



2018-2019
School Plan for Student Achievement (SPSA)



Promenade Elementary School

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

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

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		CDS Code:	33-66977-6107304

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

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

* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
☒ English Learner Advisory Committee: 12/4/18, 2/5/19
☒ Leadership Team/Department Advisory Committee: 11/26/18, 1/28/19
☒ Other committees established by the school (LIST): All Teacher Meeting 11/6/2018, 12/4/2018
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 25, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Francisco J. Gonzalez		2/25/19
SSC Chairperson: Sandi Blaylock		2/25/19

School Profile (Elementary Schools)

Purpose

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

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	0 (0.0%)	1 (0.1%)	3 (0.5%)
Asian	50 (7.1%)	60 (8.6%)	62 (9.3%)
Pacific Islander	10 (1.4%)	6 (0.9%)	7 (1.0%)
Filipino	28 (3.9%)	26 (3.7%)	25 (3.7%)
Hispanic or Latino	377 (53.2%)	369 (52.9%)	346 (51.8%)
African American	65 (9.2%)	72 (10.3%)	63 (9.4%)
White (not Hispanic)	145 (20.4%)	135 (19.3%)	128 (19.2%)
Multiple or No Response	34 (4.8%)	29 (4.2%)	34 (5.1%)
English Learners (EL)	144 (21.8%%)	143 (22.3%%)	136 (20.4%)
Socio-Economically Disadvantaged (SED)	343 (52.6%)	406 (58.1%)	396 (59.3%)
Students with Disabilities	41 (6.2%)	73 (10.5%)	80 (12.0%)
Total Enrollment	709	698	668

Datasource

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

Alvord Unified School District is located in Southern California's rapidly growing Inland Empire. Covering roughly 30 square miles, the District serves the western portion of the City of Riverside and a small portion of eastern Corona. Serving over 18,000 students creates a welcomed challenge for the exceptional individuals that are a part of the staff at Alvord. The District employs more than 825 teachers and other certificated personnel, and approximately 800 classified and non-teaching support staff.

Promenade Elementary School was originally built as a neighborhood walking school in 1988-1989 and as of August 2007, after many years of bussing and overcrowding, our boundaries were shifted to eliminate bussing and to once again create a smaller neighborhood school. This became possible because of the opening of two new elementary schools nearby. This change in boundaries cut our staff and student body to almost half the size. At the same time we changed from being on a year-round multi-track schedule to a single track traditional schedule. Our boundaries no longer include parts of Riverside. We are now wholly located in the northeastern section of Corona, just one block from a major street artery and the same distance between numerous businesses. The school is surrounded on three sides by housing developments, but sits in a natural hollow that offers some seclusion. The surrounding community has both housing and commercial developments. Within those housing developments are single and multi-family dwellings. Occupants are representative of all income levels and diverse ethnic backgrounds. Promenade school is comprised of numerous ethnic groups & at least 11 different foreign languages. Due to "School of Choice" and inter/intra- district transfers, we do have students who come to Promenade from outside of the immediate neighborhood as well.

We have established positive relationships with the Corona Fire Department and the Corona Police Department. In addition, through our community outreach, we are able to utilize award programs from the surrounding restaurants and businesses to recognize our students' accomplishments.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	112	119	136	121	115
1	110	105	108	113	103
2	112	114	110	111	116
3	94	110	123	108	104
4	116	92	119	125	110
5	100	122	113	120	120

Facilities and Technology

The school facilities are comprised of 34 classroom spaces, one resource classroom, four small office/group rooms (speech, psychologist, youth service center counseling), one library, one computer lab (40 student computer stations), one book room (leveled student readers), one main office (administration, health office, teacher workroom and lounge) and one multi-purpose room with attached kitchen and storage area.

Promenade is a split-level campus; the student playground (1st – 5th grade) is located on the lower portion of the campus; the transitional kindergarten and kindergarten playground is directly behind the classrooms on the upper level. Each playground is equipped with a play structure and swings. The lower playground has a large grass playing field in addition to tether ball courts, handball courts and hopscotch paths.

