2018-2019
School Plan for Student Achievement (SPSA)

Loma Vista Middle 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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District Name:	Alvord Unified School District	**Email Address:**	jcasillas@alvordschools.org
		CDS Code:	33-66977-6098156

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

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Programs			
This plan represents the coordination of the following resources to support student achievement:			
Federal Programs		**State Programs**	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
S	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:	
1.	The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2.	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3.	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
	    X English Learner Advisory Committee: 2-5-18
	    X Leadership Team/Department Advisory Committee: 1-29-18
	    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: 2-22-18

Attested:

Typed Names:	Signature:	Date:
Principal: Jackie Casillas, Ph. D.		2. 28 / 9
SSC Chairperson:		2-28-19

School Profile (Middle Schools)

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

<u>Site Description</u>

<u>Student Demographics</u>

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	2 (0.2%)	2 (0.2%)	3 (0.3%)
Asian	17 (1.6%)	24 (2.3%)	16 (1.6%)
Pacific Islander	3 (0.3%)	4 (0.4%)	4 (0.4%)
Filipino	2 (0.2%)	3 (0.3%)	1 (0.1%)
Hispanic or Latino	927 (89.7%)	932 (88.7%)	883 (89.0%)
African American	15 (1.5%)	18 (1.7%)	20 (2.0%)
White (not Hispanic)	58 (5.6%)	58 (5.5%)	57 (5.8%)
Multiple or No Response	9 (0.9%)	10 (0.9%)	8 (0.8%)
English Learners (EL)	448 (42.4%%)	409 (39.1%%)	366 (36.9%)
Socio-Economically Disadvantaged (SED)	952 (90.6%)	967 (92.0%)	891 (89.8%)
Students with Disabilities	137 (13%)	137 (13.0%)	148 (14.9%)
Total Enrollment	1,033	1,051	992

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

Loma Vista Middle School was opened in 1978 and serves students in grades 6-8. It is located on the western side of the city of Riverside. Approximately 21% of the City of Riverside residents have a household income under $25,000, and 18% have a household income of $100,00 or higher. The ethnicity of Riverside residents includes 52.6% White and 45.4% Hispanic. Loma Vista is one of four middle schools in the Alvord Unified School District, and receives its students from Rosemary Kennedy, Terrace, and Twinhill Elementary Schools.

As of January, 2019, Loma Vista Middle School serves approximately 992 students: 303 6th graders, 365 7th graders, and 324 8th graders. Loma Vista serves a diverse ethnic and cultural student body with 89.0% Hispanic, 5.8% White, 1.61% African American, 2.0% Asian and 0.3% American Indian. The enrollment is evenly split at 50% female and 49% male.

<u>Enrollment</u>

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
6	341	360	324	364	303
7	366	343	360	322	365
8	363	353	349	365	324

<u>Facilities and Technology</u>
The site administrators, custodians and district personnel conduct routine physical inspections of the facilities for safety and maintenance compliance. The classrooms, cafeteria/MPR, offices, PE locker rooms, labs, and restrooms are cleaned

daily. Students are encouraged to take pride in their school and to do their part to keep the school clean. The City of Riverside coordinates a Clean Campus competition that includes instructional materials and campus inspections. Alvord schools have been consistent winners in this event. The 6 campus supervisors ensure that the campus is safe and secured. Students participate in school cleanliness and beautification through the Garden Club, open to all students.

Technology use for effective teaching and learning is a priority focus at Loma Vista. Loma Vista has 16 mobile lap-top cart with 36 laptops each. Students have access to all Microsoft programs as well as Google Aps for Education, Tenmarks web-based math program, Moby Max, we-based core subject program and various web-based tutorial programs such as Khan Academy and Classzone. Each student and parent(s)/guardian(s) must sign the Telecommunications Authorization Form during registration to have access to the computers.

The classrooms at Loma Vista are equipped with projectors and ELMO document cameras to help facilitate instruction. There are 12 classrooms in a new building which are equipped with ceiling mounted projectors and Smartboards for instructional use. We have mounted projectors in the MPR and the library. A Hooverboard is being installed in our Autism classroom. Each classroom is also equipped with a minimum of one computer for teacher use. All teachers have access to the internet. The library is equipped with 2 teacher computers, 9 student computers as well as a laptop cart.

Instructional Minutes
Students attend 180 days of school and meet the required instructional minutes. Teachers have structured collaboration time for 90 minutes twice a month. Loma Vista students have 6 periods of 58 instructional minutes each. The master schedule is strategically built to allow for extended instructional time for ELD, Language Arts intervention, Accelerated Academic Language Development intervention, and mathematics intervention for students who require extra support.

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

Loma Vista has a wide variety of programs to meet the needs of the student population. Programs include: ASB, Advancement Via Individual Determination (AVID), Expanded Learning, Intervention classes in ELA & Math, Accelerated Academic Language Development, ELD, ELA sheltered language arts classes, after school "Promotion Academy" for struggling 8th graders, Honors classes, band, art, intramural sports, Running Club, Book Club, Makers Space Club, Yearbook Club, and Garden Club. Prime-Time offers an excellent after school program which provides students with tutoring, homework assistance and an opportunity to participate in social activities, arts and crafts, music and dance, and organized sports. The physical education department actively promotes extra curricular activities to encourage a healthy life style including the Governor's Challenge and the Healthy Kids Program. Loma Vista won the National Healthy Schools GOLD award from the Alliance for a Healthier Generation in 2017. Loma Vista was recognized by the state of California as the "Middle School of the Year" in 2011 and was awarded a $100,000.00 fitness center which we continue to maintain and incorporate with all students. Loma Vista won a "Bright Spots in Hispanic Education" from Washington for our health and Wellness culture, instilling life-long learning regarding the benefits of a healthy lifestyle. Kaiser Permanente chose Loma Vista to highlight as a "Thriving School" in 2015. This year we also acquired a Grant from Lowe's to further expand our Garden which provides all students that participate various fresh fruits and vegetables. Our art students are active in the community and created an award-winning art piece for the community art festival, a piece auctioned off for charity, entered and won three community poster contests and have created numerous art projects to benefit others in need.

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.

At Loma Vista we are focused on ensuring we challenge, inspire, and educate our students to succeed in high school and beyond. We are using our California Grade Level Standards to drive instruction and support our students by incorporating their voice in our instructional decisions. We are turning to various instructional strategies across content areas to align strategies to support all learners. Our staff participates in professional learning opportunities provided by the County, District Office, and site.   We are turning to current research as we refine instructional practices that focuses on increasing student achieving.

Collaboration Process (EPC 5,6,8)
Teachers work together to review and analyze data from site assessments, CAASPP, ELPAC, and student work samples to help determine the areas of need and plan effective instructional strategies for all students. Formative assessments, as well as summative assessments, are used to determine students' strengths, weakness and intervention needs. The school provides regular and frequent opportunities for teachers to collaborate by grade level, department, and vertical teaming regarding curriculum embedded assessments, data review, instructional planning, and lesson delivery in reading/language arts and math. (EPC7) Weekly early release days are used for teachers to work together to support student learning by analyzing assessment data and student work, reviewing common assessments, sharing best practices, participating in long-range departmental planning, staff meetings and professional development. The faculty is organized into grade level/content area teams to provide input on the implementation, delivery, and assessment of the curriculum.

Cite Research/Resources for Central Focus on School Reform
Advancement Via Individual Determination
Collaborative Leadership, Dewitt 2017
Intentional Excellence: The Pedagogy, Power, and Politics of Excellence in Latina/o Schools and Communities, Rodriguez 2015
Excellence Through Equity, Blankstein, Noguera 2016
The Will to Lead, the Skill to Teach: Transforming Schools at Every Level, Muhammed, Hollie 2012
The Moral Imperative of School Leadership, Fullan, 2003
Classroom Instruction that Works, Marzano
Professional Learning Communities, Du Four

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jackie Casillas, Ph. D.	[X]	[ ]	[ ]	[ ]	[ ]
Tracy Lech	[ ]	X			
Patti Suppe	[ ]	X			
Martin Bernard	[ ]	X			
Allison Ozaki	[ ]	X			
Sonia Gamboa	[ ]		X		
Jacque Clark	[ ]			X	
Imelda Valencia	[ ]			X	

2018-19 School Site Council					
Elizabeth Sanchez	[ ]			X	
Vivyan Perez	[ ]				X
Gabriela Altamirano	[ ]				X
Linda Carrillo	[ ]				X
Emely Carlos	[ ]				X
Numbers of members of each category	**1**	**4**	**1**	**3**	**4**

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.

The leadership team meets on a monthly basis. The focus of the leadership team meeting is to determine the how instruction is supporting and ensuring student learning. We analyze data as well as review best practices to adapt/adjust or modify instruction. Leadership team meetings offer the opportunity to collaborate across grade level spans and content areas which ensures we move toward our vision for student achievement. The members are responsible for taking the information and ideas back to their grade-level teams for implementation and input.

2018-19 Leadership Team	
Name of Members	**Title**
Jackie Casillas, Ph. D.	Principal
Carol Hall	Assistant Principal
Anahita Salahshour	Math Department Chair
Abigail Schneider	ELA Department Chair
Heather Schultz	Science Department Chair
Adrienne Fraire	History Department Chair
Bethany Rivera	SPED Department Chair
Patti Suppe	PE Department Chair
Froukje Schaafsma-Smith	VAPA Department Chair
Andrea Coons	Instructional Coach

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 Portal through AERIES on-line, Progress reports, report cards, student work, school reports, conferences, teacher phone calls, Blackboard parent all-calls, student planners, and homework. Parents are also informed of their children's various assessment data results as well as all other aspects of their children's academic development at parent conferences. Follow-up conferences may be scheduled to more closely monitor a particular student's progress. Strategies that parents may employ at home to reinforce the child's learning are discussed at this time. Parents are informed annually about the school's overall assessment performance in the School Accountability Report Card (SARC). Interpretation of assessment data is provided to parents as needed.

Parents are informed of special programs and extended learning times through letters, phones calls, office bulletin board and calendar, conferences, ELAC, SSC, daily announcements, website, and the marquee display. Progress reports are sent home for special education parents on progress toward their students' progress toward IEP goals.

Parents receive information about the standards and accountability procedures through SARC, California Department of Education website, district website, and parent information nights. Students are informed of the standards and student work requirements through report cards, rubrics, assessment results, teacher- and district- developed assessment materials, individual portfolios, classroom projects and work, and standards posted in the classroom.

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.

Instructional Time: Increased instructional time is an important element related to student achievement. Schools with increased time in core English and Mathematics classes yield significant gains in achievement; therefore, Loma Vista provides intervention classes in ELA and math.

Principal's Instructional Leadership Training: Principal training is focused on collaborative leadership that is focused on increasing student achievement. A major instructional component at Loma Vista is the expectation of first-best, standards-based, rigorous, and differentiated instruction in every classroom. Instruction must be meaningful; relevance and real-life application are key components.

Teachers' Professional Development: Coherent professional development that provides teachers with instructional strategies and pedagogical content aligned to standards-based curriculum increases student achievement.

Student Achievement Monitoring System: Frequent monitoring of student performance and use of a data monitoring system are positively related to school effectiveness and student achievement. Loma Vista teachers engage in checking for understanding, student feedback, and error-analysis on assessments to increase academic achievement.

Ongoing Instructional Assistance and Support: Teachers are supported through coaching that is high quality, content focused, and classroom-based to increase student achievement. The principal and assistant principal are involved in observing, giving feedback, and supporting teachers and their classrooms at Loma Vista.

Weekly Collaboration by Grade/Course Level Teachers: Loma Vista, bi-weekly teacher collaboration time is used to analyze student assessments and collaboratively plan instruction to provide differentiated instruction to meet the needs of all learners.

Lesson Pacing Guide: The use of District pacing guides provides consistency of pacing across schools and continuity of teaching across grades/subjects. Pacing guides ensure that California standard-based lessons are taught in every classroom at Loma Vista, and that pacing is on target to meet long-term goals

Fiscal Support: Allocation and reallocation of funding to support student achievement are critical to successfully meet rigorous accountability standards. Both general and categorical funds are utilized so that teachers have an opportunity to enhance instruction and to provide supplemental materials to their classes.

