

2018-2019
School Plan for Student Achievement (SPSA)

Allan Orrenmaa 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:

Principal:	Marlene J. Lopez	Telephone:	(951) 358-1635
Address:	3350 Fillmore St., Riverside CA	Fax:	(951) 358-1636
District Name:	Alvord Unified School District	Email Address:	marlene.lopez@alvordschools.org
		CDS Code:	33-66977-6031496

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

2/28/2019

Allan Orrenmaa Elementary School

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Alvord Unified School District

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)		
<input checked="" type="checkbox"/> English Learner Advisory Committee: February 5, 2019 <input checked="" type="checkbox"/> Leadership Team/Department Advisory Committee: January 14, 2019 <input type="checkbox"/> 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 27, 2019		
Attested:		
Typed Names:	Signature:	Date:
Principal: Marlene J. Lopez		2/27/19
SSC Chairperson: Valerie Beckstrom		2/27/19

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	2 (0.3%)	1 (0.2%)	2 (0.4%)
Asian	21 (3.6%)	24 (4.4%)	22 (4.0%)
Pacific Islander	1 (0.2%)	4 (0.7%)	3 (0.5%)
Filipino	5 (0.9%)	5 (0.9%)	5 (0.90%)
Hispanic or Latino	450 (76.9%)	427 (77.5%)	428 (76.8%)
African American	13 (2.2%)	8 (1.4%)	10 (1.8%)
White (not Hispanic)	83 (14.2%)	76 (13.8%)	81 (14.5%)
Multiple or No Response	10 (1.7%)	6 (1.1%)	6 (1.1%)
English Learners (EL)	220 (36.9%)	200 (35.9%)	193 (34.6%)
Socio-Economically Disadvantaged (SED)	460 (77.1%)	404 (73.3%)	411 (73.8%)
Students with Disabilities	32 (5.4%)	49 (8.9%)	55 (9.9%)
Total Enrollment	585	551	557

Datasource

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

Orrenmaa Elementary, built in 1966, is located on the western end of Riverside city limits on the corner of Fillmore and Indiana Avenues. It currently operates as a TK-5 school. All students attending matriculate to Arizona Middle School and Hillcrest High School. Demographics appear to be stable.

In Fall 2008, a new 10-classroom building was completed and occupied by staff and students. A new library/media center, renovated office were completed in the Spring 2018. In the same year, restrooms were renovated to meet ADA compliance.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	112	116	104	100	96
1	84	97	85	87	88
2	85	88	99	84	88
3	107	89	94	94	90
4	99	110	91	94	103
5	109	97	112	92	92

Facilities and Technology

In the summer of 2017, Maintenance supported Orrenmaa Elementary with a new library and computer lab, a remodeled office and the school was brought up to ADA code by enlarging the sidewalk paths, remodeling bathrooms, and refurbishing the parking lot. This year Maintenance has continued to support the needs of our updated site.

Orrenmaa is moving forward with technology with 5 Flat Screens scheduled to be placed in 4 classrooms and the new computer lab, 77 Chrome Books were purchased last year and 15 more were purchased earlier this year with the plan of adding an additional 83 Chrome Books by the end of the year to increase 1:1 device to student ratio for grades 3rd-5th..

Instructional Minutes

The instructional minutes for all students at Orrenmaa comply with the state requirements. Transitional and Kindergarten = 38,700 minutes, 1st-3rd Grade = 54,180 minutes, 4th-5th Grade = 56,250 minutes. Instructional minutes for ELA is 2 hrs K-5; Math: 1 hour 1st-5th; Kinder: 30 minutes; ELD: 30 minutes K-5. Physical education is twice a week for 50 minutes for grades 1st-5th.

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

Orrenmaa is proud of the progress our students and school have made this year. Our teachers, staff and parents work collaboratively to support students to achieve higher academic and social skills. All grade levels are implementing Common Core State Standards (CCSS). In the spirit of collaboration each grade level will have spent four days planning their instruction with the instructional coach. This year the focus was on implementing the Wonders English Language Arts curriculum, English Language Development, Cognitively Guided Instruction (CGI) in mathematics, and implementing a school wide Intervention/Enrichment Program. This year all teachers were AVID trained as we completed our third year of being AVID certified.

Orrenmaa creates inclusiveness through AVID, Ron Clark Essential 55 Strategies, Student Counsel, our counselor teaching in-class character education lessons, 2nd through 5th grade Bully -Free Friends (BFF) Club that meets bimonthly, 3/4/5th grade after school choir, and 4/5th grade student council. This year we added a Boys to Men Club with a male teacher who mentors boys grades 3rd-5th. The topics teach life lessons, which are taught with the philosophy of respect for self and others. BFF students greet students as they enter the school gates each morning. The school has weekly whole school House meetings to celebrate achievements and do team building activities.

Orrenmaa involves families and the community in supporting students. We provided Literacy on the Lawn for families to come and eat with their students three times a year. Monthly Coffee with the Principal (morning meetings) provide parents an opportunity to ask questions and receive information pertaining to attendance, student progress, school events/concerns and testing updates. Fathers are able to volunteer through the Watch D.O.G.S. (Dads of Great Students) in assisting in opening car doors in the morning to greet students as they are dropped off, assist in the classrooms, provide added security during recesses and school events during the day. We started monthly Family Fridays to encourage parents to work with their children in the classroom and have an opportunity to learn AVID and other skills needed to support their children academically at home.

Orrenmaa School was recognized as one of the Healthiest Schools in America by the Alliance for a Healthier Generation.

Orrenmaa supports innovation by adding Moby Max K-5th, utilizing Google Classrooms in many of the classes, and using laptops and/or Chromebooks for students 3rd-5th, and Smart Boards or Flat Panels in each of the classrooms.

Orrenmaa has a strong foundation in integrity in our transparent interactions with all stakeholders, continuous work on good communication, continuous grounding in being student-centered and PELI training to include and strengthen our parent involvement.

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.

Grade levels use data to guide instruction, further teaching and reteaching. All grade level EL students are strategically placed in two classrooms to target our EL students to better support them with bilingual aide time and language development. We continue to focus on our ELD time to provide the integrated and designated ELD instruction. TK/K has intervention/acceleration time four days a week after school for different groups. Intervention for K-5th grade levels is being provided by all staff during instructional hours four days a week. Grades K-5 are using the Moby Max math program to support individual progress and additional conceptual understanding support.

Collaboration Process (EPC 5,6,8)

Teachers at a specific grade level are collaborating informally on a daily basis to meet the needs of students. They also meet formally two hours per month to analyze district data as well as student work. This data is used to cognitively plan whole class, small group, and intervention lessons to ensure that their students meet their grade level standards. Each grade level has four articulation days (release time) to plan with the instructional coach. The leadership team meets once a month to collaborate on direction, support and instruction.

Cite Research/Resources for Central Focus on School Reform

The administrators and all K-5th grade teachers have been AVID trained. On site training have included: Wonders English Language Arts, which was adopted in 2018, English Language Development, Cognitively Guided Instruction (CGI) in mathematics, and implementing a school wide Intervention/Enrichment Program.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marlene J. Lopez	[X]	[]	[]	[]	[]
Valerie Beckstrom	[]	X			
Deserae Devlin	[]	X			
Jennifer Wholley	[]	X			
Michelle Morales	[]		X		
Norma Serrano	[]			X	
Quinn Hickman	[]			X	
Karla Lopez	[]			X	
Mary Putnam-Lydon	[]			X	
Vacant	[]			X	
Numbers of members of each category	1	3	1	4	

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group

Leadership Team

Purpose

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

Our leadership team has a representative from each grade level as well as our Resource Specialist, instructional coach, assistant principal and principal. We meet monthly, and additionally as needed, to provide vision and planning.

2018-19 Leadership Team	
Name of Members	Title
Marlene J. Lopez	Principal
Jeffrey Fanning	Assistant Principal
Anton Kritzer	RSP/Teacher in Charge
Abel Rios	K Lead Teacher
Dana Auger	1st Grade Lead Teacher
Lynne Coryer	2nd Grade Lead Teacher
Andrea James	3rd Grade Lead Teacher
Michelle Brazeal	4th Grade Lead Teacher
De'Anna Dhouti	5th Grade Co-Lead Teacher
Carol Roach	5th Grade Co-Lead Teacher

Comprehensive Needs Assessment Components

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

Data Analysis and Assessments

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

Procedures for Analyzing Data

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

Procedures for Reporting Results

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

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

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

- *Parent conferences
- *Progress reports
- *Report cards: Quarterly and Semester
- *Phone calls and notes
- *Classroom communication through Remind or Dojo
- *Daily student agendas and communication folders
- *Parent group meetings; i.e. PTA, SSC, ELAC, Title I, Coffee with the Principal
- *Parent Portal

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 survey was completed through a series of meetings with district and county staff in 2009. All leadership members, instructional coach, and principal participated. This process allowed staff to evaluate the current instructional program and identify strengths and weaknesses. The staff then was able to work, with district and county staff to assist, in developing a research-based instructional program that builds on our strengths and minimizes/corrects our weaknesses. This survey was revisited in Spring 2011 by the previous leadership team and again in Winter 2017 by the current leadership team.

Standards, Assessment, and Accountability

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

Grade level teachers meet two times a month to review data from their common assessments, benchmarks, and other assessments to determine intervention groups and cognitively plan core instruction. K-5th grade teachers have been trained on DIBELS Next and are assessing students three times a year. The TK teacher has been trained in PELI and is assessing students three times a year. Students in intervention are assessed every 6 weeks to determine progress in targeted areas using Wonders assessments.

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

The Instructional Leadership Team has developed common grade level assessments to measure progress towards priority Standards. Teachers meet two times each month to monitor, plan, and analyze data.

Staffing and Professional Development

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

All staff at Orrenmaa are highly qualified as determined by ESEA standards.

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 receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and engagement strategies. Teachers are receiving professional development to address implementing the Common Core Standards and meeting the needs of students who are English Learners and to develop AVID for the At Risk students.

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

Staff development occurs at the site in addition to district staff development opportunities. Staff development includes research-based instructional and engagement strategies. Staff has received professional development on Cognitive Guided Instruction (CGI), the newly adopted Wonders curriculum, ELD instruction, AVID, Ron Clark strategies and data analysis to drive instruction.