Each classroom has a bank of approximately one to three computers for student use. The computer lab is staffed by one instructional assistant who provides technical support and training to both students and staff. All grade levels are on a schedule to use the computer lab. New computers were installed in the computer lab in Spring 2014. Student needs are targeted through the use of computer assisted instruction software in both Language Arts and Math. In addition, all classrooms have a TV, DVD, VCR (or access to one) as well as a document reader, LCD projector, & CD player. The 8 classrooms in the newest building have a SmartBoard in each room. All other classrooms are equipped with interactive technology through software utilized with an iPad or laptop. Student laptop computers were purchased at the end of the 2014-2015 school year and each year after; these are utilized by 3rd - 5th grade students throughout the instructional day. Additional laptops were purchased at the end of the 2017-2018 school year and are currently exclusively utilized in 2nd grade. At the beginning of the 2018-2019 school year, the school began upgrading or replacing all aging equipment.

Our library is staffed with one half-time library assistant who maintains all of the resources and checking-out of books. Classes are scheduled into the library weekly. Library online resources are accessible to all students.

**** NOTE:** The Enrollment counts above include TK in the "K" counts since 2012-13.

Instructional Minutes

Minimum days are scheduled for every Tuesday for the purpose of teacher collaboration and/or professional development to improve instruction and student success. In addition, there are four additional minimum days for parent conferences and 1 minimum day at the end of each semester.

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

Promenade School is proud of the many programs and activities that have been implemented to build a safe and enriched community for our students. Daily morning messages, delivered by our 4th & 5th grade student council provide lessons to help build character, confidence, and a strong sense of community. Our students contribute to the community-at-large by donating toys and canned food and by participating in selected projects. Students are taught to help their peers to solve conflicts without violence through PALS. Two Buddy Benches were installed with donations from Community Partner Home Depot in 2014-15 to encourage students to be kind to all by not allowing others to be left out. Our Ambassadors program makes new students feel welcome by helping them to get to know their school. Students also participate in student music, drama, and dance performances, as well as opportunities to learn about the fine arts through the Art Smarts program. Because of these things and more Promenade is a California Distinguished School, a Gold Ribbon School, and a National Silver Award for Health and Wellness.

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.

Collaboration Process (EPC 5.6.8)

The process of collaboration is an ongoing process at Promenade School. Using the Professional Learning Communities model, all grade levels are working together on common assessments, analyzing student data, and collaborating on grade level unit planning. Grade level planning time addresses the needs of individual students. Grade level teams develop support plans and intervention strategies for at-risk students. Collaborative teams such as the Leadership Team made up of Grade Level Leaders, and the Student Success Team meet regularly. Our leadership team also meets with School Site Council in order to best address the school community's needs.

Cite Research/Resources for Central Focus on School Reform

Professional Learning Communities

Response to Intervention (MTSS)

Differentiated Instruction for Universal Design

California Common Core State Standards

Rigorous Curriculum Design (Unit Planning Organizers & Units of Study)

Adaptive Schools Process

Local Control Accountability Plan

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Francisco J. Gonzalez	[X]	[]	[]	[]	[]
Teresa Gilbert	[]	X			
Rafael Monroy	[]	X			
Carolyn Brodeur	[]	X			
Sandra Kirley	[]		X		
Sandi Blaylock	[]			X	
Rudy Medina	[]			X	
Jiranda Strebel	[]			X	
Ruben Rodriguez	[]			X	
Francisca Arrocha	[]			X	
Numbers of members of each category	1	3	1	5	0

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

Leadership Team

Purpose

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

The Instructional Leadership Team at Promenade School is made up of teachers representing each of the grade levels TK/K-5 and the principal. The focus of the team is to develop a Professional Learning Community through the establishment of norms aligned with the Alvord Strategic Plan and are interwoven through interactions with staff, students, parents and the community. The development of a Professional Learning Community serves to support and encourage teacher Leadership, the use of student data to improve instruction and an increase in student achievement. In addition, the Leadership Team monitors the implementation of the school plan. This year, Promenade has begun to implement a "teacher-centered" professional development plan where teachers are encouraged to be professional developers with the support of administration. Our professional development is centered on three key ideas: Using Writing to Learn across all content areas, Academic Discourse, Grouping Opportunities. All these elements connect well with the ELA/ELD framework and CCSS for ELA, Math, and ELD; additionally they connect well with Promenade's Engagement Framework (Professional Engagement, Parent/Community Engagement, and Student Engagement).