Standards, Assessment, and Accountability

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

    AUSD unit of study embedded, ELPAC, and CAASP assessments are analyzed by administration and teachers. The data are disaggregated by staff to look at the trends taking place in their respective curricular areas. The data provide a benchmark for students' progress at the beginning of the school year. Staff examine the data to identify mastered standards and standards that require re-teaching. They also identify students in need of intervention and plan lessons for re-teaching and support.

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

    Teachers in the core curriculum utilize the Alvord Unified School District unit planning organizers developed through Rigorous Curriculum Design, adopted materials, ancillary resources, and pacing guides, which are aligned with the California State Standards & frameworks. Teachers develop lesson plans using the course descriptions, district pacing guides, state standards, and state frameworks. Department and grade level/subject meetings are utilized for lesson planning, sharing standards-based instructional strategies, and analyzing the results of formative and summative assessments.

    Reading/language arts and math curriculum-embedded assessments, and state accountability assessments will be administered according to the pacing guide. The data from the assessments will be documented and utilized with a data protocol to determine student progress and modify instruction. (EPC5)

    a) All teachers will be trained in the administration of identified assessments.
    b) All teachers will be trained in the use of a data protocol tool that can establish the school curriculum-embedded assessments for reading/language arts and math.
    c) All teachers will be trained in a data protocol which will enable them to learn the skill of the data analysis, individualize the analysis of data for students, and learn the knowledge of research based strategies in order to prescribe and remedy a tool that teachers will use to document evidence that instruction is being modified and driven by this data.

Staffing and Professional Development

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

    All (100%) teachers at Loma Vista are credentialed in their respective content areas and meet the criteria to be Highly Qualified as required by ESEA.

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

    Teachers are provided training in research based strategies that include Differentiated Instructional Strategies, common constructed writing response in all content areas, student engagement and checking for understanding, and SDAIE. Iin classroom support is provided that consists of strategy demonstrations, co-planning / co-teaching, and collegial planning with data analysis. The site has the needed amount of credentialed teachers to meet the demands of its student population. Loma Vista Middle School will build capacity for instructional support by utilizing site and district instructional coaches trained in the coaching process.

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

    The staff has been trained on how to disaggregate data on their students' performance and identify areas of weakness and strength. Ongoing staff development is occurring on preparing lessons aligned with common core state standards along with engaging students. Literacy is a school-wide focus. Staff development on the CCSS Literacy standards is ongoing.

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

Teachers are provided training in research based strategies that include Inquiry-based learning, Collaborative Learning, Differentiated Instruction, engaging students, constructed writing response, and SDAIE. Comprehensive, in classroom support is provided that consists of strategy demonstrations, co-planning and co-teaching, learning walks, and cognitive planning with data analysis.Loma Vista Middle School builds capacity for instructional support by utilizing site and district instructional coaches trained in the coaching process.

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

Collaboration is a vital need on campus as we move to improve student achievement and implement the common core state standards. Its importance is shown in the fact that collaboration has been built into the school calendar. Every Tuesday is an early release day for students that allows 120 minutes of time devoted to teacher collaboration and professional development. The teachers meet by curricular area and focus on data and cognitive planning. They utilize formative assessments to inform and guide instruction.

Teaching and Learning

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

The master schedule is strategically built to meet the needs of all learners andaligns with the promotion requirements set by our local governing school board. The courses are aligned to support student academic growth, development and the growth of the whole child. The staff is expected to align instruction based on the state standards as they instruct their classes. The entire staff is kept abreast of their students' progress, as well as the overall progress of the site, on an ongoing basis throughout the year.

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

The site places students in ELA and mathematics classes that are 58 minutes in length. Extended instructional time is an available intervention in both content areas for target students.

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

Intervention classes are built within the master schedule of the school. Enrollment in math and/or ELA intervention classes is based on summative test scores, grades, and teacher recommendation. Enrollment in ELD, AALD, and sheltered ELA is based on ELPAC and state accountability scores. AVID classes also support organizational skills and provide tutoring to support students in advancing in their studies.

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

The district follows the Williams Act guidelines to ensure that all student groups have the availability to state approved, standards -based instructional materials. The District works diligently over the past few years developing units of study that align to the Common Core Standards. Materials and activities are shared throughout the District to support all groups of 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)

All Students, at all grade levels or program levels, will have instructors appropriately utilizing the most recent State Board-adopted instructional program materials in reading/language arts and mathematics on a daily basis. (EPC1)

a) Language arts and math teachers have previously received AB 472 training and received the certificate of completion (EPC4)
b) All Classrooms will have appropriate time allotments for students in adopted reading/language arts and math and provide extended time for them if students need more instruction or practice. (EPC2)
c) All reading/language arts and math classrooms will have fully credentialed teachers. (EPC6)
d) Loma Vista implements the California state standards and schedule for reading/language arts and math that aligns with state-adopted materials.
e) Loma Vista provides an implementation timeline that includes the faithful implementation of the instructional materials in social science and science when adoption process is complete for both content areas.(EPC1)
f) The School solicits expertise and support from the district, school site, and external providers to identify quality indicators that define the term "appropriate" implementation for instructional materials for reading/language arts and math. (EPC1)
g) All teachers will be held accountable to implement the identified quality criteria that demonstrate fidelity of the district adopted instructional material. (i.e. formal/informal observations by administration; action walks involving teachers/administrators; analysis of student achievement and results through Professional Learning Communities.

Opportunity and Equal Educational Access

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

Intervention classes are built into the master schedule to help students improve their mathematical and reading and language arts skills, as well as ELD and sheltered language arts classes to support target English Learners. Students with special needs are supported through direct services classes, collaboration classes taught by a regular education teacher and a special education teacher or are provided support in main-stream classes as dictated by the student's IEP.

14. Research-based educational practices to raise student achievement

As a school-based coordinated program, Loma Vista coordinates services to support underperforming students and raise achievement. Each year, school funds are used to update computers, library books, purchase supplemental instructional materials, provide professional development, instructional equipment, and classroom supplies to enhance instruction with a focus on increasing student achievement

Parental Involvement

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

Parent workshops are provided throughout the year on a variety of topics. These classes are held on campus and are open to any parent, guardian, or community member. Loma Vista Middle School provides health and nutrition information and workshops to parents multiple times a year through our "Healthy Families" program. Students and parents are educated about health, nutrition, and exercise ideas to help raise healthy children. The principal has coffee with the principal letting parent know about attendance, discipline and answer any questions for parents as well as share events and ways for students to stay connected to the school. Our Action Team for Partnerships have added a Science Night this year for families.

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.

    Loma Vista parents and community members are provided multiple opportunities for involvement. Each year parents sign a home-school compact committing to involvement in their child's education. Loma Vista offers parent participation in various workshops, ELAC, SSC, parent conferences,Wellness Committee, ATP and Healthy Families nights.

Funding

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

    Categorical funding is utilized to supplement instruction and meet the needs of the targeted population.

18. Fiscal support (EPC)

    Loma Vista Middle School receives funding from the Alvord Unified School District to support academic achievement and receives district allocations of categorical funding to ensure target populations are provided to support the core curriculum and state standards.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?
Our highly qualified teacher goal was met. The Human Resources Department continues to work with our partner universities to support us with highly qualified teacher candidates. For Safe and Free Education goal we met the part of the goal that was to decrease the discipline suspensions by .3%. Our administration and teachers have been working together with our OCI teacher to ensure all stakeholders are aware of the rules and consequences and supporting alternatives to keep students in classes. In addition, we have shifted our practice to increase engagement with students throughout the school day in a positive format that focuses on student learning. Our counselors worked on presentations that support our students growth academically and emotionally.

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?
For ELA our goal was for 50% of the students increase 40 points on the summative CAASP test, we increased by 27.5 %. For math our goal was for 50% of our students to increase by 40 points on the summative CAASP exam and decreased by 15.2%. Our EL goal was to reclassify 20% of our English Learners and we were able to reclassify 53 students in the fall of 2018 so far..   For our Safe and Free Education goal we were to increase our attendance by 0.5% but remained stagnant.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?
Our ELAC committee works on their needs assessment of training and support that they desire at the beginning of the year. At that time we ask for input on how to support our EL learners and integrate their suggestions into our spending of EL monies.   We also obtain input from the Leadership Team for goals and spending of categorical monies. The School Site Council is involved in evaluating the previous year's goals and actions as well as ensure we are spending categorical funds based on our student needs. Then they provide feedback to proposed goals and actions.

How was the plan monitored during the school year?

At the beginning of the school year the staff analyzed the summative State assessments compared to the goals. We reflected on the other goals and assessed how we performed. We worked on goals for this year. We looked at actions and analyzed if the actions were effective or needed some altering or eliminating. As committees formed of Leadership, ELAC and SSC then those committees reviewed the goals, actions and made suggestions for this years goals and actions.

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

The expansion of our Parent Group would support further involvement. Adding Interim Assessments would support monitoring progress toward goal outcomes. In addition, embedding common instructional practices will allow students to apply research based strategies that will support them as life long learners.

Description of Barriers and Related School Goals

Although students are making progress toward standards, CAASPP data indicates a greater need to address the gap in mathematics and English language arts. In addition, we need to increase student access to technology. Furthermore, targeting our at-risk students is necessary early on to ensure we may accelerate student learning so that they may become college and career ready upon graduation from high school.

A focus is on application of instructional strategies across the content areas so that students may become familiar with high leverage instructional strategies based on research. In addition, this year we are utilizing supplemental instructional materials in mathematics for grades 6-8 to align and increase achievement. We have shifted from homework help to targeted tutoring for target students with a focus on at-risk, English Learners, and Special Education Students.

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 6	354	315	351	350	308	348	347	308	348	98.6	97.8	99.1
Grade 7	339	350	325	334	344	322	333	344	322	98.5	98.3	99.1
Grade 8	351	350	360	347	344	357	347	344	357	98.9	98.3	99.2
All Grades	1044	1015	1036	1031	996	1027	1027	996	1027	98.7	98.1	99.1

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

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard 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 6	2488.8	2496.8	2488.7	7	6.82	9.20	27	30.84	26.44	30	33.12	27.59	35	29.22	36.78
Grade 7	2510.8	2513.5	2530.2	6	5.23	8.39	27	31.98	35.71	32	31.10	27.33	36	31.69	28.57
Grade 8	2560.3	2544.8	2540.5	11	10.17	7.84	39	30.52	33.05	29	31.98	31.65	20	27.33	27.45
All Grades	N/A	N/A	N/A	8	7.43	8.47	31	31.12	31.65	30	32.03	28.92	30	29.42	30.96

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 6	6	12.01	12.64	51	52.92	45.40	43	35.06	41.95
Grade 7	13	15.12	16.46	49	48.26	48.76	38	36.63	34.78
Grade 8	24	20.64	17.65	47	45.64	47.62	29	33.72	34.73
All Grades	15	16.06	15.58	49	48.80	47.22	37	35.14	37.20

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 6	12	11.69	12.68	48	51.30	42.36	40	37.01	44.96
Grade 7	11	13.95	17.70	53	51.74	53.11	37	34.30	29.19
Grade 8	21	14.24	14.29	55	53.20	49.86	24	32.56	35.85
All Grades	15	13.35	14.81	52	52.11	48.34	34	34.54	36.84

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 6	11	7.79	11.49	65	67.53	60.34	24	24.68	28.16
Grade 7	9	7.85	7.14	65	63.08	66.46	26	29.07	26.40
Grade 8	11	9.01	10.64	72	72.97	69.75	17	18.02	19.61
All Grades	10	8.23	9.83	68	67.87	65.53	22	23.90	24.63

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 6	17	17.53	19.54	57	54.22	54.02	26	28.25	26.44
Grade 7	16	16.86	22.98	55	54.36	53.42	29	28.78	23.60
Grade 8	28	22.67	23.81	55	51.16	56.30	18	26.16	19.89
All Grades	20	19.08	22.10	56	53.21	54.63	24	27.71	23.27

