

2018-2019
School Plan for Student Achievement (SPSA)

Myra Linn Elementary School

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

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

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

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Programs

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

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



* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 X English Learner Advisory Committee: 1/28/19
 X Leadership Team/Department Advisory Committee: 1/22/2019
 Other committees established by the school (LIST):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: February 4, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Theresa Steele		2/4/19
SSC Chairperson: Arcelia Mendoza		2/4/19

School Profile (Elementary Schools)

Purpose

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

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	1 (0.2%)	2 (0.4%)	3 (0.6%)
Asian	11 (1.9%)	8 (1.4%)	8 (1.5%)
Pacific Islander	7 (1.2%)	5 (0.9%)	2 (0.4%)
Filipino	2 (0.3%)	0 (0%)	0 (0%)
Hispanic or Latino	519 (90.3%)	504 (89.8%)	477 (90.7%)
African American	9 (1.6%)	17 (3.0%)	14 (2.6%)
White (not Hispanic)	23 (4.0%)	20 (3.6%)	19 (3.6%)
Multiple or No Response	3 (0.5%)	5 (0.9%)	3 (0.6%)
English Learners (EL)	345 (57.5%%)	307 (56.7%%)	282 (53.6%)
Socio-Economically Disadvantaged (SED)	539 (90%)	514 (91.6%)	480 (91.3%)
Students with Disabilities	80 (13.3%)	73 (13.0%)	63 (12.0%)
Total Enrollment	575	561	526

Datasource

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

Myra Linn Elementary School is a traditional TK - 5 located in Riverside, California in Alvord Unified School District. Myra Linn Elementary School includes a diverse ethnic, cultural and socioeconomic background. Myra Linn's student population consists of different ethnicity groups with Hispanic being our largest subgroup at 90.7%. Our English Learner population is at 53.6%. In addition our SED is at 91.3%.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	122	99	107	116	93
1	106	99	84	90	85
2	77	103	96	82	78
3	108	84	105	84	79
4	102	108	78	110	86
5	112	107	105	79	105

Facilities and Technology

Myra Linn Elementary School takes pride in constantly evolving technology for student and staff enrichment and advancement. There are 7 desktop computers in each classroom in 4 and 5 th grade and 5 desktops in k-3rd. These computers all have internet access and are linked to District servers. There is also a computer cart per grade level, 25 iPads for 2nd grade (gen ed and sped), In addition, there is a computer lab with 40 HP computers. This lab is visited by

all TK-5 and SDC classes on a weekly basis and is used by the Extended Learning Program after school. Every teacher is provided with a laptop computer for instructional support. Teachers have a computer/printer set-up and scanning at each grade level, and older computers continue to be replaced as budget permits. All grades are equipped with Smart Boards. Additional media equipment at Myra Linn includes audio CD players, LCD projectors, and document cameras in each room.

The school's library is staffed with a part-time assistant librarian whose primary job is to check out and maintain books and material resources. Students go to the library weekly. Library online resources are available and accessible to all students.

Instructional Minutes

TK/Kindergarten students receive 185 instructional minutes while students in grades 1-3 have 300 minutes. Fourth and fifth grade students have 320 instructional minutes daily. Kindergarten students receive one hour of language arts instruction daily. First through third grade students receive 2 1/2 hours of language arts instruction daily. Two hours of language arts instruction is provided to fourth and fifth grade students on a daily basis. All TK-5 English Language Learner students receive 30 additional minutes of English Language Development. TK-3 students receive an average of 40 minutes of math instruction daily; while 4th and 5th grade students receive a minimum of 60 minutes of math instruction on a daily basis. Additionally, our kindergarten students are provided with a daily intervention of forty-five minutes which includes additional language arts and math instruction.

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

With concerted efforts and effective planning, Myra Linn's academic performance will continue to assist all students in realizing their unlimited potential. The Myra Linn Staff and community are implementing MTSS with a goal of full implementation in 2020. We offer choir, dance classes, and art classes for students after school to increase school climate and engagement of students and community.

The Myra Linn Dance Team and Myra's Melodies continue to perform at The Festival of Lights, District Music Festival, Winter Festival, and the annual Spring Show. We have united with Extended Learning and offer tutoring and enrichment activities for students. For students that can not attend our Half Time sessions, we offer Moby Max, Star Fall, Learning A-Z computer programs for parents to support their child at home. In addition, for students who are not attaining grade level standards we offer Literacy teacher support (if eligible), morning or afternoon tutoring (depending on grade level and area of focus) software programs to support all children's learning at home.

Central Focus on School Reform

Purpose

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

The purpose of Myra Linn school reform is to provide opportunities for all students to achieve academically. A vital component of our reform work is a commitment that all students will meet their unlimited potential.

Myra Linn's administration, instructional coach, literacy teacher, counselor, and teachers actively participate in weekly collaborations in order to analyze data, cognitively plan standards based instruction, and plan differentiation lessons and intervention groups. Monthly staff development training is provided by our Instructional coach. In addition, there are three collaboration days for each grade level that focus on instructional strategies that will best support our students at meeting the claims and targets.

Collaboration Process (EPC 5,6,8)

In order to reach the increase achievement in Reading-Language Arts and mathematics, the Myra Linn administration, teachers and support staff will continue to work collaboratively to analyze assessment data , identify students in need of extra support and plan appropriate instructional and intervention strategies.

Myra Linn's administration, instructional coach, part literacy teacher, and teachers actively participate in the district-wide Early Release Days every Tuesday. During this collaboration time, grade levels work together to review assessment data from state, district, and site to determine areas of need, revise teaching plans, develop common formative assessments, cognitively plan lessons including instructional strategies, as well as discuss at-risk students and plan for appropriate interventions. Grade levels also participate in collaboration days with our instructional coach to analyze assessment data which will guide their lesson planning and instructional practices.

Cite Research/Resources for Central Focus on School Reform

Classroom Instruction that Works, Robert J. Marzano, Debra J. Pickering & Jane E. Pollock

A Handbook for Classroom Instruction that Works, Robert J. Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering & Barbara B. Gaddy

CAASPP workshops to explain claims and targets

ELA Performance Analysis Worksheet

CDE website-California Common Core Standards

Number Talks Helping Children Build Mental Math and Computation Strategies by Sherry Parrish

Online Professional Development websites

The Common Core Lesson Book K-5, Gretchen Owocki

Rigorous Reading by Fisher and Frey

ELPAC workshops provided by the state

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Theresa Steele	[X]	[]	[]	[]	[]
Stacy Ice-Fretwell	[]	X			
Graciela Romero	[]	X			
Janina Allred	[]	X			

2018-19 School Site Council					
Griselda Jimenez	[]		X		
Carmen Gomez	[]			X	
Rosa Gomez	[]			X	
Nancy Ochoa	[]			X	
Arecelia Mendoza	[]			X	
Betty Duarte	[]			X	
Numbers of members of each category	1	3	1	5	

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.

Our Myra Linn Leadership Team, as representatives of the Myra Linn Community, meets monthly to monitor the school plan. Our Leadership Team ensures progress towards the district's Mission and Vision statements by reviewing current instructional practices and goals, planning professional development and educational activities. The composition of the Myra Linn leadership team includes the principal, assistant principal (when assigned to site), instructional coach, grade level leaders, Special Education team representative and support staff members. All staff are welcomed to attend the Leadership Meetings. Grade Level Leaders and the Special Education team representative enable a two-way communication between the grade level teams/Special Ed team and the school leadership. They receive various trainings at their monthly meetings in order to distribute the information to their colleagues.

2018-19 Leadership Team	
Name of Members	Title
Theresa Steele	Principal
Griselda Jimenez	Instructional Coach
Lourdes Gutsch	Secretary
Erika Bowden	Special Education
Julie Desiree	Kindergarten
Ashley Mirza	First
Julie Scheller	Second
Valeria Davis-Clemons	Third
Laura Marquez	Fourth
Eduardo Gonzalez	Fifth

Comprehensive Needs Assessment Components

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

Data Analysis and Assessments

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

Procedures for Analyzing Data

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

Procedures for Reporting Results

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

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

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

Progress reports and report cards, student work, school reports, teacher communication, homework and parent-teacher conferences. Uniform grading policies enable parents to understand their child's progress in relation to state standards and assessments. Parents are informed annually about the school's overall assessment performance in the School Accountability Report Card. Interpretation of assessment data is provided to parents as needed; however all assessment results are mailed to parents. We also provide workshops where interpretation of assessment results are explained.

As a Title 1 school, Myra Linn employs a parent-teacher-student compact. This compact, which entails grade level expectancy, behavior standards, and ways parents can support the goals of the school, is explained and clarified at parent-teacher conferences.

Parents/Guardians are informed of special programs and extended learning opportunities. Students with special needs (Special Education, ELL, etc.) may require special consideration with assessments. These considerations are provided to the parent/guardian.

There is also the student study team (SST) which meets to determine students' need for testing, modified instruction, behavior support, etc. SST is comprised of the school counselor, general education teacher(s), school psychologist, resource teacher, and principal/designee.

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.

The Academic Program Survey is completed by the certificated staff during a grade level collaboration meeting. The survey results are compiled and reviewed by the school administration with Leadership Team. Recommendations are made by the Leadership Team for the Essential Program Components that indicate minimal or partial implementation. Those recommendations are included as steps under the corresponding goal.

Standards, Assessment, and Accountability

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

Use of SBAC, ELPAC, site benchmarks in Reading Language Art, DIBELS, as well as short cycle assessments have provided the data teachers need to inform their instruction.

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

The use of the short cycle assessments is utilized to monitor student progress. Grade level teams meet a minimum of twice a month to analyze assessment data and identify areas of strength and need. Through grade level collaboration, teams brainstorm appropriate instructional and student engagement strategies to address the diverse learning needs of our students. Teams are provided the opportunity to create short cycle common assessments and to target students for instruction and intervention. Grade level teams plan first best instruction and interventions based on the analysis of data from these common assessments. Grade level teams use common assessments and/or classroom observations to determine the area of focus for each short cycle. These areas are standard specific but most are focusing on areas of reading comprehension or written conventions.

Staffing and Professional Development

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

100% of all Myra Linn Elementary School certificated and classified staff have met the requirements for highly qualified staff.

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

All teachers are fully credentialed and no teachers are mis-assigned. School administration will continue to provide professional development on ELA/EL/ math Frameworks and the CCSS for English Language Development with an added layer of Claims & Targets and ELPAC Blueprints & Task Types . With school administration guidance, teachers will be given time to enhance, build, and plan lessons in order to support English Learners and the administration of the ELPAC. Teachers will be looking for “integrated skills” and developing lessons to support all students. Teachers will also provide input on how to best utilize current resources to support students

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

Teachers continue to increase their knowledge and application of content standards, assessed student performance and professional needs through ongoing staff development meetings, grade level collaborations and reading professional literature. Staff development is based upon content standards and the needs of students, teachers and support staff.

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

Teachers are provided with training CCSS, and appropriate instructional and student engagement strategies. Our instructional coach provides ongoing instructional assistance throughout the school year in Reading-Language Arts and Math.

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

The district has established grade level collaboration days every Tuesday. Teachers meet in grade level teams regularly to analyze data, plan instruction, and review goals in order to provide appropriate instruction and intervention opportunities. Staff development is a minimum of once a month which also allows time for collaboration. In addition, each grade level meets three times a year in an all day collaboration with the instructional coach and principal to plan as a grade level.