2018-19 Leadership Team	
Name of Members	Title
Karen Nighswonger-Pauley	TK/K Grade Level Leader
Christina Endres	Gr. 1 Co-Grade Level Leader
Percival Dalilis	Gr. 1 Co-Grade Level Leader
Alison Green	Gr. 2 Grade Level Leader
Niloofer Saadat	Gr. 3 Grade Level Leader
Greg Twogood	Gr. 4 Grade Level Leader
Ashley McCullough	Gr. 5 Grade Level Leader
Michele Johnson	Sp.Ed Leader

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, Back to School Nights, Open House, communiqués sent home, phone messages, email & "Peachjar," progress reports, parent education events, and education app such as ClassDojo and Remind.

Analysis of Site's Current Instructional Program

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

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

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

Academic Program Survey

Discussion of each of these statements should result in succinct and focused findings based on verified facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Promenade's staff members participated in district trainings providing a focus on Differentiated Instruction for Universal Design, Common Core Standards and revising CCSS instructional units. During the 2015-2016 school year, all Promenade teachers, TK - 5th grade participated in professional development provided by our District Math Instructional Specialist. The focus of this PD was on CGI - Cognitively Guided Instruction in mathematics. In addition, several Promenade teachers served on the CRT - Curriculum Review Team to help refine the District's Units of Study in mathematics and Language Arts. Teachers also participated in NGSS - Next Generation Science Standards training provided by District Leaders through the 2017-2018 school year. Furthermore, teachers at different grade levels have completed GATE Certification training. More teachers received GATE certification during the 2017-2018 school year. Beginning in the 2016-2017 school year through the Fall of 2017, teachers participated in teacher leader facilitated professional development as outlined in the District Professional Development Plan in partnership with the Instructional Leadership Corp and CTA. Every school year beginning in the 2016-2017 school year, teachers have attended two full days of professional development. The focus has been access and equity, including the ELD/ELD Frameworks and CCSS with a focus on Integrated English Language Development. Teachers continue to receive professional development in English Language Development and the new EL Assessment (ELPAC), which includes the connectedness of the assessment with CASSPP claims and targets.

Standards, Assessment, and Accountability

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

SBAC data for 3rd - 5th grade students in Math and Language Arts and the California English Language Development Test, as well as DIBELS data and Common Formative Assessment data linked to the District Units of Study, provide the data teachers use to inform their instruction and to track student progress. In the 2018-2019 school year teachers also used the Basic Phonics Skills Test, Scholastic Reading Inventory, and Directed Online Reading Assessment for Language Arts.

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

Grade level meetings and staff development meetings are focused on effective instructional strategies that yield student learning as evidenced by student data. Additionally, teachers and administration meet during release time for professional development, which includes lesson design, assessment data analysis, and sharing of best practices to ensure first best instruction. Supplemental materials are purchased based on research based effectiveness. Assessment materials are designed to measure student proficiency of the standards. Assessments are used to modify instruction and improve student achievement for all students, including those below, meeting, or exceeding grade level standards. This information is shared with the School Site Council, the English Learner Advisory Committee, Leadership Team, and any parent or community member attending other general meetings in order to assist in evaluating programs and updating the SPSA to better meet the academic needs of the students.

Staffing and Professional Development

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

Promenade staff meet the ESEA highly qualified staff requirements.

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 none are mis-assigned. Ongoing professional development for certificated staff is provided by district and site.

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

Research based staff development is planned based on areas of need as determined by student performance data and staff self-assessment. Instructional strategies and academic programs that support the Common Core State Standards and English Language Development Standards are a major focus of staff development.

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

Classroom teachers are supported through collaborative discussions at grade level meetings, through professional development at the site and District.

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

Promenade meets the requirements for highly qualified staff (NCLB) and qualified paraprofessionals. Instructional staff members receive training that is ongoing and sustained and aligned to CCSS, assessed student performance, and professional needs (NCLB). Teacher's also gain ongoing support collegially through collaboration by grade level. Administrators have ongoing training provided and supported by the district departments.

Teaching and Learning

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

The California frameworks provide a basis for organizing instruction so that every child meets or exceeds the content standards. The frameworks and standards specify the design of instructional materials, curriculum and instruction. All students have access to state-adopted materials and all teachers have been trained in the implementation of the standards. Certificated personnel participated in Rigorous Curriculum Design - participating in the design of District Common Core aligned Units of Study and continue to be supported in their implementation through Professional Development opportunities, Professional Learning Communities, and vertical and horizontal team planning. Instruction is designed to meet the individual needs of the students using the appropriate core and supplemental materials. Students and parents have access to the standards online and through flyers, Open House presentations, instruction, report cards, parent conferences, parent/family nights, and classroom postings.