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 6	354	316	351	348	313	348	347	313	348	98.3	99.1	99.1
Grade 7	339	350	325	337	348	322	336	348	322	99.4	99.4	99.1
Grade 8	351	350	359	348	347	357	348	347	357	99.1	99.1	99.4
All Grades	1044	1016	1035	1033	1008	1027	1031	1008	1027	98.9	99.2	99.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard 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 6	2474.3	2494.1	2467.6	10	7.03	8.33	12	25.56	11.78	31	32.27	32.18	48	35.14	47.70
Grade 7	2496.0	2493.6	2501.3	8	7.47	8.07	17	18.10	17.70	32	30.17	32.30	43	44.25	41.93
Grade 8	2537.5	2522.6	2497.7	14	11.24	8.96	18	17.29	12.89	35	27.95	23.81	34	43.52	54.34
All Grades	N/A	N/A	N/A	10	8.63	8.47	16	20.14	14.02	32	30.06	29.31	42	41.17	48.20

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 6	13	18.85	12.36	28	36.10	28.16	59	45.05	59.48
Grade 7	18	15.23	13.66	31	28.45	29.50	51	56.32	56.83
Grade 8	22	17.00	13.45	36	32.85	25.77	42	50.14	60.78
All Grades	18	16.96	13.15	32	32.34	27.75	50	50.69	59.10

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 6	6	6.07	7.18	40	46.65	35.34	54	47.28	57.47
Grade 7	10	7.18	10.56	42	47.99	47.52	49	44.83	41.93
Grade 8	10	11.53	11.76	55	40.92	49.30	35	47.55	38.94
All Grades	8	8.33	9.83	46	45.14	44.01	46	46.53	46.15

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 6	8	11.18	8.62	41	41.53	38.22	50	47.28	53.16
Grade 7	12	9.48	9.01	59	54.89	61.49	29	35.63	29.50
Grade 8	14	12.68	11.48	61	55.33	44.26	25	31.99	44.26
All Grades	11	11.11	9.74	54	50.89	47.61	35	38.00	42.65

CAASPP Results Data Analysis

English-Language Arts/Literacy

<u>**All Students**</u>
This past year the only grade level that demonstrated an increase in mean scale score was 7th grade. In all grade levels we reduced the standard not met category. Although we experienced a slight growth within the Standard Exceeded and Standard Met student performance overall we need to increase student performance in all levels.

Mathematics

All Students

7th grade was the only grade level that experienced a growth in mean scale score. However, all grade levels experienced a decline in overall student performance.

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 6	1519.1	1507.9	1529.8	142
Grade 7	1520.5	1506.4	1534.2	102
Grade 8	1527.4	1511.8	1542.6	115
All Grades				359

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 6	33	23.24	56	39.44	37	26.06	16	11.27	142
Grade 7	25	24.51	38	37.25	29	28.43	*	*	102
Grade 8	39	33.91	45	39.13	20	17.39	11	9.57	115
All Grades	97	27.02	139	38.72	86	23.96	37	10.31	359

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 6	51	35.92	55	38.73	24	16.90	12	8.45	142
Grade 7	37	36.27	38	37.25	21	20.59	*	*	102
Grade 8	47	40.87	47	40.87	12	10.43	*	*	115
All Grades	135	37.60	140	39.00	57	15.88	27	7.52	359

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 6	28	19.72	30	21.13	49	34.51	35	24.65	142
Grade 7	25	24.51	27	26.47	23	22.55	27	26.47	102
Grade 8	39	33.91	34	29.57	19	16.52	23	20.00	115
All Grades	92	25.63	91	25.35	91	25.35	85	23.68	359

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 6	41	28.87	89	62.68	12	8.45	142
Grade 7	40	39.22	55	53.92	*	*	102
Grade 8	53	46.09	55	47.83	*	*	115
All Grades	134	37.33	199	55.43	26	7.24	359

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 6	70	49.30	60	42.25	12	8.45	142
Grade 7	44	43.14	50	49.02	*	*	102
Grade 8	55	47.83	51	44.35	*	*	115
All Grades	169	47.08	161	44.85	29	8.08	359

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 6	26	18.31	42	29.58	74	52.11	142
Grade 7	24	23.53	28	27.45	50	49.02	102
Grade 8	42	36.52	31	26.96	42	36.52	115
All Grades	92	25.63	101	28.13	166	46.24	359

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 6	28	19.72	105	73.94	*	*	142
Grade 7	21	20.59	78	76.47	*	*	102
Grade 8	31	26.96	74	64.35	*	*	115
All Grades	80	22.28	257	71.59	22	6.13	359

Conclusions indicated by the ELPAC data:

The overall English Learner population at Loma falls within Level 3. It is evident that further professional development for all staff needs to address the instructional shifts that need to occur in order to increase student acquisition of the English language and ensure fluency in English is acquired reducing the potential for LTELs.

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) Within the ELA Summative Assessment Loma Vista students will increase the percentage of students above standard within the Listening section by 10%.
Data Used to Form this Goal: Data used to form this goal are from Spring 2018 CAASPP results.
Findings from the Analysis of this Data: We decided as a team to embed essential academic language that was not only embedded in the Targets but also embedded in student responses across content areas. As teams and departments it was determined to embed opportunities to further develop student listening and responding.
How the School will Evaluate the Progress of this Goal: CAASPP data for 2018

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of grade level standards utilizing multiple resources	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Implement a variety of teaching strategies to address different modalities of learning through differentiated instruction,inquiry-based learning, manipulatives, small group learning,and cooperative groupings, to support student learning with universal access	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use data from summative and formative assessments to improve instruction and identify students in need of intervention	08/2018	06/2019			
	6 - Support exemplary staff	Classroom walk-through and data discussion.	08/2018	06/2019			
	6 - Support exemplary staff	Instructional coach supports implementation of state standards focused on instructional strategies across the content areas	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Supplemental instructional materials to support standards for classroom use. i.e. novels, texts,	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Presentation technology to support classroom instruction. i.e. Projectors, document cameras	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	6,408.14
	3 - Comprehensive PreK-12 program	Toner and ink for teacher and student use	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	3,800.00
	3 - Comprehensive PreK-12 program	Chromebook licenses to support technology for student use	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	1,000.00
	1 - Alternative educational pathway	MobyMax license to support at-risk students. Provides additional practice for CAASPP assessments.	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	1,995.00
	3 - Comprehensive PreK-12 program	Southwest School Supply instructional materials to support classroom standards	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	2,500.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Bi-lingual assistants aid in the classroom for student learning support in core content areas	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Differentiated Instructional Strategies to support all Learners access and mastery of state standards	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	SDAIE strategies to support English Leaners	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Junior Library Guild Subscription for new books for the library monthly to increase engagement for students in reading.	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	1,450.00
	3 - Comprehensive PreK-12 program	Use of technology in the classroom (document cameras, teacher laptops, printers and a Hovercam) to support effective teaching and learning and develop technology-based projects to support language development.	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Before and After School Tutoring for Target Students	10/2018	5/2019	1000-1999: Certificated Personnel Salaries	Title I	19,703.84
	3 - Comprehensive PreK-12 program	Southwest School Supply- copy paper	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	2,500.00
	3 - Comprehensive PreK-12 program	Moby Max Subscription 12 months to support core subjects	08/2018	06/2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,995.00
	3 - Comprehensive PreK-12 program	GATE Advanced learning opportunities in depth,complexity, novelty, and pacing	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	2,000.00
	8 - Learning environment to achieve excellence	Headphones to support instructional software	09/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	1,600.00
	8 - Learning environment to achieve excellence	Listenwise software	08/2018	06/2019	4000-4999: Books And Supplies	Title I	2,800.00
	8 - Learning environment to achieve excellence	Chromebooks to support intervention	08/2018	06/2019	4000-4999: Books And Supplies	Title I	23,546.16
Targeted Professional Development	6 - Support exemplary staff	Continue to support all teachers in differentiated instructional strategies for English learners and content literary strategies.	08/2018	06/2019			
	6 - Support exemplary staff	Teacher directed planning to support subject-matter planning	08/2018	06/2019			
	6 - Support exemplary staff	Provide staff development in the continued use of data analysis to provide strategic and focused intervention to target students	08/2018	06/2019			
	6 - Support exemplary staff	Instructional Coach attended training with Open Resource: Leadership Academy for Integrated Math resources	08/2018	06/2019	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	6 - Support exemplary staff	Professional development for the implementation of Google Apps for Eduscation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	10/2018	06/2019			
	6 - Support exemplary staff	Professional development for special education teachers on utilizing screeners to assist in determining student reading fluency/lexile level	8/2018	6/2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Using data from CAASPP, ELPAC, formative assessments, previous grades, and teacher recommendations; students will be placed in intervention ELA and sheltered classes according to student need.	08/2018	906/2018			
	8 - Learning environment to achieve excellence	Analyze data from periodic common assessment to guide instruction and provide intensive intervention and support where needed.	808/2017	06/2019			
	8 - Learning environment to achieve excellence	Librarian available to assist with literacy/research standards-District funded LCFF	08/2018	06/2019			
	8 - Learning environment to achieve excellence	GATE Advanced learning opportunities in depth,complexity, novelty, and pacing	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Classroom supplies to support curriculum and instruction/ student lessons (ink, toner, proj. bulbs, lam film)	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Copier lease to support curriculum and instruction/student lessons for FAPE	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Increase and update technology for student use	8/2018	6/2019			
	6 - Support exemplary staff	Technology for staff including printers, and bulbs to support engaging instruction and communication	08/2018	06/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	ELAC, SSC, DAC, PTO and other parent organizations to help foster effective parent involvement	08/2018	06/2019			
	7 - Family engagement	Bilingual counselor is available to help answer parent questions about their child's education, school policies, parent conferences, and to offer help	08/2018	06/2019			
	7 - Family engagement	Parent Conferences; one per semester and as needed.	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	AERIES Parent Portal; to access their student's progress in each class	08/2018	06/2019			
	7 - Family engagement	Blackboard to facilitate communication between school and home as well as Twitter	08/2018	06/2019			
	7 - Family engagement	Implementation of Google Apps for Euducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy, and allowing students to utilize Google accounts at home.	10/2018	06/2019			

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)
Within the Math Summative Assessment Loma Vista students will increase the percentage of students in the combined near and exceed strands of Concepts and Procedures by 10%.

Data Used to Form this Goal:

6th, 7th, and 8th grade mathematics 2018 CAASPP data.

Findings from the Analysis of this Data:

Students in all sub-groups require additional instructional support to ensure they reach standards met status.

