

a. Upcoming events include:

- Information regarding the Nurturing Parenting trainings at Norte Vista was given to attendees.

IV. Hearing Session/Public Comments

a. No discussion was brought forward.

V. Adjournment: Action Item

- a. The meeting concluded at 4:26 p.m.
- Without a quorum we could not vote on this action item.

***The next School Site Council meeting is scheduled for Thursday, February 21, 2019***

5. Reporte de los comités de padres

a. Reporte ELAC

- La minuta ELAC de diciembre se distribuyó para revisarla.
- Lo que se destacó en enero incluyó: aumentar la participación de padres de los alumnos en proceso de aprender inglés, reclasificación, apoyo de BIA, y opiniones de las metas 3-4 del SPSA.
- La próxima junta ELAC será el 7 de febrero.

b. Reporte ATP

- No hubo junta ATP en diciembre. La próxima junta ATP será el martes, 22 de enero.
- La próxima Noche Familiar será el 28 de febrero y se concentrará en matemáticas.
- La Sra. Ellick sugirió tener noche familiar de bienestar que incluya nutrición, ejercicio, alivio del estrés, etc. La Sra. Elliott también agregó el rentar una pared con rocas para escalar y atraer a más personas para que asistan.

c. Reporte PAC

- No hubo junta PAC en diciembre.
- La próxima junta PAC será el 23 de enero de 2019.

6. Reporte de programas

a. Oportunidades de Desarrollo Profesional (Paradocentes, Maestros)

- El reciente desarrollo profesional del personal incluyó: Terminar las articulaciones de ELD designado. Los días de colaboración de nivel de grado se acercan en febrero para todos los niveles de grado. Se concentrarán en las Normas de Colaboración y se les darán a los maestros para que planeen.
- El reciente desarrollo profesional incluyó: Información del distrito acerca de reclasificación y próxima capacitación en la escuela acerca de las metas del SPSA.

b. Oportunidades de participación de padres y de familias

- Las recientes oportunidades de participación de padres incluyeron: Concurso de deletreo, ELAC y Café con el Director. Las próximas oportunidades de capacitación de padres incluyen: junta ATP (22 de enero), Universidad para Padres (31 de enero).

c. Intervenciones

- La sesión 2 de tutoría empezará en febrero. Para esta sesión de tutoría estamos extendiendo la invitación a los alumnos en educación especial.
- La Sra. Carroll les ha pedido a todos los maestros que intenten obtener los datos DIBELS para poder usar esta información para actualizar los grupos.

7. Reporte del director

a. Los próximos eventos incluyen:

- Se dio a los participantes la información acerca de la capacitación para padres *Nurturing Parenting* en Norte Vista.

IV. Sesión de Audiencia/Comentarios Públicos

a. No hubo asuntos que dialogar.

V. Clausura: Asunto de acción

a. La junta concluyó a las 4:26 p.m.

- No pudimos votar en este asunto debido a la falta de quórum.

***La próxima junta del Concilio Escolar está programada para el 21 de febrero de 2019***



# Foothill Elementary

## School Site Council Elementary Sign-In Sheet January 17, 2019

Name (Print)	Signature	SSC Position	Office
SCHOOL SITE MEMBERS			
Israel Avila		Principal	
Heidi Powers		Teacher	
Jessica Sedillo		Teacher	Secretary
Marina Williamson		Teacher	
Kristen Carroll		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Toni de la Rosa		Parent/Community Member	
Ana del Toro		Parent/Community Member	Chairperson
Angela Escalera		Parent/Community Member	PAC Rep.
Nora Lopez		Parent/Community Member	
Martha Palomares		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Dawn Elliott		NA	Facilitator
Connie Elick		Parent	





ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

**AMENDED**

***School Site Council***

Thursday, November 29, 2018  
3:00 p.m. (Room 25)

**AGENDA**

- I. Introductory Procedures
  - 1. Call to Order
  - 2. Establishment of Quorum
  - 3. Pledge of Allegiance
  - 4. Welcome
- II. Action Items
  - 1. Termination of Membership
  - 2. Appointment of New Member
  - 3. Minutes of Meeting held October 18, 2018
  - 4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
  - 1. Budget Reports
  - 2. Bilingual Instructional Assistants Hours
  - 3. Training Topic:
    - a. Uniform Complaint Procedures
  - 4. School Plan (SPSA)
    - a. Input Goal 1.2
    - b. Achievement Data Reports: CFAs
  - 5. Parent Committee Reports
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  - 6. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  - 7. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

***The next School Site Council meeting is scheduled for December 13, 2018***





**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

## **ENMENDADO**

### ***Concilio Escolar***

**Jueves, 29 de noviembre del 2018**

**3:00 p.m. (Salón 25)**

### **AGENDA**

**I. Procedimientos de Introducción**

1. Llamar al orden
2. Establecer el Quórum
3. Juramento a la bandera
4. Bienvenida

**II. Asuntos de Acción**

1. terminación de la membresía
2. nombramiento de nuevo miembro
3. Minutas de la Reunión del 18 de octubre 2018
4. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)

**III. Diálogo/Información**

1. Reportes del Presupuesto
2. Horas de Asistentes de Instrucción Bilingües
3. Entrenamiento
  - a. Procedimiento Uniforme para Presentar Quejas
4. Plan Escolar (SPSA)
  - a. Recomendaciones para la Meta 1.2 del Plan Escolar (SPSA)
  - b. Reporte de datos de rendimiento: CFAs
5. Reportes de Comités de Padres
  - a. Reporte ELAC
  - b. Reporte ATP
  - c. Reporte PAC
6. Reportes de Programas
  - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
  - b. Oportunidades para la participación de Familia y Padres
  - c. Intervenciones
7. Reporte de la Director

**IV. Sesión de Audiencia/Comentarios del Público**

**V. Clausura: Asunto de Acción**

***La próxima reunión del Concilio Escolar está programada para el 13 de diciembre del 2018***



ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

*School Site Council*

Thursday, November 29, 2018

3:00 p.m. (Room 25)

MINUTES

I. Introductory Procedures

1. Meeting was called to order at 3:07.
2. Establishment of Quorum: A quorum was not established as only 4 out of 10 members were present. The following members were present:
  - a. Teachers: Marina Williamson, Jessica Sedillo
  - b. Other Staff: Kristen Carroll
  - c. Parents: Nora Lopez
  - d. Non-Members: Connie Ellick, Dawn Elliott,
  - e. Principal: Israel Avila arrived at 3:17. The quorum was adjusted to 5 out of 10.
3. Pledge of Allegiance was recited.
4. Welcome

II. Action Items

1. Termination of Membership  
Tabled due to no quorum.
2. Appointment of New Member  
Tabled due to no quorum.
3. Minutes of Meeting held October 18, 2018
  - a. Minutes were sent home and reviewed and will be approved at the next meeting.
4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)  
Tabled due to no quorum.

III. Discussion/Information

1. Budget Reports
  - a. The school's overall budget and monthly site budget were presented.
2. Mrs. Carroll pointed out the number of staff members for grade level articulation and for collaboration do not match.
3. Bilingual Instructional Assistants (BIA) Hours
  - a. Members reviewed and discussed budget reports of LCFF-EL and the possibility of increasing the hours of the bilingual aides.



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves, 29 de noviembre 2018**

**3:00 p.m. (Salón 25)**

**MINUTAS**

**I. Procedimientos de introducción**

1. La junta se llamó al orden a las 3:07.
2. Establecimiento del Quórum: El Quórum no se estableció solamente 4 de un total de 10 miembros estuvieron presentes. Los siguientes miembros estuvieron presentes:
  - a. Maestros: Marina Williamson, Jessica Sedillo
  - b. Otros miembros del personal: Kristen Carroll
  - c. Padres de familia: Nora Lopez
  - d. Otras personas no miembros: Connie Ellick, Dawn Elliot,
  - e. Director: Israel Avila llegó a las 3:17. El Quórum se ajustó a 5 de 10.
3. Se realizó el saludo a la Bandera
4. Bienvenida

**II. Asuntos de acción**

1. Terminación de membresías  
Pospuesto ya que no se estableció el Quórum.
2. Nombramiento de nuevos miembros  
Pospuesto ya que no se estableció el Quórum.
3. Minuta de la junta del 18 de octubre de 2018
  - a. La minuta se envió a casa para que se revise y se aprobará en la próxima junta.
4. Solicitudes de gastos (TI, LCFF-LI, LCFF-EL)  
Pospuesto ya que no se estableció el Quórum.

**III. Diálogo/información**

1. Reporte de presupuestos
  - a. Se presentó el reporte del presupuesto en general y el presupuesto escolar mensual.
2. La Sra. Carroll hizo notar que el número de miembros del personal en los grupos de articulación y colaboración no concuerda.
3. Horario laboral de las asistentes bilingües (BIA)
  - a. Los miembros revisaron y dialogaron acerca de los reportes de presupuesto de LCFF-EL y la posibilidad de aumentar el horario laboral de las asistentes bilingües.

- b. Mrs. Carroll asked how bilingual aides are used in the classroom and if there was a possibility to strategically increase their hours during a certain period of time.
  - c. Ms. Elliott shared that the distribution of bilingual aides among teachers is being reviewed and a new schedule will be available in January.
  - d. Mr. Avila shared that we could plan to have the bilingual aides sign up for additional hours.
  - e. Members noted that there were LCFF-EL funds allocated for two classified members to provide after school tutoring. Members discussed the pros and cons of keeping this money reserved for tutoring or using it for additional BIA support as discussed previously.
  - f. Members proposed the idea of creating a "new comer" tutoring group with these funds in lieu of adding BIA hours.
  - g. Members agreed that offering the bilingual aides additional hours for tutoring would be the best use of LCFF-EL funds.
4. Training Topic:
- a. Members reviewed and discussed AUSD Uniform Complaint Procedures.
5. School Plan (SPSA)
- a. Input Goal 1.2
    - o After members reviewed the Achievement Data Reports for math, the following input was given.
      - a) Mrs. Ellick suggested providing a math tutoring opportunity for parents.
        - i. Ms. Elliott suggested surveying parents at Principal's coffee to see who would be interested in parent math tutoring and in what setting/time frame would be most useful.
        - ii. Ms. Elliott and Mr. Avila shared their experiences with parent trainings.
      - b) Mr. Avila suggested adding links for math support to the school website.
    - o Members agreed with the proposed goals recommended by staff and ELAC which included: providing after school math tutoring, looking into grade level common assessments to take the place of our former Units of Study, and looking into math intervention programs to take the place of Ten Marks.
  - b. Members reviewed the Achievement Data Reports for math.

- b. La Sra. Carroll preguntó cuál es la función de las asistentes bilingües en el salón de clases y si existe la posibilidad de aumentar estratégicamente el horario por cierto período.
  - c. La Sra. Elliott compartió que la distribución de asistentes bilingües entre los maestros se está revisando y en enero estará disponible el nuevo horario.
  - d. El Sr. Ávila compartió que podemos planear que las asistentes bilingües se anoten para trabajar horas adicionales.
  - e. Los miembros hicieron notar que había fondos de LCFF-EL designados para que dos miembros del personal clasificado proporcionen tutoría después de clases. Los miembros dialogaron acerca de lo bueno y malo de reservar ese dinero para tutoría o usarlo para obtener apoyo adicional por parte de las BIA (asistentes bilingües) tal como se dialogó anteriormente.
  - f. Los miembros propusieron la idea de usar esos fondos para crear un grupo de tutoría para "recién llegados" en lugar de agregar horas para las BIA.
  - g. Los miembros estuvieron de acuerdo en que la mejor manera de usar los fondos LCFF-EL es ofreciendo horas adicionales a las asistentes bilingües para tutoría.
4. Tema de capacitación:
- a. Los miembros revisaron y dialogaron acerca del Procedimiento Uniforme de AUSD para Presentar Quejas.
5. Plan Escolar (SPSA)
- a. Sugerencias acerca de la Meta 1.2
    - o Se presentaron las siguientes sugerencias después de que los miembros revisaron los Reportes de Datos de Desempeño para Matemáticas.
      - a) La Sra. Ellick sugirió proporcionar oportunidades de tutoría de matemáticas para los padres.
        - i. La Sra. Elliott sugirió hacer una encuesta durante la junta de Café con el Director para ver cuantos padres están interesados en participar en tutoría de matemáticas para padres y que horario sería más conveniente.
        - ii. La Sra. Elliott y el Sr. Ávila compartieron sus experiencias con las capacitaciones para padres.
      - b) El Sr. Ávila sugirió agregar enlaces a la página web de la escuela para apoyar con las matemáticas.
    - o Los miembros estuvieron de acuerdo con las recomendaciones hechas por el personal escolar e ELAC las cuales incluyeron: proporcionar tutoría de matemáticas después de clases, ver la posibilidad de remplazar las Unidades de Estudio con evaluaciones comunes en base al nivel de grado y ver la posibilidad de remplazar Ten Marks con programas de intervención de matemáticas.
  - b. Los miembros revisaron los reportes de datos de desempeño de matemáticas.