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

An instructional coach assists and supports teachers in improving their instructional program and techniques. The instructional coach works with all grade levels on planning instruction and facilitates/trains weekly grade-level articulation days.

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

All staff have been trained on the data team concept and utilize its methodology in their grade level meetings. The principal meets with grade level teams and is available for consult support for teachers. Teachers meet two times each month in grade level collaboration meetings to analyze data, design interventions, and cognitively plan lessons. In addition, grade level articulation days are provided 3x/yr for each grade level.

Teaching and Learning

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

The District Instructional Leadership Team used the Rigorous Curriculum Design method to design Common Core State Standards aligned units of study by grade level. Teachers use research based instructional methods and student engagement strategies.

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

All staff adheres to the recommended instructional minutes for reading/language arts, mathematics, intervention, and ELD.

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

Teachers use the units of study and the common pacing given by the District. Our site has developed an intervention block for all students not meeting performance standards utilizing research-based materials that meet the needs of the students. Wonders curriculum was adopted and teachers follow the lesson pacing schedule.

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

Every student has the appropriate instructional materials, including intervention materials for reading/language arts and mathematics.

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)

The curriculum, materials, and instruction are aligned with the Common Core State Standards. All staff adheres to the recommended instructional minutes for reading/language arts, mathematics, and ELD. The district has developed a lesson pacing schedule which is used by all teachers. Our site has developed an intervention block for all students not meeting performance standards utilizing research-based materials that meet the needs of the students. Every student has the appropriate instructional materials, including intervention materials for reading/language arts and mathematics. Teachers started implementing the Wonders curriculum this 2018/19 school year.

Opportunity and Equal Educational Access

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

All teachers abide by the mandatory instructional minutes for core program. All teachers have been provided staff development and coach follow-up in strong, research-based instructional, differentiation, and engagement strategies to strengthen their first, best instruction. In addition, all teachers have 30 minute UA blocks to differentiate instruction for their students; as well as a school wide intervention block. In addition, we have after-school tutorials available to students. We also have computer based programs that can be logged into from home to support students. A Literacy Teacher has been provided by the district to support students who are demonstrating a need for intervention based on their DIBELS assessment. Identified students receive small group specialized support.

14. Research-based educational practices to raise student achievement

An intervention program is in place, providing a system for all students to receive on-going support in meeting proficiency as measured by intervention logs, DIBELS assessment, common grade level assessments, and review of progress of identified students. This intervention block during the instructional day is designed to assist students at all levels. Using computerized intervention programs, students receive additional instruction in the content areas of need. Orrenmaa also offers the following before or after school clubs for students: choir, Green Team, Bully Free Friends Club (BFF), Running Club and Student Council. These programs are part of an effort to keep students interested and focused at school and provide some motivation for continuing their education. After School Expanded Learning Programs is an after school program that offers intervention, enrichment, and recreation designed to stimulate learning and provide a safe place for students. A Literacy Teacher has been provided two days a week by the district to support students who are demonstrating a need for intervention based on DIBELS. Identified students receive small group specialized support.

Parental Involvement

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

Orrenmaa utilizes a variety of resources to assist families. Our PELI team, which is a parent engagement team planned and hosts an annual Family Cultural Night. Alvord Unified School District added elementary school counselors. Orrenmaa has a counselor full time supporting students with individual and group counselling sessions as well as class character education lessons and parent outreach. The school uses various outside agencies in coordination with Special Education services to provide counseling, occupational therapy, and speech services. Parents have access to several parent classes through the City of Riverside and the Alvord Unified School District. The District also provides several different parenting classes throughout the year in English and Spanish as well as a variety of free parenting materials in both languages as well. Back to School Night, Open House and conferences provide parents with direct teacher contact and student expectations. Teachers also utilize daily homework logs, communication folders, student planner/agendas and a monthly parent calendar/newsletter online to facilitate communication with parents. We also use Blackboard and Peach Jar to notify parents important information as needed. In addition, all parents are encouraged to volunteer and participate in their child's education. Our PTA provides family nights, book fairs, and festivals which provide additional opportunities for families to support our school. The Alvord Unified School District also provides access to the Student Attendance Review Board, a daily health clinic, and access to eye examinations and free glasses. In addition, we have Literacy on the Lawn for parents to come and have lunch with their student on campus, Family Fridays monthly for parents to be in their children's classrooms engaged with their child and the teacher, and bimonthly meetings with the principal (Coffee with the Principal). Parents have access to school events on the school website, Twitter, Facebook, Dojo, Remind and the information box located on site.

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.

Parent groups, including School Site Council, Title I, PTA, PELI ATP, Watch DOGS, and ELAC, offer opportunities for parents to participate in planning, implementing, and evaluating these programs. We have neighborhood volunteers as well as PTA and parents who participate regularly in our school programs.

Funding

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

We provide Common Core based curriculum to all students . We include UA differentiation time as well as an intervention block. We provide a tiered approach to intervention and monitor frequently for student progress. For students needing additional services, we provide in-school, and after-school tutoring. Our teachers continue to receive professional development to increase their effectiveness in the classroom and support of one another using the PLC model.

18. Fiscal support (EPC)

Our general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and the Single Plan for Student Achievement (SPSA). Our SPSA is aligned with the district's goals and activities.

SPSA Annual Evaluation

Outcomes

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

Goal 1.1 ELA- all students will move one proficiency level towards meeting grade level standards based on DIBELS and Wonders Assessments. A school-wide intervention program was put in place in January 2019. The 6-week assessment results reflected a significant growth on the performance of 70% of the students school wide. In grades 3rd and 5th, the highest number of students moved up into the "At Grade Level" band, while school wide over 50% of the students moved up a band. The next assessment will be in March, and the expectation is that all students will have moved at least one band this school year.

Goal 2 to increase the number of students being reclassified was met. The number of reclassifications increased from 8 students in 2017-18 to 10 students being reclassified in January 2019, and more students (at least 5 more indicated at this time) in the Spring of 2019. Articulation grade level meetings provided training in ELD instruction; and application of these learned skills is being applied in the classrooms.

The High School Graduation and College Readiness goal was met and will be rewritten for 2018-19 to focus on student performance and the implementation of AVID. Technology, AVID strategies and training support this goal.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Goal 1.2 was partially met, as students made progress toward the proficiency band based on Moby Max and/or Expressions assessment, but this primarily happened at 5th grade. Supplemental materials that support Cognitively Guided Instruction (CGI) and teacher training by the instructional coach to implement CGI strategies in the classroom were the focus for the 2018-19 school year.

The Safe and Drug-Free Environment goal was partially met. Although daily attendance falls slightly short of 97%, attendance remains the same as last year. Suspensions also have increased from .5%.

Involvement/Governance

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

SSC discussed the SPSA at each of their meetings to first explain the parts of the plan and then to have input from the council as to the progress that was being made and the changes that would be recommended. Members gave feedback to recommendations made by staff and contributed to the revision of goals and strategic plan.

ELAC was presented with a summary of what was discussed in SSC and had an opportunity to contribute to the SSC discussions and gave specific feedback and recommendations to the goal specific to English Learners.

How was the plan monitored during the school year?

Based on walk-throughs by the principal and assistant principal, teacher collaboration findings and review of data, and assessment of students.

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

Administration is considering using Digicoach for specific walk-through look fors for next year. We also started Intervention which involved reviewing data on a regular basis.

Description of Barriers and Related School Goals

According to LCAP, Orrenmaa's greatest barrier this school year is chronic absenteeism, which has increased by 1.1%.

We have an attendance incentive plan which has been added to throughout the school year. We recognize individual students with perfect attendance each semester at our assemblies; we recognize classrooms daily perfect attendance by having an administrator come into the classroom and cheer on the classes that have a perfect attendance sign on their door, however, this was revised to also include receiving a letter for each day students are all present to spell out "We are all here" to earn a class party. A trophy is given monthly to the class with the best attendance for grades TK-1st, 2nd-3rd, and 4th-5th. Posters were purchased to inform parents of prior day's attendance and placed strategically where parents drop off students. Meetings with parents to discuss students' attendance are scheduled monthly.

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	89	93	95	89	92	94	89	92	94	100	98.9	98.9
Grade 4	111	94	95	111	94	92	111	94	92	100	100	96.8
Grade 5	97	115	97	95	115	94	95	115	94	97.9	100	96.9
All Grades	297	302	287	295	301	280	295	301	280	99.3	99.7	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2404.2	2388.1	2419.2	13	9.78	18.09	24	18.48	24.47	31	35.87	35.11	31	35.87	22.34
Grade 4	2431.4	2457.5	2439.4	11	18.09	9.78	23	28.72	23.91	26	23.40	25.00	40	29.79	41.30
Grade 5	2493.9	2473.8	2493.6	15	7.83	14.89	38	31.30	27.66	18	29.57	28.72	29	31.30	28.72
All Grades	N/A	N/A	N/A	13	11.63	14.29	28	26.58	25.36	25	29.57	29.64	34	32.23	30.71

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	16	9.78	19.15	47	40.22	50.00	37	50.00	30.85
Grade 4	9	14.89	9.78	55	63.83	55.43	36	21.28	34.78
Grade 5	19	9.57	20.21	44	62.61	51.06	37	27.83	28.72
All Grades	14	11.30	16.43	49	56.15	52.14	37	32.56	31.43

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	11	7.61	18.09	53	51.09	50.00	36	41.30	31.91
Grade 4	14	17.02	13.04	44	51.06	47.83	41	31.91	39.13
Grade 5	27	20.87	24.47	42	47.83	45.74	31	31.30	29.79
All Grades	18	15.61	18.57	46	49.83	47.86	36	34.55	33.57

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	10	7.61	13.83	78	68.48	65.96	12	23.91	20.21
Grade 4	6	12.77	4.35	73	63.83	78.26	21	23.40	17.39
Grade 5	14	13.04	10.64	72	62.61	70.21	15	24.35	19.15
All Grades	10	11.30	9.64	74	64.78	71.43	16	23.92	18.93

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	12	11.96	20.21	53	55.43	62.77	35	32.61	17.02
Grade 4	9	20.21	16.30	65	56.38	58.70	26	23.40	25.00
Grade 5	25	10.43	20.21	58	57.39	54.26	17	32.17	25.53
All Grades	15	13.95	18.93	59	56.48	58.57	26	29.57	22.50