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

Curriculum, instruction, and materials are aligned to content and performance standards (NCLB), and as of 2013-2014 the California Common Core State Standards form the basis for instruction. Promenade adheres to the recommended instructional minutes for reading/language arts and mathematics as well as the required minutes for Physical Education and English Language Development.

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

Promenade teachers follow the district Unit Planning Organizers for Language Arts and Math and are given opportunities to revise their curriculum to meet the needs of our students. Interventions take place within grade level teams through the use of data to group students and rotate by levels to differentiate during intervention/target/enrichment blocks.

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

All students at Promenade have access to a complete set of instructional materials, including SBE-adopted textbooks, supplemental materials, and intervention materials. Each classroom is equipped with one textbook for each subject per child. In the subjects of reading, math and science, consumable materials are also provided. Some materials are available in Spanish or online for student, teacher, and parent access.

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)

Promenade utilizes adopted materials and Units of Study aligned with the CCSS and frameworks.

Opportunity and Equal Educational Access

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

The teachers of Promenade School continue to receive training in strategies for differentiated instruction for English Learners, GATE, Special Ed and At-Risk students. In 2012-2013 all teachers participated in the Differentiating Instruction for Universal Design training presented by consultants from Riverside County Office of Education. Beginning in 2013-2014, teachers received training in Adaptive Schools processes and Rigorous Curriculum Design to support the implementation of the Common Core State Standards. During the 2015-2016 school year, all Promenade teachers, TK - 5th grade, participated in professional development provided by our District Math Instructional Specialist. The focus of this Professional Development was CGI - Cognitively Guided Instruction in mathematics. In addition, during the 2015-2016 school year, several Promenade teachers served on the CRT - Curriculum Review Team to help refine the District's Units of Study in mathematics. Two teachers and former instructional coach participated in NGSS - Next Generation Science Standards training provided through the District. Two teachers, one 4th grade and one 5th grade teacher, along with our former instructional coach, participated in GATE Differentiated Instruction PD provided by USC professor, Dr. Sandra Kaplan. During the 2016-2017 school year, our teachers continued to participate in teacher leader facilitated professional development as outlined in the District Professional Development Plan through the Instructional Leadership Corp with a focus on English Language Development. During the current school year, 2017-2018, additional teachers receive training in NGSS and GATE. Additionally, teachers received on-site PD on EL Standards, ELPAC, and CASSPP Claims & Targets. In the 2018-2019 several teachers attended professional development for small group reading instruction. All teachers continued to receive professional development on EL Standards. Professional development on ELPAC included Task Types and their connectedness to ELA CC Standards. Students benefit from all professional development, which supports teachers in providing in-class interventions through small group instruction as well as universal access strategies. Additional, teachers at several grade levels volunteer in order to provide after school interventions. Students identified as underperforming are also provided additional learning time after school in our computer lab.

14. Research-based educational practices to raise student achievement

Grade levels meet regularly each month to review student achievement based on the PLC model. Grade Level meetings are tailored to increase effectiveness of instruction and targeted intervention for students not yet at grade level. Teachers use district assessments, publisher-made tests (i.e. Dibels, chapter tests...), and teacher-made tests to evaluate student performance. Reports cards and student progress data have lead to the alignment of curriculum at all levels. Grade level pacing guides and common assessment tools have been created at all levels. Teachers monitor student progress in reading, writing and math. Students have additional learning opportunities through computer assisted instructional software, such as MobyMax.

The Student Success Team (SST) is available to provide assistance to teachers and parents who are looking for help with their students who are not achieving grade level standards. Students who receive Special Education services have updated IEPs which guide instruction. Students identified as second language learners receive both integrated and designated small group ELA/ELD instruction and additional primary language support from bilingual instructional assistants.

The goal of Promenade's GATE program is to identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and to provide high quality differentiated learning opportunities that meet the students' particular abilities and talents. AUSD supports the identification of gifted students by testing all third grade students with the Naglieri Non-Verbal Abilities Test (NNAT) to ensure that all students have an opportunity to be identified. Additionally, parents and staff may request GATE assessment. GATE students receive differentiated curriculum and instruction throughout the regular school day. Appropriate differentiation refers to the following California Association for the Gifted (CAG) principles when applied to the standards-based curriculum and instruction: depth, complexity, novelty, and acceleration.