6. Parent Committee Reports

- a. Members reported on ELAC and reviewed October minutes.
- b. Members reported on ATP and reviewed October minutes.
- c. As our PAC Representative was not in attendance, no report was given. Members reviewed October PAC minutes.

7. Program Reports

- a. Professional Development Opportunities (Paraprofessionals, Teachers)
  - o Kindergarten shared foundational skills overview during professional learning meeting.
  - o Mrs. Trujillo and Mrs. Mendez presented information on the Next Generation Science Standards (NGSS) with teachers during same professional learning meeting.
  - o Designated ELD articulation meetings are starting up and will be focused on Language Stations, EL Data, and teacher planning time.
  - o Achieve 3000 training will be taking place for all third through fifth grade teachers.
- b. Parent and Family Involvement Opportunities
  - o ATP meetings:
    - a) need more parent members,
    - b) Family Literacy Night coming up December 6<sup>th</sup>.
  - o Santa Shop (PTA) needs volunteers.
  - o Principal's Coffee recap of topics.
  - o Parent University, topic of communication, presented by Mr. Roz.
- c. Interventions
  - o Occurring during the school day, four to five days per week.
  - o After school tutoring Session I is wrapping up.
  - o Literacy teacher is providing support four days per week and progress is being made.

8. Principal's Report

- a. No report at this time as everything was already discussed.
- b. District calendar survey online,
  - o Overview of options,
  - o Complete survey if you haven't already done so,
  - o Input will be taken to the Board.

IV. Hearing Session/Public Comments

No discussions were brought forward at this time.

V. Adjournment:

- a. The information sharing session was ended at 4:34.

*The next School Site Council meeting is scheduled for December 13, 2018*

6. Reportes de comités de padres

- a. Los miembros reportaron acerca de ELAC y revisaron la minuta de octubre.
- b. Los miembros reportaron acerca de ATP y revisaron la minuta de octubre.
- c. Ya que nuestro representante de PAC no estaba presente, no hubo reporte. Los miembros revisaron la minuta de la junta PAC de octubre.

7. Reporte de programas

- a. Oportunidades de desarrollo profesional (paradocentes, maestros)
  - Durante la junta de aprendizaje profesional Kínder compartió información general sobre habilidades básicas.
  - Durante la misma sesión de aprendizaje profesional la Sra. Trujillo y la Sra. Mendez presentaron información a los maestros acerca de los estándares *Next Generation Science Standards (NGSS)*.
  - Las juntas de articulación de ELD designado iniciarán y se enfocarán en *Language Stations*, datos de EL y tiempo de maestros para planeación.
  - Se llevará a cabo la capacitación de *Achieve 3000* para todos los maestros de tercero a quinto grado.
- b. Oportunidades de participación de padres y familias
  - Juntas de ATP:
    - a) Hacen falta más padres miembros,
    - b) La noche de Lectoescritura Familiar será el 6 de diciembre.
  - (PTO) necesita voluntarios para la tienda *Santa Shop*.
  - Resumen de los temas de la junta Café con el Director.
  - El Sr. Roz presentó sobre el tema de comunicación en Universidad para Padres
- c. Intervenciones
  - Se llevan a cabo durante el día escolar, cuatro a cinco días a la semana.
  - La sesión I de tutoría está por terminar.
  - La maestra de lectoescritura proporciona apoyo cuatro días a la semana y ha habido progreso.

8. Reporte del director

- a. No hubo reporte en esta ocasión debido a que ya se había dialogado de todo.
- b. Encuesta por internet acerca del calendario del distrito,
  - Repaso de las opciones,
  - Complete la encuesta si aún no lo ha hecho,
  - Las sugerencias se presentarán ante la Mesa Directiva

IV. Sesión de audiencia/comentarios públicos

No se presentaron temas para diálogos en esta ocasión.

V. Clausura:

- a. La sesión para compartir información terminó a las 4:34.

***La próxima junta del Concilio Escolar está programada para el 13 de diciembre de 2014.***



# Foothill Elementary

## School Site Council Elementary Sign-In Sheet

November 29, 2018

Name (Print)	Signature	SSC Position	Office
SCHOOL SITE MEMBERS			
Israel Avila		Principal	
Heidi Powers		Teacher	
Jessica Sedillo		Teacher	Secretary
Marina Williamson		Teacher	
Kristen Carroll		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Toni de la Rosa		Parent/Community Member	
Ana del Toro		Parent/Community Member	Chairperson
Angela Escalera		Parent/Community Member	PAC Rep.
Nora Lopez	NORA LOPEZ	Parent/Community Member	
Martha Palomares		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Dawn Elliott			NA
Connie Elick		Parent/Community Member	





ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

***School Site Council***

Thursday, October 18, 2018

3:00 p.m. Room 25

**AGENDA**

- I. Introductory Procedures
  - 1. Call to Order
  - 2. Establishment of Quorum
  - 3. Pledge of Allegiance
  - 4. Welcome
- II. Action Items
  - 1. Approve minutes of meeting held September 27, 2018
  - 2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
  - 1. Budget Reports
  - 2. Training Topic:
    - a. Title 1 Compact
    - b. Foothill Parent Involvement Policy
  - 3. School Plan (SPSA)
    - a. SPSA Goal Summary
    - b. Achievement Data Reports: SBAC 2017-2018
    - c. Input Goal 1.1
      - o Achievement Data Reports: DIBELS
  - 4. Zearn Math Program
  - 5. Reports from Parent Committees
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  - 6. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  - 7. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

***The next School Site Council meeting is scheduled for November 15, 2018***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves, 18 de octubre del 2018**

**3:00 p.m. Salón 25**

**AGENDA**

- I. Procedimientos de Introducción
  - 1. Llamar al orden
  - 2. Establecer el Quórum
  - 3. Juramento a la bandera
  - 4. Bienvenida
- II. Asuntos de Acción
  - 1. Aprobar minutas de la reunión del 27 de septiembre 2018
  - 2. Aprobar Solicitudes de Gastos Categóricas (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
  - 1. Reportes del Presupuesto
  - 2. Entrenamiento
    - a. Acuerdo de Título I
    - b. Política de participación de padres de Foothill
  - 3. Plan Escolar (SPSA)
    - a. Resumen de las metas SPSA
    - b. Reporte de datos de rendimiento: SBAC 2017-2018
    - c. Recomendaciones para la Meta 1.1 del Plan Escolar (SPSA)
      - o Reporte de datos de rendimiento: DIBELS
  - 4. Programa de Mathematics Zearn
  - 5. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  - 6. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  - 7. Reporte del director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

***La próxima reunión del Concilio Escolar está programada para el 15 de noviembre del 2018***



ALVORD UNIFIED SCHOOL DISTRICT  
Foothill Elementary School

*School Site Council*

Thursday, October 18, 2018

3:00 p.m. (Room 25)

MINUTES

- I. Introductory Procedures
  1. Meeting was called to order at 3:07.
  2. Establishment of Quorum: Quorum was established with 7 out of 10. The following members were present:
    - a. Teachers: Heidi Powers, Marina Williamson, Jessica Sedillo,
    - b. Other Staff Member: Kristen Carroll,
    - c. Principal: Israel Avila,
    - d. Parents: Martha Palomares, Nora Lopez, Angela Escalera,
    - e. Non-members: Dawn Elliott and Patty Arvide.
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. The September 27, 2018 minutes were read and reviewed.
    - a. It was motioned/seconded/carried (Williamson/Powers 7/0/0) to approve the minutes as written.
  2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. The following categorical expenditures were discussed and approved.
      - o 34 CA Common Core Combo (ELA, Math, ELD) Standards Quick Glance Book
    - b. Members suggested taking an inventory from teachers, to see who already has one or both of the books before ordering.
    - c. It was motioned/seconded/carried (Sedillo/Williamson 7/0/0) to approve the expenditure NTE \$1,201.05.
- III. Discussion/Information
  1. Budget Reports
    - a. A presentation of the categorical budgets was not available at this time and discussion was tabled until next month.
  2. Training Topic:
    - a. Title 1 Compact
      - o Members reviewed and discussed the Title 1 Compact.
        - Approved by SSC at the end of last year and shared with parents at the Annual Title I meeting in September.
        - Signed by student, parent, and teacher during parent conferences.
          - Mrs. Powers shared her experience with going through the Title 1 compact with her students and their parents and how beneficial it was.
    - b. Foothill Parent Involvement Policy
      - o Members reviewed and discussed the Foothill Parent Involvement Policy.



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Foothill**

***Concilio Escolar***

**Jueves 18 de octubre del 2018**

**3:00 p.m. (salón 25)**

**MINUTA**

- I. Procedimiento de introducción
  1. La junta se llamó al orden a las 3:07.
  2. Establecimiento del Quórum: el Quórum se estableció con 7 de 10. Los siguientes miembros estuvieron presentes:
    - f. Maestros: Heidi Powers, Marina Williamson, Jessica Sedillo,
    - g. Otros miembros del personal: Kristen Carroll,
    - h. Director: Israel Avila,
    - i. Padres de familia: Martha Palomares, Nora Lopez, Angela Escalera,
    - j. No miembros: Dawn Elliott and Patty Arvide.
  3. Se recitó el saludo a la bandera.
  4. Se les dio la bienvenida a los miembros y se les pidió registrarse.
- II. Asuntos de acción
  1. La Minuta del 27 de septiembre del 2018 fue leída y revisada.
    - a. Moción propuesta/secundada/aprobada (Williamson/Powers 7/0/0) para aprobar la Minuta como está escrita.
  2. Aprobación de la solicitud de gastos categóricos (TI, LCFF-LI, LCFF-EL)
    - a. Los siguientes gastos categóricos fueron dialogados y aprobados.
      - o 34 CA Common Core Combo (ELA, matemáticas, ELD) Standards Quick Glance Book
    - b. Los miembros sugirieron hacer un inventario de los maestros para ver quién ya tiene uno o ambos libros antes de ordenar.
    - c. Moción propuesta/secundada/aprobada (Sedillo/Williamson 7/0/0) para aprobar el gasto sin exceder \$1,201.05.
- III. Diálogo/información
  1. Reporte del presupuesto
    - a. Una presentación de los presupuestos categóricos no estaba disponible en este momento y el diálogo se pospuso para el próximo mes.
  2. Tema de capacitación:
    - a. Acuerdo Título 1
      - o Los miembros revisaron y dialogaron el acuerdo Título 1.
        - Aprobado por SSC a fines del año pasado y compartido con los padres en la reunión anual Título 1 en septiembre.
        - Firmado por el estudiante, los padres y el maestro durante las conferencias de padres.
          - La Sra. Powers compartió su experiencia al repasar el acuerdo Título 1 con los estudiantes y sus padres y lo útil que fue.
    - b. Política de participación de padres de la escuela primaria Foothill
      - o Los miembros revisaron y dialogaron la política de participación de padres de la escuela Foothill.

- Also approved by SSC at the end of last year and shared with parents at the Annual Title I meeting in September.
- Details agreements made by Foothill in how to involve parents in school.

### 3. School Plan (SPSA)

#### a. SPSA Goal Summary

- Ms. Elliott reminded members that they received a SPSA Goal Summary page describing the five SPSA goals for the school site. A review of Goal 1.1 was given.

#### b. Achievement Data Reports: SBAC 2017-2018

- Members reviewed and discussed student achievement trends from the 2017-2018 administration of SBAC for ELA.

#### c. Input Goal 1.1

- Members reviewed SPSA goal 1.1, 2017-2018 DIBELS achievement data, and actions from 2017-2018 SPSA goal 1.1
  - Mrs. Powers commented on the positive influence tutoring had on our students' academic achievement.
- SPSA goal 1.1 was partially met for 2017-2018.
  - By June 2018, 80% of students will demonstrate progress on end of year DIBELS when compared to beginning of year DIBELS.
    - it was unclear whether this goal was met as data only showed proficiency level movement not growth within proficiencies.
    - 88% of students did maintain or improve their proficiency level.
  - By June 2018, we will reduce (by 5%) the percent of students requiring intensive support in reading as identified at-risk by DIBELS.
    - we met this goal by reducing the percentage of students needing intensive support by 8%.
- Members reviewed input from ELAC discussed and provided input for the proposed goal 1.1 for SPSA 2018-2019.
  - ELAC agreed with the proposed goals and actions.
  - ELAC proposed the use of LCFF-EL funds to support:
    - sending parents to CAFE to build capacity,
    - after-school tutoring,
    - materials that support instruction,
    - the implementation of student ELPAC conferences,
    - the implementation of data conferences with teachers,
    - the purchasing of reclassification banners.
  - SSC agreed with the proposed recommendations.