Teaching and Learning

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

Each student has a textbook in the core curricular areas including Reading-Language Arts, math, social science and science in alignment with the California State Standards. Supplemental materials are provided for GATE, RSP, English Learners and at risk students in Reading-Language Arts and math. Leveled books are available in each classroom and Literacy Room to differentiate instruction during Universal Access instruction. These books are designed to meet the diverse learning needs of our students including students performing below-level, on-level and above-level. Teachers are guided by their Units of Study.

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

Students in kindergarten receive 60 minutes of language arts instruction while those in 1st-3rd grade receive 2 ½ hours of instruction. Fourth and fifth grade students receive 2 hours of language arts instruction. Students in grades K-3 receive an average of 40 minutes of math instruction daily while those in fourth and fifth grade receive a minimum of 60 minutes. Thirty minutes of English Language Development is provided to English Language Learners daily.

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

Teachers follow the district unit plan organizers for language arts and math instruction and administer assessments according to the pacing guide. A 30-minute school-wide Proficiency Block has been established for 4 days per week. Myra Linn follows the required number of instructional minutes for Reading- Language Arts and Math as well as for ELD. Language Arts:K-60 minutes; 1st - 3rd - 150 minutes; 4/5 - 120 minutes. Math - K- 30 minutes; 1st - 5th - 60 minutes. ELD- 30 minutes

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

All students at Myra Linn have access to core curriculum materials, including supplemental and intervention materials.

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 Myra Linn have access to core curriculum and intervention materials in Reading-Language Arts and math.

Opportunity and Equal Educational Access

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

Grade level teams collaborate to analyze assessment data and implement strategies for students not meeting learning goals. Small group or flex group instruction during UA time, assistance from bilingual assistants, literacy teachers, READ 180, and Imagine Learning, pullouts/push-ins and before and after school tutoring programs are in place to respond to students who are not meeting grade level standards. Grade level team members collaborate to provide intervention (Proficiency Block-4 times per week for 30 minutes) within the instructional day to students not meeting grade level standards.

Teachers work together to provide Universal Access of the core curriculum to all student groups through the implementation of the Houghton Mifflin Extra Support Handbook and English Language Learners Handbook. Small group instruction in reading and mathematics is to be provided for students not meeting grade level standards, while bilingual assistants work with English Language Learners to preview or re-teach core curriculum materials. Thirty minutes of English Language Development is provided daily in all classrooms at corresponding EL levels

14. Research-based educational practices to raise student achievement

In order to provide the best educational experience for all students, the administrators, teachers, and support staff at Myra Linn Elementary meet regularly to review data from state, district and site common assessments in order to monitor each student's learning in a timely manner. A pyramid of interventions has been developed by the school staff to assist all students in achieving academically. Grade level teams collaborate to analyze assessment data and implement instructional and student engagement strategies for students not meeting learning goals.

The SST (Student Study Team) is available to provide assistance to teachers and parents who are looking for help with their students who are not achieving grade level standards. Teachers first consult with their grade level team to determine various interventions. These discussions are documented in grade level minutes as well as in a pre-SST log. After documentation and interventions, then it is decided who will move forward to SST for recommendation for testing.

GATE students are clustered in grades 4 and 5 as much as possible. Teachers have been given information and strategies as to how to integrate GATE strategies into every day learning.

Parental Involvement

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

A variety of resources are available to our families to assist under-achieving students. Parent-teacher conferences, deficiency notices, classroom newsletters, Back to School Night and Open House, Principal Coffee, SSC and ELAC parent meetings, ATP, Parent-Student Handbook and Family Ed Nights.

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

Parents are involved in the school community in a variety of ways: School Site Council, English Learners Advisory Committee, Action for Team Partnership (ATP) and Parent Teacher Association. Parents are able to stay informed and receive training in various areas related to their child's education. Furthermore, all families receive a monthly calendar of school events. Monthly award assemblies, Back to School Nights/Open House, Parent-Teacher conferences, Family Education Nights and Family Fun Nights are other ways in which Myra Linn Elementary involves parents and families. Parents/guardians are also given the opportunity to observe in their child's classroom, as well as volunteer on campus during PTA sponsored events. Myra Linn's partnerships with local businesses provide incentives for both staff members and students. Input is given to school plan by ELAC and SSC parents as well as other data. Myra Linn also partners with Miles of Smiles which provides various dental procedures for students. The Half-time program partners with La Sierra University Service Learning to provide activities, services, and items for the after school program.

Funding

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

Title I and LCAP funds are utilized in a variety of ways to help under-performing students meet standards. Supplementary materials are purchased to support instruction and learning in the classroom within the instructional day as well as during after school tutoring and during Proficiency Block (intervention). Funds are also used to purchase technology that is used by under performing students to access skills and concepts with which they need more practice and assistance. After school tutoring is also supported with categorical funds. In addition, categorical funds also pay for personnel to help under performing students such as our Instructional Coach and professional development for our teachers and instructional assistants. Title 1 is the main categorical funds utilized at Myra Linn. T

18. Fiscal support (EPC)

Categorical funds provide opportunities for underperforming students to meet standards through supplemental materials, tutoring opportunities, and other extended learning opportunities. Family Education nights assist parents in working with their children at home.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? According to the California Dashboard- There was significant gains in ELA and Math. We will found to be effective-first best instruction, small group support from our aides, professional development to target areas of growth.

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?

Although we did grow significantly in ELA and math, our sped population did not make any movement. We will continue to focus on first best instruction, but in addition we will add supports for out sped students. Supports that will be added will be tutoring and supplemental reading and math materials.

Another area of needed growth is attendance for our chronic students. Our plan of action will be to set goals for students and families as well as to provide incentives for students to be at school everyday.

Involvement/Governance

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

All stakeholder groups met and reviewed the data. Based on this evidence, goals were added to the plan.

How was the plan monitored during the school year?

As new data is published, it is reviewed and adjustment are made to strengthen and close the gaps that are observed.

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

Stakeholder groups will continue to meet regularly and discuss data: both qualitative and quantitative.

Description of Barriers and Related School Goals

We have 561 students and 91% socioeconomically disadvantaged students. 58% are English Learners. We realize that first best Instruction is necessary for student success, and we are currently implementing MTSS to assure our students are receiving the necessary supports to meet state standards and become contributing citizens. This will require shifts in thinking and support from all stakeholders, professional training, and collaboration from staff. In the meantime, we will continue to move towards providing our students with technology to increase computer-to-student ratio. Our instructional coach has been instrumental in providing academic supports for teaching and learning for ELA and Math. The school counselor has been an asset for the 2018-19 school year and will continue to work with students and reach out to parents to assist with reducing chronic absenteeism, suspensions, etc. There is a need for a full time assistant principal to support with our school needs to move colors towards blue on the Dashboard.

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	79	112	83	79	112	83	79	112	83	100	100	100
Grade 4	105	82	105	105	81	105	105	81	105	100	98.8	100
Grade 5	110	105	77	109	104	77	109	104	77	99.1	99	100
All Grades	294	299	265	293	297	265	293	297	265	99.7	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2377.9	2377.1	2390.7	13	12.50	12.05	14	11.61	24.10	25	30.36	25.30	48	45.54	38.55
Grade 4	2414.4	2396.1	2436.5	9	7.41	15.24	19	13.58	20.95	21	17.28	20.00	51	61.73	43.81
Grade 5	2470.6	2464.2	2457.3	8	9.62	15.58	31	26.92	16.88	20	23.08	19.48	40	40.38	48.05
All Grades	N/A	N/A	N/A	10	10.10	14.34	22	17.51	20.75	22	24.24	21.51	46	48.15	43.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	13.39	10.84	38	39.29	53.01	48	47.32	36.14
Grade 4	12	7.41	13.33	37	45.68	50.48	50	46.91	36.19
Grade 5	8	13.46	15.58	45	45.19	36.36	47	41.35	48.05
All Grades	11	11.78	13.21	40	43.10	47.17	48	45.12	39.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	10.71	8.43	36	45.54	43.37	51	43.75	48.19
Grade 4	10	7.41	16.19	49	37.04	39.05	41	55.56	44.76
Grade 5	25	20.19	19.48	39	44.23	37.66	37	35.58	42.86
All Grades	16	13.13	14.72	41	42.76	40.00	42	44.11	45.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	8.93	18.07	62	57.14	54.22	30	33.93	27.71
Grade 4	8	4.94	13.33	62	55.56	59.05	30	39.51	27.62
Grade 5	11	15.38	14.29	66	52.88	53.25	23	31.73	32.47
All Grades	9	10.10	15.09	63	55.22	55.85	28	34.68	29.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	8.93	14.46	43	50.89	50.60	46	40.18	34.94
Grade 4	8	14.81	16.19	47	34.57	51.43	46	50.62	32.38
Grade 5	17	14.42	14.29	64	45.19	46.75	19	40.38	38.96
All Grades	12	12.46	15.09	52	44.44	49.81	36	43.10	35.09

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	80	112	83	79	112	83	79	112	83	98.8	100	100
Grade 4	106	82	105	106	82	105	106	69	105	100	100	100
Grade 5	110	105	77	109	105	77	109	105	77	99.1	100	100
All Grades	296	299	265	294	299	265	294	286	265	99.3	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2403.2	2387.2	2391.5	6	5.36	4.82	27	20.54	27.71	29	31.25	36.14	38	42.86	31.33
Grade 4	2434.3	2427.9	2433.4	10	8.70	6.67	14	26.09	18.10	35	20.29	38.10	41	44.93	37.14
Grade 5	2463.4	2459.1	2460.8	7	10.48	9.09	14	15.24	15.58	32	23.81	23.38	47	50.48	51.95
All Grades	N/A	N/A	N/A	8	8.04	6.79	17	19.93	20.38	32	25.87	33.21	42	46.15	39.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	11.61	15.66	41	38.39	49.40	49	50.00	34.94
Grade 4	16	17.39	19.05	33	23.19	23.81	51	59.42	57.14
Grade 5	12	16.19	15.58	32	29.52	28.57	56	54.29	55.84
All Grades	13	14.69	16.98	35	31.47	33.21	52	53.85	49.81

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	15.18	9.64	47	38.39	44.58	35	46.43	45.78
Grade 4	9	11.59	6.67	46	36.23	43.81	44	52.17	49.52
Grade 5	6	7.62	10.39	32	40.95	32.47	61	51.43	57.14
All Grades	11	11.54	8.68	41	38.81	40.75	48	49.65	50.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	9.82	8.43	57	43.75	57.83	33	46.43	33.73
Grade 4	11	10.14	10.48	44	39.13	49.52	44	50.72	40.00
Grade 5	6	8.57	9.09	48	37.14	40.26	47	54.29	50.65
All Grades	9	9.44	9.43	49	40.21	49.43	42	50.35	41.13

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

Looking at cohorts:

There is improvement when looking at cohorts and at grade levels.

According to the Claims when looking at At/Near and Above standard from 2015-2018

Claim 1: students have grown 10%

Claim 2: students scores have decreased 3%

Claim 3: students score have decreased 1%

Claim 4: student scores have increased 1%

According to the Dashboard we increased in ELA 9.8 points; however, we are still 39.5 point below standard. We had significant growth in ELA; however, our students with disabilities showed little to no movement.