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	89	93	95	89	93	94	89	93	94	100	100	98.9
Grade 4	111	94	95	111	94	94	111	94	94	100	100	98.9
Grade 5	96	115	97	95	115	97	95	115	97	99	100	100
All Grades	296	302	287	295	302	285	295	302	285	99.7	100	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2417.2	2404.6	2409.2	10	4.30	6.38	24	22.58	29.79	38	46.24	32.98	28	26.88	30.85
Grade 4	2443.9	2455.7	2450.6	4	11.70	5.32	21	22.34	24.47	46	41.49	44.68	30	24.47	25.53
Grade 5	2473.6	2448.5	2461.1	8	6.09	5.15	15	10.43	16.49	36	31.30	25.77	41	52.17	52.58
All Grades	N/A	N/A	N/A	7	7.28	5.61	20	17.88	23.51	40	39.07	34.39	33	35.76	36.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	10.75	13.83	49	54.84	53.19	34	34.41	32.98
Grade 4	12	19.15	17.02	44	28.72	38.30	44	52.13	44.68
Grade 5	15	6.09	9.28	33	33.91	28.87	53	60.00	61.86
All Grades	14	11.59	13.33	42	38.74	40.00	44	49.67	46.67

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	9	7.53	7.45	54	52.69	51.06	37	39.78	41.49
Grade 4	7	13.83	8.51	47	43.62	56.38	46	42.55	35.11
Grade 5	8	6.09	6.19	38	29.57	38.14	54	64.35	55.67
All Grades	8	8.94	7.37	46	41.06	48.42	46	50.00	44.21

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	18	9.68	14.89	60	61.29	60.64	22	29.03	24.47
Grade 4	6	14.89	9.57	55	53.19	58.51	39	31.91	31.91
Grade 5	7	3.48	5.15	54	43.48	44.33	38	53.04	50.52
All Grades	10	8.94	9.82	56	51.99	54.39	34	39.07	35.79

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

Overall ELA mean scores improved for 3rd and 5th grade by 14.3% and 3.42% respectively. 4th grade showed a decrease of 13.12%. In the reading category Grade 3 showed about a 19.5% increase in the Above and At or Near standard categories. Grade 4 decreased 13.61% and 5th grade decreased 11.55%. In Writing, 3rd grade showed an increase of 9.39% and 5th grade increased by 3.6%. 3rd and 5th grade had greater than 68% of the students At or Above the standard category. 4th grade had 60.87% in the At or Above standard category in writing. In the Listening category, 3rd-5th increased by 3.7%, 6.01% and 5.2% respectively. 65% of the students in 3rd-5th grade were in the At or Above standard category. In the Research/Inquiry category, 3rd grade increased by 15.59% and 5th grade increased by 6.65%. 4th grade decreased by 1.59%. All grades have a 74% or greater percentage of students At or Above standard.

Mathematics

All Students

Overall Math scores increased for 3rd and 5th grade. 4th grade overall scores decreased. 3rd and 5th showed a 9.92% and 5.12% increase respectively in the Above and Met standard. 4th decreased by 5.1%. In Concepts and Procedures, 3rd grade increased by 1.43% and 4th grade increased by 7.45% of the students at Above or At or Nearly Met over the previous year. 5th grade remained about the same. In Problem Solving, 3rd and 4th grade made progress with an increase of 13.35% and 35.1% respectively. 5th grade showed about a 3.71% decrease in the Above or At or Near standard category. In Communicating Reasoning, 3rd and 5th showed an increase of 4.56% and 2.52% respectfully, while 4th grade remained the same.

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	1416.1	1432.5	1377.5	40
Grade 1	1473.3	1479.9	1466.1	34
Grade 2	1497.8	1495.7	1499.4	27
Grade 3	1515.4	1517.3	1513.0	36
Grade 4	1517.8	1522.7	1512.4	35
Grade 5	1543.7	1542.7	1544.0	28
All Grades				200

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	12	30.00	*	*	*	*	*	*	40
Grade 1	17	50.00	13	38.24	*	*	*	*	34
Grade 2	13	48.15	*	*	*	*	*	*	27
Grade 3	*	*	20	55.56	*	*	*	*	36
Grade 4	13	37.14	12	34.29	*	*	*	*	35
Grade 5	17	60.71	*	*	*	*	*	*	28
All Grades	79	39.50	71	35.50	29	14.50	21	10.50	200

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	17	42.50	11	27.50	*	*	*	*	40
Grade 1	19	55.88	*	*	*	*	*	*	34
Grade 2	19	70.37	*	*			*	*	27
Grade 3	19	52.78	15	41.67	*	*			36
Grade 4	21	60.00	*	*	*	*	*	*	35
Grade 5	20	71.43	*	*			*	*	28
All Grades	115	57.50	58	29.00	*	*	18	9.00	200

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	20	50.00	*	*	40
Grade 1	11	32.35	12	35.29	*	*	*	*	34
Grade 2	11	40.74	*	*	*	*	*	*	27
Grade 3	*	*	*	*	17	47.22	*	*	36
Grade 4	*	*	14	40.00	*	*	*	*	35
Grade 5	*	*	*	*	*	*	*	*	28
All Grades	45	22.50	56	28.00	70	35.00	29	14.50	200

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	52.50	13	32.50	*	*	40
Grade 1	21	61.76	11	32.35	*	*	34
Grade 2	19	70.37	*	*	*	*	27
Grade 3	15	41.67	21	58.33			36
Grade 4	17	48.57	16	45.71	*	*	35
Grade 5	20	71.43	*	*	*	*	28
All Grades	113	56.50	73	36.50	14	7.00	200

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	14	35.00	15	37.50	11	27.50	40
Grade 1	21	61.76	12	35.29	*	*	34
Grade 2	15	55.56	12	44.44			27
Grade 3	26	72.22	*	*	*	*	36
Grade 4	23	65.71	*	*	*	*	35
Grade 5	21	75.00	*	*	*	*	28
All Grades	120	60.00	61	30.50	19	9.50	200

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	*	*	29	72.50	*	*	40
Grade 1	14	41.18	13	38.24	*	*	34
Grade 2	12	44.44	11	40.74	*	*	27
Grade 3	*	*	23	63.89	*	*	36
Grade 4	*	*	21	60.00	11	31.43	35
Grade 5	11	39.29	12	42.86	*	*	28
All Grades	47	23.50	109	54.50	44	22.00	200

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	12	30.00	16	40.00	12	30.00	40
Grade 1	11	32.35	21	61.76	*	*	34
Grade 2	11	40.74	16	59.26			27
Grade 3	*	*	25	69.44	*	*	36
Grade 4	11	31.43	17	48.57	*	*	35
Grade 5	18	64.29	*	*	*	*	28
All Grades	70	35.00	103	51.50	27	13.50	200

Conclusions indicated by the ELPAC data:

75.0% of all English learners in grades K-5 are a level 3 or 4 overall in English language development.

Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 86.5% of all students scoring a level 3 or 4 in Oral Language compared to 50.5% of all students scoring a level 3 or 4 in Written Language.

Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 23.5% of all students scoring "well developed," 54.5% of all students scoring "somewhat/moderately developed," and 22.0% of all students scoring at the "beginning" level.

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, all students will move one proficiency level towards meeting grade level standards.

Data Used to Form this Goal:

DIBELS, Wonders Unit Assessment, CAASPP

Findings from the Analysis of this Data:

EL, SWD, and SED students are performing significantly below expectations.

How the School will Evaluate the Progress of this Goal:

School staff and SSC will evaluate progress of this goal through review of grade level and DIBELS data throughout the school year and make adjustments as needed through intervention.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	Instructional coach will provide support to teachers through professional development and cognitive planning using research based instructional strategies to supplement core instruction.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	58,565.43
	8 - Learning environment to achieve excellence	Bilingual Assistants will support language acquisition through support of first learning with second language learners-District funded	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Technology to include printers, projectors, teacher laptops, computers and Flat Panels to support instruction of ELA and increase technology use and engagement for our at risk students.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	22,000
	8 - Learning environment to achieve excellence	Daily use of technology in instruction	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	2,000
Research-based Strategy Instruction/ Supplemental Instruction							
	8 - Learning environment to achieve excellence	Instructional Computer Assistant provides intervention support for at-risk students. District funded LCFF- 35% , site Title I funded 65%	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	32,087.81
	8 - Learning environment to achieve excellence	School Library Assistant provides literacy support for at-risk students. District LCFF funded	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers model and implement AVID including organization skills, WICOR, levels of thinking and questioning and note taking strategies.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	AVID materials- binders, lined paper, pencil pouches, folders, and other materials to support instruction	August 2018	June 2019	4000-4999: Books And Supplies	Title I	3,500
	6 - Support exemplary staff	Additional printing of materials for teachers to support instruction of language arts	August 2018	May 2019	4000-4999: Books And Supplies	Title I	2500
					4000-4999: Books And Supplies	LCFF-LI	500
	8 - Learning environment to achieve excellence	Additional materials and printing of materials to support Step Up to Writing	August 2018	May 2019	4000-4999: Books And Supplies	Title I	1000
	8 - Learning environment to achieve excellence	Moby Max Program Subscription- paid for 2 yrs in 2017/18	August 2018	June 2019			
	8 - Learning environment to achieve excellence	More Starfall website subscription to support language arts students that need intervention	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	270
	6 - Support exemplary staff	Teacher supplies to include batteries, projector bulbs, printer ink, copy paper and other supports for supplemental instruction	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	2,000
					4000-4999: Books And Supplies	Title I	1000

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	After school tutoring/enrichment materials for LI students	August 2018	June 2019	4000-4999: Books And Supplies	Title I	4,000
Targeted Professional Development	6 - Support exemplary staff	Teachers provided Instructional Coach support in the area of ELA, including Wonders, Step Up to Writing and Intervention	August 2018	May 2019			
	6 - Support exemplary staff	Instructional Coach to attend RCOE Assessment Literacy for ELA Leaders, to then support and train site teachers	December 2018	January 2019	7000-7439: Other Outgo	Title I	150
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Collaboration (Articulation) days for grade level teams to meet and plan. Funding for substitutes to cover teachers' time out of the classroom.	August 2018	May 2019	1000-1999: Certificated Personnel Salaries	Title I	6000
					1000-1999: Certificated Personnel Salaries	LCFF-LI	500
Academic-Centered Family and Community Engagement	7 - Family engagement	TK/KinderCamp to involve parents in preparing students for TK/Kindergarten	August 2018	June 2019	4000-4999: Books And Supplies	Title I	250
	7 - Family engagement	Student agendas and homework folders to support students' organization and completion of language arts homework and promote home/school parent engagement.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	4000
	7 - Family engagement	Family Education Nights, teachers are paid additional hours to work with parents and provide materials to support at risk students' success in ELA skills.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	500
					4000-4999: Books And Supplies	Title I	250