- También aprobado por el SSC a fines del año pasado y compartido con los padres en la reunión anual Título 1 en septiembre.
- Detalles de los acuerdos hechos por Foothill sobre cómo involucrar a los padres en la escuela.

### 3. Plan estudiantil (SPSA)

#### a. Resumen de la meta SPSA

- La Sra. Elliott les recordó a los miembros que recibieron una página de resumen de metas de SPSA que describe las cinco metas de SPSA para la escuela. Se dio una revisión de la meta 1.1.

#### b. Reporte de los datos de rendimiento: SBAC 2017-2018

- Los miembros revisaron y dialogaron las tendencias de rendimiento estudiantil de la administración 2017-2018 de SBAC para ELA.

#### c. Sugerencias para la meta 1.1

- Los miembros revisaron la meta 1.1 de SPSA, datos de rendimiento de DIBELS 2017-2018 y las acciones de la meta 1.1 de SPSA de 2017-2018.
  - La Sra. Powers comentó sobre la influencia positiva que tuvieron las tutorías en el rendimiento académico de nuestros alumnos.
- La meta 1.1 del SPSA se cumplió parcialmente para 2017-2018.
  - Para junio de 2018, el 80% de los estudiantes demostrará progreso en DIBELS de fin de año en comparación con DIBELS de inicio del año.
    - No estuvo claro si este objetivo se cumplió, ya que los datos solo mostraron un nivel de competencia, no un crecimiento dentro de las competencias.
    - El 88% de los estudiantes mantuvieron o mejoraron su nivel de competencia.
  - Para junio del 2018, reduciremos (en un 5%) el porcentaje de estudiantes que requieren apoyo intensivo en lectura según lo identificado por DIBELS en riesgo.
    - Cumplimos con este objetivo al reducir el porcentaje de estudiantes que necesitaban apoyo intensivo en un 8%.
- Los miembros revisaron los aportes de ELAC dialogados y proporcionaron sugerencias para la propuesta meta 1.1 SPSA 2018-2019.
  - ELAC estuvo de acuerdo con las metas y acciones propuestas.
  - ELAC propuso el uso de fondos LCFF-EL para apoyar:
    - Enviar padres a CABE para desarrollar capacidad,
    - Tutoría después de clases,
    - Materiales que apoyen la instrucción,
    - La implementación de conferencias ELPAC estudiantiles,
    - La implementación de conferencias de datos con maestros.,
    - La compra de estandartes de reclasificación.
  - SSC estuvo de acuerdo con las recomendaciones propuestas.

- Members reviewed input from staff and provided input for the proposed goal 1.1 for SPSA 2018-2019.
  - Staff proposed changing the goal to, "By June 2019, we will increase the percentage of students at grade-level or above from 50% at the BOY to 60% at the EOY and to decrease the percentage of students at the intensive level from 34% to 29%."
    - All members were in agreement with the proposed goal but suggested it be separated into two different goals.
      - *By June 2019, we will increase the percentage of students at grade-level or above from 50% at the beginning of the year to 60% at the end of the year as measured by DIBELS benchmark assessments.*
      - *By June 2019, we will decrease the percentage of students at the intensive level from 34% to 29% as measured by the end of the year DIBELS assessment.*
  - Proposed actions: *coach support for teachers, grade level intervention blocks, professional development focused on ELA/ELD frame work, close reading skills, small group instruction, parent training (Kinder Camp, Parent University, Family Literacy Night), tutoring, celebrate student progress on DIBELS, literacy teacher support to students, professional development and collaboration/articulation time to support small group and intervention instruction, instructional rounds, teacher-initiated visits, parent involvement family nights, Literacy Committee events and activities.*
    - Members recommended the following additional actions:
      - *Mrs. Williamson suggested extending the working hours of the Bilingual Aides. Members agreed to discuss the increase of hours of the bilingual aides at the next ELAC and School Site Council meetings.*
      - *Mrs. Carroll suggested recruiting a group of parents to serve as a bilingual support for students.*
      - *Mr. Avila recommended implementing more music opportunities for all students at our site.*
    - All members agreed with the proposed actions and recommendations to support SPSA goal 1.1 for 2018-2019.

#### 4. Zearn Math Program

- a. During September's SSC meeting, Mrs. Powers proposed to use school funds to purchase workbooks for the Zearn Math program for all fifth grade students. Since meeting and bringing up the proposal to Leadership, 5th grade teachers have decided to take a different direction with math and are no longer interested in purchasing these materials.

- Los miembros revisaron las sugerencias del personal y proporcionaron sugerencias para la meta propuesta 1.1 para SPSA 2018-2019.
  - El personal propuso cambiar la meta a, "Para junio de 2019, aumentaremos el porcentaje de estudiantes en el nivel de grado o superior del 50% a principios del año al 60% a finales del año y disminuirémos el porcentaje de estudiantes en el nivel intensivo de 34% a 29%."
    - Todos los miembros estuvieron de acuerdo con la meta propuesta, pero sugirieron que se dividiera en dos metas diferentes.
      - *Para junio de 2019, aumentaremos el porcentaje de estudiantes en el nivel de grado o superior del 50% al comienzo del año al 60% al final del año, según las evaluaciones de referencia del DIBELS.*
      - *Para junio de 2019, disminuirémos el porcentaje de estudiantes en el nivel intensivo del 34% al 29%, según lo medido por la evaluación DIBELS de fin de año.*
  - *Acciones propuestas: apoyo del entrenador para maestros, bloques de intervención de nivel de grado, desarrollo profesional centrado en el trabajo de marco ELA / ELD, habilidades de lectura detallada, instrucción en grupos pequeños, capacitación de padres (campamento de kínder, universidad de padres, noche de lectoescritura familiar), tutoría, celebrar el progreso de los estudiantes en DIBELS, el apoyo de los maestros de lectoescritura a los estudiantes, el desarrollo profesional y el tiempo de colaboración / articulación para apoyar la instrucción de grupos pequeños e instrucción de intervenciones, las rondas de instrucción, las visitas iniciadas por los maestros, las noches familiares de participación de padres, los eventos y actividades del comité de lectoescritura.*
    - Los miembros recomendaron las siguientes acciones adicionales:
      - *La Sra. Williamson sugirió extender las horas de trabajo de los asistentes bilingües. Los miembros acordaron discutir el aumento de horas de los asistentes bilingües en las próximas reuniones de ELAC y del Concilio Escolar.*
      - *La Sra. Carroll sugirió reclutar a un grupo de padres para servir como apoyo bilingüe para los estudiantes.*
      - *El Sr. Avila recomendó implementar más oportunidades musicales para todos los estudiantes en nuestra escuela.*
    - Todos los miembros estuvieron de acuerdo con las acciones y recomendaciones propuestas para respaldar la meta 1.1 del SPSA para 2018-2019.

#### 4. Programa de matemáticas Zearn

- a. Durante la reunión de septiembre de SSC, la Sra. Powers propuso usar los fondos de la escuela para comprar libros de ejercicios para el programa de matemáticas Zearn para todos los estudiantes de quinto grado. Desde que se reunieron y llevaron la propuesta al liderazgo, los maestros de quinto grado han decidido tomar una dirección diferente con las matemáticas y ya no están interesados en comprar estos materiales.



## 5. Reports from Parent Committees

### a. ELAC Report

- ELAC minutes from October were distributed for review.
- October ELAC highlights included: Approval of bylaws; Parent Training: Foothill EL Program; Achievement data reports (SBAC, tutoring, DIBELS); SPSA Goal 1.1 input; Title 1 Compact and Foothill Parent Involvement Policy.
- Next ELAC meeting will be November 1<sup>st</sup>.

### b. ATP Report

- ATP meeting summary notes from September were distributed for review.
- ATP September meeting highlights included: Content evaluation for parent volunteer social; Event planning: Family Science Night; Science Fair Information Night; Preliminary event planning: Parent Involvement Week and Family Literacy Night.
- Ms. Elliott shared the need for more parent participation in ATP.
- Next ATP meeting will be October 24<sup>th</sup>.

### c. PAC Report

- The first PAC meeting will be October 24<sup>th</sup>. Ms. Escalera confirmed that she will be in attendance.

## 6. Program Reports

### a. Professional Development Opportunities (Paraprofessionals, Teachers)

Recent staff professional development: Ms. Sedillo shared the staff's recent training on small group instruction, ELD, and Gate strategies. Mrs. Powers shared information regarding Number Strings and math units presented at the last round of grade-level articulations.

- Recent paraprofessional staff development included: small group instruction vs. intervention.

### b. Parent and Family Involvement Opportunities

- Recent parent involvement opportunities included: Principal's Coffee, Parent University: Parenting and Parent Teacher Conferences.
- Upcoming parent involvement opportunities include: Parent University (October 24<sup>th</sup>) and ATP (October 24<sup>th</sup>). Mr. Avila shared that the Scholastic Book Fair and the Fall Festival were coming up in November and informed members that additional volunteers were needed to support these events.

## 5. Reportes del comité de padres

### a. Reporte ELAC

- La Minuta ELAC de octubre fue distribuida para su revisión.
- Puntos destacados de la junta ELAC de octubre: Aprobación del reglamento; capacitación de padres: programa EL de la escuela primaria Foothill; reporte de datos de rendimiento (SBAC, tutoría, DIBELS); sugerencias para la meta 1.1 SPSA; Acuerdo Título 1 y Política de Participación de Padres de la Escuela Primaria Foothill.
- La próxima junta ELAC será el 1ro de noviembre.

### b. Reporte ATP

- Las notas de resumen de la reunión ATP de septiembre fueron distribuidas para su revisión.
- Los puntos más destacados de la junta de septiembre de ATP incluyeron: evaluación del contenido del social para padres voluntarios; planificación de eventos: noche de ciencia familiar; noche de información de la feria de ciencias; planificación preliminar del evento: semana de participación de los padres y noche de lectoescritura familiar.
- La Sra. Elliott compartió la necesidad de una mayor participación de los padres en ATP.
- La próxima junta ATP será el 24 de octubre.

### c. Reporte PAC

- La primera reunión del PAC será el 24 de octubre. La señora Escalera confirmó que ella estará presente.

## 6. Reportes de programas

### a. Oportunidades de desarrollo profesional (paradocentes, maestros)

Recientes oportunidades de participación incluyen: La Sra. Sedillo compartió la capacitación reciente del personal sobre instrucción en grupos pequeños, ELD y estrategias Gate. La Sra. Powers compartió información sobre Number Strings y las unidades de matemáticas presentadas en la última ronda de articulaciones de nivel de grado.

- El desarrollo de personal paradocente reciente incluyó: instrucción en grupos pequeños versus intervención.

### b. Oportunidades de participación de padres y familias

- Las recientes oportunidades de participación de padres incluyen: café con el director, universidad de padres: crianza y conferencias de padres y maestros.
- Las próximas oportunidades de participación de los padres incluyen: universidad de padres (24 de octubre) y ATP (24 de octubre). El Sr. Avila compartió que la feria del libro Scholastic y el festival de otoño se celebrarán en noviembre e informaron a los miembros que se necesitaban voluntarios adicionales para apoyar estos eventos.

c. Interventions

- Grade level interventions have begun. Students in 1<sup>st</sup> – 5<sup>th</sup> grades are grouped according to literacy needs four days a week for targeted instruction.
- Mrs. Carroll shared that her literacy groups are going well and students are making progress. She also shared that students are responding well to being pulled for her groups at the same time other students are being pulled for interventions. Teachers shared that it is also nice having Mrs. Carroll pull students during intervention so that student groups in classrooms are smaller.
- Session 1 of tutoring will begin on Monday, October 22<sup>nd</sup>. Approximately 70 students will be serviced in grades 1<sup>st</sup> -5<sup>th</sup>. Session 1 is seven weeks long and will target our most at-risk students.

7. Principal's Report

a. Upcoming events include:

- Literacy Costume Parade
- Flag Ceremony

b. Mr. Avila shared that Mr. Lee would be transferring to another school site starting on October 22<sup>nd</sup> and a new instructional coach would be starting after a couple days of transition. He also shared that he had just interviewed for the computer lab technician position and made a recommendation to hire someone. He hopes they will be starting within the next couple of weeks.