Mathematics

All Students

After reviewing student cohort data for the math claims from 2015 to 2018, there was evidence of academic improvement of distance from "at/near" and "above" standard within cohorts and at grade levels:

Concepts and Procedures: Increased by 2%

Problem Solving and modeling/ Data Analysis: Decrease in 3.5%

Communicating Reasoning: Decrease by 9.5%

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1411.6	1416.6	1399.7	51
Grade 1	1488.2	1471.8	1504.0	40
Grade 2	1496.6	1484.7	1507.9	53
Grade 3	1508.4	1501.9	1514.4	53
Grade 4	1519.5	1509.7	1528.8	55
Grade 5	1536.6	1536.6	1536.2	27
All Grades				279

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	20	39.22	17	33.33	*	*	51
Grade 1	25	62.50	*	*	*	*	*	*	40
Grade 2	25	47.17	22	41.51	*	*	*	*	53
Grade 3	11	20.75	27	50.94	*	*	*	*	53
Grade 4	20	36.36	26	47.27	*	*	*	*	55
Grade 5	13	48.15	*	*	*	*	*	*	27
All Grades	100	35.84	113	40.50	44	15.77	22	7.89	279

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	24	47.06	*	*	11	21.57	51
Grade 1	26	65.00	*	*	*	*	*	*	40
Grade 2	28	52.83	14	26.42	11	20.75			53
Grade 3	23	43.40	18	33.96	*	*	*	*	53
Grade 4	27	49.09	23	41.82	*	*	*	*	55
Grade 5	16	59.26	*	*	*	*	*	*	27
All Grades	127	45.52	95	34.05	33	11.83	24	8.60	279

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	27	52.94	*	*	51
Grade 1	25	62.50	*	*	*	*	*	*	40
Grade 2	30	56.60	14	26.42	*	*	*	*	53
Grade 3	*	*	20	37.74	19	35.85	*	*	53
Grade 4	*	*	31	56.36	13	23.64	*	*	55
Grade 5	*	*	12	44.44	*	*	*	*	27
All Grades	86	30.82	90	32.26	73	26.16	30	10.75	279

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	21	41.18	25	49.02	*	*	51
Grade 1	32	80.00	*	*	*	*	40
Grade 2	34	64.15	18	33.96	*	*	53
Grade 3	24	45.28	24	45.28	*	*	53
Grade 4	25	45.45	25	45.45	*	*	55
Grade 5	13	48.15	12	44.44	*	*	27
All Grades	149	53.41	110	39.43	20	7.17	279

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	34	66.67	13	25.49	51
Grade 1	20	50.00	17	42.50	*	*	40
Grade 2	27	50.94	23	43.40	*	*	53
Grade 3	29	54.72	18	33.96	*	*	53
Grade 4	35	63.64	18	32.73	*	*	55
Grade 5	19	70.37	*	*	*	*	27
All Grades	134	48.03	115	41.22	30	10.75	279

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	36	70.59	*	*	51
Grade 1	28	70.00	*	*	*	*	40
Grade 2	33	62.26	14	26.42	*	*	53
Grade 3	*	*	34	64.15	14	26.42	53
Grade 4	*	*	38	69.09	11	20.00	55
Grade 5	*	*	17	62.96	*	*	27
All Grades	86	30.82	147	52.69	46	16.49	279

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	25	49.02	17	33.33	*	*	51
Grade 1	20	50.00	17	42.50	*	*	40
Grade 2	31	58.49	18	33.96	*	*	53
Grade 3	13	24.53	34	64.15	*	*	53
Grade 4	30	54.55	23	41.82	*	*	55
Grade 5	14	51.85	12	44.44	*	*	27
All Grades	133	47.67	121	43.37	25	8.96	279

Conclusions indicated by the ELPAC data:

At Myra Linn, each year, with each grade level, students scores get better. The data demonstrates that our EL students halve from 4th to 5th grade. When looking at Overall Language Development scores, 77% of our students are scoring at a level 3 or 4. When looking at the data results closer- Oral Language we have 80% of our EL students scoring at a level 3 or 4. Conversely, with Written Language we have 63% of our students performing at a level 3 or 4. Narrowing our area of improvement we see that speaking would be an area where we have 52% of students at Somewhat/Moderately and Reading we have 52% of our students somewhat moderately developed. In conclusion, Speaking and Reading would be an area to target in professional development.

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

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

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, MLES will increase the percentage for "All students" meeting or exceeding standards on the CAASPP by 5% (from 35% to 39%).

Goal for 2018-2019 school year is 39% of students will reach standards Met/ Exceeded.

Grade 3 Goal: 41% (34 students)

Grade 4 Goal: 41%(35 students)

Grade 5 Goal: 37% (12 students)

Data Used to Form this Goal:

CAASPP

Findings from the Analysis of this Data:

After reviewing student cohort data for the ELA claims from 2015 to 2018, there was evidence of academic improvement of distance from "at/near" and "above" standard within cohorts and at grade levels:

Claim 1, Reading, students have grown 10%

Claim 2, Writing, student scores have decreased 3%

Claim 3, Listening, student scores have decreased 1%

Claim 4, Research and Inquiry, student scores have increased 1%

How the School will Evaluate the Progress of this Goal:

Formative and summative data from local, district, and state assessments. As a site we are currently working on Claim 2, Listening while incorporating Claim 3, Writing.

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	9 - Learning organization	Staffing: Provide assistance in academic areas to students during/after school in a classroom environment identified through SSTs, Dibels, SBAC, ELPAC as needing tier 2 support. Students will be assessed every six weeks to monitor growth.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	
	9 - Learning organization	Materials: Purchase supplemental materials for students that are not meeting standards or have been identified as long-term English learners.	8/2018	6/2019	4000-4999: Books And Supplies	Title I	281.00
	9 - Learning organization	Books: Supplement classroom or school libraries with rigorous relevant text.	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF-LI	
	9 - Learning organization	Software: Purchase of software/licences/ hardware and repairing existing equipment.	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-EL LCFF-LI Title I	
	9 - Learning organization	Equipment: Purchase/ repair equipment needed for students to access California State standards.	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-EL LCFF-LI Title I	1,200.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Interventions: Curriculum and software for students not meeting grade level standards- Interventions such as: SIPPS, SRA, READ 180, Moby Max, etc.	8/2018	6/2019	4000-4999: Books And Supplies	Title I	12673.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Avid Supplies: Materials and supplies needed for students to develop AVID skills to support their ELA achievement. writing journals- kinder	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-EL LCFF-LI Title I	134
	3 - Comprehensive PreK-12 program	Tutoring: Tutoring in ELA/Math for students not meeting standards according to local, district , or state data.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I LCFF-EL Title I LCFF-EL	5000.00 6,125.00 1,841.00 522.00
	3 - Comprehensive PreK-12 program	Use of Scholastic News/National geographic to reinforce core concepts	8/2018	6/2019	4000-4999: Books And Supplies	Title I	6,000.00
	3 - Comprehensive PreK-12 program	Materials and supplies: Equipment, materials, and supplies available to support and enhance instruction and assessment including maintenance of equipment. ink cartridges, southwest, office solutions	8/2018	6/2019	4000-4999: Books And Supplies	Title I	11,127
	3 - Comprehensive PreK-12 program	Software and Technology: Use of technology such as, but not limited to: computer software, educational websites, document cameras, LCD projectors, Smart Boards, digital cameras, computers, printers, bulbs, ipad covers, etc.	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF-LI	1,745.00 5,200.00
	3 - Comprehensive PreK-12 program	Instructional coach to support research based lesson planning, instructional strategies, cognitive planning and delivery as relates to Common Core	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	119,000
	8 - Learning environment to achieve excellence	Printing: Printing for communication purposes for parents to support academics at home: Brochures, booklets, etc.					
	8 - Learning environment to achieve excellence	Copier lease and maintenance to support students with meeting standards.			5000-5999: Services And Other Operating Expenditures	Title I	6,000.00

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	Professional Development: Attend professional development or other workshops to assist in the development of students meeting standards and reclassification rates.	8/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	1545.00 8,075.00
	6 - Support exemplary staff	Staff extra duty hours for planning/PD: Staff supports professional development of state standards, core curriculum, standards-based lesson planning, and instructional delivery to school staff and Half Time. Extra duty hours.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	4122.00
	6 - Support exemplary staff	Subs for PD/ Articulations: Provide substitutes for teachers to analyze data, cognitively plan standards based instruction, plan units for Common Core, and vertical articulation.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	12,000.00
	6 - Support exemplary staff	AVID Conferences: Attend AVID Summer Institutes and other conferences to develop teachers in supporting students to achieve skills for 21st century learners.	8/2018	6/2019	4000-4999: Books And Supplies	Title I Title I	5,032.00 16,000
	6 - Support exemplary staff	PD Books: Purchase professional books for teacher development during PLC.	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-EL LCFF-LI Title I	100.00
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Tutoring: Provide support-staff to strategically offer support/ assistance to students that are not meeting standards in core areas according to DIBELS, BPST, CAASPP, etc.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I LCFF-EL LCFF-LI	
	3 - Comprehensive PreK-12 program	DATA PD/ Extra hours: Provide ongoing training and support for team leads and teachers with using IOA or state data to meet students' needs.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	393

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Collaboration Time: Provide weekly collaboration time on minimum days for grade levels to analyze data, identify grade level needs, develop short cycle assessments and plan instructional strategies for first best instruction and intervention	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	
	3 - Comprehensive PreK-12 program	MTSS: Coordinate MTSS programs to increase support for students.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	
	3 - Comprehensive PreK-12 program	ELPAC/ CAASPP Coordinator: Staff to organize ELPAC and SBAC testing after work hours to ensure that students are successful upon completion of test.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	
	9 - Learning organization	Staff to provide assistance with compliance with federal and state programs.	8/2018	6/2019	2000-2999: Classified Personnel Salaries	Title I	1,896
Academic-Centered Family and Community Engagement	7 - Family engagement	Family Nights: Provide parents opportunities to learn strategies for reading, math, homework, dealing with bullying, etc., with their children through Family Education Nights, including materials to support-Teacher extra duty	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	224.00
					1000-1999: Certificated Personnel Salaries	Title I	454.00
					4000-4999: Books And Supplies	Title I	
	7 - Family engagement	Kinder Camp: Provide TK/K camp for parents and incoming transitional kindergartners and kindergartners to support with ELA	8/2018	6/2019	4000-4999: Books And Supplies	Title I	
					1000-1999: Certificated Personnel Salaries	LCFF-LI	
	7 - Family engagement	Spelling Bee and Science Nights: Organize/ hold a site science fair and spelling bee, provide necessary materials, incentives to families to encourage research and morphograph study.	8/2018	6/2019	4000-4999: Books And Supplies	Title I	
					4000-4999: Books And Supplies	LCFF-LI	
	7 - Family engagement	Refreshments: Light refreshments to be provided for parents at meetings run by principal/ staff to increase family engagement and involvement at the school site.	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-EL	450.00
					4000-4999: Books And Supplies		
					4000-4999: Books And Supplies	Title I	450.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Teacher extra duty pay for planning: Plan parent meetings with teachers and staff to communicate expectations, standards, and student progress.	8/2018	6/2019	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-EL LCFF-LI Title I	
	8 - Learning environment to achieve excellence	College and Career weeks: Staff plans and coordinates activities, assemblies, guest speakers for students to gain knowledge of career paths and colleges.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	3403.00

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

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

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, MLES will increase the percentage for "All students" meeting or exceeding standards on the CAASPP by 5% (from 27% to 32%).

Goal for 2018-2019 school year is 39% of students will reach standards Met/ Exceeded.