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, all students will increase a proficiency band in Mathematics

Data Used to Form this Goal:

Moby Max and/or Expressions Assessments, CAASPP results

Findings from the Analysis of this Data:

EL, SWD and SED students are performing below expectations

How the School will Evaluate the Progress of this Goal:

School staff and SSC will evaluate progress of this goal through review of grade level assessment data throughout the year.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	Instructional coach and District staff provide model lessons and other professional development opportunities.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Provide materials TK- 5th to support CGI and Common Core Math Standards instruction in the classroom to improve at risk and EL students' comprehension of math and ability to communicate concepts	August 2018	June 2019	4000-4999: Books And Supplies	Title I	1500
					4000-4999: Books And Supplies	LCFF-EL	250
	8 - Learning environment to achieve excellence	Technology to include printers, projectors, teacher laptops, computers and Flat Panels to support instruction of Math and increase technology use and engagement for our at risk students.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	6,000
					4000-4999: Books And Supplies	LCFF-LI	2,000
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Teachers model and implement AVID including organization skills, WICOR, levels of thinking and questioning and note taking strategies.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Supplementary Common Core materials for 3-5 including special education to support our transition to Common Core Standards and increased academic achievement.	August 2018	May 2019	4000-4999: Books And Supplies	Title I	3,476.32
	3 - Comprehensive PreK-12 program	Duplo copier lease to support printing of materials	August 2018	May 2019	5000-5999: Services And Other Operating Expenditures	Title I	3270
	6 - Support exemplary staff	Additional printing of materials to support math instruction	August 2018	May 2019	4000-4999: Books And Supplies	Title I	1300
	6 - Support exemplary staff	Teacher supplies to include batteries, projector bulbs, printer ink, copy paper and other supports for supplemental instruction	August 2018	May 2019	4000-4999: Books And Supplies	Title I	3279
					4000-4999: Books And Supplies	LCFF-LI	2000
Targeted Professional Development	8 - Learning environment to achieve excellence	AVID materials- binders, lined paper, pencil pouches, folders, and other materials to support instruction	August 2018	May 2019	4000-4999: Books And Supplies	Title I	2,000
	6 - Support exemplary staff	Instructional Coach to attend RCOE Assessment Literacy for Math Leaders, to bring information to site teachers	November 2018	December 2019	7000-7439: Other Outgo	Title I	150
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Purchase the books "Number Talks", "What Does Math Have to Do with It" and other PD materials for new staff to support students in math concepts.	January 2019	June 2019	4000-4999: Books And Supplies	Title I	500
	6 - Support exemplary staff	Team collaboration (Articulation) Days- coverage for substitutes	August 2018	May 2019	1000-1999: Certificated Personnel Salaries	Title I	3265

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	7 - Family engagement	Family Education Nights where teachers work with parents of how families can support the academic success of their student's math skills. Pay for additional hours for teachers to facilitate and work with parents.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	500
	7 - Family engagement	Student agendas and homework folders to support students' organization and completion of math homework and promote home/school parent engagement.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	4500
	7 - Family engagement	TK/KinderCamp to involve parents in preparing students for TK/Kindergarten	August 2018	June 2019	4000-4999: Books And Supplies	Title I	250

Planned Improvements in Student Performance

Performance Goal 2: English Learners

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

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

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

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

SCHOOL SMART GOAL:

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

By June 2019, the number of EL students being reclassified will increase from the 2017-18 school year of 8 students to 12 students.

Data Used to Form this Goal:

ELPAC, Dashboard, CAASPP, Report Cards

Findings from the Analysis of this Data:

We increased in our number of reclassifications this year from 8 to 10 as of February 2019.

How the School will Evaluate the Progress of this Goal:

Staff and SSC will monitor EL progress through ELPAC, the CA Dashboard and CAASPP scores, report cards, as well as the district reclassification rate

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Strategic oral language development opportunities daily	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Integrated ELD instruction, based on students' English proficiency	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Designated ELD instruction 30 minutes daily	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Technology to give visual support in the classroom for ELs.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	3,300
Research-based Strategy Instruction/ Supplemental Instruction							
	8 - Learning environment to achieve excellence	Tutoring for 2nd-5th grade EL students after school to reinforce English language skills and support academics.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	4,000
	3 - Comprehensive PreK-12 program	Two Bilingual Assistants to provide primary language support for EL students. District Title I/Title III funded	August 2018	June 2019			
Targeted Professional Development	6 - Support exemplary staff	CABE for 2 staff to attend to develop skills and strategies to improve EL students' academic performance	August 2018	June 2019	None Specified	LCFF-EL	450
	6 - Support exemplary staff	Substitute Teachers for teachers to attend grade-level articulation trainings in ELPAC and ELD instruction	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	5,816
Achievement/Data Driven Structure and Support	9 - Learning organization	Staff review student data at data team collaborations in order to make instructional decisions for EL students.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	EL Facilitator provides monitoring and support for EL program requirements.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,867
Academic-Centered Family and Community Engagement	7 - Family engagement	ELAC Coordinator Stipend	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,867
	7 - Family engagement	CABE conference for 2 parents	August 2018	June 2019		LCFF-EL	450
	7 - Family engagement	Babysitting, interpreting, snacks for ELAC and other EL parent meetings	August 2018	June 2019		LCFF-EL	400
	7 - Family engagement	Latino Family Literacy Project to promote literacy at home and for our EL families- materials and snacks	August 2018	December 2018	4000-4999: Books And Supplies	LCFF-EL	100

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

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

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

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

SCHOOL SMART GOAL:

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

By June 2019, the average daily attendance will increase by 0.5%.

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

Our school counselor will teach a character education lesson to each classroom on campus.

Principal's recess monthly for students who have perfect attendance.

Morning announcements reflect Ron Clark Essential 55 & BFF Support

At both semesters we will reward students with perfect attendance.

Teachers in collaboration with PTA will participate in Red Ribbon Week to spread the message to stay away from drugs.

Data Used to Form this Goal:

Teacher Feedback, discipline referrals, School Dashboard

Findings from the Analysis of this Data:

A need to increase character education

How the School will Evaluate the Progress of this Goal:

Monthly Aeries, Attendance Reports, School Dashboard

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	5 - Develop character of students	Daily announcements and follow-up lessons in the classroom using Ron Clark Essential 55 Rules	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	District psychologist provides behavior support services including assisting with behavior plans.	August 2018	June 2019			
	5 - Develop character of students	Clubs that support connectedness and inclusiveness	August 2018	June 2019	4000-4999: Books And Supplies	Title I	250
					1000-1999: Certificated Personnel Salaries	LCFF-LI	577
Targeted Professional Development	6 - Support exemplary staff	Counselor provides counseling services for students needing additional intervention and support.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	500
	6 - Support exemplary staff	Ron Clark books, materials and printing to support staff in developing a collaborative school community.	January 2019	June 2019	4000-4999: Books And Supplies	Title I	800
Achievement/Data Driven Structure and Support	5 - Develop character of students	Bully Free Friends Club weekly for 2nd through 5th graders	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	1,500
	8 - Learning environment to achieve excellence	Student Council meets monthly for 4th and 5th graders District stipend	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Choir for students grades 3rd-5th. District provides stipend.	January 2018	June 2018			
	3 - Comprehensive PreK-12 program	100 Mile club, district provides stipend for position	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Technology and materials for 100 Mile Club to support weekly running events and activities	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	1,000
Academic-Centered Family and Community Engagement	7 - Family engagement	100 Mile Club open to students and community 3x/week prior to school to increase physical fitness and engagement	August 2018	June 2019	4000-4999: Books And Supplies	Title I	500
	7 - Family engagement	Red Ribbon Week, PTA support and events with parents	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	50
	7 - Family engagement	Snacks for meetings	August 2018	May 2019	1000-1999: Certificated Personnel Salaries	Title I	500
	7 - Family engagement	Additional hours for certificated and clerical positions to do parent involvement to support school success of At Risk students.	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	250

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

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

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.

LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

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

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

SCHOOL SMART GOAL:

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

By June 2019, all students in grades 3rd through 5th grade will have access to a computer device at least 2x/week to increase their computer literacy skills to improve CAASPP scores by 15%. K-5th will increase their use of AVID.

Data Used to Form this Goal:

CAASPP Results

Findings from the Analysis of this Data:

More technology is needed in all the classrooms, especially in grades 3rd-5th grade

How the School will Evaluate the Progress of this Goal:

Data from previous year's performance on computers that students were only exposed to 1x/week, with the classrooms that utilize technology 2-5x/week.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Instructional Computer Assistant to support use of technology to support at risk learners as well as transition to Common Core and the attainment of 21 Century skills, funding under ELA section	August 2018	June 2019			
	8 - Learning environment to achieve excellence	All students are part of a classroom that has adopted a college or university to provide the expectation that all students will graduate from high school college/career ready. All students wear their college shirts on Fridays. Each class has a flag displayed along with other powerful symbolism to support this goal.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	500
	3 - Comprehensive PreK-12 program	Daily use of technology by students and staff	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Technology to include printers, projectors, computers and flat panels to support skills needed for standardized testing and school/career skills.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	10,000
	5 - Develop character of students	Materials and technology to support assemblies, House program, college and career day	August 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI Title I	4,671 589.44
Research-based Strategy Instruction/ Supplemental Instruction							
Targeted Professional Development	6 - Support exemplary staff	Substitutes to cover for AVID training for teachers through the Paths Training District Title I funded	August 2018	June 2019			
	6 - Support exemplary staff	Teacher to attend STEP Con 18 for STEM Training, including cost of training, mileage and substitute teacher	October 2018	November 2018	1000-1999: Certificated Personnel Salaries	Title I	180
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Student data is analyzed at collaboration/data team meetings as well as during articulation days and professional development opportunities	August 2018	June 2019			
	6 - Support exemplary staff	Additional hours for AVID site leader	January 2019	June 2019	1000-1999: Certificated Personnel Salaries	Title I	250