IV. Hearing Session/Public Comments

1. No discussions were brought forward at this time.

V. Adjournment: Action Item

1. It was motioned/seconded/carried (Avila/Williamson 7/0/0) to adjourn the meeting at 4:19 p.m.
2. The next School Site Council meeting is scheduled for November 15, 2018.

a. Intervenciones

- Las intervenciones de nivel de grado han comenzado. Los estudiantes de 1° a 5° grado se agrupan de acuerdo con las necesidades de lectoescritura cuatro días a la semana para instrucción específica.
- La Sra. Carroll compartió que sus grupos de lectoescritura van bien y que los estudiantes están progresando. También compartió que los estudiantes están respondiendo bien al ser agrupados por sus grupos al mismo tiempo que otros estudiantes salen para intervenciones. Los maestros compartieron que también es bueno que la Sra. Carroll saque a los alumnos durante la intervención para que los grupos de alumnos en las aulas sean más pequeños.
- La sesión 1 de tutoría comenzará el lunes 22 de octubre. Aproximadamente 70 alumnos del 1er al 5° grado serán atendidos. La sesión 1 dura siete semanas y se dirigirá a nuestros estudiantes con mayor riesgo.

7. Reporte del director

a. Los próximos eventos incluyen:

- Desfile de disfraces de lectoescritura
- Ceremonia a la bandera

b. El Sr. Avila compartió que el Sr. Lee se transferirá a otra escuela a partir del 22 de octubre y que un nuevo asesor de instrucción comenzará después de un par de días de transición. También compartió que acababa de entrevistar para el puesto de técnico de laboratorio de computación e hizo una recomendación para contratar a alguien. Espera que comiencen dentro de las próximas dos semanas.

IV. Sesión de audiencia/comentarios públicos

1. No se hicieron más diálogos por el momento.

V. Clausura: asunto de acción

1. Moción propuesta/secundada/aprobada (Avila/Williamson 7/0/0) para clausurar la junta a las 4:19 p.m.
2. La próxima junta del concilio escolar está agendada para el 15 noviembre del 2018.

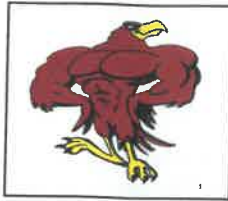


# Foothill Elementary

## School Site Council Elementary Sign-In Sheet October 18, 2018

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Israel Avila		Principal	
Heidi Powers		Teacher	
Jessica Sedillo		Teacher	Secretary
Marina Williamson		Teacher	
Kristen Carroll		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Toni de la Rosa		Parent/Community Member	
Ana del Toro		Parent/Community Member	Chairperson
Angela Escalera		Parent/Community Member	PAC Rep.
Nora Lopez		Parent/Community Member	
Martha Palomares		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Dawn Elliott		Assistant Principal	NA
Patricia Arvide		Interpreter	DO





Alvord Unified School District  
Foothill Elementary School  
English Learners Advisory Committee

AGENDA  
October 4, 2018

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

I Introductory Procedures

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

II. Action Items

1. Agenda
  - a. Election of New ELAC members (EL4a \*)  
(All new members need to be elected)
  - b. Approval of minutes from May 3, 2018
  - c. Election of ELAC Secretary
  - d. New motions for DELAC Representative and Alternate
  - e. Approval of minutes from meeting on September 6, 2018\*
  - f. Approval of Foothill Elementary ELAC Bylaws (EL4)

III. Discussion/Information

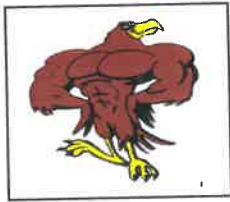
1. Needs Assessment Training: Foothill EL Program (EL1 & 4e)
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - Student Achievement Data
  - Input for Goal 1.1
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
4. Title 1 Compact
5. Foothill Parent Involvement Policy
6. School Attendance (EL4c2 & 9)
7. ATP Report
8. DELAC Report

IV. Hearing Session

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

VI. Adjournment

1. Next Meeting: Thursday, November 1<sup>st</sup> at 8:15am in the MPR
2. Adjournment



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Foothill**  
**Comité Consejero para Aprendices del**  
**Idioma Inglés**  
**AGENDA**  
**4 de octubre, 2018**

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

**I Procedimientos de Introducción**

1. Llamar al Orden
2. Bienvenida / Registro de Asistencia (EL 1 & 4b)
3. Saludo a la Bandera

**II. Asuntos de Acción**

1. Agenda

- a. Elección de nuevos miembros ELAC - (EL4a)\*  
(Todos los nuevos miembros deben ser elegidos)
- b. Aprobación de la Minuta de la reunión del 3 de mayo de 2018
- c. Elección de nuevo secretaria
- d. Nuevas mociones para Representante y Alterno de DELAC
- e. Aprobación de la Minuta de la reunión del 6 de septiembre de 2018\*
- f. Aprobación del reglamento ELAC de Foothill (EL4)

**III. Diálogo/Información**

1. Entrenamiento sobre la Encuesta de Necesidades (EL1 & 4e) - El Programa de EL en Escuela Foothill
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  - Datos sobre el Rendimiento de los Estudiantes
  - Opinión sobre la Meta 1.1
3. Diálogo sobre el Presupuesto - LCFF-EL (EL4d, 4d2 & 9)
4. Acuerdo Título I
5. Política de Participación de Padres de Foothill
6. Asistencia Escolar (EL4c2 & 9)
7. Reporte de ATP
8. Reporte DELAC

**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 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. Próxima Reunión: jueves, 1 de noviembre del 2018, 8:15 MPR
2. Clausura

\* indica asunto de acción

[illegible]





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

**MINUTA**  
**4 de octubre, 2018**

**I Procedimientos de introducción**

1. La junta fue llamada al orden a las 8:18 por la Sra. Elliott.
2. A los padres se les dio la bienvenida y se les pidió registrarse. (EL 1 & 4b)
3. Se recitó el saludo a la bandera.

**II. Asuntos de acción**

1. **Agenda**

a. **Elección de nuevos miembros ELAC (EL4a \*)**

José Mendoza fue presentado y elegido como nuevo miembro.

Moción propuesta por: Sra. Madero; secundada por: Sra. Palomares

Voto de aprobación: unánime

b. **La Minuta de la junta del 3 de mayo 2018 fue revisada para su aprobación.**

No se observaron enmiendas o cambios\*

Moción propuesta por: Sra. Palomares; secundada por: Sra. Avalos

Voto de aprobación: unánime

c. **Elección de la Secretaria ELAC:** Se informó a los padres que el voto de septiembre para la Secretaria de ELAC no era válido porque la Sra. Del Toro no era elegible para servir como oficial ya que su hijo no está clasificado como aprendiz de inglés. La Sra. Madero se nominó para asumir este puesto.

Moción propuesta por: Sra. Palomares; secundada por: Sra. Avalos

Voto de aprobación: unánime

d. **Proponer nuevas mociones para el representante y el alterno DELAC:** Se informó a los miembros que, debido al estatus del hijo de la Sra. Del Toro en EL, sus mociones durante la reunión de septiembre también fueron invalidadas y se debía actualizar con un miembro con derecho a voto de ELAC. Se realizaron las siguientes actualizaciones:

**Elección del representante DELAC:**

Moción propuesta por: Sra. Palomares; secundada por: Sra. Madero

Voto de aprobación: unánime

**Elección del alterno DELAC:**

Moción propuesta por: Sra. Palomares; secundada por: Sra. Avalos

Voto de aprobación: unánime

- e. Minutes from the meeting on September 6, 2018 were reviewed for approval. Changes were made to the approval of a new ELAC Secretary and corresponding motions previously made by Ms. del Toro as stated above. There were no further amendments or changes noted.  
Motion made by: Ms. Madero; Seconded by: Ms. Palomares.
- f. Foothill Elementary ELAC Bylaws were reviewed and approved. (EL4)  
Motion made by: Ms. Palomares; Seconded by: Mr. Mendoza.  
Approval Vote: Unanimous

### III. Discussion/Information

- 1. Needs Assessment Training: Foothill's EL Program (EL1 & 4e)
  - a. Mr. Avila provided parents with information on Foothill's EL Program.
    - Ms. Avalos shared that she would like more academic support for her child. Mr. Mendoza shared that he would like the same for his child. Ms. Elliott shared that as part of this year's EL program that after school tutoring would also be available to selected students. Mr. Avila described the tutoring program to parents. Ms. Castro and Ms. Madero inquired about eligibility into tutoring. Mr. Avila explained that teachers would be responsible for determining eligibility into the program but parent requests could be taken on a waitlist. Parents were appreciative of the opportunity.
- 2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - a. SSC report from September
    - Categorical expenditures from Title 1/LCFF-LI/LCFF-EL included:
      - Science Fair Project Boards (LCFF-LI)
      - Headphones (LCFF-LI)
      - Headsets (LCFF-LI)
    - Elections of officers and representatives was conducted.
    - Training included: SSC Roles and Responsibilities.
  - b. Student Achievement Data
    - 2017-2018 English Language Arts SBAC student achievement data was reviewed and discussed.

e. La Minuta de la junta del 6 de septiembre, 2018 fue revisada para su aprobación.

Se hicieron cambios a la aprobación de una nueva Secretaria de ELAC y las mociones correspondientes realizadas previamente por la Sra. Del Toro como se indicó anteriormente. No hubo más enmiendas o cambios observados.

Moción propuesta por: Sra. Madero; Secundada por: Sra. Palomares.

f. El reglamento ELAC de la escuela primaria Foothill fue revisado y aprobado. (EL4)

Moción propuesta por: Sra. Palomares; Secundada por: Sr. Mendoza.

Voto de aprobación: unánime

### III. Diálogo/información

1. Capacitación de la encuesta de necesidades: programa EL de la escuela Foothill (EL1 & 4e)

a. El Sr. Avila proporcionó a los padres información sobre el programa EL de la escuela Foothill.

- La Sra. Avalos compartió que le gustaría más apoyo académico para su hijo. El Sr. Mendoza compartió que le gustaría lo mismo para su hijo. La Sra. Elliott compartió que, como parte del programa EL de este año, la tutoría después de clases también estaría disponible para los alumnos seleccionados. El Sr. Avila describió el programa de tutoría a los padres. La Sra. Castro y la Sra. Madero preguntaron acerca de la elegibilidad para tutoría. El Sr. Avila explicó que los maestros serían responsables de determinar la elegibilidad en el programa, pero las solicitudes de los padres podrían ponerse en una lista de espera. Los padres agradecieron la oportunidad.

2. Sugerencias y actualizaciones SPSA/SSC (EL4d, 4d2 & 9)

a. Reporte SSC de septiembre

- Los Gastos Categóricos Título 1 /LCFF-LI/LCFF-EL incluyeron:
  - La cartulina de presentación para los proyectos de la feria de ciencias (LCFF-LI)
  - Audífonos (LCFF-LI)
  - Auriculares (LCFF-LI)
- Se realizaron elecciones de oficiales y representantes.
- La capacitación incluyó: funciones y responsabilidades SSC.

b. Datos del rendimiento estudiantil

- Los datos del rendimiento estudiantil del examen SBAC 2017-2018 en artes de lenguaje en inglés fueron revisados y dialogados.

c. Input for Goal 1.1

- Members reviewed SPSA goal 1.1, 2017-2018 DIBELS achievement data, and actions from 2017-2018 SPSA goal 1.1.
- SPSA goal 1.1 partially met for 2017-2018.
- Beginning of the year DIBELS data for this school year was compared to data from the previous three years. Students continue to make progress.
- Proposed actions for new SPSA Goal 1.1 include:
  - Coach support for teachers,
  - Grade level intervention blocks,
  - Professional development opportunities for small group and intervention instruction,
  - Parent trainings (Kinder Camp and Family Literacy Nights),
  - After school tutoring,
  - And celebrating student progress on DIBELS.
- The following discussion and parent input was given regarding SPSA Goal 1.1:
  - Parents were in support of Goal 1.1 and had no further input or suggestions.
- ELAC parents agreed that proposed actions will support students, teachers and parents.
- ELAC parent input for SPSA Goal 1.1 and its actions will be taken to SSC this October.

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

- a. Members reviewed the LCFF-EL budget and proposed expenditures.
- b. Upcoming expenditures include:
  - EL Facilitator Stipend,
  - After school tutoring,
  - Materials to support instruction,
  - CAFE for parents,
  - Student ELPAC conferences,
  - Data conferences with teachers.
- c. Mr. Avila suggested that reclassification banners be added to the list of planned expenditures. Parents were in agreement to sending this recommendation to SSC. Mr. Mendoza asked if incentives were given to students for advancing in EL proficiency outside of reclassification. Mr. Avila indicated that this is most often done at the classroom level.



d. Sugerencias para la meta 1.1

- Los miembros revisaron la meta 1.1 de SPSA, datos de rendimiento DIBELS 2017-2018, y acciones de la meta 1.1 SPSA del 2017-2018.
- La meta 1.1 del SPSA se cumplió parcialmente para 2017-2018.
- Los datos DIBELS del principio de este año escolar fueron comparados con los datos de los tres años anteriores. Los estudiantes continúan progresando.
- Las acciones propuestas para la nueva meta 1.1 del SPSA incluyen:
  - Apoyo de parte de un asesor para los maestros,
  - Períodos de intervención para cada nivel de grado,
  - Oportunidades de desarrollo profesional para grupos pequeños e instrucción de intervención,
  - Capacitación de padres (campamento de kínder y noches de lectoescritura familiar),
  - Tutoría después de clases,
  - Y celebraciones del progreso estudiantil en DIBELS.
- El siguiente diálogo y sugerencias de los padres se dieron con respecto a la meta 1.1 del SPSA:
  - Los padres apoyaron la meta 1.1 y no tuvieron más sugerencias o comentarios.
- Los padres de ELAC acordaron que las acciones propuestas apoyarán a los estudiantes, maestros y padres.
- Las sugerencias de los padres de ELAC para la meta 1.1 del SPSA y sus acciones se llevarán al SSC este octubre.

3. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 & 9)

a. Los miembros revisaron el presupuesto LCFF-EL y los gastos propuestos.

b. Los próximos gastos incluyen:

- i. Estipendio del encargado EL,
- ii. Tutoría después de clases,
- iii. Materiales para el apoyo de instrucción,
- iv. CAFE para padres,
- v. Conferencias ELPAC para los estudiantes,
- vi. Conferencias de datos con los maestros.

c. El Sr. Avila sugirió que se agregarán pancartas de reclasificación a la lista de gastos planificados. Los padres estuvieron de acuerdo en enviar esta recomendación al SSC. El Sr. Mendoza preguntó si se otorgaban incentivos a los estudiantes por avanzar en el dominio de EL fuera de la reclasificación. El Sr. Avila indicó que esto se hace con mayor frecuencia a nivel de clases.

#### 4. Title 1 Compact

- a. Title 1 Compact was reviewed and discussed.
- b. Title 1 Compact will be distributed during parent-teacher conferences.

#### 5. Foothill Parent Involvement Policy

- a. Foothill Parent Involvement Policy was reviewed and discussed.
- b. Foothill Parent Involvement Policy was distributed to all families in September.

#### 6. School Attendance (EL4c2 & 9)

- d. Mr. Avila reviewed the importance of attendance and shared the following information:
  - i. Average daily attendance for August was 96.9%,
  - ii. Average daily attendance for September was 96.2%,
  - iii. Student absences ranged from 13-41 daily,
  - iv. Student lates ranged from 8-34 daily,
  - v. Student tardies ranged from 1-4 daily,
  - vi. District goal of 97% was not met in August or September.

#### 7. ATP Report

- a. Mr. Avila provided an update from the September ATP meeting:
  - i. Family Science Night was planned (November 8<sup>th</sup>),
  - ii. Science fair information was discussed (November 8<sup>th</sup> and 15<sup>th</sup>),
  - iii. Literacy Team shared information regarding their ideas for Parent Involvement Week (November 13-16),
  - iv. Initial planning for Family Literacy Night on December 6<sup>th</sup> was done.
- b. The next ATP meeting will be October 24<sup>th</sup>

#### 8. DELAC Report

- a. Neither the DELAC Representative nor Alternate were able to attend the first scheduled DELAC meeting. They will attend the second and will report out regarding this meeting at November's ELAC meeting.
- b. The next DELAC meeting will be October 17<sup>th</sup>.

#### IV. Hearing Session

##### 1. Dates and information for upcoming events were provided.

- a. Mr. Mendoza inquired about Principal's Coffee, what it entails, and who attends it. Ms. Castro shared that other parents have asked her how she knows so much about what is happening at the school. She shared with them that it is from attending meetings like Principal's Coffee, ELAC, etc. Mr. Avila shared that word of mouth encourages most parents to attend meetings; not flyers and announcements.

#### 4. Acuerdo Título 1

- a. El Acuerdo Título 1 fue revisado y dialogado.
- b. El Acuerdo Título 1 será distribuido durante las conferencias de padres y maestros.

#### 5. Política de participación de padres de la escuela Foothill

- a. La política de la participación de padres de la escuela Foothill fue revisada y dialogada.
- b. La política de la participación de padres de la escuela Foothill fue distribuida a todas las familias en septiembre.

#### 6. Asistencia escolar (EL4c2 & 9)

- a. El Sr. Avila revisó la importancia de la asistencia escolar y compartió la siguiente información:
  - i. El promedio de asistencia diaria para agosto fue de 96.9%,
  - ii. El promedio de asistencia diaria para septiembre fue de 96.2%,
  - iii. Las faltas de los estudiantes variaron de 13-41 diariamente,
  - iv. Los retrasos de los estudiantes variaron de 8-34 diariamente,
  - v. Las tardanzas de los estudiantes variaron de 1-4 diariamente,
  - vi. La meta del distrito de lograr un 97% no se cumplió en agosto ni en septiembre.

#### 7. Reporte ATP

- a. El Sr. Ávila presentó una actualización de la reunión de ATP de septiembre:
  - i. Se planificó la noche familiar de ciencias (8 de noviembre),
  - ii. Se dialogó la información de la feria de las ciencias (8 y 15 de noviembre),
  - iii. El equipo de lectoescritura compartió información sobre las ideas para la semana de participación de padres (13-16 de noviembre),
  - iv. Se realizó la planificación inicial para la noche de lectoescritura familiar el 6 de diciembre.
- b. La próxima junta ATP será el 24 de octubre.

#### 8. Reporte DELAC

- a. Ni el representante de DELAC ni el alterno pudieron asistir a la primera junta programada de DELAC. Ellos asistirán a la segunda y darán información sobre esta reunión en la junta de ELAC de noviembre.
- b. La próxima junta DELAC será el 17 de octubre.

#### IV. Sesión de Audiencia

##### 1. Se proporcionaron fechas e información para los próximos eventos.

- a. El Sr. Mendoza preguntó sobre el Café con el Director, qué implica y quién asiste. La Sra. Castro compartió que otros padres le han preguntado cómo es que sabe mucho sobre lo que está sucediendo en la escuela. Ella compartió con ellos que es del asistir a reuniones como Café con el Director, ELAC, etc. El Sr. Avila compartió que la información de persona a persona anima a la mayoría de los padres a asistir a las reuniones; no los folletos ni anuncios.

- b. Ms. Madero shared that parent involvement was needed at the Walk-A-Thon. Mr. Avila suggested talking to Walk-A-Thon coordinators to develop a theme or color to encourage more student and parent participants.
- 1. The following additional items and concerns were brought forward:
  - a. Mr. Avila shared with parents that the District would be funding field trips for all students to visit a college or university this year. This along with PTA contributions will allow for all grade levels to take two to three study trips this year.
  - b. There were no further items or concerns brought up during this time.

**VI. Adjournment**

- 1. Meeting was adjourned at 9:35 a.m.
- 2. Next Meeting: Thursday, November 1<sup>st</sup> at 8:15 a.m. in room 25.



- b. La Sra. Madero compartió que la participación de los padres era necesaria en el *Walk-A-Thon*. El Sr. Ávila sugirió hablar con los coordinadores de *Walk-A-Thon* para desarrollar un tema o color para alentar a más estudiantes y padres a participar.
- 1. Se presentaron los siguientes puntos adicionales y preocupaciones:
  - a. El Sr. Avila compartió con los padres que el distrito financiará excursiones para que todos los estudiantes visiten un colegio o universidad este año. Esto, junto con las contribuciones del PTA, permitirá que todos los niveles de grado tomen de dos a tres paseos escolares este año.
  - b. No hubo más temas o preocupaciones planteadas durante este tiempo.

#### VI. Clausura

- 1. La junta fue clausurada a las 9:35 a.m.
- 2. Próxima junta: jueves 1ro de noviembre a las 8:15 a.m. en el salón 25.



**Alvord Unified School District  
Foothill Elementary School  
Parental Involvement Policy  
2018-2020**

**PART I. GENERAL EXPECTATIONS**

Foothill Elementary School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools (SBE, 1994). The SBE listed six priorities (or types) of effective parent involvement programs: communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. These priorities provide a framework of shared responsibility between families and schools. Our school recognizes them as standards toward a committed and coordinated effort to empower parents to work cooperatively as full partners in working toward our mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Foothill Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1. Foothill Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Input from parents at School Site Council (SSC), English Language Advisory Council (ELAC), Action Teams for Partnership (ATP) and Principal's Coffee meetings
  - School-Parent Compact (Title 1 Compact)
  - Blackboard Connect—Parent Phone Messages
  - Input from Leadership Team/Grade Levels
  - Review with parents at Annual Title 1 meeting and Back to School Night
  - Parent-Teacher Conferences



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

**AGENDA  
November 1, 2018**

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

**I Introductory Procedures**

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

**II. Action Items**

1. Agenda
  - a. Approval of minutes from meeting on October 4, 2018\*
  - b. Election of New ELAC members (EL4a \*) (All new members need to be elected)

**III. Discussion/Information**

1. Needs Assessment Training: Reclassification (EL1 & 4e)
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - Input for Goal 1.2
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
4. Policies: Uniform Complaint Procedures
5. School Attendance (EL4c2 & 9)
6. ATP Report
7. DELAC Report
8. CABE Report
9. 2019-2020 Calendar Survey

**IV. Hearing Session**

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

**VI. Adjournment**

1. Next Meeting: Thursday, December 6<sup>th</sup> at 8:15 in the MPR
2. Adjournment



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

**AGENDA**

**1 de noviembre, 2018**

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

**I Procedimientos de introducción**

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

**II. Asuntos de Acción**

1. Agenda
  - a. Aprobación de la Minuta de la reunión del 4 de octubre del 2018\*
  - b. Elección de nuevos miembros ELAC (EL4a)\* (Todos los nuevos miembros deben ser elegidos)

**III. Diálogo/Información**

1. Entrenamiento del encuesta de necesidades: Reclasificación (EL1 & 4e)
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  - Opinión sobre la Meta 1.2
3. Dialogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
4. Políticas: Procedimiento Uniforme para Presentar Quejas
5. Asistencia Escolar (EL4c2 & 9)
6. Reporte ATP
7. Reporte DELAC
8. Reporte CABE
9. Encuesta del calendario 2019-2020

**IV. Sesión de Audiencia**

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

**VI. Clausura**

1. Próxima reunión: miércoles, 6 de diciembre a las 8:15 en el MPR.
2. Clausura



Alvord Unified School District  
Foothill Elementary School  
English Learners Advisory Committee

MINUTES

November 1, 2018

I Introductory Procedures

1. Meeting was called to order at 8:18 by Mr. Avila.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda

- a. Minutes from meeting on October 4, 2018 were reviewed for approval. No amendments or changes were noted\*

Motion made by: Avalos Seconded by: Palomares

Approval Vote: Unanimous

- b. Election of New ELAC members (EL4a \*)

- The following were presented and elected as new members: Maria Fausto

Motion made by: Avalos Seconded by: Palomares

Approval Vote: Unanimous

II. Discussion/Information

1. Needs Assessment Training: Reclassification (EL1 & 4e)

- Tabled.
  - Mr. Avila explained to parents that criteria for reclassification was currently being updated by the EL Office. We were asked to table this needs assessment for this month and present it after updates have been finalized.

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

a. SSC report from October

- Categorical expenditures from Title 1/LCFF-LI/LCFF-EL included: CA Standards Books for ELA/Math and ELD
- Training included: Title 1 Compact and Foothill Parent Involvement Policy
- Minutes from October 2018 were distributed for review.



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

**MINUTA**

**1 de noviembre de 2018**

**I Procedimientos de Introducción**

1. El Sr. Ávila llamó la junta al orden a las 8:18.
2. Se les dio la bienvenida a los padres y se les pidió que se anotaran el registro de asistencia. (EL 1 y 4b)
3. Se recitó el saludo a la Bandera.

**II. Asuntos de Acción**

**1. Agenda**

- a. Se revisó la Minuta de la junta del 4 de octubre de 2018 para su aprobación. No hubo enmiendas ni cambios \*

Moción propuesta por: Avalos, Secundada por: Palomares

Voto de aprobación: Unánime

- b. Elección de nuevos miembros de ELAC (EL4a \*)

- Las siguientes personas se presentaron y fueron electas como nuevos miembros: María Fausto

Moción propuesta por: Avalos, Secundada por: Palomares

Voto de aprobación: Unánime

**III. Diálogo/Información**

1. Capacitación de encuesta de necesidades: Reclasificación (EL1 y 4e)

- Pospuesta.

- El Sr. Ávila les explicó a los padres que actualmente la oficina de EL (aprendices de inglés) está actualizando el criterio para la reclasificación. Se nos pidió posponer esta capacitación de la encuesta de necesidades hasta que se finalicen las actualizaciones.