How the School will Evaluate the Progress of this Goal:

2019 CAASPP data as well as the use of formative assessments.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement state standards	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Implement a variety of teaching strategies to engage all learners through the use of different modalities of learning through differentiated instruction, inquiry-based learning, manipulatives, small group learning,and cooperative groupings, to support student learning with universal access	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Leadership team facilitation and guidance of formative assessments that are aligned to department and grade level goals	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Replacement ink for classroom use	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	2,500.00
	3 - Comprehensive PreK-12 program	Multi-layered interventions to support the academic needs of target students	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Scan trons	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	750.00
	3 - Comprehensive PreK-12 program	Office Solutions, Copy paper	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	8,000.00
	3 - Comprehensive PreK-12 program	Intervention materials to support at-risk students	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	15,620.78
	8 - Learning environment to achieve excellence	Chomebooks to support intervention	08,2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	15,620.78
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Use of mathematical practices, appropriate level of rigor for standards mastery, differentiated instruction, inquiry-based learning, collaborative learning and math manipulatives to assist students	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	After school tutoring for target students	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of conceptual learning models and real-life application performance tasks	08/2018	06/2019			
	6 - Support exemplary staff	Classroom supplemental materials to support communication with parents and projects within the classroom	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of TIER I and TIER II vocabulary in context within standards-based lessons that embeds	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		essential vocabulary in Standard Targets					
	6 - Support exemplary staff	Staff technology: laptops, printers, projectors and document cameras to support teachers engaging students and supporting college and career readiness skills	08/2018	06/2019			
	6 - Support exemplary staff	Copier leases to support a variety of activities to engage students.					
	3 - Comprehensive PreK-12 program	Moby Max Subscription 12 months focusing on number sense, practical math, ratio, % and data analysis	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Supplies for math intervention classes	08/2018	06/2019			
	8 - Learning environment to achieve excellence	SMART Learning Suite 3 year subscription supports interactive board in a classroom	08/2018	06/2019			
Targeted Professional Development	6 - Support exemplary staff	Continue to support all teachers in professional development that embeds instructional strategies for all types of learners	08/2018	06/2019			
	6 - Support exemplary staff	Provide time for bi-weekly collaboration	08/2018	06/2019			
	6 - Support exemplary staff	Provide staff development for the iImplementation of Google Apps for Eúducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	08/2018	06/2019			
	6 - Support exemplary staff	Train teachers to utilize the SBAC Digital Library for exemplar lessons and models to develop lesson aligned with state standards	08/2018	06/2019			
Achievement/Data Driven Structure and Support							
	8 - Learning environment to achieve excellence	Analyze data from periodic common assessment to guide instruction and provide intensive intervention and support where needed	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Assess all student in basic skills at the beginning of the year in order to provide support for core content learning.	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Librarian available to assist with literacy/research standards	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Classroom technology supplies to support curriculum and instruction/ student lessons for FAPE	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	**Funding Source**	**Amount**
	8 - Learning environment to achieve excellence	Implementation of Google Apps for Euducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	8/2018	06/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	ELAC, SSC, DAC, PTO, and other parent organizations to increase parent involvement	08/2018	06/2019			
	7 - Family engagement	Parent Conferences; one per semester and as needed	08/2018	06/2019			
	7 - Family engagement	AERIES Parent Portal training and support in order to increase the amount that access their student's progress in each class and maintain communication with teachers	08/2018	06/2019			
	7 - Family engagement	Blackboard to facilitate communication between school and home	08/2018	06/2019			
	7 - Family engagement	Implementation of Google Apps for Euducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy, access to Google accounts at home.	08/2018	06/2019			

Planned Improvements in Student Performance
Performance Goal 1.3: History/Social Studies (Secondary Only)

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 History/Social Studies.
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 the end of the 2018-2019 school year, all students will meet the academic proficiency requirements in history. This will be evidenced by 95% of students earning passing marks on the second semester report card in history.

Data Used to Form this Goal:

Student academic progress will be monitored each grading period. Students not making progress toward standards will meet regularly with teacher and counselor in efforts to ensure they earn a passing grade each grading period.

Findings from the Analysis of this Data:

Based on grades there are approximately 16% of students not earning a passing grade in history. We will continue to have collaborative conversations with our students to support their learning and academic progress.

How the School will Evaluate the Progress of this Goal:

We will monitor student grades each grading period and continue to discuss each individual student with teachers and meet with students.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement state standards and utilize DBQ's	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Implement a variety of teaching strategies to meet the needs of our divers learners through different modalities of learning that include differentiated instruction, inquiry-based instruction, manipulatives, small group learning,and cooperative groupings, to support student learning with universal access	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use data from formative assessments to refine instruction and identify students in need of intervention	08/2018	06/2019			
	6 - Support exemplary staff	Classroom walk-through and discussion focused on instructional practices that align across content areas	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Integration of literacy standards in reading and writing	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Support instruction with the purchase supplemental instructional materials to meet the needs of target student populations	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Integration of a variety of DOK Questioning, differentiated instruction. and academic language in Targets within CAASPP assessments	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of primary source documents/expository text (DBQ'a) to support instruction	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Close reading and text analysis	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Student use of constructed response writing in history	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	SDAIE strategies to support English Leaners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of differentiated instructional strategies to meet the needs of all learners	08/2018	06/2019			
	6 - Support exemplary staff	Toner and Ink necessary for use in classrooms to support technology use to support engagement techniques	08/2018	06/2019			
	6 - Support exemplary staff	Staff technology including laptops and document cameras for engaging students and supporting college and career readiness skills.	08/2018	06/2019			
	6 - Support exemplary staff	Copier Leases to support supplementary materials, engaging lessons and multiple ways to	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		teach each standard					
	3 - Comprehensive PreK-12 program	Moby Max Subscription: for use in history classes.	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Before and After School Tutoring for Target Students in History	8/2018	6/2019			
Targeted Professional Development	6 - Support exemplary staff	Continue to build teachers capacity in differentiated instructional strategies for all learners	08/2018	06/2019			
	6 - Support exemplary staff	staff development in the use of TIER I and TIER II vocabulary in context within standards-based lessons that are embedded in Targets	08/2018	06/2019			
	6 - Support exemplary staff	Staff development in the implementation of Google Apps for Eaducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	10/2018	06/2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Provide time for bi-weekly collaboration	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Analyze data from formative assessment to guide instruction and provide intensive intervention and support to target students	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Librarian available to assist with literacy/research standards	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Implementation of Google Apps for Eaducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	08/2018	06/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	ELAC, SSC, DAC, PTO, and other parent organizations to increase parent involvement	08/2018	06/2019			
	7 - Family engagement	Parent Conferences; one per semester and as needed	08/2018	06/2019			
	7 - Family engagement	AERIES Parent Portal training and support; to access their student's progress in each class and maintain communication with teachers	08/2018	06/2019			
	7 - Family engagement	Blackboard to facilitate communication between school and home	08/2018	06/2019			
	7 - Family engagement	Implementation of Google Apps for Eaducation for	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		student use in the classroom to create documents, projects, research, and communication while increasing computer literacy, access to Google accounts at home	8				

Planned Improvements in Student Performance
Performance Goal 1.4: Science (Secondary Only)
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 Science. **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 the end of the 2018-2019 school year, all students will meet the academic proficiency requirements in science. This will be evidenced by 95% of students earning passing marks in science.
Data Used to Form this Goal: Student academic progress will be monitored each grading period. Students not making progress toward standards will meet regularly with teacher and counselor in efforts to ensure they earn a passing grade each grading period.
Findings from the Analysis of this Data: Based on grades there are approximately 10% of students not earning a passing grade in science. We will continue to have collaborative conversations with our students to support their learning and academic progress.
How the School will Evaluate the Progress of this Goal: We will monitor student grades each grading period and continue to discuss each individual student with teachers and meet with students.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement state standards	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Utilize a variety of teaching strategies to address different modalities of learning through differentiated instruction, Inquiry-based learning, manipulatives, small group learning,and cooperative groupings, to support all learners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use data from formative assessments to refine instruction and identify students in need of additional instructional support	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Classroom observations and discussions	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Integration of literacy standards in reading and writing	08/2018	06/2019			
	9 - Learning organization	Science Supplies to support instruction	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	2,500.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Integration of a variety of NGSS that includes projects based learning	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Close reading and text analysis to support primary instruction	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of an instructional notebook to support comprehension and application of science standards	08/2018	06/2019			
	6 - Support exemplary staff	Classroom supplemental instructional materials and communication with parents	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of differentiated instructional strategies to meet the needs of all learners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Supplies to support engaging instruction including ink, toner, laminating film, and projector bulbs	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of academic vocabulary embedded that is inclusive of language present in Targets necessary for students to use orally and in writing	08/2018	06/2019			
	6 - Support exemplary staff	Technology and supplies for the classroom including printers, teacher laptops, projectors and document cameras for engaging instruction	08/2018	06/2019			
	6 - Support exemplary staff	Copier Leases to support supplementary instruction and engaging projects and multiple methods to master standard	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Moby Max Subscription to support in science classes	07/2018	06/2019			
	8 - Learning environment to achieve excellence	Before and After School Tutoring for Target students	8/2018	6/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Targeted Professional Development	6 - Support exemplary staff	Continue to build teacher capacity that is inclusive of recent research strategies that engages all learners	08/2018	06/2019			
	6 - Support exemplary staff	Use of TIER I and TIER II vocabulary in context within standards-based lessons as well as key Target language	08/2018	06/2019			
	6 - Support exemplary staff	Provide staff development in state standards as well as alignment of supplementary resources for instruction	08/2018	06/2019			
	6 - Support exemplary staff	Staff development for the implementation of Google Apps for Euducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	08/2018	06/2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Librarian available to assist with literacy/research standards	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Provide time for weekly collaboration	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Analyze data from formative assessment to guide instruction and provide support where needed	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Implementation of Google Apps for Euducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy.	08/2018	06/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	ELAC, SSC, DAC, PTO, and other parent organizations to increase parent involvement	08/2018	06/2019			
	7 - Family engagement	Parent Conferences; one per semester and as needed	08/2018	06/2019			
	7 - Family engagement	AERIES Parent Portal support and training to ensure parents access their student's progress in each class and maintain communication with teacher	08/2018	06/2019			
	7 - Family engagement	Blackboard to facilitate communication between school and home	08/2018	06/2019			
	7 - Family engagement	Implementation of Google Apps for Euducation for student use in the classroom to create documents, projects, research, and communication while increasing computer literacy, use of Google accounts at home.	08/2018	06/2019			

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)   To reduce the number of students identified as Long Term English Learners by 10%.
Data Used to Form this Goal: Review reclassification criteria as well as potential students that may meet the criteria but have not exited the EL program.
Findings from the Analysis of this Data: Maintain all teachers informed of students who are potential candidates for reclassification. Monitor students placed in AALD course and overall academic progress that is inclusive of conversations to discuss academic standing and ways to develop proficiency in English that will result in exiting the EL program.
How the School will Evaluate the Progress of this Goal: Candidates for Reclassification, ELPAC scores, CAASPP data in Math and ELA, and grades to increase the number of students reclassified. In addition, provide immediate support to students not making academic progress.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Utilize a variety of teaching strategies to address different modalities of learning through differentiated instruction, manipulatives, small group learning,and cooperative groupings, to support student learning with universal access	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Implement state standards for EL students across content areas	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use data from formative assessments to refine instruction and identify students in need of additional support	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Instructional coach supports implementation of standards and literacy practices	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	AALD class to support academic growth with long-term English Learners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Achieve 3000 web-based program to support English learners. Used during shelter classes and ELL instruction.	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-EL	7,074.00
	3 - Comprehensive PreK-12 program	Instructional materials to support English Learners	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-EL	5,000.00
	3 - Comprehensive PreK-12 program	Instructional technology to support sheltered classes	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-EL	16,904.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Bilingual assistant aids in the classroom for student learning support-District Title I/III funded	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Small Group Guided reading instruction facilitated by bilingual assistants	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Differentiated Instructional Strategies to support all Learners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	SDAIE strategies to support English Leaners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	High-interest supplemental reading material to support literacy in library	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of technology in the classroom (student laptops and cart) to support learning and develop technology-based projects to support language development	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	After school tutoring for ELA: bilingual aide during contract time on Tuesdays	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of TIER I and TIER II vocabulary in context within standards-based lessons that embeds key language necessary to demonstrate proficiency in Targets	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Achieve 3000 renewal Subscription: to support bringing Sheltered students up to grade level in	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		reading and comprehending.					
	8 - Learning environment to achieve excellence	Office Solutions, supplies for sheltered classes	08/2019	06/2019	4000-4999: Books And Supplies	LCFF-EL	2,500.00
	8 - Learning environment to achieve excellence	Provide strategies in mathematics that allow EL students to connect language necessary for understanding content	08/2018	6/2019			
	6 - Support exemplary staff	iPads to support bilingual aides while working with students	08/2019	06/2019	4000-4999: Books And Supplies	LCFF-EL	1,000.00
Targeted Professional Development	6 - Support exemplary staff	Continue to support all teachers in differentiated instructional strategies for English learners, ELD standards, and content literary strategies.	08/2018	06/2019			
	6 - Support exemplary staff	Provide time for bi-weekly collaboration	08/2018	06/2019			
	6 - Support exemplary staff	Provide staff development in ELA/ELD standards and how to embed key elements across content areas	08/2018	06/2019			
	6 - Support exemplary staff	Provide staff development in the continued use of data analysis to provide strategic and focused intervention to struggling students	08/2018	06/2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Using data from CAASPP, ELPAC, formative assessments, , previous grades, and teacher recommendations; students will be placed in ELA sheltered classes according to student need	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Analyze data from periodic formative assessment to guide instruction and provide intensive intervention and support where needed	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Librarian available to assist with literacy/research standards	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Teaching supplemental instructional materials to support engaging classroom instruction	08/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	ELAC, SSC, DAC, PTO and other parent organizations to increase parent involvement	08/2018	06/2019			
	7 - Family engagement	Translation services to parents through bilingual site clerk and district support	08/2018	06/2019			
	7 - Family engagement	Bilingual counselors are available to help answer parent questions about their child's education, school policies, parent conferences, and to offer help	08/2018	06/2019			
	7 - Family engagement	Refreshments for ELAC meetings	08/2018	06/2019			
	7 - Family engagement	AERIES Parent Portal support and training ; to access their student's progress in each class and maintain communication with teacher	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Bilingual support during registration and 6th grade orientation	08/2018	08/2018			
	7 - Family engagement	Blackboard to facilitate communication between school and home	08/2018	06/2019			
	7 - Family engagement	EL Facilitator	08/2018	06/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3307.00
	7 - Family engagement	Parent to CABE	08/2018	06/2019	0000: Unrestricted	LCFF-EL	600.00
	7 - Family engagement	Field trip for 100 EL students and 50 parents to UCR to learn about requirements, financial aide and support interest in college	08/2018	06/2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1700.00

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 10%.