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	8 - Learning environment to achieve excellence	College Rally to involve community and family in supporting expectation of students graduating prepared for college/career	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100
	7 - Family engagement	Parent communications such as flyers, newsletters, tele-parent, website, Twitter and Facebook	August 2018	June 2019	4000-4999: Books And Supplies	Title I	500
	7 - Family engagement	Banners and materials to support family involvement in family events such as Math, Literacy and AVID Night.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	1000
	7 - Family engagement	Banners to place in front of the school with daily attendance to encourage school attendance	August 2018	June 2019	4000-4999: Books And Supplies	Title I	200

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	20,500	0.00
LCFF-LI	15,398	0.00
Title I	184,083	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	20,500.00
LCFF-LI	15,398.00
Title I	184,083.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF-EL	850.00
1000-1999: Certificated Personnel	LCFF-EL	15,550.00
4000-4999: Books And Supplies	LCFF-EL	3,650.00
None Specified	LCFF-EL	450.00
1000-1999: Certificated Personnel	LCFF-LI	1,077.00
4000-4999: Books And Supplies	LCFF-LI	14,321.00
1000-1999: Certificated Personnel	Title I	71,760.43
2000-2999: Classified Personnel	Title I	32,337.81
4000-4999: Books And Supplies	Title I	76,144.76
5000-5999: Services And Other	Title I	3,540.00
7000-7439: Other Outgo	Title I	300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	88,387.43
2000-2999: Classified Personnel Salaries	32,337.81
4000-4999: Books And Supplies	94,115.76
5000-5999: Services And Other Operating Expenditures	3,540.00
7000-7439: Other Outgo	300.00
None Specified	450.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	141,073.24
Mathematics	34,240.32
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	20,250.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	6,427.00
High School Graduation/College Readiness	17,990.44

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

- Update technology
- Staff development in ELA, instructional strategies, mathematics, and working with English Language Learners
- Equipment, supplies and accessories to improve instruction for all students
- Release time for teachers to collaborate, plan
- Provide teachers with opportunities to attend professional conferences and workshops
- Support teachers with the transition to Common Core with supplemental materials, technology, collaboration time and observation time

* Provide character education, social skills instruction, anti-drug, gang, and bullying behaviors

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

Orrenmaa staff is committed to the Professional Learning Community model. Teachers will work in grade level teams to provide goals, analyze data on a regular basis, and plan for ongoing improvement in our instructional program.

Funding may be used to provide substitutes for teachers to visit other teacher's classrooms for peer coaching, or to visit other effective classrooms inside or outside of the district. Substitutes may also be provided for teachers to have release days for professional learning community meetings. Support staff was trained on EL strategies and skills.

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

0.50 FTE Instructional Coach: Single funded 100% Title I Site (\$60,902)

Instructional Computer Assistant: Multi-funded 65% Title I Site and 35% LCFF-LI District (TI-\$32,955 and LCFF-\$17,745)

Title	Description
Instructional Coach	The coach directly supports students and teachers through intervention planning and implementation, teacher support, and site program support in core content areas. She assists in the development and delivery of staff professional development, supports intervention to at-risk students, and coaching for teachers in instructional strategies and cognitive planning.
Instructional Computer Assistant	The computer assistant supports at-risk students using intervention computer programs and assists teachers in the use of technology, organizes technology resources, and maintains data related to the performance of students using site technology.

Objectives

Title I funding will be used to increase student achievement in core academic subjects for all students, develop goals, identify instructional and engagement strategies for improvement, analyze student data and develop appropriate interventions and cognitively plan. Principal and district personnel will monitor progress through data analysis and classroom visitations. Instructional coach will support teachers through professional development and mentoring.

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

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 with support of bilingual aides to support first instruction and language acquisition.

EL students are re-designated 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.

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.)

Two Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$7,292 & \$7,173) and (TIII-\$7,292 & \$7,173)

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

Title	Description
Bilingual Assistants	Provides primary language support for ELL students in core content areas.
English Learner Facilitator	Attends district meetings, plans professional development for teachers to support implementation of ELL program, build capacity and maintains ELL records and communications. Assists with the redesignation process. Facilitates ELAC meetings and engages families.

Objectives

To assist English Learners to meet or exceed state and district standards, at least making a year progress on State CELDT testing, by providing a high quality differentiated instructional program and interventions to assist those students at risk.

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

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

Description of District Services

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

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

The Alvord Unified School District GATE services have provisions for:

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

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

Description of Site Services

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

Parents and other community members provide useful insights about GATE students and their respective capabilities and behaviors. All classroom teachers of GATE students are in direct contact with the GATE chairperson and are directly involved in the implementation of GATE activities and differentiated instruction for their GATE students. Other resources available for use by GATE students include various supplies, materials, books, and computer software. GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during supplemental before or after school programs. 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).

Grades to be served: 3-5, all third grade students are tested.

Personnel: The District GATE representative helps to identify GATE students as well as particular strategies necessary for meeting the needs of GATE students. The respective classroom teachers of GATE students collaborate with the GATE chairperson regarding differentiated instruction and extracurricular activities.

Objectives

Our GATE students are serviced within the classroom and teachers work together as a team to support and enrich all students.

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

Orrenmaa provides Resource Specialist services to students qualifying for special education. This teacher has an instructional assistant who assists in small group instruction per IEP goals. This service is provided in both a pull-out and push-in model depending on student needs. We also offer speech and language services by the Speech and Language Specialist using a pull-out and push-in model depending on student needs. A school psychologist is on site 2 times a week to provide necessary services.

Objectives

Developing the RTI and SST process in collaboration with special education staff to ensure that referrals are made when appropriate to meet the needs of students requiring special education services.

Program Descriptions Technology Program

Intent

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

Description of District Services

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

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

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

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

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

Description of Site Program

Components of the site plans will include most of the materials generated through the goals and objectives for the District plan including, but not limited to:

- a breakdown of student performance measures: SBAC
- a description on uses of technology to improve parent access to teachers,
- a staff development component,
- number of student computers and presentation stations in classrooms,
- an inventory of computers, peripherals, and software
- a description of software resources used,
- a description of internal staffing for technical support and technology training,
- funding sources used to purchase and support technology, and
- schedules for evaluation, monitoring, and revisions of site level plans.

Objectives

1. Make tablets, Chromebooks and laptops more accessible to students by purchasing enough technology for classrooms for grades 3rd-5th.
2. Integrate the use of technology throughout the curriculum to improve instruction by the use of SMART boards or Flat panels in every class and training.
3. Ensure that teachers have the knowledge, skills, and disposition to use technology to facilitate project based learning.
4. Ensure that every classroom in grades K-2nd has four student computers for small group and/or intervention.

**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

In order to provide a safe and orderly environment and to ensure that students are able to focus on learning, high standards have been developed with input from staff and parents, and are enforced by all members of the school community. The school has gates that are locked during school hours to protect our students.

The standards in all areas of school rules will be enforced consistently by all school personnel and students will follow the directions of all responsible adults. The implementation of Peaceful Playgrounds in 2013-14 reduced discipline issues on the playground and provided additional activities for students to be engaged during recess times. Orrenmaa has an after school club for 2nd through 5th graders called the Bully Free Friends Club which promotes education about bullying and alternative behaviors. The club promotes positive behavior during announcements and school sponsored events. The staff recognizes positive behavior with caught being good coupons that are rewarded monthly at assemblies. Consequences and disciplinary action will be taken if the rules are broken. For serious violations, students may be suspended or expelled from school according to state regulations.

The principal shall suspend and recommend expulsion for the following: possessing a firearm, brandishing a knife at another person, or selling a controlled substance. The principal shall recommend expulsion for the following: causing serious physical injury, except in self-defense, possession of a knife or other dangerous object, possession of a controlled substance, or robbery of extortion; unless expulsion is deemed inappropriate.

UNIVERSAL BEHAVIOR EXPECTATIONS

We have adopted behavioral expectations of honesty, kindness, respect, and responsibility. This year we have started to implement Positive Behavioral Intervention and Supports (PBIS) and the Ron Clark 55 Essentials to address behavior and encourage a collaborative culture. Our motto: Orrenmaa Owls Are WISE (W-We are respectful, I- I make good choices, S- Safety first, E- Everyone is responsible)

VISITORS ON CAMPUS

Every visitor must check into the office using the Raptor system and must be wearing a visitor's badge during school hours when they are on campus for any reason, not limited to but including:

1. A pre-scheduled meeting with a teacher or other staff member
2. Volunteering in the classroom (including Watch Dogs)
3. To work on a P.T.A. event
4. School events involving students

Objectives

The objective of our school safety program is to ensure that all students and staff are safe on campus and behave in a manner that is conducive to learning.

To maintain the current programs, add to the playground and encourage interaction and inclusion of all 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

We continued our PELI/ATP team for parent involvement.

Objectives

- 1) Increase communication between parents and school
- 2) Raise awareness of SPSA goals with families, students and staff
- 3) Raise awareness of attendance and the impact on school success
- 4) Increase understanding of roles of staff and parents as well as programs available
- 5) Increase understanding of EL requirements to be re-designated
- 6) Increase programs to involve EL parents

<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 \$15,398.

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 \$20,500.

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 \$184,083. There is a carryover of 0 for a total allocation of 184,083

*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)

ORRENMAA 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.

Orrenmaa Elementary School agrees to implement the following statutory requirements:

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

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

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

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

1. Orrenmaa Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa 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. Orrenmaa Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding, as long as these services relate to parental involvement:
- 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. Orrenmaa 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. Orrenmaa Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents will be notified of these descriptors and standards during the following meetings/events:
- Back to School Night/Kinder and First Grade Orientations
 - Parent-Teacher Conferences
 - Annual Title I Meeting
 - Family Education Nights

- Parent Council Meetings (SSC, ELAC)
- Orrenmaa Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Parent Council Meetings (SSC, ELAC)
 - Parent Teacher Association Meetings
- Orrenmaa Elementary School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
 - 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
- Orrenmaa Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
 - 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. Orrenmaa Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - 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 ORRENMAA ELEMENTARY on July 26, 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, 2017. It will be made available to the local community on or before September 1, 2017. Orrenmaa's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

ESUELA PRIMARIA ORRENMAA

Política de Participación Escolar de Padres

PARTE I. EXPECTATIVAS GENERALES

La meta del programa de participación de padres es fortalecer a los padres de familia para que en cooperación y totalmente como socios trabajen en cooperación hacia la misión de asegurar que cada alumno domine o exceda los estándares académicos del estado, al mismo tiempo que desarrollan habilidades académicas y existenciales.