2. Sugerencias y actualización de SPSA/SSC (EL4d, 4d2 & 9)

**a. Reporte de SSC de octubre**

- Los gastos categóricos del Título 1/LCFF-LI/LCFF-EL incluyen: Estándares de CA, libros para ELA/Matemáticas y ELD
- La capacitación incluyó: Acuerdo del Título I y política de participación de padres de Foothill
- Se distribuyó la minuta de la junta de octubre 2018 para revisarla.

b. Input for Goal 1.2

- SBAC student achievement data for math was reviewed and discussed.
- Members reviewed SPSA goal 1.2, 2017-2018 student achievement data reports from SBAC and Math Common Formative Assessments (CFA) and actions from 2017-2018 SPSA Goal 1.2.
  - SPSA Goal 1.2 was not met for 2017-2018.
- The following discussion and parent input was given regarding SPSA Goal 1.2:
  - Mr. Avila shared that most teachers no longer administer the CFAs and a new measure would need to be used for Goal 1.2.
  - Ms. Madero suggested that Goal 1.2 be rewritten to reflect a decrease in the amount of students who scored at Standards Nearly Met and Standards Not Met by 10% and increase Student Meeting Standards or Above by 10% as measured by the SBAC.
- Proposed actions for new SPSA Goal 1.2 include:
  - Members were in agreement with the proposed actions as written:
    - Coach support,
    - professional development on the Standards for Mathematical Practice,
    - Consistent application of Number Talks and Number Strings,
    - Parent Trainings,
    - Use of Ten Marks for math intervention support.
- ELAC parents agreed that these actions will support students, teachers and parents.
  - Ms. Castro added that she would like to see after school tutoring extended to target math skills. All members were in agreement.
- ELAC parent input for SPSA Goal 1.2 will be taken to SSC this November.

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

- a. Members reviewed the LCFF-EL budget (currently \$25,801) and proposed expenditures:
- ELA Tutoring,
  - CABE Conference,
  - Instructional Materials and Supplies
  - Reclassification Banners,
  - Additional Hours for Bilingual Assistants



b. Sugerencias para la meta 1.2

- Se dialogó acerca de los datos de rendimiento estudiantil de SBAC en Matemáticas.
- Los miembros revisaron la meta 1.2 del SPSA, 2017-2018 reportes de datos de rendimiento estudiantil de SBAC y las evaluaciones *Math Common Formative Assessments (CFA)* y acciones de la Meta 1.2 del SPSA 2017-2018.
  - En el 2017-2018 no se cumplió la Meta 1.2 del SPSA.
- Se realizó el siguiente diálogo y se proporcionaron sugerencias acerca de la Meta 1-2 del SPSA:
  - El Sr. Ávila compartió que la mayoría de los maestros ya no administran los CFA y se necesitarán nuevas formas de medición para usarse con la Meta 1.2.
  - La Sra. Madero sugirió que la Meta 1.2 se vuelva a escribir para que refleje el descenso de 10% en la cantidad de alumnos con puntuaciones en la categoría Estándares casi cumplidos y Estándares No cumplidos y el aumento de 10% en la categoría de Estándares cumplidos de acuerdo a SBAC.
- Las acciones propuestas para la nueva Meta 1.2 del SPSA incluyen:
  - Los miembros están de acuerdo con las acciones propuestas tal como están escritas:
    - Apoyo de asesor,
    - Desarrollo profesional acerca de los Estándares para la Práctica de Matemáticas,
    - Aplicación constante de *Number Talks* y *Number Strings*,
    - Capacitación de padres,
    - Uso de *Ten Marks* para el apoyo de intervención de matemáticas.
- Los padres de ELAC están de acuerdo en que estas acciones apoyarán a los alumnos, maestros y padres de familia.
  - La Sra. Castro agregó que le gustaría que la tutoría después de clases se ampliara para concentrarse en las habilidades de matemáticas. Todos los miembros estuvieron de acuerdo.
- Las sugerencias de los padres de familia de ELAC en cuanto a la Meta 1.2 del SPSA se presentarán ante el SSC en noviembre.

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

- a. Los miembros revisaron el presupuesto de LCFF-EL (actualmente \$25,801) y propusieron gastos:
- i. Tutoría ELA,
  - ii. Conferencia CAFE,
  - iii. Materiales de instrucción y útiles
  - iv. Estandartes de reclasificación,
  - v. Horas adicionales para las asistentes bilingües



- b. Additional suggestions included: Math Tutoring.
- 4. Policies: Uniform Complaint Procedures
  - a. Parent and student rights under Williams Law and CA Education Code 35186 were reviewed.
  - b. If parents have concerns, they should address first with administration. If concerns continue, parents may obtain a complaint form from the front office or online.
  - c. Copies of parent rights and complaint procedures were provided.
- 5. School Attendance (EL4c2 & 9)
  - a. Mr. Avila reviewed the importance of attendance and shared the following information:
    - i. Average daily attendance for month 2 was 96.44%
    - ii. Student absences ranged from 17-39 daily.
    - iii. Student tardies ranged from 15-36 daily.
    - iv. Attendance decreased between month 1 and 2.
    - v. District goal of 96.5% was not met in month 2.
- 6. ATP Report
  - a. Mr. Avila provided an overview to ATP and an update from the October meeting:
    - i. Still need more parents to participate in ATP
    - ii. Family Science Night is November 8,
    - iii. Literacy Night is coming up in December,
    - iv. Parent Involvement Week will take place November 13-16,
    - v. Title I meeting feedback was reviewed and ATP wanted to make more English classes available to parents.
  - b. The next ATP meeting will be November 27<sup>th</sup>.
- 7. DELAC Report
  - i. Ms. Castro and Ms. Madero provided an update from the October DELAC meeting where the Valley View principal shared how their school reclassified 14 students and how their parent involvement program has helped to support this. DELAC members were encouraged to observe one of Valley View's family involvement Friday night event and bring back ideas to their sites.
  - b. The next DELAC meeting will be November 14<sup>th</sup>.
- 8. CABE Report
  - i. Ms. Madero and Ms. Castro shared information regarding workshops they attended in May at the CABE conference. Workshops attended focused on getting children into college and how to navigate the application system and self-empowerment.

- b. Sugerencias adicionales incluyen: Tutoría de Matemáticas.
- 4. Políticas: Procedimiento Uniforme para Presentar Quejas
  - a. Se revisaron los derechos de los padres y alumnos de acuerdo a la legislación *Williams Law* y el código de educación de CA 35186.
  - b. Si los padres de familia tienen alguna inquietud, deben tratarla primero con la administración. Si la preocupación continua, los padres pueden obtener un formulario para presentar quejas en la oficina escolar o por internet.
  - c. Se proporcionaron copias del documento de derechos de los padres y formulario para presentar quejas.
- 5. Asistencia Escolar (EL4c2 y 9)
  - a. El Sr. Ávila habló de la importancia de la asistencia escolar y compartió la siguiente información:
    - i. El promedio diario de asistencia escolar para el mes 2 fue 96.44%
    - ii. Diariamente las faltas de los alumnos variaron entre 17 y 39.
    - iii. Diariamente las tardanzas de los alumnos variaron entre 15 y 36.
    - iv. La asistencia escolar bajo entre el mes 1 y el 2.
    - v. La meta del distrito de 96.5% no se cumplió en el mes 2.
- 6. Reporte de ATP
  - a. El Sr. Ávila proporcionó una descripción general de ATP e información de actualización de la junta de octubre:
    - i. En ATP aún se necesita más participación de padres
    - ii. La Noche de Ciencias familiar será el 8 de noviembre,
    - iii. La noche de lectoescritura será en diciembre,
    - iv. La semana de participación de padres será del 13 al 16 de noviembre,
    - v. Se revisó la retroalimentación de la junta de Título I y el equipo ATP desea que se pongan más clases de inglés a disposición de los padres.
  - b. La próxima junta de ATP será el 27 de noviembre.
- 7. Reporte de DELAC
  - i. La Sra. Castro y la Sra. Madero proporcionaron una actualización de la junta de DELAC de octubre en la cual la directora de Valley View compartió que en su escuela se reclasificaron 14 alumnos y que esto se debe en parte al apoyo del programa de participación de padres. Se animó a los miembros de DELAC a observar en uno de los eventos de viernes de participación familiar que se realizan por la noche para obtener ideas y compartirlas con sus escuelas.
  - b. La próxima junta de DELAC será el 14 de enero.
- 8. Reporte de CABE
  - i. La Sra. Madero y la Sra. Castro compartieron información acerca de los talleres a los cuales asistieron en la conferencia CABE de mayo. Dichos talleres se enfocaron en que los niños vayan a la Universidad y como navegar por el Sistema de solicitudes y el auto empoderamiento.

#### IV. Hearing Session

1. The following concerns were brought forward:
  - a. Ms. Fausto brought up concerns with how long it takes her daughter to complete her kindergarten homework. Mr. Avila let her know that homework should not take more than 20-30 minutes at this grade level and if her daughter is struggling with it to have her take breaks while completing it. He also suggested that if the homework was too difficult, to contact the teacher.
2. Dates and information for upcoming events were provided.
3. Mr. Avila shared that the new computer lab technician would be starting this month.
4. Flyers for the District 2019-2020 calendar survey were distributed and discussed as well as how and where to complete the survey.

#### VI. Adjournment

1. Meeting was adjourned at 9:46 am.
2. Next Meeting: Thursday, December 6<sup>th</sup> at 8:15 in room 25.

#### IV. Sesión de audiencia

1. Se presentaron las siguientes inquietudes:
  - a. La Sra. Fausto presentó su inquietud acerca del tiempo que le toma a su hija para completar su tarea de Kinder. El Sr. Ávila le dijo que a ese nivel de grado la tarea no debe tomar más de 20 a 30 minutos para completarse y que si hija tiene dificultad con la tarea le permita tomar descansos mientras la hace. También sugirió que, si la tarea es muy difícil, se comunique con el maestro.
2. Se proporcionaron fechas e información acerca de próximos eventos.
3. El Sr. Ávila dijo que el nuevo técnico del laboratorio de computación empieza este mes.
4. Se distribuyeron encuestas acerca del calendario 2019-2020 del distrito y se habló sobre cómo y dónde completar la encuesta.

#### VI. Clausura

3. La junta se clausuró a las 9:46 am.
4. Próxima junta: jueves, 6 de diciembre a las 8:15 en el salón 25.

[illegible]



Alvord Unified School District  
Foothill Elementary School  
English Learners Advisory Committee

AGENDA  
December 13, 2018  
Room 25

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

I Introductory Procedures

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

II. Action Items

1. Agenda
  - a. Approval of minutes from meeting on November 1, 2018\*
  - b. Election of New ELAC members (EL4a \*) (All new members need to be elected)

III. Discussion/Information

1. Needs Assessment Training: Reclassification (EL1 & 4e)
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  1. Input for Goal 2
  2. EL Program Recommendations (EL4d, 4d2 & 9)
3. AUSD Parent Involvement Policy
4. AUSD Wellness Policy
5. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
6. School Attendance (EL4c2 & 9)
7. ATP Report
8. DELAC Report

IV. Hearing Session

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

VI. Adjournment

1. Next Meeting: Thursday, January 10<sup>th</sup> at 8:15 in room 25
2. Adjournment



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

**AGENDA**

**13 de diciembre, 2018**  
**Salón de 25**

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

**I Procedimientos de introducción**

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

**II. Asuntos de Acción**

1. Agenda
  - a. Aprobación de la Minuta de la reunión del 1 de noviembre del 2018\*
  - b. Elección de nuevos miembros ELAC (EL4a) \* (Todos los nuevos miembros deben ser elegidos)

**III. Diálogo/Información**

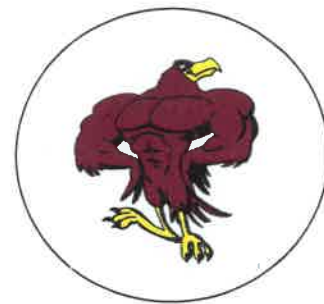
1. Entrenamiento de la encuesta de necesidades: reclasificación (EL1 & 4e)
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  1. Opinión sobre la Meta 2
  2. Recomendaciones del Programa EL (EL4d, 4d2 & 9)
3. Política de Participación de Padres en AUSD
4. Política de Bienestar en AUSD
5. Dialogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
6. Asistencia Escolar (EL4c2 & 9)
7. Reporte ATP
8. Reporte DELAC

**IV. Sesión de Audiencia**

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

**VI. Clausura**

1. Próxima reunión: jueves, 10 de enero a las 8:15 en el MPR.
2. Clausura



**Sign in Sheet**  
Registro de Asistencia  
December 13, 2018

## ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	Martha Palomares	Javier Montes	K	EL	Martha
Vice President Vice Presidente	Lizbeth Avalos	Enrique Escamilla	4	EL	Lizbeth Avalos
Secretary Secretaria	Ana Madero	Shamira Alva	1 <sup>st</sup>	EL	Ana Madero
DELAC Rep Representante de DELAC	Rosa Castro	Kimberly Delgado	4th	EL	Rosa Castro
Alternative DELAC Rep Representante Alterno de DELAC	Ana Madero	Shamira Alva	1st	EL	Ana Madero

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

[illegible]





Alvord Unified School District  
Foothill Elementary School  
English Learners Advisory Committee

MINUTES  
December 13, 2018

I Introductory Procedures

1. Meeting was called to order at 8:24 by Mr. Avila.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda

- a. Minutes from meeting on November 1, 2018 were reviewed for approval. No amendments or changes were noted\*

Motion made by: Ms. Palomares Seconded by: Ms. Castro

Approval Vote: Unanimous

- b. Election of New ELAC members (EL4a \*)

- The following were presented and elected as new members: Maria Ramirez

Motion made by: Ms. Avalos Seconded by: Palomares

Approval Vote: Unanimous

II. Discussion/Information

1. Needs Assessment Training: Reclassification (EL1 & 4e)

- Mr. Avila provided parents with the following information regarding reclassification:
  - Process for reclassification has not changed this year but the criteria has.
  - The new criteria for fall reclassification takes into account:
    - assessment of language proficiency on the English Language Proficiency Assessment for California (ELPAC).
    - student performance on the Assessment of Basic Skills in English (SBAC).
    - teacher evaluation and report card grades in English Language Arts (ELA) and English Language Development (ELD).
    - parent input.
  - The criteria for reclassification will most likely change in the spring of 2019 due to input sent down from the state.