Staff will promote a welcoming and healthy learning environment for all students that encourages increase attendance in school and participation in school events.

Data Used to Form this Goal:

Data used to form this goal comes from the AERIES system and District attendance reports and suspension reports.

Findings from the Analysis of this Data:

The goal is to continue to decrease suspension rates as well as increase student attendance. Students that are chronically absent are most at-risk in developing a larger learning gap upon entering high school.

How the School will Evaluate the Progress of this Goal:

The attendance rate and suspension infractions are analyzed on a monthly basis, and compared to last year's data. Continue to obtain input from staff and students.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Art Supplies to supplement our art program as well as support student entries into poster contests through the community as well as other methods of art production	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	PE Equipment	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	853.30
	3 - Comprehensive PreK-12 program	Manikins for CPR training	08/2018	06/2019	4000-4999: Books And Supplies	LCFF-LI	1,000.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Differentiated instruction and engagement strategies keep students focused on learning and decrease the opportunities for distraction.	08/2018	06/2019			
	5 - Develop character of students	Develop student presentations based on input from students that focuses on developing healthy habits as an individual					
	5 - Develop character of students	Sexual Harassment Pamphlets for students in English and Spanish that includes presentation to students, group sessions, and individual counseling	08/2018	6/2019			
	3 - Comprehensive PreK-12 program	Subscription to 5 Star Students to have students check into after school activities to support knowing where students are and keeping data	08/2018	6/2019			
	8 - Learning environment to achieve excellence	Fitness Mechanics- maintain and improve fitness center	08/2018	06/2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,300.00
Targeted Professional Development	4 - Communicate effectively	Teachers and staff are kept informed on a semester basis regarding Loma Vista's attendance and suspension rates.	06/2018	08/2019			
	6 - Support exemplary staff	Staff is trained on various aspects of bullying identification and intervention	06/2018	08/2019			
	5 - Develop character of students	Professional Development for two counselors to attend the Riverside County of Ed School Counselor Leadership Network	8/2018	6/2019			
Achievement/Data Driven Structure and Support	5 - Develop character of students	Counselors and SRO provide education and presentations to students on drug, alcohol use. Presentation for parents and three assemblies for drug use and abuse, with parent permission	08/2018	06/2019			
	5 - Develop character of students	Admin and counselors provide education to student body on appropriate behavior and expectations throughout the school year	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Counselors provide goup and one-on-one counseling for bullying identification and prevention.	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Physical education lessons support healthy eating and lifestyles.	08/2018	06/2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	7 - Family engagement	Parents and community are informed of school rules and behavior expectations through various parent groups, Back to School Night, and Parent Conferences.	08/2018	06/2019			
	7 - Family engagement	Students and their families have the opportunity to attend "Healthy Families" nights to learn about nutrition and healthy lifestyles as well as Nutrition classes outside the school day	08/2018	06/2019			

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) Teachers will promote the importance of being career and college ready throughout the school year. At least one college trip will be taken for EL students and one for AVID students. A college and career night will be available for all students and their parents.
Data Used to Form this Goal: We need to support our high schools in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our students at-risk students that includes students from all subgroups.
Findings from the Analysis of this Data: Connecting summative assessments and their longterm significance as well as benefits for our students.
How the School will Evaluate the Progress of this Goal: Obtain input from staff, students, and parents.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement state standards and literacy practices across content areas	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Implement a variety of teaching strategies to address different modalities of learning through differentiated instruction, inquiry-based instruction, manipulatives, small group learning,and cooperative groupings, to support student learning across content areas	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use data from formative assessments to refine instruction and identify students in need of additional support	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Instructional coach supports implementation instructional strategies across content areas	08/2018	06/2019			
	8 - Learning environment to achieve excellence	Ukuleles for beginning band	08/2018	06/2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	2,500.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Counselor presentations to students on college and career readiness.	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Analysis of PSAT data as well as how the results may inform instruction and support our students	08/2018	06/2019			
	8 - Learning environment to achieve excellence	College and Career Night for all students	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Bilingual assistant aids in the classroom for student learning support.	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Differentiated Instructional Strategies to support all Learners	08/2018	06/2019			
	3 - Comprehensive PreK-12 program	Use of technology in the classroom to support learning and develop technology-based projects to support language development including Ipads and computers	08/2018	06/2019			
	5 - Develop character of students	GATE Advanced learning opportunities in depth,complexity, novelty, and pacing	08/2018	06/2019			
Targeted Professional Development	9 - Learning organization	Provide staff training on utilizing data to inform and guide instruction as well as identifying target students needing support to develop healthy learning habits	08/2018	06/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	PSAT assessment for all 8th graders	08/2018	06/2019			
Academic-Centered Family and Community Engagement							
	7 - Family engagement	Parent workshops regarding A-G requirements	08/2018	06/2019			
	7 - Family engagement	Parent workshop regarding college and financial aid at College and Career Night	08/2018	06/2019			

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	38,085	0.00
LCFF-LI	77,893	0.00
Title I	47,550	0.00

Total Expenditures by Funding Source

Funding Source	**Total Expenditures**
LCFF-EL	38,085.00
LCFF-LI	77,893.00
Title I	47,550.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF-EL	600.00
1000-1999: Certificated Personnel	LCFF-EL	3,307.00
4000-4999: Books And Supplies	LCFF-EL	32,478.00
5000-5999: Services And Other	LCFF-EL	1,700.00
4000-4999: Books And Supplies	LCFF-LI	70,098.00
5000-5999: Services And Other	LCFF-LI	7,795.00
1000-1999: Certificated Personnel	Title I	19,703.84
4000-4999: Books And Supplies	Title I	26,346.16
5800: Professional/Consulting Services	Title I	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	600.00
1000-1999: Certificated Personnel Salaries	23,010.84
4000-4999: Books And Supplies	128,922.16
5000-5999: Services And Other Operating Expenditures	9,495.00
5800: Professional/Consulting Services And Operating	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	72,798.14
Mathematics	42,491.56
History/Social Studies (Secondary Only)	
Science (Secondary Only)	2,500.00
Limited English Proficient Students	38,085.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	5,153.30
High School Graduation/College Readiness	2,500.00

Program Descriptions
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
1)To continue to build staff capacity in the implementation of State Standards, Literacy Practices across content areas, and use of formative and summative assessments to guide instruction. We will continue to utilize high leverage instructional practices such as Inquiry-based learning, Collaborative learning, Close Reading, and constructed response writing across the curriculum, use of academic vocabulary in the classroom and engaging students.

2)To allocate resources to staff to support effective instruction that increases the number of students that are college and career ready. Our focus will be to review multiple forms of student data inclusive of formative and summative assessments to guide our programs and expenditures.

| 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
Our Title One program focused on providing our students additional instructional support through the use of supplemental materials to access core content via different methods. In addition, professional development for staff will focus on building their capacity in how to utilize CAASPP data, language, literacy practices, and key vocabulary throughout the content areas.Student services before and after school will focus on targeting specific students that are identified as needing to accelerate learning.

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.)
N/A

Title	Description

Objectives
To accelerate learning for target student population and ensure they are provided additional instructional support that increases their likeliness of becoming college and career ready.

Program Descriptions
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 <u>Structured English Immersion</u> (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 <u>English Language Mainstream</u> (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 <u>Alternative bilingual program</u>: 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.

<u>Description of Site Program</u>
Program Model:
Loma Vista implements a program for English Language Learners that meets State and District guidelines for English Language Learners, where achievement is the focus. Based on the initial assessment at Language Assessment Center (LAC), upon initial entry, English Language Development is taught systematically and intensively, using the state ELD standards and district-adopted ELD materials. Primary language support is targeted toward concept development for ELPAC levels of 1-3.   Students of similar English language proficiency are clustered for academic instruction. Teachers who have the authorizations including BCC, BCLAD, LDS, or CLAD are assigned to work with ELL students. Bilingual instructional assistants provide additional primary language support in core subjects.

School programs for English learners are based on the students' assessed English language proficiency levels, as completed at the Language Assessment Center. At that time parents are given recommendations for program placement based on program offerings. Parents choose a program setting for their child, and inform the school of their program choice upon enrollment.

Program settings include Structured English Immersion (SEI), English Language Mainstream (ELM), or Alternative Bilingual Early Exit (ABE). These programs are designed to instruct EL students at their proficiency level in English. Elementary, middle, and high school course offerings and instruction reflect the needs of the English learner.

The goal of a Structured English Immersion Program is for EL students to develop a reasonable level of proficiency in English. English is taught systematically and intensively using the State adopted ELD Standards and district-adopted materials. Access to core content is accomplished through Specially Designed Academic Instruction in English (SDAIE) instructional strategies.   Uses of SDAIE strategies allow students access to state content standards and core curriculum. Teachers and bilingual instructional assistants may use the student's primary language in content instruction to motivate and clarify instruction.

A critical feature of a successful SEI program is the correct grouping of students for English Language Development and core content.   For ELD instruction, students are grouped according to their English proficiency level. The optimum grouping arrangement for ELD instruction is one ELD proficiency level per group. However, no more than two sequential (example: Level 1 and Level 2) language proficiency levels should be combined for ELD.

Teachers in an ELD classroom are responsible for providing services and instruction that continues the student's 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. In an ELM program, Specially-Designed Academic Instruction in English (SDAIE) is critical for facilitating student access to core content. The program is designed to continue the development of English yet provide a greater focus on learning core content. Mainstreamed EL students require careful monitoring and attention to their progress in the core subjects leading toward reclassification to FEP status.

In the English Language Mainstream program all ELs at the Overall 3 and 4 based on ELPAC levels receive ELD from an authorized teacher. At the elementary level, ELD is delivered by the homeroom or team teacher. At the secondary level EL students are assigned to an ELD 3 class, Sheltered English, or Mainstream English Language Arts class, based on their English proficiency level. The Mainstream English class may also contain English-only and FEP students. In an English Language Mainstream program, teachers of English Learners provide instruction that continues the students' English language development and prepares them for reclassification to RFEP status.

Schools are required to monitor the achievement of English learner students, including the expectation that students will increase English proficiency and achievement of grade-level content knowledge, based on State standards and assessment requirements.