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

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

La participación de los padres significa su colaboración para una comunicación mutua y significativa que implique el aprendizaje académico del alumno y otras actividades escolares incluyendo el asegurar que:

- (A) *Los padres tengan una función integral ayudando al aprendizaje de sus hijos;*
- (B) *Los padres sean motivados a participar activamente en la educación de sus hijos en la escuela.*
- (C) *Los padres sean totalmente socios en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités conejeros para ayudar en la educación de sus hijos.*
- (D) *Se cumpla con otras actividades, tales como aquellas descritas en el Artículo 118 del ESEA.*

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS POR LA POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES

1. La Escuela Primaria Orrenmaa tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo el Artículo 1118 (b) de ESEA:
 - *Los padres proveerán información y recomendaciones para la política durante las juntas del Comité Consejero para Alumnos Aprendiendo Inglés (ELAC) y Concilio Escolar (SSC)*
 - *El Equipo de Liderazgo se reunirá para revisar la información de los padres y proporcionar recomendaciones.*
 - *El Concilio Escolar revisará toda la información y aprobará la política.*
 - *Se hará una traducción de la política revisada y se distribuirá a los padres.*
 - *La política se compartirá y explicará durante la junta anual de Título I.*
2. La Escuela Primaria Orrenmaa tomará las siguientes acciones para distribuir la Política de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:
 - *Los padres recibirán copia de la política durante la inscripción.*
 - *La política será revisada durante la Junta Anual de Título I y La Noche de Regreso a Clases.*
 - *La oficina escolar tendrá disponibles copias de la política.*
3. La Escuela Primaria Orrenmaa periódicamente actualizará la Política Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
 - *La política será revisada anualmente por ELAC, SSC y por el Equipo de Liderazgo.*
 - *Una pauta para revisiones adicionales de la política serán las inquietudes relacionadas con logros académicos, preocupaciones de los padres, asuntos de seguridad y participación de padres.*
4. La Escuela Primaria Orrenmaa organizará una reunión anual para informar a los padres de lo siguiente:
 - *Que la escuela de su hijo/a participa en el Título I,*
 - *Acerca de los requisitos para el Título I,*
 - *De su derecho a participar,*
 - *Acerca de la participación de su escuela en Título I:*
 - *Los padres serán notificados durante dos semanas consecutivas previas a dichas juntas.*
 - *Las juntas se realizarán en combinación junto con otros eventos escolares para motivar la asistencia.*

5. La Escuela Primaria Orrenmaa tendrá un número flexible de juntas en horarios variables y proveerá cuidado para niños pagado con los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
 - *Al final del año escolar, se distribuirá una encuesta para identificar y planear eventos especiales para el próximo año escolar.*
 - *Las juntas serán programadas en la tarde y/o mañana.*
6. La Escuela Primaria Orrenmaa proporcionará oportunamente información sobre programas del Título I a los padres de niños participantes:
 - *Los padres recibirán información previa del evento durante dos semanas consecutivas relacionada con las noches familiares educativas.*
 - *Los padres recibirán aviso acerca de las juntas de ELAC y SSC por lo menos dos semanas antes del evento.*
 - *La agenda de SSC será expuesta en inglés y español por lo menos 72 horas antes de la fecha de la junta.*
 - *Se informará a los padres oportunamente acerca de las conferencias de padres y maestros, Noche de Regreso a Clases, Noche de Exhibición Escolar y otros eventos.*
 - *Se notificará a los padres oportunamente acerca de los resultados del examen anual del estado.*
7. La Escuela Primaria Orrenmaa proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del alumno y los niveles de habilidad que se espera que alcancen. Los padres serán notificados de lo anterior y de los estándares durante las siguientes juntas/eventos:
 - *Noche de Regreso a Clases/Orientación para Kinder y Primer Grado.*
 - *Conferencias de Padres y Maestros.*
 - *Noches Educativas Familiares.*
 - *Juntas de Concilio para Padres (SSC, ELAC).*
8. En caso de que los padres de los niños participantes lo soliciten, la Escuela Primaria Orrenmaa les proporcionará oportunidades para juntas regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible.
 - *Juntas de Concilio para Padres (SSC, ELAC).*
 - *Juntas de la Asociación de Padres y Maestros.*
9. La Escuela Primaria Orrenmaa presentará al distrito cualquier comentario de los padres si el plan escolar bajo el Artículo (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
 - *Todos los comentarios de descontento de los padres relacionados al contenido del plan escolar, serán dirigidos a la Oficina de Proyectos Especiales y Responsabilidad y al Superintendente.*

- *Se harán todos los esfuerzos para revisar el plan para tomar en consideración las preocupaciones de los padres descontentos.*

10. La Escuela Primaria Orrenmaa tomará las siguientes acciones para proveer acceso y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con alumnos migratorios:

- *En caso de que estén disponibles se proporcionarán los servicios de traductores para los eventos escolares incluyendo las noches familiares de educación, conferencias de padres y juntas de ELAC.*

PORTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE EL ALUMNO TENGA ALTOS LOGROS ACADÉMICOS

1. La Escuela Primaria Orrenmaa construirá la capacidad de la escuela y de los padres para una sólida participación familiar, para asegurar la colaboración eficaz de padres y para apoyar la cooperación entre la escuela implicada, padres y a la comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación.

- *Noches Educativas Familiares tales como:*
 - *Noches de Lectura/Artes de Lenguaje*
 - *Noches de Matemáticas*
 - *Noches de Ciencias/Matemáticas*
- *Noches de Diversión Familiar tales como:*
 - *Noches de Película*
 - *Festival de Otoño*
 - *Festival de Primavera*
- *Capacitación en las Juntas de Concilio para Padres (ELAC/SSC)*
- *Participación en la Asociación de Padres y Maestros (PTA)*

2. La escuela incorporará el Acuerdo Escuela-Padres como componente de su Política de Participación Escolar de Padres.

- *Los padres proporcionarán opiniones durante la revisión del Acuerdo Escuela-Padres durante las juntas del concilio (ELAC)*
- *El Equipo de Liderazgo escolar proporcionará información en la revisión del acuerdo*
- *El Concilio Escolar aprobará las revisiones hechas al acuerdo*
- *El Acuerdo Escuela-Padres será presentado durante la junta anual de Título I*
- *El Acuerdo Escuela-Padres será compartido en la Noche de Regreso a Clases y/o conferencias de padres durante el primer trimestre escolar*
- *El Acuerdo Escuela-Padres será firmado por el alumno, padre y maestro y se proporcionará copia al padre y al maestro*
- *El acuerdo será incluido en el manual escolar con copias adicionales disponibles en la oficina escolar*

3. Con la ayuda del distrito, la escuela proveerá asistencia a los padres de los niños atendidos por la escuela para que entiendan temas tales como los siguientes, responsabilizándose de las acciones descritas en este párrafo --
 - ❖ Los Estándares Básicos Comunes del Estado de California
 - ❖ Las evaluaciones estatales y locales incluyendo las evaluaciones alternativas
 - ❖ Los requisitos de Título I
 - ❖ Cómo monitorear el progreso de sus hijos
 - ❖ Cómo trabajar con personal docente tales como:
 - *Presentaciones en la Noche de Regreso a Clases*
 - *Conferencias de Padres*
 - *Junta Anual de Título I*
 - *Noches Educativas Familiares*
 - *Capacitación en Concilio de Padres*
4. Con ayuda del distrito, la escuela proveerá materiales y capacitación para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: lectoescritura y el uso de tecnología según sea apropiado para fomentar la participación escolar de los padres con:
 - *Capacitación en los Estándares Básicos Comunes del Estado de California*
 - *Noches de Educación Familiar*
 - *Intervención y apoyo para conducta positiva*
5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en cómo llegar a, comunicarse y trabajar junto con los padres como socios igualitarios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, por medio de:
 - *Capacitación en Desarrollo Profesional relacionado con la participación y sociedad para empleados y personal docente*
 - *Intervención y apoyo para conducta positiva*
6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación de padres en programas y actividades con *Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program*, escuelas preescolares públicas y otros programas y conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen más profundamente en la educación de sus hijos con:
 - *La Academia de TK/Kindergarten en junio para los padres y niños de nuevo ingreso*

7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en un formato uniforme y que se entienda, incluyendo formatos alternativos en caso de que sean solicitados y cuando se pueda, en el idioma que los padres puedan entender:

- *Todos los avisos de eventos, serán enviados a casa en inglés y español.*
- *Los eventos importantes también se proporcionarán por medio del Sistema de Llamadas Automatizado en inglés y español*
- *Los anuncios serán desplegados en la marquesina escolar*
- *La Agendas del Concilio Escolar serán exhibidas en inglés y español en la oficina escolar*
- *Se proporcionarán múltiples avisos en inglés y español para eventos importantes*
- *Los eventos futuros serán anunciados verbalmente para alumnos y padres durante los avisos matutinos*
- *Se motivará a los alumnos para que les recuerden a sus padres de eventos futuros*
- *Los maestros proporcionarán invitaciones en inglés y español para las conferencias de padres y maestros*

* * * * *

PARTE IV. ADOPCIÓN

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

Esta Política fue adoptada por la ESCUELA PRIMARIA ORRENMAA el 26 de julio del 2017 y estará en efecto durante el año escolar 2017-2019. La escuela distribuirá ésta Política a todos los padres de niños que participan en Título I y Parte A, el 31 de agosto del 2018 o antes. Estará disponible para la comunidad local el 1 de septiembre del 2018 o antes. La Escuela Primaria Orrenmaa hará la notificación de la Política en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres hablen.