Parental Involvement

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

Parent involvement remains a strength for Promenade School. Our Parent Teacher Organization (PTO) is very active and supports all students through family programs, study trip funds, and other activities. Parents are also encouraged to volunteer in classrooms. In 2013-2014 an Action Team Partnership (ATP) of parents, teachers and administrator attended the Parent Engagement Leadership Institute (PELI) and created an action plan for parent involvement activities. In 2015, additional training was provided and our ATP Action Plan was updated. The ATP Action Plan continues to be updated through the current school year and additional actions/activities have been added such as a parent workshops; during the 2017-2018 school year the WatchDOGS program was re-launched. School programs, and school data results are reported at SSC, ELAC, and PTO meetings. Parent input is elicited at these meetings and considered when creating our Single Plan for Student Achievement. A full time counselor, funded through the District supports at-risk students and promotes positive incentives for student attendance.

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.

School Site Council is made up of parents, classroom teachers, and other school personnel. School Site Council is the main body responsible for our Single Plan for Student Achievement. Input is sought from our English Learner Advisory Committee, parents, and staff members.

Funding

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

LCFF funds are utilized to provide on-going training and support, as well as release time for teachers to collaborate and implement English Language Development instruction using the ELA/ELD frameworks as a guide in order to best provide Integrated and Designated ELD. This also includes PD in the new ELPAC and helping teachers make connections between EL standards and CASSPP Claims and Targets. LCFF funds are also used to enhance the educational experience of all students, especially Low Income students and English Learners. Our Library Assistant, and Instructional Computer Assistant are also funded through LCFF funds. LCFF-EL funds and/or LCFF-LI also provide for supplemental materials and services that support English Language Development instruction. Our Spanish Bilingual Instructional Assistant is funded through District Title III funds.

18. Fiscal support (EPC)

SPSA Annual Evaluation

Outcomes

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

Our students continue to make progress in reading/language arts as evidenced by Common Formative Assessment Data, DIBELS Reading Data, and SBAC Data. Our students maintained their overall level in mathematics as evidenced by Common Formative Assessment Data, MARS Tasks, and SBAC Data.

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?

Many teachers at different grade levels continue to provide after school tutoring. Additional intervention periods offered provided access to computer-based programs and additional instructional support in core subjects (ELA & Math). After school tutoring and educational software programs continue to be available during school, after school, and at home. During the current school year our kindergarten through 5th grade students received after school interventions by certificated staff. Through collaboration with SSC, PTO, and our Leadership Team our students will now receive after school support through additional technology programs. Parents continue to receive information on how to better support their students at home through a Family Nights. Teachers are also being provided additional Professional Development during the school day to further develop strategies and enhance access to content areas for all learners.

Involvement/Governance

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

SSC, ELAC, and Staff was involved in the development and evaluation of the plan throughout the current school year. All groups reviewed Promenade's assessment data, which included SBAC & ELPAC Data and school demographic data. This helped the groups analyze areas of strength and weaknesses and best utilize resources for targeted groups. The school has identified "Claim 3," Listening, to be an area of potential growth. Teachers and administration continue to work on school-wide goals, grade-level goals, and in 2018-2019 classroom/student goals.

How was the plan monitored during the school year?

Actions for goals in the plan were shared throughout the school year to teachers and staff during monthly staff meetings and Leadership Team meetings. The plan was also shared during monthly SSC meetings and ELAC meetings. Teachers, staff and parents were given the opportunity to evaluate the effectiveness of actions and provided input on whether actions should be kept and enhanced or completely removed, and whether new actions should be included.

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

Promenade administration made a promise to include all stakeholders in the revision and development of the plan. Our new "Promenade Engagement Framework" includes three major overlapping areas of engagement: Parent/Community Engagement, Professional Engagement, Student Engagement. All stakeholders were involved in developing and revising the plan as follows (but not limited to):

Parent/Community Engagement- PTO, SSC, ELAC, ATP, and Administration's "Open Door Policy"

Professional Engagement- Staff Meetings, Leadership Team Meetings, SSC, Professional Development

Student Engagement- Student Council

In summary, the school administration has been actively engaging all stakeholders through "Coherence Making and Deep Learning" strategies by Michael Fullan and training previously received in Restorative Justice/Practices.