English Language Development is provided for EL students at the Beginning and Early Intermediate proficiency levels. Intermediates with low listening, speaking, reading or writing levels may also participate. English is taught systematically and intensively following the district-adopted core ELD curriculum. English learners (EL) obtain academic access to the core curriculum through English, but in a modified way that is more understandable to non-native speakers – Specially Designed Academic Instruction in English (SDAIE). Primary language support is used, but is usually limited to clarifying directions, clarifying concepts and on behalf of the school staff communicating with non-English speaking parents. This does not include the development of literacy skills in the primary language.

English learners whose ELPAC scores indicate they are at a level 3 or 4 of language acquisition have acquired reasonable levels of fluency and thus have a good working knowledge of English. This indicates they can be successful in a classroom where the instruction is delivered exclusively in English with a delivery model structured for native English speakers. English learner students possessing the above mentioned language proficiencies are recommended for placement in an English Language Mainstream (ELM) classroom in which nearly all classroom instruction is in English. Additional and appropriate services are provided as needed to assist the higher proficiency level EL student with the core curriculum.

Strategies to support ELL students:
To ensure equal access to the core curriculum, ELL students are provided with a variety of language support services, personnel, and resources. These services include: primary language support through teachers and bilingual assistants, English Language Development, materials, supplies, software and hardware, and textbooks. Reclassified students are monitored to ensure that they have overcome the language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Involving parents of EL students:
Bilingual parents are involved in monthly meetings (ELAC), as well as participation in many of the parenting workshops offered on site. Parents are provided information on a regular basis regarding their student's progress in the classroom and in individual programs. Parents also obtain knowledge of school programs resources, and activities, and have opportunities to provide input into those programs. Formal and informal communications are sent to parents on a regular basis. Parents are encouraged to volunteer at the school and become active in school committees such as Parent Groups, SSC, Why Try, PTO, and ELAC.

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: 50% Title I District and 50% Title III District (TI-$9,958, $8,949 & $21,846) and (TIII-$9,958, $8,949 & $21,846)
English Learner Facilitator Stipend: 100% LCFF-EL Site ($3,307)

Title	Description

Title	Description
Bilingual Assistant	Support students through collaboration with teachers to meet the needs of English learners that allows them to access core content
English Learner Facilitator	Attends district meetings, assists with ELAC meetings, reclassification process, compliance documentation and communication.

Objectives
- Assist English Learners (EL) in developing fluency in English
- Support ELs ito accelerate learning in any areas of core subjects
- Promote opportunities for ELs to demonstrate English-language proficiency and academic opportunities equal to that of the school district's average native English-language speaker
- Offer sheltered instruction by providing staff training in instructional strategies and use of support staff
- Implement school wide SDAIE strategies and literacy practices
- Provide interventions and support to all target ELL students
- Provide reading materials, computers, software, equipment, materials, and tutoring

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 program for Gifted and Talented students are planned and organized as an integrated differentiated learning experience within the regular school day, primarily in the regular classroom. Differentiated opportunities will be provided for students based on individual needs and interests as determined through appropriate program assessment. In addition, GATE students will be provided the opportunity to participate in school and district sponsored GATE enrichment activities.

The District GATE representative helps to identify GATE students as well as particular strategies necessary for meeting the needs of GATE students.   Parents and other community members provide useful insights about GATE students and their respective capabilities and behaviors. All classroom teachers of GATE students are responsible for the differentiated instruction for their GATE students. Other resources available for use by GATE students include various supplies, materials, books, and computers and computer software. GATE students receive differentiated curriculum and instruction throughout the regular school day. 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).

Objectives

- Provide a program based on high and challenging standards where all GATE students demonstrate an increase in academic achievement
- Provide an appropriate and challenging program that extends and supplements the regular curriculum through various principles of differentiation, including depth and complexity, to meet the diverse needs of gifted and talented students throughout the regular school day
- Provide equal access and opportunity for all students to be identified and served in programs for gifted and talented students including under-served populations within the school community
- Provide staff members with ways to increase their awareness of the characteristics of GATE students, multiple intelligences, and ways to differentiate instruction in heterogeneous classrooms
- Provide differentiated opportunities for learning commensurate with abilities and talents of individuals
- Develop sensitivity and responsibility to others
- Obtain equipment and materials to enable students to engage in learning in greater depth and complexity
- Provide assistance in developing self-generating problem-solving abilities

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
Loma Vista's Special Education program includes a cohesive team that collaborates with regular education teachers to coordinate instruction and curriculum. The team consists of seven teachers who are Special Day Class teachers, direct services class teachers, resource specialists. We have Speech and Language Therapists, an Adaptive Physical Education teacher, a psychologist, and ten special education assistants. Together, Loma Vista's special education staff works to ensure that all students with identified needs have the opportunity to succeed.

Loma Vista Middle School and the Alvord Unified School District continues to work on increasing time that students are mainstreaming into regular education classes our special education teachers are co-teaching with general education teachers to support student success.

Special Education Collaboration and the Resource Specialist Program at Loma Vista works collaboratively with general education teachers. Direct Service students receive four periods of direct service in special education whereas RSP students receive their instruction in their core classes through mainstreaming. These classes consist of English, Math, Science, and Social Studies.

Objectives
Each special education student is assigned an on-site special education teacher case carrier. To facilitate successful achievement in mainstream classes, case carrier teachers provide a list of all special education students in their classes at the beginning of the year. Teachers are provided with a "course modification sheet" on each student to alert them to special problems and/or individual needs as delineated in students' individualized education plans (IEP's). The case carriers then carefully follow the academic and behavior progress of their students, and assist general education teachers, as needed, to ensure the success of their special education students. Teachers are reminded throughout the year to

ensure modifications and accommodations are in place to support the success of our Special Education Student population.

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

Components of the site plan will include most of the materials generated through the goals and objectives for the District plan including, but not limited to:
- a breakdown of student performance measures
- a breakdown of access issues for special populations,
- a description on uses of technology to improve parent access to teachers,
- a staff development component,
- Increase number of mobile laptop carts for classroom use.
- an inventory of computers, peripherals, and software
- a description of software resources used,
- a description of internal staffing for technical support and technology training, funding sources used to purchase and support technology, and
- Schedules for evaluation, monitoring, and revisions of site level plans.

Laptops

Loma Vista has purchased 16 carts with a class set of student laptops to be used for classroom instruction and CAASPP summative administration. Five iPad minis were purchased for selected EL students for translation uses. Teachers receive professional development on technology in the classroom on a regular basis. The carts are divided by departments. They are used to develop projects, conduct research, create expository papers, and access online tools for standards-based support and intervention. Teachers share best practices and find new applications to meet their students needs.

Computer Lab

The classroom computer lab designated for the 8th grade computer elective was updated in 2018.

Each student and his or her parent(s)/guardian(s) must sign the Telecommunications Authorization Form during registration before being granted access.

Objectives
1. Empower learners (faculty, staff, and students) by providing them with the technological skills to acquire, analyze, and present information
2. Integrate the use of technology throughout the core subjects in alignment to the State Standards
3. Ensure that teachers have the knowledge, skills, and disposition to use technology to facilitate project-based learning
4. Reduce the isolation of classroom teachers by providing them with a data link to enhance collaboration and communication
5. Ensure that students and staff have an understanding of the ethical use, function, impact, and possibilities of technology
6 Implement the use of the laptop carts across the campus
7. Implement Google Apps for Education for student use in classrooms and home
8. Provide parents training and support in accessing and utilizing AERIES portal to maintain them informed of their student progress as well as communicate with teachers

Program Descriptions
School Safety Program

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

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

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

Description of Site Program
The focus on school-wide health and wellness, safety, and a positive school climate supports students attending a safe, healthy, and drug free school. This focus reduces barriers to learning as well as builds life-long learning that leads to student success in the areas of academics, physical fitness, and social and emotional health.
High expectations are set for behavior by adminsitration at the beginning of the year. These expectations are supported throughout the year with additional behavior presentations, individual counseling, and a pervasive positive school climate.
Loma Vista has two full-time counselors available to all students, everyday with another part time counselor two days one week and three days the alternate week. Counselors provide education, support, and intervention for the variety of academic and social issues that affect young adolescents, including a specific focus on anti-bullying behaviors.
A strong emphasis is made throughout the year on anti-bullying and inclusiveness. Students participate in a variety of presentations and activities that promote healthy behaviors.
A Wylie Center Counselor is on campus once a week. This counselor educates and counsels students regarding drug use and abuse and behavior management. The counselor counsels with potentially aggressive students, as well as with students when they return from a suspension.
Both the academic and Wylie Center counselors offer a variety of groups to support safe and effective behaviors, such as the "Why-Try" curriculum-based group, "Mean Girl" curriculum-based group, anger management group, and drug and alcohol use group. Counselors in conjunction with the School Resource Officer provide group presentations on the dangers of drug and alcohol use with young adolescents.

Health and Nutrition education support physically and emotionally healthy students.
Loma Vista Middle School is a model for student health and fitness. In 2012, Loma Vista won the Governor's Challenge for fitness and was awarded a $100,00.00 fitness center. Loma Vista students have "sportfolios" where they keep track of their fitness goals and achievements. In 2014 Loma Vista was awarded the Bronze award from the Alliance for a Healthier Generation, and in 2015, won the Silver Award, in 2016 won the Gold Award, and again in 2018 was awarded the Gold Award. Loma Vista was awarded a "Bright Spot in Hispanic Education" from the Washington Initiative for the school-wide emphasis on health and wellness. Students receive nutrition education in PE class, and Loma Vista hosts multiple "Healthy Families Nights" where parents and students learn about nutrition and fitness and how to cook healthy meals. Loma Vista has been awarded a number of student health-related grants, including the ING "Run for Something Better" grant to promote exercise and fitness, and the Alliance for Healthy Kids grant. Loma Vista offers a healthy choices for student lunches daily, and incorporates seasonal favorites such as soup-bar and potato bar.

Objectives
- Increase student education regarding bullying with various presentations made by counselors and administration throughout the year with that includes inappropriate media use
- Decrease incidents of bullying on campus by monitoring students and engaging them in meaningful conversations that focus on academics
- Decrease incidents of drug use by students with education and intervention from administration and counselors
- Increase health and wellness education across the curriculum

- Increase parent education regarding health and fitness for a healthy lifestyle
- Classrooms will maintain a safe environment that effectively supports academic and social growth as measured by teacher evaluations (Healthy Kids Survey)

Program Descriptions
Parent and Family Engagement Program

Intent

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

Description of District Services

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

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

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

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

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

Description of Site Services

Parent involvement is key to student success. Parents are invited to take part in a variety of parent/student events throughout the school year. The LVMS SSC, ELAC, ATP, and PTO are open to all who wish to attend. In addition, LVMS offers orientation before the school year begins, Back-to-School Night, parent teacher conferences twice a year, College and Career Night, Healthy Families Nights, a variety of parent workshops on how to help support academic success, and an "open-door" policy for parents to meet with administration and counselors, when needed. A bilingual counselor and clerk are available to assist families in need of translation services. All communication home is in English and Spanish. The website is kept up-to-date with school events and student achievements. The marquee advertises current school events and acknowledges exemplary students and staff.

Objectives

To continue increase parent involvement in order to ensure all student's academic success and offer supportive services to bridge the gap between home and school that focuses on meeting their individual needs

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

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

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

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

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

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

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

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

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

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is $77,893.

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 $38,085.

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 $47,550. There is a carryover of 0 for a total allocation of 47,550

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

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

Parent Involvement Policy (Title I Schools)

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

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

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

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

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

Attach School-Parent Compact (Title I Schools)

PART I.   GENERAL EXPECTATIONS

Loma Vista Middle 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.