Grade 3 Goal: 37% (35 students)

Grade 4 Goal: 29%(29 students)

Grade 5 Goal: 29% (36 students)

Data Used to Form this Goal:

CAASPP scores and the California Dashboard

Findings from the Analysis of this Data:

After reviewing student cohort data for the math claims from 2015 to 2018, there was evidence of academic improvement of distance from "at/near" and "above" standard within cohorts and at grade levels:

Concepts and Procedures: Increased by 2%

Problem Solving and modeling/ Data Analysis: Decrease in 3.5%

Communicating Reasoning: Decrease by 9.5%

How the School will Evaluate the Progress of this Goal:

Formative and summative data from local, district, and State 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	2 - Collaborate with partners	<p>2.1 Release time for instructional planning/ data review for alignment of ELD/ELD/math/ science/social studies lessons.: .</p> <ul style="list-style-type: none"> • Provide substitutes for grade level collaboration or professional development days. • Collect and analyze district and school level formative/ summative assessments in math. 	6/2018	6/2019	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries		
	3 - Comprehensive PreK-12 program	<p>2.2 Professional development to assist in the development of increasing proficiency rate and/ or reclassification rates.</p> <ul style="list-style-type: none"> • Attend CCSS professional development or other workshops. • Purchase professional books for teachers to conduct book/ lesson studies. 	6/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies		
	9 - Learning organization	<p>2.3 Provide support-staff to strategically offer assistance to students that are not achieving proficiency levels in core areas.</p> <ul style="list-style-type: none"> • Support staff to assist with underperforming students. 	6/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries		
	8 - Learning environment to achieve excellence	<p>2.4 Allocate resources to increase student success with CCSS.</p> <ul style="list-style-type: none"> • Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. • Supplement classroom or school libraries with rigorous relevant texts. 	6/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI Title I	9,778.00 17,634.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		<ul style="list-style-type: none"> Purchase of software/ licenses/ hardware and repairing existing equipment. 					
Research-based Strategy Instruction/ Supplemental Instruction	1 - Alternative educational pathway	At risk EL- Universal Access, supplemental materials	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-EL Title I	
	3 - Comprehensive PreK-12 program	Supplemental books, materials & supplies; technolgy, software & supplies for supplemental instructional support. Use of technology such as, but not limited to: computer software, educational websites,document cameras, LCD projectors, Smart Boards, digital cameras,computers	8/2018	6/2019	4000-4999: Books And Supplies		
	1 - Alternative educational pathway	After hours tutoring at risk - students	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I LCFF-EL Title I LCFF-EL	5,800
	9 - Learning organization	Grade level teams collaboratively set goals and plan units using first best instruction and intervention	6/2018	6/2019			
	3 - Comprehensive PreK-12 program	Teachers and team leaders will monitor progress of students through implementation of district and grade level common assessments	6/2018	6/2019			
	3 - Comprehensive PreK-12 program	Monitor implementation of grade level standards and core curriculum	6/2018	6/2019			
Targeted Professional Development	8 - Learning environment to achieve excellence	Provide release time for grade level collaboration, data analysis, cognitive planning, and goal setting	8/2018	6/2019			
	6 - Support exemplary staff	Staff development for paraprofessionals and teachers in CCSS strategies as necessary	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	
	8 - Learning environment to achieve excellence	Provide ongoing training for teachers and support staff with use of data to build common assessments and print/review reports from Dashboard in order to monitor students and analyze data.	8/2018	6/2019			
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Instructional coach to support research based lesson plan and delivery more collaborative as relates to Common Core. Cost in goal 1.1	8/2018	6/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	9 - Learning organization	Grade level and vertical articulation, weekly minimum days for collaboration & interventions based on data and best practices	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Provide ongoing training for teachers and support staff with use of EADMS to build common assessments and print/review reports from Dashboard in order to monitor students and analyze data	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Provide parent education in common core state standards for mathematics which include parent trainings in standards across grade levels and materials to support, more math engagement activities for parents-cost included in goal 1.1	6/2018	6/2019			
	8 - Learning environment to achieve excellence	Provide teachers to assist with family education math nights-cost included in goal 1.1	6/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	400.00
	7 - Family engagement	Provide childcare for Family Math Nights	6/2018	6/2019			

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)

By June 2019, MLES will increase the success for English Learners by:

1. Increasing reclassification rate for English Learners by 10%, according to district criteria.
2. Making CAASPP gains, as recommended by district guidelines to qualify for reclassification.
3. Increase ELPAC scores at each performance level.

Data Used to Form this Goal:

ELPAC and CAASPP results

Findings from the Analysis of this Data:

Myra Linn met and exceeded reclassification rates: from reclassifying 3 students to 20 students from 2016-2018.

How the School will Evaluate the Progress of this Goal:

Continual analysis and review of ELPAC and CAASPP results.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	2 - Collaborate with partners	3.1 Release time for instructional planning/ data review for alignment of ELD/ELD/math/science/social studies lessons. a. Provide substitutes for grade level collaboration or professional development days.. b. Collect and analyze district and school level formative/ summative assessments.	7/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	
	3 - Comprehensive PreK-12 program	3.2 Professional development to assist in the development of increasing proficiency rates and/ or reclassification rates. a. Attend CCSS professional development or other workshops. b. Purchase professional books for teachers to conduct book/lesson studies.	7/2018	6/2019	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF-EL	
	9 - Learning organization	3.3 Provide support staff to strategically offer assistance to students that are not achieving proficiency levels in core areas. a. Support staff to assist with underperforming students.	7/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-EL LCFF-EL	543.00
	8 - Learning environment to achieve excellence	3.4 Allocate resources to increase student success with CCSS. a. Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. b. Supplement classroom or school libraries with rigorous relevant texts. c. Purchase of software/ licenses/ hardware and repairing and purchasing existing equipment.	7/2018	6/2019	4000-4999: Books And Supplies	LCFF-EL	
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	English Learners - Rigby On Our Way to English, English at Your Command, English Language Support, Imagine Learning, other specialized software, 30 minutes daily of Designated ELD instruction	7/2018	6/2019			
	8 - Learning environment to achieve excellence	Use of bilingual assistants to provide primary language support instruction-district Title III and district Title I funded	7/2018	6/2019			

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	Purchase and utilize materials to support EL strategies	7/2018	6/2019	4000-4999: Books And Supplies	LCFF-EL	
	8 - Learning environment to achieve excellence	Provide access to bilingual dictionaries to students	7/2018	6/2019	4000-4999: Books And Supplies	LCFF-EL	
	1 - Alternative educational pathway	Provide before and after school tutoring opportunities	7/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,300.00
	8 - Learning environment to achieve excellence	Use of technology to enhance/support core curriculum such as software, LCD projector, document camera, Smart Boards, listening centers, educational websites	7/2018	6/2019	4000-4999: Books And Supplies	LCFF-EL	3,500.00
Targeted Professional Development	6 - Support exemplary staff	Appropriate placement and use of bilingual paraprofessionals with students	7/2018	6/2019			
	6 - Support exemplary staff	Train teachers to work with bilingual paraprofessionals	7/2018	6/2019			
	8 - Learning environment to achieve excellence	Provide on-going professional development for bilingual assistants	7/2018	6/2019			
	8 - Learning environment to achieve excellence	Provide on-going professional development in strategies for CELDT mastery and reclassification.	7/2018	6/2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Use of ELD standards to guide instruction	7/2018	6/2019			
	9 - Learning organization	Grade level ELD block plans	7/2018	6/2019			
	3 - Comprehensive PreK-12 program	Students receive ELD instruction at their appropriate level	7/2018	6/2019			
	6 - Support exemplary staff	EL facilitator support and stipend ELPAC Coordinator	7/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3,308.00
					1000-1999: Certificated Personnel Salaries	LCFF-EL	1,234.00
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Provide translation services for parents for Back to School Night, Family Education Nights, Open House, SSC, ELAC, PTA, etc.	7/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	1,700.00
	2 - Collaborate with partners	Coordinate sharing of community resources available for parents of English Language Learners	7/2018	6/2019			
	4 - Communicate effectively	Schedule minimum of 6 English Language Advisory Committee meetings for training and governance and include refreshments	7/2018	6/2019	7000-7439: Other Outgo	LCFF-EL	
	7 - Family engagement	Provide training in various areas of parent request after gathering information from needs assessment	7/2018	6/2019			
	7 - Family engagement	Provide opportunities for parents to attend local CAFE conference (registration/reimbursements/food/mileage)	7/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	4 - Communicate effectively	Provide prekindergarten/kindergarten orientation classes with translation services/childcare	7/2018	6/2019			
	4 - Communicate effectively	Plan and hold parent teacher conferences to communicate expectations/grade level standards/ student progress to parents through translation services	7/2018	6/2019			

Planned Improvements in Student Performance

Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

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

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 1%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 1%.

According to the Chronic Absenteeism Indicator on the California Dashboard the following subgroups need to improve by .05%-

English Learners

Students with Disabilities

Socioeconomically Disadvantaged

Hispanic

Data Used to Form this Goal:

California Dashboard

Findings from the Analysis of this Data:

After reviewing data reports to support our students' needs, our area of concerns are:

School wide attendance- especially with students with disabilities groups

Suspensions- especially with students of disabilities

How the School will Evaluate the Progress of this Goal:

AERIES and California Dashboard Suspension reports

AERIES and California Dashboard Attendance reports

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	2 - Collaborate with partners	4.1 Coordinate career awareness with guest speakers. a. Assembly costs	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF-LI LCFF-LI	
	5 - Develop character of students	4.2 Study Trips to local business and colleges. a. transportation and other fees	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	
	7 - Family engagement	4.3 Educate parents on CSU/ UC eligibility requirements. a. assembly costs. b. Light refreshments/ child care c. extra duty pay for staff	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF-LI LCFF-LI	
	3 - Comprehensive PreK-12 program	4.4 Provide extended learning opportunities. a. Extended learning opportunities/ activities for underperforming students. b. See goal 1. c. Extra duty pay for extended learning opportunities to support underperforming students.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-LI LCFF-LI LCFF-LI	1,700.00 814.00 4,500.00
	5 - Develop character of students	4.5 Implement incentives for students to increase attendance. a. attendance incentives b. extra duty pay for staff c. staff/counselor to work with PBIS to conduct interventions for mentorships.	8/2018	6/2019	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF-LI LCFF-LI LCFF-LI	
	5 - Develop character of students	4.6 Provide mentoring programs for students. a. Extended learning opportunities for under performing students. b. See Goal 1. c. Extra duty pay to support under performing students/ LI/ EL d. Supplies needed to support mentorships.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-LI LCFF-LI LCFF-LI	

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	5 - Develop character of students	4.7 Coordinate with behavioral health services to offer support to families with a high rate of absences. a. Staff/counselor to work with PBIS or counseling programs to conduct interventions or mentorships. b. Supplies needed to support efforts to increase attendance.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-LI LCFF-LI LCFF-LI	
	5 - Develop character of students	4.8 Implement/ continue positive behavior health services such as PBIS etc. a. Staff/counselor to work with PBIS or counseling programs to conduct interventions or mentorships. b. Supplies needed to support efforts to increase positive behaviors (golden tickets (rewards)	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF-LI LCFF-LI LCFF-LI	
					1,626.00 4,500.00		
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Implement/ continue positive behavior health services such as PBIS etc.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-LI LCFF-LI LCFF-LI	
	5 - Develop character of students	a. Staff/counselor to work with PBIS or counseling programs to conduct interventions or mentorships.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	
	5 - Develop character of students	b. Supplies needed to support efforts to increase attendance.	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	
	5 - Develop character of students	c. Extra duty pay for trainings.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-LI LCFF-LI	
	5 - Develop character of students	d. Staff to attend trainings/ conferences and subs to cover teachers during their absences.	8/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Targeted Professional Development	8 - Learning environment to achieve excellence	Discuss surveys, review/communicate suspension/expulsion and attendance data with staff	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Review school rules, rewards/consequences during behavior assembly at the beginning of the year and again as needed	8/2018	6/2019			
	5 - Develop character of students	Staff will attend workshops that will provide them skills to implement PBIS to provide a learning environment that allows students to achieve standards.	8/2018	6/2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Grade level and vertical articulation	8/2018	6/2019			
	5 - Develop character of students	College bound incentives/activities. Offer incentives - caught being good, monthly awards, lunch with principal	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	
	7 - Family engagement	Award recognition coordinators			1000-1999: Certificated Personnel Salaries	LCFF-LI	
	5 - Develop character of students	Reminders during morning announcements	8/2018	6/2019			
	5 - Develop character of students	Bully Assemblies	8/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Review/discuss/communicate attendance/suspension/expulsion data with ELAC, SSC, PTA, etc.	8/2018	6/2019	None Specified		
	4 - Communicate effectively	Provide each parent/student with the Myra Linn Parent-Student Handbook	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	
	7 - Family engagement	Assemblies to recognize students for academic achievements, attendance, citizenship, etc. Extra Duty pay for teachers to organize events.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries		400.00

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)

Myra Linn students will show increased ELA and math scores as evidenced CAASPP assessments (See goal 1.1).