Alvord Unified School District Orrenmaa
ELEMENTARY SCHOOL TITLE
1 SCHOOL COMPACT
2018-2019



PARENT RESPONSIBILITIES

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

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

STUDENT RESPONSIBILITIES

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

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

STAFF RESPONSIBILITIES

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

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

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Teacher Signature _____ Date _____



Alvord Unified School District
ESCUELA PRIMARIA Orrenmaa
CONTRATO DE ESCUELA TITULO 1
2018-2019

RESPONSABILIDADES DE LOS PADRES

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

- Proveer un lugar tranquilo para estudiar y asignar una hora especifica para hacer la tarea. El area de estudio debe estar bien alumbrada y estar bien equipada con los materiales necesarios como: lapices, plumas, papel, diccionario, tijeras, regia, colores, resistol, diccionario de referencias, etc.
- Asistir a su hijo(a) cuando sea necesario; Asegurarse que el niiiio(a) entendio y completo su tarea; Firmar y regresar todos los papeles que requieran firma del padre/guardian.
- Leere diariamente por 20 minutos con mi hijo/a para asegurar su practica diaria en la lectura
- Fomentar actitudes positivas hacia la escuela; Tratar a otros estudiantes, padres, otros adultos y al personal con respeto.
- Cumplir con las polizas de vestuario, disciplina y asistencia escolar y del distrito.
- Hablar con mi hijo/a sobre la importancia de la asistencia escolar y de los estandares de aprendizaje; Asegurarse que mi hijo/a asista puntualmente a clases diariamente y que este preparado para un dfa completo de aprendizaje
- Tendre conocimiento a los estandares basicos comunes del Estado de CA y las expectativas de los niveles de grado; Mantendre la comunicacion con los maestros o administradores escolares segun sea necesario.
- Asistire a las Conferencias para Padres, Noche de Regreso a la Escuela, y Noche de Exhibicion Escolar; Preslar servicios voluntaries en el salon de clases, asistir a los talleres para padres, y/o participar en PTA, ELAC y SSC cuando sea posible.
- Hare arreglos con cuando menos de 24 horas con el maestro/a o con la directora para visitar el salon y observar a mi niiiio/a si asr lo deseo..

RESPONSABILIDADES DEL ESTUDIANTE

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

- Participare activamente en clase y buscare ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salon de clases puntualmente y con mi mejor esfuerzo; ☐ Llevar a casa todo lo necesario para completar las asignaciones.
- Estare seguro de entregar la informacion escolar a papa o mama y regresarla a tiempo.
- Leer todas las noches.
- Demostrar respeto a todos los adultos en la escuela; Seguire todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros asicomo las diferencias culturales, raciales, ethnicas y religiosas.
- Cumplir con el reglamento de vestuario.
- Sere responsable de mi propia conducta y obedecere todas las reglas de la escuela, salon y campo de recreo, incluyendo respetar a todos los adultos.
- Asistire a la escuela puntualmente todos los dias..
- Conicere los estandares basicos comunes del Estado de CA de nivel de grado que debo aprender y tartar lo mejor que pueda de lograr los estandares.
- No usare drogas, alcohol, tabaco y no usare ningun tipo de agresi6n o violencia incluyendo la visual, verbal o electr6nica.

RESPONSABILIDADES DE LOS MAESTROS

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

- Proveere un curriculo e instruccion de alta calidad.
- Mantenere altas expectativas y formare relaciones afectuosas y genuinas con los estudiantes.
- Enseiiare todos los estandares basicos comunes del Estado de CA a nivel de grado y le proveere su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el apredizaje y el logro de los estandares basicos comunes del Estado de CA de nivel de grado.
- Proveere tarea que refleje y reinforze los conceptos enseiiados en el salon de clase; Asegurarse que las asignaciones no excedan los limites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendre la comunicaci6n regularmente con los padres y los estudiantes tocante al progreso del estudiante en la clase; Dar informacion correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Tratar de saber cuales son las necesidades individuales de cada estudiante y diferenciar la instruccion cuando sea necesario
- Proveere un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Tratar a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, ethnicas y religiosas.
- Tendre una conferencia anual con los padres (minimo una) en la que este contrato y ellogro academico se repasara.
- . Proveer a los padres oportunidades para observar en el salon de su hijo/a silo solicitan.

Firma del Padre/Guardian
Revised Jan

Fecha

Firma del Estudiante

Fecha

Firma del Maestro/a

Fecha

**Orrenmaa Elementary School
School Site Council Agenda
February 20, 2019
Meeting Location: Room 8 Time: 3:15 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 meeting Minutes from January 23, 2019
2. Approve Categorical Expenditures for TI, LCFF-LI, and LCFF-EL
3. Approve 2018-2019 Title I, Part A Reservations, Required
 - Parent Involvement (1%) \$ 55,339
 - Transportation: NCLB Program Improvement School Transfers \$ 65,000
 - Homeless Services \$ 12,128
4. Approve 2018-2019 Title I, Part A Reservations, Allowable
 - Centralized Staffing \$ 1,745,581
(ELTs, District Instructional Specialists, BIAs)
 - Summer Extended Learning Opportunities \$ 320,000
5. Approve participation in a Title I School Wide Program
6. Approve site categorical budgets for 2018-19
7. Approve the 2018-19 Single Plan for Student Achievement
8. Approve School Safety Plan for 2018-2019

III. Discussion/Information

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

Escuela Orrenmaa Elementary
Agenda del Concilio Escolar
20 de febrero del 2019
Lugar: Salon 8 Horario: 3:15

I. Procedimientos de introducción

1. Llamar al orden
2. Establecer el quórum
3. Saludo a la Bandera
4. Bienvenida y Presentar a los partícipes

II. Asuntos de Acción

1. Aprobar la Minuta de la reunión del 23 de enero del 2019
2. Aprobar los gastos categóricos de TI, LCFF-LI, and LCFF-EL
3. Aprobar 2018-2019 Título I, Reservación Parte A, Requerido
 - Participación de Padres (1%) = \$55,339
 - Transportación escolar para transferencias por el programa de Mejoramiento Escolar NCLB \$65,000
 - Servicios para alumnos sin hogar
4. Aprobar 2018-19 Título I, Reservación Parte A, Permitido
 - Personal centralizado \$1,745,581
 - Oportunidades de ampliación de aprendizaje en verano \$320,000
5. Aprobar la participación en el Programa Escolar Título I
6. Aprobar los presupuestos categóricos del plantel para el 2018-2019
7. Aprobar el Plan Singular para los Logros Estudiantiles del 2018-19
8. Aprobar del Plan Integral de Seguridad Escolar para el 2018-2019

III. Diálogo/Información

1. Reporte de los presupuestos
2. Tema de Capacitación: Ver el SPSA para los artículos a aprobar
3. Plan Singular Para Logros Estudiantiles (SPSA)
 - Repasar/analizar los datos del rendimiento
 - Terminar la evaluación de la eficacia de las acciones del SPSA del año anterior
 - Comenzar a repasar y actualizar las metas/acciones del SPSA
 - Documentar las opiniones de los miembros del SSC
4. Reportes de Comités de Padres
 - Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
 - Equipos de Acción Para Las Asociaciones Escolares
 - Comité Consejero De Padres (PAC) [Comité del Distrito]
5. Reporte de Programas
 - Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
 - Oportunidades Para La Participación De Padres y Familias
 - Intervenciones
6. Reporte del Director/a

IV. Sesión de Audiencia/Comentarios Públicos

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

V. Clausura

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión SSC se ha programado para el 20 de marzo del 2019

Clausura: Asunto de Acción

**Orrenmaa Elementary School
School Site Council Minutes
February 20, 2019
Meeting Location: Room 8 Time: 3:15 PM**

I. Introductory Procedure

1. Call to Order @ 3:17pm
2. Establishment of Quorum V. Beckstrom, Q. Hickman, D. Devlin, M. Morales, K. Lopez, M. Putnam-Lydon, Marlene Lopez participated by phone
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve meeting Minutes from January 23, 2019 Motion: Q. Hickman, Second: M. Morales (6,0,0)
2. Approve Categorical Expenditures for TI, LCFF-LI, and LCFF-EL
 - a. Motion: M. Putnam-Lydon, Second: Q. Hickman (6,0,0)
3. Approve 2018-2019 Title I, Part A Reservations, Required: Motion to approve District notification of the expenditures for the following items: M. Putnam-Lydon, Second: M. Morales (4,2,0)
 - Parent Involvement (1%) \$ 55,339
 - Transportation: NCLB Program Improvement School Transfers \$ 65,000
 - i. Members of the Council have concerns regarding the payment of transfers for students within the Orrenmaa boundary. In addition, the Council has concerns regarding the use of "NCLB Program" due to the program ending several years ago. The Council suggests a revision/update.
 - Homeless Services \$ 12,128
4. Approve 2018-2019 Title I, Part A Reservations, Allowable Motion: Q. Hickman, Second: D. Devlin (6,0,0)
 - Centralized Staffing \$ 1,745,581
(ELTs, District Instructional Specialists, BIAs)
 - Summer Extended Learning Opportunities \$ 320,000
5. Approve participation in a Title I School Wide Program Motion: Q. Hickman, Second: D. Devlin (6,0,0)
6. Approve site categorical budgets for 2018-19 Motion: Q. Hickman, Second: M. Morales (6,0,0)
7. Approve the 2018-19 Single Plan for Student Achievement Principal Lopez proposed to review SPSSA at an Emergency SSC meeting, Wednesday February 27, 2019.
8. Approve School Safety Plan for 2018-2019 Motion: K. Lopez, Second: M. Putnam-Lydon (6,0,0)

III. Discussion/Information

1. Budget Reports by Funding Source

- a. *Mr. Fanning reviewed all the budget reports & current monies available to the Council.*
2. Training Topics: See SPSA approval items
 - a. *Mr. Fanning reviewed the trainings available for the remainder of the year.*
3. Single Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Finish evaluating effectiveness of last year's SPSA actions
 - Begin reviewing and updating SPSA goals/actions
 - Document Input from SSC members
 - i. *The aforementioned items will be discussed at the emergency meeting on 2/25/19.*
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC) *Meeting was unable to approve items due to lack of quorum. DELAC rep was present & she shared about the information presented at the DELAC meeting. Topic of reclassification was discussed again, as well as the topic of the school-wide intervention.*
 - Action Team for Partnership (ATP):
 - *Next ATP event is the Literacy Event "Welcome to Seussville" which will be held on 2/28/18 @6pm. There will be literacy activities, reading centers, treats and raffles to celebrate Literacy & Dr. Seuss.*
 - District Parent Advisory Committee (PAC)
 - *Q. Hickman reported on the PAC meeting, in which the topic of technology & the direction the District is heading was discussed. There were samples of chrome books for the representatives to review.*
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers): *Teachers will be attending AVID trainings and grade level articulation days will continue.*
 - Parent and Family Involvement Opportunities: *Dr. Seuss Night on 2/28/19, Family Friday & Literacy on the Lawn on 3/8/19.*
 - Interventions: *Intervention is going well, it will continue through ELPAC and end on 3/22/19.*
6. Principal's Report: *Would like to be have all ELPAC testing completed by spring break.*