Loma Vista Middle School agrees to implement the following statutory requirements:

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

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

    - *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. Loma Vista Middle 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

PARTE I.   EXPECTATIVAS GENERALES

La póliza de participación de padres de la Escuela Secundaria Loma Vista 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 Secundaria Loma Vista 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 IMPLEMEMTARA LOS COMPONENETES REQUERIDOS DE LA POLIZA DE PARTICIPACION ESCOLAR DE PADRES

1. La Escuela Secundaria Loma Vista 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 Titulo 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 Titulo 1 y la Noche de Regreso a la Escuela
- Conferencias entre Padres y Maestros   2

2. Loma Vista Middle 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. Loma Vista Middle 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. Loma Vista Middle 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 parent
     - 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. Loma Vista Middle 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. Loma Vista Middle 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. Loma Vista Middle 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:
   - Parent-Teacher Conferences
   - Annual Title 1 Meeting
   - SSC, ELAC, ATP and Principal's Coffee Meetings
   - Parent Classes
   - Family Nights

Revised 3/12/2018

2. La Escuela Secundaria Loma Vista 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 Secundaria Loma Vista periódicamente actualizara 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 Secundaria Loma Vista 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 parar 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 Secundaria Loma Vista 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 utilizara 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 Secundaria Loma Vista 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 Secundaria Loma Vista proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del estudiante y los niveles de habilidad que se espera que alcancen:
   - Conferencias entre Padres y Maestros
   - Reunión Anual de Titulo 1
   - Reuniones SSC, ELAC, ATP y Café con el Director

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8. Loma Vista Middle School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
   - SSC and ELAC meetings
   - PTO meetings
   - ATP meetings
   - Principal's Coffee Meetings
   - Parent-Teacher Conferences
   - Parent Classes
   - Family Nights

9. Loma Vista Middle 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. Loma Vista Middle 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
    - Parent Classes
    - California Association of Bilingual Education (CABE) Conference

PART III.   SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Loma Vista Middle School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
   - Parent workshops at a variety of times
   - Family Nights
   - College and Career Events
   - Parent-Teacher Conferences
   - Blackboard Connect—Parent Phone Messages
   - Annual Title 1 Meeting
   - CABE Conference
   - Principal's Coffee Meetings
   - ELAC, SSC, ATP and PTO Meetings
   - Student Study Team (SST) Meetings

- Clases para Padres
- Noches Familiares

8. Si los padres de los niños que están participando lo piden, La Escuela Secundaria Loma Vista 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 PTO
   - Reuniones ATP
   - Reuniones del Café con el Director
   - Conferencias entre Padres y Maestros
   - Clases para Padres
   - Noches Familiares

9. La Escuela Secundaria Loma Vista presentará al distrito cualquier cometario 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 Progamas Estatales y Federales y al Superintendente Delegado
   - Se harán todos los esfuerzos para revisar el plan para cumplir con la satisfacción de todos los padres

10. La Escuela Secundaria Loma Vista tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma ingles, 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
   - Clases para Padres
   - Conferencias de la Asociación de Educación Bilingüe de California (CABE)

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE EL ESTUDIANTE TENGA ALTOS LOGROS ACADEMICOS

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

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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 available upon request during Parent Teacher Conferences twice a 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
   - CABE Conference
   - Family Nights
   - ELAC, SSC, ATP and PTO meetings
   - SST meetings

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
   - SST meetings
   - Parent workshops at a variety of times
   - Family Nights
   - Parent-Teacher Conferences

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
   - Professional Development trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
   - Professional Learning Community training

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with outside 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:
   - School library is available for parent use
   - Various pamphlets and handouts for parents are available in the office.

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:

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- Conferencia CABE
- Reuniones de Café con el Director
- Reuniones ELAC, SSC, ATP y PTO
- Reuniones del Equipo de Asistencia Estudiantil (SST)

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 compartirá durante las conferencias entre Padres y Maestros llevadas a cabo el primer trimestre del año escolar
   - 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 Titulo 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 Titulo 1
   - Conferencia CABE
   - Noches Familiares
   - Reuniones ELAC, SSC, ATP y PTO
   - Reuniones SST

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 y el uso de tecnología apropiadamente para fomentar la participación escolar de los padres con:
   - Reuniones SST
   - Talleres para padres de diferentes horas
   - Noches Familiares
   - Conferencias entre Padres y Maestros

5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en atraer, comunicarse y trabajar junto con los padres como si fueran socios en el valor y utilidad de sus contribuciones y en como 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 conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen mas profundamente en la educación de sus hijos con:
   - Biblioteca escolar disponible para uso de los padres

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 Loma Vista Middle School on March 8, 2018, and will be in effect for the period of 2018 –19 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before April 2018. It will be made available to the local community on or before April 2018. The Loma Vista Middle 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.

_____
Dr. D. Kammeyer, Principal

_____3/8/18_____
Date

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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:
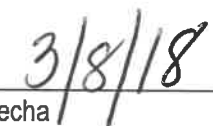
- Todos los avisos sobre eventos se enviarán a casa en ambos idiomas inglés y español.
- Los anuncios se exhibirán en la marquesina electrónica escolar, en el tablero de anuncios de la oficina escolar, en los noticieros y por el sitio escolar del internet. Los anuncios en los tableros de la oficina estarán 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.

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 Titulo I, programas Parte A, como se demuestra en las minutas de los concilios para padres.

Esta póliza fue adoptada por la Escuela Secundaria Loma Vista el 6 de marzo, 2018, y estará en efecto durante el periodo de los años escolar 2018-19. La escuela distribuirá ésta póliza a todos los padres de niños que participan en Titulo I, Parte A y estará disponible en o antes de abril, 2018. Estará disponible para la comunidad local en o antes de abril, 2018. La Escuela Secundaria Loma Vista 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.

_____
Dr. D. Kammeyer, Director

_3/8/18_____
Fecha

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Loma Vista Middle School Compact
2018-2019 School Year

This Compact is an agreement between parties: the parent, the student and the teacher. Outlined is what each party must do to support student achievement at Loma Vista Middle School.

Loma Vista staff and parents have high expectations of themselves and of students. In an effort to provide the highest quality instructional program and to promote the school and family working together, the staff and parents agree to implement this compact and the school will take on the responsibility of discussing this compact with parents, students and teachers at least once a year at or before the first parent/teacher conferences.

Parent Responsibilities
- Get my child to school everyday and on time.
- Discuss with my child the importance of school attendance and content standards.
- Know the grade level standards my child is expected to learn.
- Access AERIES online to monitor my student's progress.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Set aside a specific time and provide a quiet place to do homework.
- Check student's planner daily for homework assignments.
- Look over homework and check for understanding.
- Sign and return all papers that require a parent signature by the due date.
- Attend parent workshops, and/or become involved the Parent Group, ELAC, and SSC when possible.
- Participate in scheduled parent/teacher conferences and Back-to-School Night.
- Schedule appointments with the teacher to observe my child's classroom when appropriate or necessary.
- Support the school/teachers in maintaining appropriate student behavior.

Student Responsibilities
- Attend school every day and on time.
- Fill in my student planner for every period, every day.
- Ask my teacher when I don't understand the homework or classroom assignments.
- Complete all homework and classroom assignments on time with my best efforts.
- Read nightly.
- Respect and obey the school rules and classroom behavior expectations.
- Be polite and respectful to all students and staff.
- Respect the personal rights and personal property of others as well as cultural, racial, and ethnic differences.
- Do not engage in bullying behaviors. Tell an adult if I am a victim of bullying or I witness bullying of another student.
- Tell my teacher about problems that may affect my learning and me.
- Return any paper that requires a parent signature by the due date.

Teacher Responsibilities
- Hold High Expectations for all students.
- Provide a supportive and safe classroom environment.
- Provide high quality instruction.
- Teach standards-based, grade level lessons to all children.
- Provide meaningful homework activities that reinforce grade level standards and classroom learning.
- Communicate regularly with parents regarding their child's progress through grade reports, AERIES online, and/or phone calls or conferences.
- Attend parent/teacher conferences a minimum of once a year.
- Provide opportunities for parents to observe their child's classroom.

Please return this document with all of the other LVMS registration forms.

Parent Signature: _____

Student Signature: _____

PRINT student's name:_____

1st Period Teacher Name: _____

Parents: Discuss this compact with your child before signing.

Date: _____

Grade: _____

Acuerdo de la Escuela Intermedia Loma Vista
Año Escolar 2018-2019

Este acuerdo es entre tres partes: los padres, estudiantes y maestros. Éste describe lo que cada parte debe hacer para apoyar el aprendizaje de los estudiantes en la Escuela Intermedia Loma Vista.

El personal docente y los padres de Loma Vista tienen altas expectativas de sí mismos y de los estudiantes. Para proveer un programa de instrucción de alta calidad y para promover la formación de una asociación entre la familia y escuela, el personal docente y los padres están de acuerdo en implementar este acuerdo. La escuela asumirá la responsabilidad de dialogar acerca de este acuerdo con los padres, estudiantes y maestros por lo menos una vez por año o durante las primeras conferencias de padres y maestros.

Responsabilidades de Padres

- Asegurar que mi hijo/a asista a clases diariamente y sea puntual.
- Dialogar con mi hijo/a acerca de la importancia de asistir diariamente a las clases y de los estándares de aprendizaje.
- Informarme acerca de los estándares por nivel de grado y lo que se espera que mi hijo/a aprenda.
- Monitorear el progreso de mi hijo/a mediante AERIES en línea.
- Comunicarme con los maestros de mi hijo/a si tengo alguna preocupación acerca de su progreso o si tengo preguntas acerca de los estándares o asignaturas.
- Establecer un horario específico y proveer un lugar tranquilo para que mi hijo/a pueda hacer su tarea.
- Revisar diariamente la agenda de mi hijo/a para saber las asignaturas que tiene de tarea.
- Revisar la tarea y asegurar que su hijo/a entendió la lección.
- Firmar y regresar cualquier documento que requiera mi firma para la fecha indicada.
- Asistir a los talleres proveídos para padres, y/o participar en los grupos de padres, ELAC y SSC cuando sea posible.
- Participar en las conferencias programadas y Noche de Regreso a la Escuela.
- Programar citas con los maestros para observar en el salón de estudio de mi hijo/a cuando sea necesario y apropiado.
- Apoyar la escuela/maestros en mantener una conducta apropiada del estudiante.

Responsabilidades de los Estudiantes

- Asistir a clases diariamente y ser puntual.
- Apuntar en mi agenda estudiantil diariamente las asignaturas para cada periodo.
- Hacer preguntas a mi maestro/a cuando no entiendo la tarea o el trabajo del salón de estudio.
- Completar toda la tarea y el trabajo del salón de estudio a tiempo y de la mejor manera posible.
- Leer cada noche.
- Respetar y obedecer las reglas escolares y las expectativas de comportamiento del salón de estudio.
- Ser cortés y respetuoso con todos los estudiantes y el personal escolar.
- Respetar los derechos personales de las personas y su propiedad así como las diferencias culturales, raciales y étnicas.
- No participar en comportamientos de intimidación escolar. Decir a un adulto si soy una victima de intimidación escolar o si soy testigo de la intimidación en contra de otro estudiante.
- Platicar con mis maestros acerca de cualquier problema que pueda afectar lo que aprendo y a mí mismo.
- Regresar todos los documentos que requieren la firma de mis padres en la fecha indicada.

Responsabilidades de los Maestros

- Mantener altas expectativas para todos los estudiantes.
- Proveer un ambiente seguro y de apoyo en el salón de estudio.
- Proveer instrucción de alta calidad.
- Enseñar lecciones basadas en los estándares por nivel de grado a todos los estudiantes
- Proveer actividades de tarea significativas que refuercen los estándares por nivel de grado y la enseñanza del salón de estudio.
- Mantener una comunicación regular con los padres acerca del progreso de sus hijos mediante reportes de progreso, AERIES en línea y/o llamadas telefónicas o conferencias.
- Programar conferencias entre maestro y padres por lo menos una vez por año.
- Proveer oportunidades para que los padres puedan observar las clases de sus hijos.

Favor de regresar este documento con los demás formularios de inscripción de LVMS.