Myra Linn students will show increased ELA and math scores as evidenced CAASPP assessments (See goal 1.2).

Myra Linn students will increase their students who are reclassified (See goal 2)

Data Used to Form this Goal:

CAASPP and ELPAC

Findings from the Analysis of this Data:

After reviewing student cohort data for the ELA claims from 2015 to 2018, there was evidence of academic improvement of distance from "at/near" and "above" standard within cohorts and at grade levels:

Claim 1, Reading, students have grown 10%

Claim 2, Writing, student scores have decreased 3%

Claim 3, Listening, student scores have decreased 1%

Claim 4, Research and Inquiry, student scores have increased 1%

After reviewing student cohort data for the

math claims from 2015 to 2018, there was evidence of academic improvement of distance from "at/near" and "above" standard within cohorts and at grade levels:

Concepts and Procedures: Increased by 2%

Problem Solving and modeling/ Data Analysis: Decrease in 3.5%

Communicating Reasoning: Decrease by 9.5%

How the School will Evaluate the Progress of this Goal:

Formative and summative data from local, district, and state assessments and data articulations. As a school site we our PD includes, but is not limited to:

Writing Domains and Deconstructing Task Types, Claims and Targets for ELA and math: Writing to Learn, AVID strategies: Writing to Learn

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	Ensure teachers have all the vital components of the Curriculum.	6/2018	8/2019			
	3 - Comprehensive PreK-12 program	Monitor implementation of standards and core curriculum.	6/2018	8/2019			
	3 - Comprehensive PreK-12 program	Maintain minutes of ELA/ELD and math.	6/2018	8/2019			
	3 - Comprehensive PreK-12 program	All teachers are implementing strategies such as: AVID, etc.	6/2018	8/2019			
	8 - Learning environment to achieve excellence	Provide opportunities for grade level analysis of common assessments and identification of at risk students.	6/2018	8/2019			
	2 - Collaborate with partners	Study trip opportunities to enhance and supplement instruction in ELA, math, science and social studies	6/2018	8/2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	
	9 - Learning organization	Additional hours for counselor or Instructional Coach to provide support with site program needs.	6/2018	8/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Proficiency block time (intervention) is utilized at least 4 times a week.	6/2016	8/2017			
	8 - Learning environment to achieve excellence	Implmentation of universal access time	6/2016	8/2017			
	8 - Learning environment to achieve excellence	Use of technology such as, but not limited to: computer software, educational websites, LCD projectors, document cameras, Smart Boards, etc. to support and enhance the core curriculum. Cost included in goal 1.1 and 1.2	6/2016	8/2017			
Targeted Professional Development	9 - Learning organization	Teachers participating on Instructional Leadership Teams with district working on rigorous curriculum design.	6/2016	8/2017			
	9 - Learning organization	Provide opportunities for cognitive math planning through sub release days and/or staff development. Cost included in goal 1.1 and 1.2	6/2016	8/2017			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Intervention and enrichment time (Proficiency Block)	6/2016	8/2017			
Academic-Centered Family and Community Engagement	9 - Learning organization	Plan and provide math workshops and training. Cost included in goal 1.1 and 1.2	6/2016	8/2017			
	7 - Family engagement	Plan and provide family math nights. Cost included in goal 1.1 and 1.2	6/2016	8/2017			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Plan and provide parent-teacherconferences to communicate grade level standards and expectations in math	6/2016	8/2017			
	7 - Family engagement	Compile and distribute list of kid friendly math websites to encourage use of math skills in the home.	6/2016	8/2017			
	4 - Communicate effectively	Train SSC and ELAC parent groups in various math topics	6/2016	8/2017			

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	25,482	0.00
LCFF-LI	22,392	0.00
Title I	236,329	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
	1,500.00
LCFF-EL	25,482.00
LCFF-LI	22,392.00
Title I	236,329.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		1,500.00
1000-1999: Certificated Personnel	LCFF-EL	18,767.00
2000-2999: Classified Personnel	LCFF-EL	2,765.00
4000-4999: Books And Supplies	LCFF-EL	3,950.00
1000-1999: Certificated Personnel	LCFF-LI	2,100.00
2000-2999: Classified Personnel	LCFF-LI	814.00
4000-4999: Books And Supplies	LCFF-LI	19,478.00
	Title I	16,000.00
1000-1999: Certificated Personnel	Title I	152,671.00
2000-2999: Classified Personnel	Title I	3,737.00
4000-4999: Books And Supplies	Title I	56,376.00
5000-5999: Services And Other	Title I	6,000.00
5800: Professional/Consulting Services	Title I	1,545.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,500.00
1000-1999: Certificated Personnel Salaries	173,538.00
2000-2999: Classified Personnel Salaries	7,316.00
4000-4999: Books And Supplies	79,804.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating	1,545.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	232,492.00
Mathematics	33,612.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	12,585.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	7,014.00
High School Graduation/College Readiness	

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

To ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum (CA standards).

To coordinate the instructional delivery systems needed by students who have a combination of special needs (i.e. ELL and socio-economically deprived).

To provide extra support for the classroom teacher in delivering interventions or enrichment for all students as identified by teacher assessments, district benchmarks, grade level common assessments, and standardized tests.

To provide extra support to students in Grades 4-5 who are reading two or more levels below grade level.

To provide classroom materials and supplies for all teachers that will enable them to effectively deliver instruction in all subjects including technology-assisted curriculum-related materials.

To continue to implement a school-wide learning community through the school's mission and vision statements.

To continue to meet or exceed standards in California Common Core State Standards in 2018 - 2019.

To continue to become proficient in school wide unit planning 2018 - 2019.

To continue to meet or exceed standards in ELA/ELD standards in 2018 - 2019.

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

Myra Linn's Title I program goal is a high-quality education for every child. Students who are most in need of educational help are identified by standardized tests, common grade level short cycle assessments, district benchmark assessments, State approved supplemental screenings and teacher recommendation. Goals are set for improvement, student progress is monitored and measured regularly, interventions are developed to support the regular classroom instruction, and materials are purchased to enable classroom teachers to supplement core materials. Parents and families are involved with the education of their children through classroom contact with the classroom teachers, Family Education Nights, informal meetings with the principal and teachers, and opportunities to volunteer. A computer lab is equipped with up-to-date equipment to provide supplemental software programs to enhance student learning in language arts, math and other subject areas.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

Instructional Coach: 100% Title I Site (\$121,799)

Title	Description
Instructional Coach	Under direction, the instructional coach is a certificated teacher leader, who works with classroom teachers in assisting with the implementation of the CCSS. The instructional coach works with peers in a non-evaluative role to provide instructional leadership, coaching, and building capacity in effective content delivery to increase academic achievement for all students and to grow and sustain high quality teaching. the instructional coach collaborates with the district and the site principal to design and deliver effective professional development opportunities directly related to teaching and learning.

Objectives

SWP Components

1) to provide a guaranteed, research-based curriculum in language arts, math, science and social studies by fully implementing the CA standards

2) to provide extended learning opportunities through before and after school programs in language arts and math, computer-assisted materials, daily interventions during the school day in small groups

3) to provide pre-kindergarten and kindergarten readiness activities for pre-school students during boot camp in Spanish and English, parent orientation for parents of incoming pre-kindergarten and kindergarten students.

4) to provide on-going parent involvement in the school program by offering Family Education Nights addressing different areas of the curriculum as well as asset development, volunteer activities for parents during and after the school day, parent training that will help them support their children in academic success, opportunities to serve on governing committees such as School Site Council, ELAC, GAC, and informational meetings with the Principal to discuss current school issues

5) to provide research-based programs that support the core curriculum and CA standards

6) to assure parents, teachers, and students of their roles and responsibilities in providing a successful educational experience for children by requiring all three groups to sign a compact and maintaining a parent involvement policy

7) to provide high quality staff development to ensure that teachers have the knowledge and training to fully implement the curriculum

The school-wide Title I program provides supplemental instructional learning models and resources. Title I funds are used for the purchase of a variety of services, conferences, in-service training, materials, equipment and resources to assist at-risk students in achieving success in the core curriculum.

MTSS is designed for all students in order to ensure success for each child. This includes:

- placement by proficiency.
- progress reports for all students every 6 weeks
- parent conferences once in first semester and as needed for the remainder of the school year
- a systematic response to students who are not learning
- targeted intervention individually, in small groups with a teacher or instructional assistant
- referral to the SST committee for further advice on strategies for intervention
- testing for speech therapy, resource, or special day classes

Program Descriptions English Learner (EL) Program

Intent

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

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

Description of District Program

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

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

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

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

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

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

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

Description of Site Program

All English Learner students receive English Language Development instruction at their level for 30 minutes daily. Bilingual assistants work additional hours providing basic English skills support to students who are not meeting standards or reaching grade level DIBELS scores.

Myra Linn's ELAC committee functions as an advisory board which gives input for the ELL program. Parent education is provided to increase awareness of the need for parent involvement in the success of EL students.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

Three Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$9,094, \$8,562 & \$12,237) and (TIII-\$9,094, \$8,562 & \$12,237)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$2,755)

Title	Description
Bilingual Assistant	Three bilingual assistants provide support in the primary language and acquisition of the English Language during instructional day.
English Learner Facilitator	Attends district meetings, assists with ELAC meetings and plans professional development for teachers to support implementation of EL program, build capacity, maintain EL records, assists with redesignation process.

Objectives

To provide multiple opportunities to assist Beginning and Early Intermediate students in learning English in order to have access to the core curriculum including newcomer groups, universal access, English Language Development, and the use of SDAIE strategies during direct instruction

To provide at least 30 minutes of English instruction daily for all EL students at their level

To continue to increase the number of EL students scoring a 4 or higher on the CELDT test

To provide parent education to increase awareness of the family role in the success of an English Learner student as well as provide training in essential curricular areas (i.e. Reading, Math)
To reclassify more students

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

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

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

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

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

Description of Site Services

Teachers of Gifted and Talented students differentiate the curriculum through the use of differentiated instruction and provide opportunities in depth and complexity to meet their individual needs. Enrichment activities are provided by the classroom teacher/grade level team to encourage the development of the individual abilities, talents and divergent thinking of GATE students.