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

**MINUTA**

**13 de diciembre de 2018**

**I Procedimientos de Introducción**

1. El Sr. Avila llamó la junta al orden a las 8:24.
2. Se les dio la bienvenida a los padres y se les pidió que se anotaran por su asistencia. (EL 1 & 4b)
3. Se recitó el Saludo a la Bandera.

**II. Asuntos de Acción**

**1. Agenda**

- a. Se revisó para su aprobación la minuta de la junta del 1 de noviembre de 2018. No hubo correcciones o cambios a la minuta\*  
Moción propuesta por: Sra. Palomares Secundada por: Sra. Castro  
Voto de aprobación: Unánime
- b. Elección de nuevos miembros ELAC (EL4a \*)
  - Los siguientes miembros se presentaron y se votó para aprobarlos como nuevos miembros: Maria RamirezMoción propuesta por: Sra. Avalos Secundada por: Palomares  
Voto de aprobación: Unánime

**III. Diálogo/Información**

**1. Capacitación de la Encuesta de Necesidades: Reclasificación (EL1 & 4e)**

- El Sr. Avila proporcionó a los padres con la siguiente información relacionada a la reclasificación:
  - El proceso de reclasificación no ha cambiado este año, pero cambió el criterio.
  - El nuevo criterio para la reclasificación de otoño toma en cuenta:
    - Evaluación de competencia del idioma en la Prueba de Suficiencia en el Idioma Inglés de California (ELPAC).
    - Desempeño del alumno en el examen de Habilidades Básicas en Inglés (SBAC).
    - Evaluación del maestro y calificaciones de Artes de Lenguaje en Inglés (ELA) en la boleta de calificaciones y Desarrollo del Idioma Inglés (ELD).
    - Opinión de los padres.
- El criterio de reclasificación probablemente cambiará para la primavera 2019 debido a la información que mande el estado.

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

- SSC report from November was given.
  - There were no categorical expenditures at this time as there was no quorum during the November 29<sup>th</sup> SSC meeting.
  - Training included: SPSA Goal 1.2 (math) and the AUSD Uniform Complaint Procedures
  - Minutes from October and November 2018 were distributed for review.

### 1. Input for Goal 2

- Members reviewed SPSA goal 2. EL and EO student achievement on SBAC was reviewed and discussed.
- 2017-2018 ELPAC student achievement data by domains, EL at-risk data, and reclassification data from 2017-2018 SPSA goal 2 were also shared.
- SPSA goal 2 was partially met for 2017-2018.
  - By June 2018, we will decrease the number of EL "At-Risk" students and increase the number of Reclassified Fluent English Proficient Students. (MET)
  - Reading and oral language production will continue to be a focus during D-ELD, so that by June 2018, student performance on ELPAC will demonstrate that the domain of reading is a site strength. (NOT MET)
- EL Program Recommendations (EL4d, 4d2, & 9)
  - The following discussion and parent input was given regarding SPSA Goal 2:
    - Parents agreed with the proposed goals recommended by the staff.
      - By June 2019, we will increase the number of students in the well-developed category from 25% to 30% in the domain of reading and increase the number of students in the well-developed category from 33% to 38% in the domain of writing.
      - By June 2019, we will decrease the number of students in the categories of beginning and moderately developed from 75% to 70% in reading and from 67% to 62% in writing.
  - ELAC parents agreed that proposed actions will support students, teachers and parents. Ms. Ramirez asked if retention was used to improve EL student achievement at Foothill. Mr. Avila shared the criteria for retention.
  - ELAC parent input for SPSA Goal 2 will be taken to SSC this afternoon.

## 2. Opiniones y Actualización de SPSA/SSC (EL4d, 4d2 & 9)

- Se dio el reporte SSC de noviembre.
  - No hubo gastos categóricos por el momento ya que no se estableció el quórum en la junta SSC del 29 de noviembre.
  - Capacitación incluida: Meta 1.2 del SPSA (matemáticas) y los Procedimientos Uniformes de Quejas de AUSD
  - La minuta de octubre y noviembre de 2018 fue distribuida para su revisión.

### 1. Recomendaciones para la Meta 2

- i. Los miembros repasaron la meta 2 del SPSA. Se revisó y se dialogó del rendimiento de los alumnos EL y EO en SBAC.
- ii. También se compartieron los datos de rendimiento estudiantil por sección del ELPAC 2017-2018, datos de los alumnos EL en riesgo y los datos de reclasificación de la meta 2 del SPSA para 2017-2018.
- iii. La meta 2 del SPSA se logró parcialmente para 2017-2018.
  1. Para junio del 2018, disminuirémos el número de alumnos EL en riesgo y aumentaremos el número de alumnos reclasificados con fluidez en el idioma inglés. (SE LOGRÓ)
  2. La producción de la lectura y el lenguaje oral seguirán siendo un enfoque durante D-ELD, para que, para junio de 2018, el rendimiento estudiantil en ELPAC demuestre el dominio de la lectura como una fortaleza. (NO SE LOGRÓ)

### b. Recomendaciones al Programa EL (EL4d, 4d2, & 9)

- i. El siguiente diálogo y recomendaciones de los padres se proporcionó acerca de la Meta 2 del SPSA:
  1. Los padres estuvieron de acuerdo con la meta propuesta que el personal recomendó.
    - Para junio de 2019, aumentaremos el número de alumnos en la categoría bien desarrollada de un 25% a un 30% en el área de lectura y aumentaremos el número de alumnos en la categoría bien desarrollada de un 33% a un 38% en el área de escritura.
    - Para junio de 2019, disminuirémos el número de alumnos en las categorías de principiante y levemente desarrollada de un 75% a un 70% en lectura y de un 67% a un 62% en escritura.
- ii. Los padres ELAC estuvieron de acuerdo que las acciones propuestas apoyarán a los alumnos, maestros y padres. La Sra. Ramirez preguntó si se utilizó la retención para mejorar el rendimiento estudiantil EL en Foothill. El Sr. Avila compartió el criterio para la retención.
- iii. Las recomendaciones de los padres ELAC para la Meta 2 del SPSA se presentarán en SSC esta tarde.



### 3. AUSD Parent Involvement Policy

- The AUSD Parent Involvement policy was reviewed and discussed.
- The policy is sent annually with parents at the beginning of the year and can be found on the District's website.
- Outlines ways for parents to get involved and emphasizes the importance of forging partnerships with parents, students and the community for better, stronger schools

### 4. AUSD Wellness Policy

- The AUSD Wellness policy was reviewed and discussed.
- The policy is consistent with federal guidelines for nutrient rich snack standards
- AUSD encourages non-food fundraisers and healthy celebrations
- Approved snack list can be found in our site handbook or on district website

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

- Members reviewed the LCFF-EL budget and proposed expenditures.
- Ongoing expenditures include after-school tutoring.
- Other expenditures include: instructional materials and supplies and reclassification banners.
- Information and details regarding CAFE will be presented in January.
- There were no additional suggestions given at this time.

### 6. School Attendance (EL4c2 & 9)

- Mr. Avila reviewed the importance of attendance and how it was tied to funding. He shared the following attendance information for Foothill:
  - Average daily attendance for month 3 was 95.40%
  - Student absences ranged from 7-38 students daily
  - Student lates ranged from 11-42 daily
  - Attendance decreased between month 2 and 3
  - District goal of 96.5% was not met in month 3

### 7. ATP Report

- a. Mr. Avila provided an update from the November ATP meeting:
  - Event strengths and areas in need of improvement were discussed for: Parent Involvement Week, Camp Read-A-Lot, and Family Science Night.
  - Event planning for the following upcoming events occurred: Family Literacy Night.
- b. The next ATP meeting will be January 22nd.

### 3. Política de Participación Escolar de Padres de AUSD

- Se revisó y se dialogó acerca de la Política de Participación Escolar de Padres de AUSD.
- La política se entrega anualmente a los padres al principio del año escolar y se puede encontrar en el sitio web del distrito.
- Indica las formas en que los padres pueden participar y enfatiza la importancia de forjar asociaciones con los padres, alumnos y la comunidad para tener mejores y más sólidas escuelas.

### 4. Política de Bienestar de AUSD

- Se revisó y se dialogó la política de Bienestar de AUSD.
- La política va de acuerdo a las pautas federales para los estándares de los bocadillos nutritivos.
- AUSD fomenta las recaudaciones que no involucren alimentos y las celebraciones saludables.
- La lista de bocadillos aprobados se puede encontrar en nuestro manual o en el sitio web del distrito.

### 5. Diálogo del Presupuesto LCFF-EL (EL4d, 4d2 & 9)

- Los miembros repasaron el presupuesto LCFF-EL y los gastos propuestos.
- Los gastos continuos incluyen tutoría después de clases.
- Otros gastos incluyen: materiales de instrucción y suministros, así como banderines de reclasificación.
- La información y los detalles acerca de CAFE se presentarán en enero.
- Por el momento no hubo sugerencias adicionales.

### 6. Asistencia Escolar (EL4c2 & 9)

- El Sr. Avila repasó la importancia de la asistencia escolar y explicó que afecta los fondos escolares. Compartió la siguiente información acerca de la asistencia de Foothill:
  - El promedio de asistencia diaria para el mes 3 fue 95.40%
  - Las faltas oscilaron de 7 a 38 alumnos diariamente
  - Las llegadas tarde oscilaron de 11 a 42 diariamente
  - La asistencia disminuyó entre los meses 2 y 3
  - La meta del distrito de 96.5% no se logró en el mes 3

### 7. Reporte ATP

- a. El Sr. Avila proporcionó una actualización de la junta ATP de noviembre:
  - Se habló de las fortalezas y áreas de necesidad de los eventos: Semana de Participación de Padres, Campamento Read-A-Lot, y Noche Familiar de Ciencias.
  - Ocurrió la planeación de los próximos eventos: Noche de Lectoescritura Familiar.
- b. La próxima junta ATP será el 22 de enero.

## 8. DELAC Report

- a. Ms. Castro provided an update from the November DELAC meeting:
  - o During this meeting, reclassification was discussed with site representatives. The current reclassification criteria was reviewed along with how more information would be forthcoming after the new year. The importance of parent and teacher communication was also shared along with what parents could do at home to increase reclassification numbers.
- b. The next DELAC meeting will be January 16, 2019.

## IV. Hearing Session

- Dates and information for upcoming events were provided.
- This evening's Board recognition information was provided.
- No additional items and concerns were brought forward at this time.

## VI. Adjournment

1. Meeting was adjourned at 9:36 a.m.
2. Next Meeting: Thursday, January 10<sup>th</sup> at 8:15 in room 25.

## 8. Reporte DELAC

- a. La Sra. Castro proporcionó una actualización de la junta DELAC de noviembre:
  - o Durante esta junta, se habló de la reclasificación con representantes escolares. Se repasó el criterio de reclasificación y también que habrá más información después del nuevo año. También se compartió la importancia de la comunicación entre padres y maestros y lo que los padres pueden hacer en casa para aumentar la cantidad de alumnos reclasificados.
- b. La próxima junta DELAC será el 16 de enero de 2019.