Firma de Padres: _____

Firma de Estudiante: _____   Padres: Favor de platicar con sus hijos acerca de este acuerdo antes de firmar. Gracias

Maestro/a de Primer Periodo: _____   Fecha: _____

Escriba el nombre del estudiante: _____   Grado: _____

I. Introductory Procedure
1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items
1. Approve minutes from January 17, 2019
2. Approve Categorical Expenditures for TI, LCFF-LI, and LCFF-EL
3. *Title I Schools only*- 2018-19 Title I, Part A District Reservations, Required
   Percentages are calculated based on the total District Title I allocation:
   - Parent Involvement (1%) $ 55,339
   - Transportation: NCLB Program Improvement School Transfers $ 65,000
   - Homeless Services $ 12,128
5. *Title I Schools only*- 2018-19 Title I, Part A District Reservations, Allowable
6. Centralized Staffing $ 1,745,581
   (ELTs, District Instructional Specialists, BIAs)
7. Summer Extended Learning Opportunities $ 320,000
8. Approve Participation in a Title I Targeted Assistance Program
9. Approve participation in a School Based Coordinated Program (SBCP)
10. Approve participation in Centralized Services
11. Approve site categorical budgets for 2018-2019
12. Approve the 2018-2019 Single Plan for Student Achievement

III. Discussion/Information
1. Budget Reports by Funding Source
2. Training Topics: See SPSA approval items
3. Single Plan for Student Achievement (SPSA)
   - Review/analyze achievement data
   - Finish evaluating effectiveness of last year's SPSA actions
   - Begin reviewing and updating SPSA goals/actions
   - Document Input from SSC members
4. Reports from Parent Committees
   - English Learners Advisory Committee (ELAC)
   - Action Team for Partnership (ATP)
   - District Parent Advisory Committee (PAC)
5. Program Reports
   - Professional Development Opportunities (Paraprofessionals, Teachers)
   - Parent and Family Involvement Opportunities
   - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

4. Agenda building for next meeting
5. The next SSC meeting is scheduled for March 14, 2019
6. Adjournment: Action Item

I. Introductory Procedure

1. Call to Order- The meeting was called to order at 3:30pm by Dr. Casillas, Principal
2. Establishment of Quorum

Principal:	Jackie Casillas
Teachers:	Tracy Lech
	Patti Suppe
	Martin Bernard
	Allison Ozaki
Classified:	Sonia Gamboa
Parents:	Jacque Clark
	Imelda Valencia
Students:	Linda Carrillo
	Gabriela Altamirano
	Emely Carlos
Guest:	Carol Hall, Assistant Principal

Quorum was established with 11 members in attendance
3. Pledge of Allegiance- Members recited the Pledge of Allegiance.
4. Welcome- All members were welcomed

II. Action Items

1. **Approval of Minutes of Meeting January 17, 2019-** It was motioned/seconded/carried to approve the January 17, 2019 minutes as read (Bernard/ Ozaki), (11-0-0)
2. **Approval of Categorical Expenditure Requests $500 and over (T-1, LCFF-LI, LCFF-EL)-** None
3. **Title I Schools only-** 2018-19 Title I, Part A District Reservations, Required
   Percentages are calculated based on the total District Title I allocation:
   ➢ Parent Involvement (1%) $ 55,339

   ➢ Transportation: NCLB Program Improvement School Transfers $ 65,000

   ➢ Homeless Services $ 12,128

   It was motioned/seconded/carried to approve the Title I, Part a District Reservations (Altamirano/ Carlos), (11-0-0)

4. **Title I Schools only-** 2018-19 Title I, Part A District Reservations, Allowable
   Centralized Staffing $ 1,745,581

   (ELTs, District Instructional Specialists, BIAs)

   Summer Extended Learning Opportunities $ 320,000
   It was motioned/seconded/carried to approve Title I, Part A District Reservations (Bernard/ Altamirano), (11-0-0)

5. Approve Participation in a Title I Targeted Assistance Program
   It was motioned/seconded/carried to approve Participation in a Title I Targeted Assistance Program (Bernard/ Gamboa), (11-0-0)

6. Approve participation in a School Based Coordinated Program (SBCP)

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It was motioned/seconded/carried to approve participation in a School Based Coordinated Program. (Bernard/ Carlos), (11-0-0)

7. Approve participation in Centralized Services
   It was motioned/seconded/carried to approve participation in Centralized Services (Bernard/ Ozaki), (11-0-0)

8. Approve site categorical budgets for 2018-2019
   It was motioned/seconded/carried to approve the site categorical budget for 2018-2019 (Carillo/ Carlos), (11-0-0)

9. Approve the 2018 - 2019 Single Plan for Student Achievement
   It was motioned/seconded/carried to approve the 2018-2019 Single Plan for Student Achievement (Bernard/ Ozaki), (11-0-0)

III. Discussion/Information

1. **Budget Reports-** Members reviewed the current budget for Title I, LCFF-LI, LCFF-EL, and AVID. Dr. Casillas shared that monies will need to be spent by March to meet ordering deadlines.

2. **Reports from Parent Committees**
   - **English Learners Advisory Committee (ELAC)-** Members reviewed the minutes from the February 4, 2019 ELAC meeting, there was no discussion
   - **Action Team for Partnership (ATP)-** No information to share
   - **Parent Advisory Committee (PAC)-** Mrs. Clark will share at the next meeting

3. **Program Reports**
   - **Professional Development Opportunities (Paraprofessionals, Teachers)-** Professional development will be focused on CAASPP testing
   - **Parent and Family Involvement Opportunities-**
     o Healthy Family Night Wednesday February 27, 2019
     o Nutrition classes in March 4, 11, 18, 25, and April 1st
   - **Interventions-** Tutoring will continue until March 22, 2019

4. **Principal's Report-** Dr. Casillas shared parent conferences will be March 21, 2019

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting-
2. The next SSC meeting is scheduled for March 7, 2019
3. Adjournment: Meeting adjourned by Dr. Casillas at 4:15pm. It was motioned/ seconded/ carried to adjourn the meeting (Gamboa, Lech) 11-0-0

Handouts Distributed During Meeting:

- SSC meeting minutes January 17, 2019 (not included)
- Budget Summary
- 2018-19 SPSA
- ELAC Minutes February 4, 2019

Loma Vista Middle School

School Site Council
Secondary Sign-In Sheet
February 21, 2019

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Jackie Casillas		Principal	
Tracy Lech		Classroom Teacher	
Patti Suppe		Classroom Teacher	
Martin Bernard		Classroom Teacher	
Allison Ozaki		Classroom Teacher	
Sonia Gamboa		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Jacque Clark 6919 Jones Av Riverside, CA 92505 (951) 212-4233	Jacque Clark	Parent/Community Member	
Imelda Valencia 10135 Hillsborough Ln Riverside, CA 92503 (951) 236-3826	Imelda	Parent/Community Member	
Elizabeth Sanchez 7009 Austin Ct Riverside, CA 92503 (951) 751-3938		Parent/Community Member	
Vivyan Perez		Student	
Gabriela Altamirano	gabriela altamirano	Student	
Linda Carrillo	Linda Carrillo	Student	
Emely Carlos	Emely Carlos	Student	

Alvord Unified School District
Loma Vista Middle School
English Learners Advisory Committee

February 4, 2018
9:00 a.m. Room 28

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Minutes

I.   **Introductory Procedures**
   a. Call to Order- Meeting was called to order at 9:04 am.
   b. Welcome/Sign-in
   c. Pledge of Allegiance

II.   Action Items
   a. Approval of Minutes from 11/5/2018- 1st motion to approve the minutes- Maria Dolores Cuellar, 2nd Motion-Silvia Perez. All Ayes.
   b. Election of new ELAC members-
   c. Election of Officers- Table elections until next meeting.

III.   Discussion Information
   a. Training
   b. EL Budget – LCFF EL-Dr. Casillas shared that there is $38,000 for the LCFF EL- monies will be spent based on the needs of the EL students.
   c. Needs Assessment- Dr. Casillas reviewed the suggestions for training that could be offered throughout the school year. Parents would like to having trainings regarding:
   d. SPSA- English Learners, Dr. Casillas shared the reclassified of EL students, Loma Vista had 53 this year
      i. Parent recommendations to continue with classroom instruction
      ii. Goal to reclassify more parent
   e. CABE Parents sign up one-day training
   f. Dr. Casillas reviewed the California Dashboard
   g. DELAC Report- Nothing to report at this time.

IV.   Other Hearing Session-

V.   Adjournment-9:57 am

Distrito Escolar Unificado Alvord
Escuela Intermedia Loma Vista
Comité Consejero para Aprendices
del Idioma Inglés

4 de Febrero de 2018
9:00 a.m. Salón 28

Minuta

I. **Procedimientos de Introducción**
   a. Llamar al orden- La junta fue llamada al orden a las 9:04 am.
   b. Bienvenida/Registro de asistencia
   c. Saludo a la Bandera

II. Asuntos de acción
   a. Aprobación de la minuta de 11/5/2018- 1er moción para aprobar la minuta- Maria Dolores Cuellar, 2da moción-Silvia Perez. Todos estuvieron a favor.
   b. Elección de nuevos miembros ELAC -
   c. Elección de Oficiales- Las elecciones se posponen hasta la próxima junta.

III. Diálogo/Información
   a. Capacitación
   b. Presupuesto EL – LCFF EL- La Dra. Casillas compartió que hay $38,000 para el LCFF EL- el dinero será gastado en base a las necesidades de los alumnos EL.
   c. Encuesta de Necesidades- La Dra. Casillas revisó las sugerencias para capacitación que serán ofrecidas a través del ciclo escolar. A los padres les gustaría tener capacitación en cuanto a:
   d. SPSA- Aprendices de Inglés, la Dra. Casillas compartió el número de alumnos EL reclasificados, Loma Vista tuvo 53 este año.
      i. Recomendaciones de los padres para continuar con la instrucción en el salón de clases.
      ii. Meta para reclasificar más padres

   e. CABE los padres se registraron para la capacitación de un-día
   f. La Dra. Casillas revisó el Tablero de California
   g. Informe DELAC- Nada que informar en este momento.

IV. Otra Sesión de Audiencia -

V. Clausura-9:57 am

Alvord Unified School District
Loma Vista Middle School
English Learners Advisory Committee

February 4, 2019
9:00 a.m. MPR

Agenda

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

II. Action Items
  a. Approval of Minutes from 11/5/18

III. Discussion Information
  a. EL Budget – LCFF EL
  b. DELAC Report
  c. CABE
  d. Spirit Run
  e. Dashboard
  f. UCR
  g. Other

IV. Other Hearing Session
  a. EL Assembly Conference 1:1

V.   Adjournment

  a. Next Meeting: March 4, 2019 9:00am in Room 28

Districto Escolar Unificado Alvord
Loma Vista Middle School
Comité Consejero para Aprendices
Del Idioma Ingles

Febrero 4, 2019
9:00 am MPR

Agenda

I. Procedimientos de Introducción

    a. Llamar la Orden
    b. Bienvenida/Registro de Asistencia
    c. Saludo a la Bandera

II. Asuntos de acción

    a. Aprobacion de las Minutas de la Reunion de 11/5/18

III. Dialogo Información

    a. EL Fondos – LCFF EL
    b. Reporte de DELAC
    c. CABE
    d. La corrida del espiritu
    e. Dashboard
    f. UCR
    g. Otra información

IV. Sesión de Audiencia
    a. Conferencia/Asamblea para los estudiantes de aprendizaje del Ingles.

V. Clausura

    a. Próxima Reunión: Marzo 4, 2019 9:00am en el salón 28

Loma Vista Middle School
English Learner Advisory Committee
Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet
Registro de Asistencia
2/4/19

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente					
Vice President Vice Presidente					
Secretary Secretaria	Martha Martinez	Elizabeth Martinez	8		Martha Martinez
DELAC Rep Representante de DELAC ✓	Ma Dolores Cueller	Vanessa & Aldo Ornelas	7 6		Ma Dolores Char
Alternative DELAC Rep Representante Alterno de DELAC					

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

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Adriana vargas	Alondra vargas	7		Adriana vargas
Martin Romen	Valeria Roven	7		Martin Roma
Adriana Rocha	Camila Rocha	6		Adriona Rocha.
✓ Silvia Perez	Ricky perez	6		Silvia parez
✓ Maria RIbarra	Andres Tello	6		Marie Refugio Ib.
✓ Veronica Gonzalez	Hugo sosa	6		