Objectives

- To encourage and support GATE students to maintain or increase "above grade level" marks
- To provide high quality differentiated core instruction to identified GATE students
- To provide teacher training on effective strategies for differentiation of instruction
- To provide activities to promote high level thinking skills

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

Special Education teachers work diligently to ensure that all individuals with exceptional needs are appropriately identified, assessed, and provided a Free and Appropriate Public Education (FAPE). Our programs and services are designed to meet the unique needs of all individuals with exceptional needs. A continuum of special education program options, designed for individuals with exceptional needs, are available to meet the educational and service requirements of these students; including General Education, Resource Specialist Program (RSP), Specialized Academic Instruction, Designated Instruction and Services (DIS), Special Day Classes (SDC), Speech and Language (SLH) services, and transportation. All exceptional needs students are offered full and equitable opportunities, which promote maximum interaction with non-disabled peers in the Least Restrictive Environment (LRE). 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 Education school population. Policies and procedures regarding parent involvement and Individualized Education Programs (IEP) are clearly defined, consistently used, and documented through Riverside County SELPA.

Myra Linn Elementary's Special Education programs include a cohesive Special Day Class Services Team (SDCST) that collaborates with each other and with regular education teachers to coordinate and use the latest research based instructional techniques to drive classroom instruction and curriculum. The SDCST consists of several Special Day Class teachers, a Resource Specialist Program teacher, Speech and Language Therapist(s), Adaptive Physical Education teacher(s), and several full-time classroom assistants. In addition, the SDCST teachers are used as a resource to help the Student Study Team (SST) provide a forum for the articulation of regular education students' special needs regarding instruction, curriculum, and behavior modification. Together, Myra Linn's teaching and support staff work together to ensure that all students with identified needs are provided the opportunity and tools needed to succeed.

All SDCST teachers work collaboratively with students, regular education teachers and parents. It is our intent to provide all students with exceptional needs the opportunity to learn in their own classroom environment for the majority of their allocated instructional time per their IEP, which maintains the Least Restrictive Environment (LRE). In maintaining the

LRE, we provide a balance between both the Regular Education and Special Education setting, while continuing to serve exceptional needs students with optimum support from the many SDCST programs available

Objectives

To work collaboratively to meet the goals and objectives as defined in student IEP profiles.

To work collaboratively to facilitate successful achievement in general education classes.

To provide instructional support and assistance to new and veteran general education teachers with special needs students in classroom organization/management, student engagement and curricular areas as needed to ensure special education/student support.

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

Myra Linn Elementary School provides a classroom computer to student ratio of 1:5 in grades 1-5 and 1:5 in kindergarten; all with Internet access. Each classroom has either a laser printer or ink jet printer. There are also computers/printers in place in the Speech, RSP, and teacher prep areas as well as a Computer Lab equipped with 40 computers with Internet access. Students in grades TK-5 spend 30 minutes per week in the lab. Activities include Imagine Learning, Starfall, TenMarks, and other web-based activities in both reading and math, multi-media exposure and applications, as well as internet access. After school tutoring take place in the lab throughout the year as provided by Half-time. Grades 1-5 have one computer cart and rotate usage.

Additional media equipment that support learning and social skills on campus include SmartBoards, audio CD players in each Kinder classroom, projectors, and a class set of Alpha Smart word processors. All 1st-5th grade classrooms are equipped with Smart Board technology and the library utilizes the Scholastic Reading Counts incentive program. Teachers check out a school laptop for the year and adults on campus routinely use district generated software for attendance, grade reporting, health, food services and library programs. All teachers have site level access to EADMS to view student assessment results including district benchmarks, common formative assessments, and grade level short-cycle assessments.

Teachers will continue to be trained in the use of existing and new technology including SMART boards, software and data sources.

Objectives

Provide high quality curriculum to support and enhance the core curriculum

Improve student success in core programs through the use of computer software including Destinations, Earobics, READ 180/System 44, iRead, Imagine Learning, and Reading Counts

Continued incorporation of new advances, equipment, and programs to enhance learning for students, staff, and parents
Provide intervention opportunities through the lab before, during and after the instructional day
Provide opportunities to complete research and curriculum projects through the lab and classroom and library computers
Provide a computer lab instructional assistant to support the classroom teacher and students in the area of technology (if budget permits)
Equip all classrooms with technology to enhance instruction such as, but not limited to, document cameras/LCD projectors, laptops, and software and make provisions to ensure such items are available for all classrooms
Maintain all technology in optimal working order through service contracts, extended warranties, and purchase of updated equipment

**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

Myra Linn Elementary School has high expectations for student academic performance and behavior. All 1st-5th grade students attend the Behavior Standards Assembly at the beginning of the school year and as necessary through out the year. Rules and expectations for student behavior are clearly explained in a powerpoint presentation by administration at the assembly.

The Parent-Student Handbook outlines expectations for student behavior and discipline guidelines as well as student recognition.

The School Safety Plan is updated annually and reviewed by the MLE staff. The MLE staff regularly addresses both emotional and physical safety concerns on campus. Activities and ongoing programs are recommended to administration and Leadership Team for implementation.

Red Ribbon Week involves all students in choosing healthy alternatives to drug, alcohol, and tobacco use. Positive activities are provided to students through the monthly awards assembly, Myra Linn Dance Club, Green Club, annual Holiday program, School Spirit days, attendance and uniform incentives, participation in the annual Riverside Clean Campus competition, Principal's Lunch, and Caught Being Good Slips.

The Student Study Team meets regularly throughout the school year to provide support to teachers for at risk students. Outreach counseling services are provided twice weekly by the Wylie Center. Myra Linn has a full-time elementary school counselor.

Objectives

Provide opportunities for students to learn about safety and health issues through various character building assemblies and presentations

Provide opportunities for students to build healthy relationships and social skills through character education program

Plan and promote healthy family activities such as Family Education nights, carnivals and lunches

Meet demands of Williams Act Legislation

To have a viable, working Wellness Committee

To reduce bullying incidents

Implement school safety committee to include parents

To improve and/or maintain the safety of students

Program Descriptions

Parent and Family Engagement Program

Intent

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

Description of District Services

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

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

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

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

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

Description of Site Services

The Parent Involvement Program seeks to actively engage parents in the life of the school, help explain academic standards, involve as partners in learning and assessment, and develop assets to improve family life. District wide expenditures from supplemental programs are designed to provide additional support for succeeding with the curriculum and to enhance parents' abilities to assist students in their learning process. Active parent education is encouraged. Parents are strongly encouraged to be a part of SSC, ELAC, and PTA. Childcare and translation services either through the district or school site is offered at all programs. Report cards, progress reports, informational flyers, TeleParent messages are just a few ways that parents are kept informed. The School Compact and Parent Involvement Policy which is updated annually, receives input from staff, SSC, and ELAC.

Objectives

To continue with Family Education Nights

To recruit more parents to become actively involved with school activities

To communicate with parents about their child's progress, school programs, and activities
To involve parents as partners in the education of their children
To strengthen Action for Team Partnership (ATP) in 2018-2019
To increase involvement of parents during Parent Involvement Week

<p>Program Descriptions Expanded Learning Program Prime-Time / Half-Time</p>

Intent

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

Description of District Services

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

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

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

Objectives

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

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

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

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

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$22,392.

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 \$25,482.

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 \$236,329. There is a carryover of 0 for a total allocation of 236,329

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

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> 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 \(Title I Schools\)](#)

MYRA LINN ELEMENTARY SCHOOL

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

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

Myra Linn Elementary School agrees to implement the following statutory requirements:

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

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

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

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

1. Myra Linn Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)

- The Leadership Team will meet to review parental input and provide recommendations
 - The School Site Council will review all input and approve the policy
 - The revised policy will be translated and distributed to parents
 - The policy will be shared and explained during the annual Title I meeting
2. Myra Linn Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
- Parents will receive a copy of the policy during registration
 - The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
 - Copies of the policy will be available in the main office
3. Myra Linn Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
- The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
 - Concerns regarding academic achievement, parental concerns, safety issues, and parent participation will prompt additional reviews of the policy
4. Myra Linn Elementary School will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title I,
 - About the requirements of Title I,
 - Of their rights to be involved,
 - about their school's participation in Title I:
 - *Parents will be notified for two consecutive weeks prior to such meetings*
 - *Meetings will be held in conjunction with other school events to encourage meeting attendance*
5. Myra Linn Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding, as long as these services relate to parental involvement:
- A survey will be distributed at the end of the school year to identify and plan special events for the upcoming school year
 - Meetings will be scheduled in the evenings and/or mornings
6. Myra Linn Elementary School will provide information about Title I programs to parents of participating children in a timely manner:
- Parents will receive notice about family education nights for two consecutive weeks prior to the event
 - Parents will receive notice about ELAC, and SSC meetings at least two weeks prior to the meeting date
 - The SSC agenda will be posted in English and Spanish at least 72 hours prior to the meeting date
 - Parents will be informed in a timely manner regarding parent-teacher conferences, Back-to-School Night, Open House, and other events
 - Parents will be notified in a timely manner regarding annual state testing results
7. Myra Linn Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents will be notified of these descriptors and standards during the following meetings/events:
- Back to School Night/Kinder and First Grade Orientations
 - Parent-Teacher Conferences
 - Annual Title I Meeting
 - Family Education Nights

- Parent Council Meetings (SSC, ELAC)
- Myra Linn Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Parent Council Meetings (SSC, ELAC)
 - Parent Teacher Association Meetings
- Myra Linn Elementary School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
 - All parent comments regarding dissatisfaction regarding the school-wide plan content will be forwarded to the Special Projects and Accountability office and to the Superintendent
 - All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
- Myra Linn Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
 - Translators will be provided as available at school-wide events including family education nights, parent conferences, and ELAC meetings

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Myra Linn Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Family Education Nights such as:
 - Reading/Language Arts Nights
 - Math Nights
 - Science/Math Nights
 - Family Fun Nights such as:
 - Movie Nights
 - Fall Festival
 - Spring Festival
 - Parent Council Meeting Trainings (ELAC/SSC)
 - Participation in the Parent-Teacher Association (PTA)
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - Parents will provide input during revision of parent-school compact during council meetings (ELAC)
 - The school Leadership Team will provide input in the revision of the compact
 - The School Site Council will approve the revisions made to the compact

- The school-parent compact will be presented during the annual Title I Meeting
 - The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
 - The school-parent compact will be signed by the student, parent, and teacher and copies will be provided to the teacher and parent
 - The compact will be included in the school handbook with additional copies available in the front office
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
- ❖ the California Common Core State Standards
 - ❖ the State and local academic assessments including alternate assessments,
 - ❖ the requirements of Title I,
 - ❖ how to monitor their child's progress, and
 - ❖ how to work with educators, such as:
 - Back to School Night Presentations
 - Parent Conferences
 - Annual Title I Meeting
 - Family Education Nights
 - Parent Council Trainings
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Common Core State Standards Training
 - Family Education Nights
 - Positive Behavior Intervention and Supports
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Professional Development Training regarding parent involvement and partnerships for certificated and classified staff members
 - Positive Behavior Intervention and Supports
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Transitional Kindergarten/Kindergarten Camp to be held in July for incoming transitional kindergarten and kindergarten students and their parents
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All event notices will be sent home in English and Spanish
 - Major events will also be provided on the Message Broadcast in English and Spanish
 - Announcements will be displayed on the school marquee
 - School Site Council Agendas will be posted in the school office in English and Spanish
 - Multiple notices will be provided for main events in English and Spanish
 - Upcoming events will be announced verbally during morning announcements for students and parents
 - Students will be encouraged to remind their parents of upcoming events
 - Teachers will provide parent-teacher conference invitations in English and Spanish




PART IV. ADOPTION

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

This policy was adopted by the Myra Linn ELEMENTARY on March 22, 2017 and will be in effect for the period of the 2017-2019 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2018. It will be made available to the local community on or before September 1, 2018. Myra Linn'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.