## IV. Sesión de Audiencia

- Se proporcionaron las fechas e información de los próximos eventos.
- Se proporcionó la información de los reconocimientos de la Mesa Directiva de esta noche.
- No hubo asuntos ni inquietudes adicionales por el momento.

## VI. Clausura

3. La junta se clausuró a las 9:36 a.m.
4. Próxima junta: jueves, 10 de enero a las 8:15 en el salón 25.





Alvord Unified School District  
Foothill Elementary School  
English Learners Advisory Committee

AGENDA  
January 10, 2019

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

I. Introductory Procedures

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

II. Action Items

1. Agenda
  - a. Approval of minutes from meeting on December 13, 2018\*
  - b. Election of New ELAC members (EL4a \*)  
(All new members need to be elected)

III. Discussion/Information

1. Needs Assessment Training: Increasing Involvement of EL Parents in School-Wide Events and Parent Groups (EL1 & 4e)
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  1. Input for Goal 3,4
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
4. School Attendance (EL4c2 & 9)
5. ATP Report
6. DELAC Report

IV. Hearing Session

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

VI. Adjournment

1. Next Meeting: Thursday, February 7<sup>th</sup> at 8:15 in room 25.
2. Adjournment



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

**AGENDA**  
**10 de enero, 2019**

I pledge allegiance to the flag  
Of the United States of America  
And to the Republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all

**I Procedimientos de introducción**

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

**II. Asuntos de Acción**

1. Agenda
  - a. Aprobación de la Minuta de la reunión del 13 de diciembre del 2018\*
  - b. Elección de nuevos miembros ELAC (EL4a) \*  
(Todos los nuevos miembros deben ser elegidos)

**III. Diálogo/Información**

1. Entrenamiento del encuesta de necesidades: Mayor participación de padres de alumnos EL en eventos escolares y grupos de padres. (EL1 & 4e)
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  1. Opinión sobre las metas 3,4
3. Dialogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
4. Asistencia Escolar (EL4c2 & 9)
5. Reporte ATP
6. Reporte DELAC

**IV. Sesión de Audiencia**

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

**VI. Clausura**

1. Próxima reunión: jueves, 7 de febrero a las 8:15 en el salón de 25.
2. Clausura



Alvord Unified School District  
Foothill Elementary School  
English Learners Advisory Committee

MINUTES  
January 10, 2019

I. Introductory Procedures

1. Meeting was called to order at 8:26 AM by Martha Palomares.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda

- a. Minutes from meeting on December 6, 2018 were reviewed for approval. No amendments or changes were noted\*

Motion made by: Eva Dias Seconded by: Martha Palomares

Approval Vote: Unanimous

- b. Election of New ELAC members (EL4a \*)

- The following were presented and elected as new members:

Johana Alvarado, Eva Guardado de Dias, and Noemy Martinez

Motion made by: Martha Palomares Seconded by: Ana Madero

Approval Vote: Unanimous

III. Discussion/Information

1. Needs Assessment Training: Increasing Involvement of EL Parents in School-Wide Events and Parent Groups (EL1 & 4e)

- a. Mr. Avila provided parents with information on the following:

- How to stay informed on school events and activities
- Parent Groups
- School Parent Involvement Events and Opportunities
- Efforts to increase parent involvement
  - Efforts by school
  - Possible actions by parents

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

SSC report from December

- a. There were no categorical expenditures from Title 1/LCFF-LI/LCFF-EL at this time as there was no quorum at the December SSC meeting. Planned expenditures include printer toner (Title 1), poster paper (Title 1), laminate (Title 1), math racks (LCFF-LI), headphones (Title 1), and wireless mice (Title 1).
- b. Training included: AUSD Parent Involvement Policy and AUSD Wellness Policy
- c. Minutes from December 2018 were distributed for review.



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

**MINUTA**  
**10 de enero 2019**

**I Procedimientos de Introducción**

4. Martha Palomares llamó la junta al orden a las 8:26 AM.
5. Se dio la bienvenida a los padres y se anotaron en la lista de asistentes. (EL 1 & 4b)
6. Se realizó el Saludo a la Bandera.

**II. Asuntos de Acción**

**2. Agenda**

- c. Se revisó la minuta del 6 de diciembre 2018 para su aprobación. No se realizaron cambios ni correcciones\*  
Eva Días propuso la primera moción y Martha Palomares la secundó  
Aprobación del voto: Unánime
- d. Elección de Nuevos Miembros de ELAC (EL4a \*)
  - Las siguientes personas fueron presentadas y elegidas como nuevos miembros:  
Johana Alvarado, Eva Guardado de Dias y Noemy Martinez  
Martha Palomares propuso la primera moción y Ana Madero la secundó  
Aprobación del voto: Unánime

**III. Diálogo/Información**

**2. Capacitación de la encuesta de necesidades: Incremento de la participación escolar de los padres EL -Eventos y grupos para padres (EL1 & 4e)**

- a. El Sr. Avila dio a los padres la siguiente información:
  - Cómo mantenerse informado de los eventos y actividades escolares
  - Grupos para padres
  - Eventos escolares y oportunidades de participación familiar
  - Esfuerzos para incrementar la participación familiar
    - Esfuerzos de la escuela
    - Posibles acciones de los padres

**2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)**

**Reporte de SSC de diciembre**

- i. Por el momento no hubo gastos categóricos de Título I /LCFF-LI/LCFF-EL ya que no hubo quorum en la junta SSC de diciembre. Los gastos planeados incluyen tóner para impresoras (Título 1), papel póster (Título 1), laminar (Título 1), *math racks* (LCFF-LI), audífonos (Título 1) y ratones inalámbricos (Título 1).
- ii. La capacitación incluyó: Política de AUSD en cuanto a la participación de padres y bienestar.
- iii. Se distribuyó la minuta de diciembre 2018 para su revisión.

1. Input for Goal 3, 4

- a. Goal 3: Members reviewed SPSA Goal 3: Safe and Drug Free Environment. Data on attendance, suspensions/expulsions, and the school climate survey was reviewed. SPSA Goal 3 was partially met for 2017-2018.

- a. By June 2018, the average daily attendance rate will increase by .5% (not met).
- b. By June 2018, 100% of students will participate in discipline assemblies, disaster drills and Character Development lessons (met).
- c. By June 2018, suspensions and discipline for drugs, alcohol, tobacco or physical violence will decrease by .5% (not met).

The following discussion and parent input was given regarding SPSA Goal 3:

- a. Parent members appreciate the extent of school counselor's interaction with students.
- b. ELAC parents agreed that proposed actions will support students, teachers, and parents.
- c. ELAC parent input for SPSA goal 3 will be taken to SSC later this month.

- b. Goal 4: Members reviewed SPSA Goal 4: High School Graduation and College Readiness. High school graduation and college readiness trends were reviewed in addition to parent involvement data. SPSA goal 4 was partially met for 2017-2018.

- a. June 2018, Foothill will continue to implement systems and programs that support student achievement, academic learning and an equitable school climate (met).
- b. By June 2018, Foothill will continue with parent engagement opportunities and increase parent participation in school events by 5% (not met).

The following discussion and parent input was given regarding SPSA Goal 4:

- a. ELAC parents agreed that proposed actions will support students, teachers, and parents.
- b. ELAC parent input for SPSA goal 4 will be taken to SSC later this month.



## 1. Recomendaciones para las metas 3, 4

- a. Metas 3: Los miembros revisaron la meta 3 de SPSA: Ambiente seguro y libre de drogas. Se revisó la encuesta de datos de asistencia escolar, suspensiones/expulsiones y clima escolar. La meta 3 de SPSA 2017-2018 se logró parcialmente.

- a. Para junio 2018, la tasa promedio de asistencia escolar diaria incrementará .5% (no se cumplió).
- b. Para junio 2018, 100% de los alumnos participarán en asambleas disciplinarias, simulacros de desastre y lecciones de desarrollo de carácter (se cumplió).
- c. Para junio 2018, las suspensiones y acciones disciplinarias por drogas, alcohol, tabaco y violencia física disminuirán .5% (no se cumplió).

Se realizó el siguiente diálogo y recomendaciones de los padres para la meta 3 de SPSA:

- a. Los padres miembros aprecian la interacción del consejero escolar con los alumnos.
- b. Los padres de ELAC acordaron que las acciones propuestas apoyarán a los alumnos, maestros y padres.
- c. La contribución de los padres de ELAC para el objetivo 3 del SPSA se llevará al SSC a finales de este mes.

- b. Meta 4: Los miembros revisaron la meta 4 del SPSA: Graduación de la escuela secundaria y preparación universitaria. La graduación de la escuela secundaria y las tendencias de preparación para la universidad se revisaron además de los datos de participación de los padres. La meta 4 de SPSA se cumplió parcialmente para 2017-2018.

- a. Junio 2018, Foothill continuará implementando sistemas y programas que apoyan los logros estudiantiles, el aprendizaje académico y un clima escolar equitativo (se cumplió).
- b. Para junio 2018, Foothill continuará con las oportunidades de participación de padres e incrementará su participación en eventos escolares en un 5% (no se cumplió).

Se realizó el siguiente diálogo y recomendaciones de los padres para la meta 4 de SPSA:

- a. Los padres de ELAC estuvieron de acuerdo en que las acciones propuestas apoyarán a los alumnos, maestros y padres.
- b. Las recomendaciones de los padres de ELAC relacionadas con la meta 4 de SPSA se presentarán este mes ante SSC.

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

- a. Members reviewed the LCFF-EL and proposed expenditures.
- b. Ongoing expenditures include tutoring and bilingual assistant support.

4. School Attendance (EL4c2 & 9)

- a. Mr. Avila reviewed the importance of attendance and shared the following information:

- Average daily attendance for month 4 was 95.65%
- Student absences ranged from 16-41 students daily
- Student lates ranged from 27-49 daily
- Attendance improved slightly between month 3 and 4
- District goal of 96.5% was not met in month 4

5. ATP Report

- a. Mr. Avila shared that there was no meeting held in December.
- b. The next ATP meeting will be January 22<sup>nd</sup>.

6. DELAC Report

- a. There was no December DELAC meeting to report on.
- b. The next DELAC meeting will be January 16<sup>th</sup>.

IV. Hearing Session

1. Dates and information for upcoming events were provided.
2. The following additional items and concerns were brought forward:
  - a. Ms. Eva Dias questioned requirements for volunteering in the classrooms.
    - i. Avila explained that in order to visit classrooms, the only requirements was to make arrangements with the classroom teacher, bring a government issued photo ID, and check in at the office. For regular visits or to work with students directly, parents must bring evidence of TB test results.
3. Flyers for Nurturing Parent Classes at NVHS were distributed.

VI. Adjournment

1. Meeting was adjourned at 9:41 am.
2. Next Meeting: Thursday, February 7<sup>th</sup> at 8:15 in Room 25.

3. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 & 9)
  - a. Los miembros revisaron el presupuesto LCFF-EL y los gastos propuestos.
  - b. Los gastos continuos incluyen tutoría y apoyo de asistente bilingüe.
4. Asistencia escolar (EL4c2 & 9)
  - a. El Sr. Avila revisó la importancia de la asistencia escolar y compartió la siguiente información:
    - La asistencia diaria promedio del mes 4, fue de 95.65%
    - Las faltas escolares estuvieron en el rango diario 16-41 alumnos
    - Los retardos escolares estuvieron en el rango diario de 27-49
    - La asistencia escolar mejoró un poco entre los meses 3 y 4
    - La meta del Distrito es 96.5%, la cual no logramos en el mes 4
5. Reporte de ATP
  - a. El Sr. Avila compartió que no hubo junta en diciembre.
  - b. La próxima junta de ATP será el 22 de enero.
6. Reporte de DELAC
  - a. No hubo junta de DELAC en diciembre que reportar
  - b. La próxima junta de DELAC será el 16 de enero

#### IV. Sesión de Audiencia

1. Se proporcionaron fechas e información para los próximos eventos.
2. Se mencionaron los siguientes asuntos y preocupaciones adicionales:
  - a. La Sra. Eva Dias preguntó acerca de los requisitos para ser voluntaria en el salón de clase.
    - i. El Sr. Avila explicó que para visitar los salones de clase, el único requisito es programarlo con la maestra, traer una identificación vigente con fotografía y registrarse en la oficina. Para visitas regulares o para trabajar directamente con los alumnos, los padres deben traer un comprobante de los resultados del examen TB.
3. Se distribuyeron circulares con información de las clases para padres *Nurturing*, impartidas en NVHS.

#### VI. Clausura

1. La junta fue clausurada a las 9:41 am.
2. Próxima junta: Jueves, 7 de febrero a las 8:15 en el salón 25.



**Sign in Sheet**  
Registro de Asistencia  
January 10, 2019