IV. Hearing Session/Public Comments

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

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for February 25, 2019
3. Adjournment: Action Item **@ 4:47pm**

Orrenmaa Elementary School

School Site Council

2/20/19

Sign In Sheet

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Marlene Lopez	<i>Participated by phone</i>	Principal	
Jennifer Wholley		Teacher	
Valerie Beckstrom	<i>Valerie B</i>	Teacher	
Deserae Devlin	<i>Deserae Devlin</i>	Teacher	
Michelle Morales	<i>Michelle Morales</i>	Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Quinn Hickman	<i>Quinn Hickman</i>	Parent/Community Member	
Mary Putnam-Lydon	<i>Mary Putnam-Lydon</i>	Parent/Community Member	
Karla Lopez	<i>Karla Lopez</i>	Parent/Community Member	
		Parent/Community Member	
		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Jeff Fanning			
<i>Clara Betancur</i>	<i>Clara Betancur</i>	<i>Interpreter</i>	

Mary Putnam-Lydon

soccapres@aol.com

Karla Lopez

Karalopez2716@gmail.com

Quinn Hickman

scoopmbr59@Aol.com

**Orrenmaa Elementary School
School Site Council Agenda
Emergency School Site Council Meeting
February 27, 2019
Meeting Location: Office Time: 8:30 AM**

I. Introductory Procedure

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

II. Action Items

1. Approve Single Plan for Student Achievement

III. Discussion/Information

1. None

IV. Hearing Session/Public Comments

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

V. Adjournment

1. The next SSC meeting is scheduled for March 20, 2019
2. Adjournment: Action Item

**Orrenmaa Elementary School
School Site Council Agenda
Emergency School Site Council Meeting
February 27, 2019
Meeting Location: Office Time: 8:30 AM**

I. Introductory Procedure

1. Call to Order@8:40am
2. Establishment of Quorum (*D. Devlin, V. Beckstrom, J. Wholley, M.Morales, Q. Hickman, N. Serrano-via telephone*)
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve Single Plan for Student Achievement *Mrs. Lopez emailed the SPSA to all members prior to meeting, which allowed one member to be present by phone. Motion: N. Serrano Second: Q. Hickman*

III. Discussion/Information

1. None

IV. Hearing Session/Public Comments


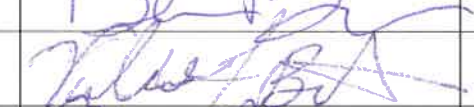

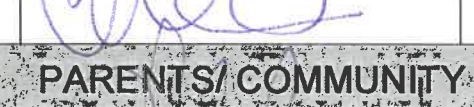
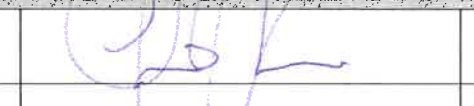
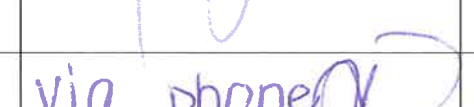
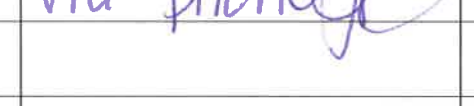
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V. Adjournment

1. The next SSC meeting is scheduled for March 20, 2019
2. Adjournment: Action Item *Motion: J. Wholley Second: D. Devlin @ 8:42 am*

Orrenmaa Elementary School

School Site Council Elementary Sign-In Sheet 2/27/19

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Marlene Lopez		Principal	
Deserae Devlin		Classroom Teacher	Vice-Chairperson
Valerie Beckstrom		Classroom Teacher	Chairperson
Jennifer Wholley		Classroom Teacher	
Michelle Morales		Other Staff	Secretary
PARENTS/ COMMUNITY MEMBERS			
Quinn Hickman		Parent/Community Member	PAC Representative
Mary Putnam-Lydon		Parent/Community Member	
Norma Serrano	via phone 	Parent/Community Member	
Karla Lopez		Parent/Community Member	
Sam Kazmouz		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title

Alvord Unified School District
Orrenmaa Elementary School
English Learners Advisory Committee

AGENDA

Date: February 5, 2019 Time: 9:00 AM-10:00 AM

I Introductory Procedures

1. **Call to Order Mrs. Hernandez**
2. **Welcome/Sign-in Mrs. Hernandez**
3. **Pledge of Allegiance Mrs. Hernandez**

II. Action Items

1. Agenda

- a. Approval of Minutes of Meeting from January 8, 2019 *
Amendment to the minutes? _____
Motion made by _____ Second by _____
- b. Election of New ELAC members (monthly) - EL4a *
Name(s) _____

Motion made by _____ Second by _____
- c. Election of DELAC representative – EL4.2 *
Nominees _____
Motion made by _____ Second by _____
DELAC rep _____ All nominees, shared position _____

III. Discussion/Information

1. Training: Needs Assessment for EL programs – **Reclassification-Mrs. Hernandez**
2. Attendance- **Mrs. Morales**
3. Principal’s Report- **Mrs. Lopez**
 - ❖ EL Budget
 - ❖ SSC
 - ❖ Single Plan for Student Achievement
 - ❖ Parent Involvement
 - ❖ Update on events and Professional Development Plan

IV. Hearing Session

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

V. Adjournment

1. Next Meeting: (March 5, 9:00 AM Orrenmaa Elementary School)
2. Adjournment
 - a. Motion Second:
 - b. Time:

Alvord Unified School District
Orrenmaa Elementary School
English Learners Advisory Committee

Minutes

Date: February 5, 2019 Time: 9:00 AM-10:00 AM

I Introductory Procedures

1. Call to Order **Mrs. Hernandez**
2. Welcome/Sign-in **Mrs. Hernandez**
3. Pledge of Allegiance **Mrs. Hernandez**

II. Action Items

1. Agenda

- a. Approval of Minutes of Meeting from January 8, 2019 ***Unable to approve minutes due to lack of quorum.**
Amendment to the minutes? _____
Motion made by _____ Second by _____
- b. Election of New ELAC members (monthly) - EL4a *
Name(s) _____

Motion made by _____ Second by _____
- c. Election of DELAC representative – EL4.2 *
Nominees _____
Motion made by _____ Second by _____
DELAC rep _____ All nominees, shared position _____
- a. **Principal from La Granada was presenting. Shared his Parent Engagement activities, over 50% of the school are EL students. Discussed the goal for reclassification. They offer tutoring for 3-5 three times a week for one hour.**

III. Discussion/Information

1. Training: Needs Assessment for EL programs – **Reclassification-Mrs. Hernandez**
 - a. **Reviewed all of the requirements needed for reclassification.**
2. Attendance- **Mrs. Morales**
 - a.
3. Principal's Report- **Mrs. Lopez**
 - ❖ EL Budget
 - Principal Lopez reviewed the budget. She has put in requests for curriculum but it has been denied & therefore she will be asking for technology for EL students.
 - ❖ SSC
 - Will meet later this month to finalize the budgets & expenditures. Thus far, the council has agreed to spend money on parent engagement and technology.
 - ❖ Single Plan for Student Achievement
 - Will be finalized in SSC and will be reviewed in the March ELAC meeting.
 - ❖ Parent Involvement
 - This week we have Coffee with the Principal, Family Friday and Lunch on the Lawn.
 - February 28th we will have our Dr. Seuss Literacy Event
 - ❖ Update on events and Professional Development Plan

IV. Hearing Session

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

V. Adjournment

1. Next Meeting: (March 5, 9:00 AM Orrenmaa Elementary School)
2. Adjournment
 - a. Motion Second:
 - b. Time: **10:15am**

ELAC Sign-In Sheet Date:

2/5/19

[illegible]

Orrenmaa Elementary Principal Update to ELAC

February 5, 2019

January Highlights

1/11 Family Friday and Literacy on the Lawn for 4th & 5th Grade was a success!

1/14 We reclassified 10 EL Students! 9 out of 10 families came to the event.

1/16 The Multicultural Festival was well attended, especially for a rainy night.

1/24 We had our Spelling Bee- congratulations to Razl Pangandoyon and Emar Celis, who will be competing at the district level this Wednesday.

1/25 Orrenmaa had its first Talent Show. The students did a great job! Thank you Destinee and PTA for making it happen!

1/29-30 Three more teachers were trained at AVID Paths that was held at Stokoe! Mrs. Dhouti, Ms. Beckstrom and Mr. Davis attended.

1/31 Orrenmaa Science Fair was open to the public. Winners were: 1st Place: Makayla Sanchez, 2nd Place: Danielle Navarro Slape, 3rd Place: Emar Celis

2/1 We recognized a whole bunch of Honor Roll students at our SOTM Assembly! This is the first time the district has done recognized students.

Upcoming Events

February

2/5 at 9:00 AM ELAC Meeting

2/6 at 9:00 AM Coffee with the Principal

2/6 6:00 PM Spelling Bee at La Sierra HS

2/7 BFF/BFF Jr

2/8 Family Friday, 5th Gr goes to see Tarzan Performance, 2nd/3rd Gr Literacy on the Lawn (12:05 -12:40 PM)

2/11-18 Presidents' Week Off! ☺

2/19 Grade Level Collaboration

2/20 Fire Drill

2/20 SSC Meeting

2/20 AUSD Science Fair at La Sierra HS

2/21 2nd Grade ELA/CGI Articulation

2/21 BFF/BFF Jr.

2/21 Board Meeting

2/22 PTA Glow Event

2/23 7:00 AM Spirit Run at Norte Vista High School

2/26 College Rally

2/26 Staff Professional Development

2/28 Spirit Day: Nerd Day

2/28 SOTM & Principal's Recess

2/28 Dr. Seuss Night

March

3/1 Read Across America Fieldtrip to Hillcrest