Signature

Date

	TEACHER RESPONSIBILITIES	PARENT RESPONSIBILITIES	STUDENT RESPONSIBILITIES
2018	~Provide high-quality instruction for all students by teaching grade level standards through a quality curriculum	~Get my child to school on time every day and follow uniform policies	~Attend school every day and be on time
2019	<p>~Provide on-going communication with parents regarding standards and strategies for working with their child at home</p> <p>~Engage all students in learning through a variety of instructional strategies</p> <p>~Provide Universal Access time to meet the needs of all students</p>  <p>~Provide on-going Communication regarding the child's progress and goal setting via meetings, conferences, notes, and phone calls</p> <p>~Share classroom and school rules with students and parents and consistently hold students responsible to these expectations</p> <p>~Provide parents with reports of their child's progress and the school's overall performance</p> <p>~Provide homework assignments related to the curriculum and hold students accountable for their work</p> <p>~Attend research-based staff development to enhance classroom instruction</p> <p>~Collaborate with grade level team to analyze data and identify students in need of interventions</p> <p>~Collaborate with grade level team and principal to enhance teaching practices, including observations</p> <p>~Review and discuss this compact and how it relates to student achievement at least annually at parent conferences</p>	<p>~Review the school rules with my child</p> <p>~Talk with my child about not engaging in any form of bullying</p> <p>~Monitor my child's progress and the completion of homework and daily reading</p> <p>~Provide a quiet place for my child to complete homework</p> <p>~Read aloud with my child every day.</p> <p>~Familiarize myself with my child's grade level standards and teacher expectations</p> <p>~Ensure that my child takes advantage of extended learning opportunities including tutoring or other interventions</p> <p>~Attend school events such as conferences, parent education nights, back to school night, and open house</p> <p>~Become involved in parent groups such as ELAC, SSC, and PTA</p> <p>~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress</p>  <p>~Talk with my child about the dangers of drugs, alcohol, and weapons and check backpack daily for non-school items</p> <p>~Check backpacks daily.</p> <p>~Read and sign (when applicable) all home-school communication.</p> <p>~Attempt to make all medical and dental appointments after school hours whenever possible</p>	<p>~Follow all school and classroom rules and respect all students, adults, and school property</p> <p>~Refrain from any form of bullying including verbal, physical, written, and electronic forms</p> <p>~Actively participate in class by listening, raising my hand, completing my work, and having necessary materials</p> <p>~Know the grade level standards I am expected to learn</p>  <p>~Ask the teacher for help when I do not understand something</p> <p>~Take home and complete all homework assignments with my best efforts</p> <p>~Attend tutoring and/or other interventions when offered</p> <p>~Set goals for my learning and do my best to achieve them</p> <p>~Read daily at home to build fluency and comprehension skills</p> <p>~Be a positive role model for others by demonstrating the character traits</p> <p>~Share all papers sent home with parents and return them in a timely manner</p> <p>~Wear my school uniform daily (unless waiver has been granted)</p>

The Myra Linn Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all students.

Teacher Signature _____ Date _____
 Parent Signature _____ Date _____
 Student Signature _____ Date _____

	RESPONSABILIDADES DEL MAESTRO	RESPONSABILIDADES DEL PADRE/MADRE	RESPONSABILIDADES DEL ESTUDIANTE
2018	<ul style="list-style-type: none"> ~ Proveer instrucción de alta calidad a todos los estudiantes enseñando los estándares a nivel de grado mediante un currículo de alta calidad. ~ Proveer una comunicación continua con los padres sobre los estándares y estrategias que ellos pueden usar con los niños en casa ~ Incluir a todos los estudiantes en el aprendizaje por medio de una variedad de estrategias de instrucción ~ Proveer tiempo de Acceso Universal para cumplir con las necesidades de todos los estudiantes ~ Proveer comunicación continua respecto al progreso y repaso de metas por medio de reuniones, conferencias, notas y por teléfono ~ Compartir las reglas del salón de clase y de la escuela con los estudiantes y padres y mantener constantemente responsables a los estudiantes en cumplir con estas expectativas ~ Proveer a los padres reportes sobre el progreso de los niños y el rendimiento académico en general ~ Proveer tarea relacionada con el currículo y mantener responsables a los estudiantes por su trabajo ~ Asistir a sesiones para el desarrollo profesional para realizar la instrucción en el salón de estudio ~ Colaborar con el grupo de maestros del nivel de grado para identificar estudiantes que necesitan intervención ~ Colaborar con el equipo del nivel de grado para aumentar la práctica de enseñanza, que incluye observaciones ~ Repasar y hablar anualmente durante las conferencias para padres acerca de este acuerdo y la manera en que se relaciona a los logros estudiantiles. 	<ul style="list-style-type: none"> ~ Asegurar que mi hijo/a llegue a tiempo diariamente y seguir las reglas escolares ~ Repasar las reglas escolares con mi hijo/a ~ Hablar con mi hijo/a para que no participe en la intimidación escolar ~ Diariamente supervisar el progreso, terminación de tarea y lectura de mi hijo/a. ~ Proveer un lugar tranquilo en donde mi hijo/a pueda hacer su tarea ~ Leer en voz alta con mi hijo/a todos los días. ~ Familiarizarme con los estándares académicos de acuerdo al nivel de grado de mi hijo/a y con las expectativas del maestro/a. ~ Asegurar que mi hijo/a aproveche oportunidades de programas de tutoría u otras intervenciones para extender su aprendizaje ~ Asistir a los eventos escolares tales como conferencias, noches de educación para padres, noches de regreso a la escuela y noche de exhibición escolar ~ Hacerme parte del Concilio Escolar Local (ELAC, SSC, PTA) ~ Comunicarme con el maestro para observar, hacerme voluntario, o cuando tenga una preocupación con respecto al progreso de mi hijo/a ~ Hablar con mi hijo/a acerca de los peligros de drogas, alcohol, armas y revisar la mochila diariamente para que no traiga objetos no académicos ~ Leer y firmar todos los avisos de la escuela a la casa. ~ Revisar la mochila diariamente. ~ Siempre que sea posible, intentar hacer todas las citas médicas y dentales después de clases 	<ul style="list-style-type: none"> ~ Asistir a clases diariamente y ser puntual ~ Seguir todas las reglas del salón y de la escuela y respetar todos los estudiantes, adultos y la propiedad escolar ~ Abstenerme de cualquier forma de intimidación escolar incluyendo verbal, física, escrita y electrónica ~ Participar activamente en la clase, escuchar, levantar la mano para contestar, completar mi trabajo y tener todos los materiales necesarios ~ Saber los estándares académicos que debo aprender ~ Pedir ayuda a mi maestro/a cuando no entienda algo ~ Llevar a casa y completar toda mi tarea de la mejor manera posible ~ Asistir a las sesiones de tutoría y otras intervenciones de estudio cuando se me ofrezcan ~ Establecer metas para mi educación y hacer lo posible por alcanzarlas ~ Leer diariamente en casa para mejorar las habilidades de fluidez y comprensión ~ Ser buen ejemplo para otros demostrando buen carácter ~ Compartir los avisos de la escuela con mis padres y regresarlos a tiempo ~ Usar mi uniforme diariamente (a menos que se haya autorizado una razón para no usarlo) 
2019			

El Personal docente, los Padres y los Estudiantes de Myra Linn trabajaran en equipo para asegurar una educación de alta calidad y un ambiente seguro para todos los estudiantes.

Firma de Maestro/a: _____
 Firma de Padres: _____
 Firma de Estudiante: _____

Fecha _____
 Fecha _____
 Fecha _____

**Myra Linn Elementary School
School Site Council Agenda
February 4, 2019**

Meeting Location Room 1 Time 2:30 PM

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 November 26, 2018
2. Approve Categorical Expenditures
3. Elect and vote SSC Chairperson
4. Vote Parent Member in
5. Vote Other Staff Member in

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topic:
 - Monitor Student Progress-School Dashboard
 - Present school budget tied to SPSA actions (obtain input/document in minutes)
3. Single Plan for Student Achievement (SPSA)
 - Continue reviewing and updating SPSA goals/actions
 - Document Input from SSC members
 - Finalize Goals
 - Approve SPSA
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.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for _____
3. Adjournment: Action Item



Myra Linn Elementary School
School Site Council Minutes
February 4, 2019
Meeting Location Room 1 Time 2:30 PM



I. Introductory Procedure

1. Call to order-The meeting was called to order at 2:46 PM by Theresa Steele, school principal.
2. Establishment of Quorum:
Principal: Theresa Steele
Teachers: Janina Allred
Stacy Ice-Fretwell
Graciela Romero
Classified: Jacquen Clark
Parents: Arcelia Mendoza
Nancy Ochoa
Quorum was established with 7 members in attendance.
3. Pledge of Allegiance – members recited the Pledge of Allegiance.
4. Welcome and Introductions – All members were welcomed and introduced themselves to the council.

II. Action Items

1. Vote Parent Member Out- Principal, Dr Steele explained to members that SSC was in need of one additional parent member as Carmen Gomez is no longer able to serve on SSC. It was motioned/seconded/carried to vote parent member Carmen Gomez out of SSC. (Ochoa, Romero) (7-0-0)
2. Vote Parent Member In – It was motioned/seconded/carried to vote parent member Betty Duarte in as a SSC member. (Allred, Romero) (7-0-0)
3. Elect and Vote on SSC Chairperson – Principal, Dr. Steele explained the need to elect and vote in a SSC member a SSC Chairperson as Carmen Gomez was the SSC Chairperson. Arcelia Mendoza was nominated as the SSC Chairperson, she accepted the nomination. It was motioned/seconded/carried to elect Arcelia Mendoza as the SSC Chairperson. (Allred, Romero) (7-0-0)
4. Vote other Staff Member In – Principal, Dr. Steele explained to members that there was a need to vote a member in as 'Other Staff' due to Jacquen Clark no longer serving on SSC Council in this role as she is at another school site. Jacquen was previously elected to the position uncontested. It was motioned/seconded/carried to elect Graciela Jimenez as 'Other Staff Member'. (Ochoa, Ice) (7-0-0)
5. Approve minutes from November 26, 2018 – It was motioned/seconded/carried to approve the October 29, 2018 minutes. (Ice, Mendoza) (7-0-0)
6. Approve Categorical Expenditures:
Title I Expenditures:

- **AVID 2-Day Conference:** for a total cost of \$1032.00; Teachers and support staff will attend AVID conference to assist focus on school-wide AVID strategies and methodologies. It was motioned/seconded/carried to approve the Title I expenditure for the Avid 2-Day Conference (Mendoza/Romero) (7-0-0).
- **Academic Support to At Risk Students:** for a total cost of \$3501.60, teachers E. Bowden, S. Ice-Fretwell, S. Mellentine, L. Smith-Menzies, A. Stevens, and O. Wilcox will provide academic support before or after school in the classroom to at risk students for areas of weakness in ELA/Math according to DIBELS, SA's or common site assessments. It was motioned/seconded/carried to approve the Title I expenditure for Academic Support to At Risk Students (Mendoza/Romero) (7-0-0).

LCFF-EL Expenditures:

- **CABE Conference:** for a total cost of \$370.00, two ELAC parents will be attending the 1-day CABE Conference. It was motioned/seconded/carried to approve the LCFF-EL expenditure for two parent members to attend the CABE Conference (Allred/Ice) (7-0-0).

III. Discussion/Information

1. Budget Reports by Funding Source- Principal Dr. Steele shared with members that given input and feedback from teachers, the focus for this year and next year will be on technology. The leadership teams are exploring areas where they can cut-back on other costs such as subscriptions in order to provide more computers.
2. Training Topics:
 - Monitor Student Progress – School Dashboard – presented and reviewed (Chronic Absenteeism, Suspension Rate, ELA, and Math)
 - Present school budget tied to SPSA Single Plan for Student Achievement (SPSA)
3. Single Plan for Student Achievement (SPSA)
 - Continue reviewing and updating SPSA goals/actions - reviewed
 - Document Input from SSC members
 - Finalize goals
 - Approve SPSA – It was motioned/seconded/carried to approve the SPSA (Ochoa/Romero) (7-0-0).
 - Approve School Safety Plan - It was motioned/seconded/carried to approve the School Safety Plan (Mendoza/Romero) (7-0-0).
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC) – ELA meeting tomorrow.
 - Action Team for Partnership (ATP) – meeting tomorrow.
 - District Parent Advisory Committee (PAC) – Jacques Clark shared that at the last PAC meeting members reviewed the dashboard as we did today, review included an overview of how schools were performing throughout the district.

5. Program Reports

- Professional Development Opportunities (Paraprofessionals, Teachers) – Upcoming AVID Conference and Articulation.
- Parent and Family Involvement Opportunities – CAFE Conference
- Interventions – students w/IEPS will receive tutoring as well as students that are 'nearly meeting' the standards

6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that the 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.

- Teachers have inquired about the possibility of fixing the laminator; it has been out of commission and in need of repair for the last year or so. Dr. Steele informed the members that lamination is considered a combustible accelerant and is not approved by the Fire Marshall.


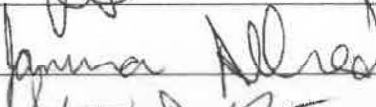

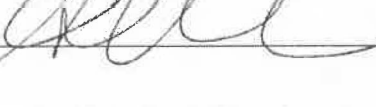
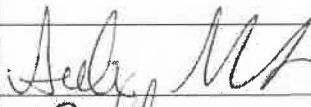
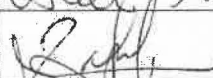
V. Adjournment

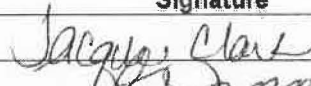
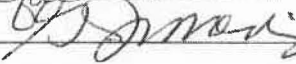
1. Agenda building for next meeting
2. The next SSC meeting is scheduled February 25, 2019
3. Adjournment: Action Item – meeting adjourned at 3: 50 PM by N. Ochoa. Mendoza, Romero) (7-0-0)

Myra Linn Elementary School

School Site Council Elementary Sign-In Sheet

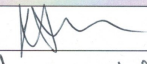


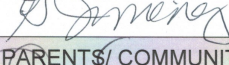


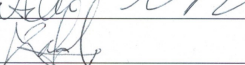

February 4, 2019

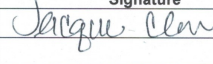
Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Theresa Steele		Principal	
Janina Allred		Classroom Teacher	
Stacy Ice-Fretwell		Classroom Teacher	
Graciela Romero		Classroom Teacher	
PARENTS/ COMMUNITY MEMBERS			
Carmen Gomez		Parent/Community Member	
Rosa Gomez		Parent/Community Member	
Maria Nieto		Parent/Community Member	
Arcelia Mendoza		Parent/Community Member	
Nancy Ochoa		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Jacque Clark		Instructional Assistant
GRISelda JIMENEZ		Instructional Coach

Myra Linn Elementary School

**School Site Council
Elementary Sign-In Sheet
February 25, 2019**

Name	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Theresa Steele		Principal	
Janina Allred		Classroom Teacher	
Stacy Ice-Fretwell		Classroom Teacher	
Graciela Romero		Classroom Teacher	
Griselda Jimenez		Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Rosa Gomez		Parent/Community Member	
Arcelia Mendoza		Parent/Community Member	
Nancy Ochoa		Parent/Community Member	
		Parent/Community Member	
		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Jacque Clark		

**English Learner Advisory Committee
ELAC**

Myra Linn School

Sept 25, 2018

3 ELAC AGENDA

- 1.0 Call Meeting to Order/Welcome/Introductions
- 2.0 Approval of Agenda and Minutes
 - 2.1 Nominate and elect ELAC members
- 3.0 Needs Assessment: Training: The school's program for English Learners
 - 3.1 Reclassifications- powerpoint
- 4.0 Review projected EL budget and provide advice on SPSA/EL instruction/support needs
- s.o Report and Advice to/from SSC
- 6.o DELAC report
- 1.0 CAGE information
- s.o Questions, comments, etc.
- 9.0 Adjournment

Important Dates

November 30 - Flag ceremony - Parent workshop 8:30 MPR
"Benefits of Chores"

December 7 - Holiday Extravaganza - 4- 8 pm Choir, Dance
Club, Pictures with Santa, and Dinner.

December 10-14 - Winter Spirit Week

December 17- January 4 - Winter Break - No school

January 7, 2019- Classes resume

January 18, 2019 - Super Hero Day

January 21, 2019- Martin Luther King Day - No school

January 28, 2019 - School Site Council 2:30 - Room 1

**ELA(Meeting) dates -
8:15 am**

November 28, 2018

January 29, 2019

February 26, 2019

March 19, 2019

May 21, 2019

Alvord Unified School District
Myra Linn School
English Learners Advisory Committee
Minutes
Date: September 25, 2018

I Introductory Procedures

1. Call to Order by Dr. Steele.
2. Welcome/Sign-in - President, Ms. Orozco
3. Pledge of Allegiance – Ms. Orozco

II. Action Items

1. Agenda
 - a. Approval of Minutes of Meeting from August 28, 2018
Amendment to the minutes? **None**
Motion made by Ms. Orozco Second by Ms. Ochoa
 - b. Election of New ELAC members August
Name(s) no new members

III. Discussion/Information

Training

1. Needs Assessment
2. Needs Assessment for EL programs
Ms. Jimenez showed parents how to log-on to Wonders on-line. She demonstrated the ELD lesson for 1st and 3rd grade. She also showed parents how their child can access Mobymax through CLEVER using the district website. She discussed important points to discuss with teachers during parent conferences and questions to ask to see if their child is progressing in ELD. Ms. Jimenez also reviewed how to read their child's ELPAC scores they received recently.
3. Bylaws Review/Revise- Dr. Steele reviewed the Bylaws with parents
Approval of Bylaws Motion made by Nancy Ochoa seconded by Esther Hernandez
4. Report and Advice to/from SSC – Ms. Ochoa stated that SSC voted for officers and spoke that Dr. Steele went over budget items going over this meeting. Ms. Jimenez spoke about AVID program beginning this year. Teachers will be attending trainings in order to beginning this year. Next year 4th and 5th grade will begin with AVID and will need materials for this program, which emphasizes on study skills and organization. AVID will be implemented throughout the district.
5. Report from DELAC – **Ms. Ochoa stated during the last DELAC meeting, Twin Hill presented and stated that they had similar programs like Myra Linn. There is a music program, Myra Linn has music available for 5th grade and Kindergarten provided by the district. Extended learning is providing a music program afterschool. At Twin Hill, they have ASB, president, vice-president, secretary, to teach leadership. Myra Linn does not have ASB program, there is no sponsor for the program. Parents would like to see a similar leadership program. Library is open during recess and lunch. The librarian is here until 12:00 p.m. Parents asked if they can come to volunteer and watch the children.**
6. CAFE information – Ms. Jimenez stated it is May 10, 2019, if you are interested in going, please let her know, so the site can pay for registration. **Ms. Ochoa stated that CAFE offers many workshops for parents and suggestions to help students in all grade levels. She stated that she has attended the state CAFE conference, there are many resources available to continue your education on-line.** It is an all-day event. Ms. Orozco stated that you will need to arrange your childcare.
7. Review EL budget and provide advice on SPSA/EL instruction/support needs
Dr. Steele reviewed the EL Budget. She stated that there was \$25,000- approving for ELPAC coordinator, Bilingual Assistants Translating and during school intervention. Tutoring for helping students writing to prepare them for

reclassification; beginning October 18th. Personnel for state and federal funding organization. Materials for students. Dr. Steele stated that there are more monies in low income funds \$22,392, and Title I \$23,000, if interested parents can attend School Site Council to find out how other monies are spent.

Ms. Ochoa stated in school site council they approve all monies to be spent where there is need. Dr. Steele stated that even though we approved to purchase Imagine Learning (40,000), there was not sufficient funds to fund it this year. Mobymax is available for all students. Dr. Steele stated if there are any programs that parents would like to purchase, **Ms. Ochoa, the parent representative can take it to School Site Council to get approved. Ms. Hernandez asked for the AR – Accelerated Reader program.** Dr. Steele stated that to begin the program is expensive to purchase books and licenses. Ms. Wilcox may come and present Reading Counts. **Ms. Ochoa stated that Valley View began a Reading Club, for the dual immersion program.** Dr. Steele stated that teachers have access to a resource room with sets of books. There is a competition with earning points with Mobymax. **Ms. Hernandez, stated that parents are not aware of the competition.** On Flag ceremonies and parent workshops, Dr. Steele can remind parents of the Mobymax program available at home.

IV. Hearing Session

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V. Adjournment

1. Next Meeting; November 28, 2018
2. Adjournment at 9:35 by Ms. Ochoa.

Bold- parent input

Myra Linn School

English Learner Advisory Committee Meeting Sign-In

September 25, 2018

First Name / Nombre	Last Name / Apellido	Phone # Numero telefono	Signature / Firma	Student Name / Nombre del Estudiante	Grade / Grado
1	Principal				
2	Maria Cendases	Cendases	951-531-4943	Maria Cendases	Cecilia Cendases Guadalupe Cendases Danelly Cendases 4-1 TK
3	Claudia	Orozco	909 490 2608	_____ Kate Orozco David Orozco	5, 3
4	Esther	Hernandez.	714) 473-9718	_____ Erandi Hernandez Andrew Gonzalez	1 st , 4 th
5	Fidelia	Lopez	951-373-0323	_____ Matthew Lopez	grad. *
6	Erica Alcaraz	Alcaraz	951-262-80-38	_____ Aina + Rosalva Gonzalez	TK
7	Veronica Viki	Viki	951 224-5335	_____ Christina, Justin, Amberis	3/3/14
8	Mayra	Tapia	714 778-17-23	Mayra T.	4
9	Nancy O.	Ortiz	(951) 288-7335	_____ Renata Ortiz	5
10	Victoria	Silva	714) 235-81-84	_____ Sofia Diaz	4 th
11	Theresa	Steele		_____ Principal	
12	Yolanda	Barba-Esparza	(951) 261-4125	_____ Diego Aguilar	5th