Description of Barriers and Related School Goals

First, best instruction is paramount for student success. We, as a staff, strive to continually improve our teaching skills and monitor our efforts through student outcomes. The CCSS requires that students become college and career ready, critical thinkers and problem solvers that are able to apply their skills in multiple media environments. During the 2015-16 school year, we chose to focus on teaching CCSS in ELA and Math through district Units of Study utilizing CGI strategies. Common formative assessments linked to these Units are analyzed by grade level teams to determine instructional needs of students. During the 2016-2017 school year, we continued to increase the rigor of ELA and Math instruction by augmenting English Language Development components including a focus on Integrated English Language Development. During the 2017-2018 school year we began working with Claims and Targets, additionally, we began reviewing and providing PD on the new ELPAC. Professional development in 2018-2019 continued to focus on English Learners with a focus on the ELPAC and its Task Types.

Since the 2016-2017 school year, teachers have been participating in teacher leader facilitated professional development focusing on strengthening and enhancing English Language Development as well as other academic areas. Through 2017-2018 teachers participate in the District Professional Development Plan (DPDP); a collaborative opportunity made possible through the Instructional Leadership Corps and AUSD. During the 2018-2019 school year teacher leaders started to become an integral part of professional learning by taking a more active role as a Leadership Team during grade level Professional Learning Communities.

One of our goals is that Promenade students will be well-rounded – academically, socially and emotionally. Our major focus is on academics, but we provide many auxiliary opportunities to develop in other ways such as: ArtSmarts, PALs, Student Council Leadership, All-Stars Performers, Family Nights, and Good Character Recognition through our Panther Dollars incentive.

Providing supplemental materials, supplies, and activities that support the curriculum is a challenge due to limited funding. Promenade does not qualify for Title 1 funding. Regardless, Promenade continues to focus on improving the Single Plan for Student Achievement by focusing on three major areas: Student Engagement, Professional Engagement, and Parent/Community Engagement. This connects well with ideas presented by an international educator Michael Fullan and Strategies for System Change that Benefit All Students.

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	120	121	108	118	120	105	117	120	105	98.3	99.2	97.2
Grade 4	94	125	125	93	121	123	93	121	123	98.9	96.8	98.4
Grade 5	126	113	125	126	109	120	126	109	120	99.2	96.5	96
All Grades	340	359	358	337	350	348	336	350	348	98.8	97.5	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.2	2405.4	2421.4	19	14.17	22.86	20	23.33	27.62	31	33.33	19.05	31	29.17	30.48
Grade 4	2482.3	2472.9	2490.5	28	22.31	38.21	29	34.71	23.58	22	19.83	17.07	22	23.14	21.14
Grade 5	2556.7	2518.9	2530.6	44	28.44	31.67	32	32.11	35.83	13	19.27	13.33	11	20.18	19.17
All Grades	N/A	N/A	N/A	31	21.43	31.32	27	30.00	29.02	21	24.29	16.38	21	24.29	23.28

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	13	16.67	25.71	50	45.00	43.81	38	38.33	30.48
Grade 4	24	24.79	27.64	51	51.24	48.78	26	23.97	23.58
Grade 5	35	26.61	26.67	45	50.46	53.33	20	22.94	20.00
All Grades	24	22.57	26.72	48	48.86	48.85	28	28.57	24.43

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	21	14.17	20.00	44	54.17	45.71	35	31.67	34.29
Grade 4	33	29.75	37.40	49	49.59	40.65	17	20.66	21.95
Grade 5	48	45.87	49.17	44	33.94	25.83	8	20.18	25.00
All Grades	34	29.43	36.21	46	46.29	37.07	20	24.29	26.72

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	15	13.33	21.90	66	61.67	56.19	19	25.00	21.90
Grade 4	14	16.53	24.39	78	63.64	62.60	8	19.83	13.01
Grade 5	26	16.51	24.17	63	61.47	58.33	11	22.02	17.50
All Grades	19	15.43	23.56	68	62.29	59.20	13	22.29	17.24

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	21	20.83	30.48	52	51.67	43.81	26	27.50	25.71
Grade 4	24	25.62	38.21	60	57.02	45.53	16	17.36	16.26
Grade 5	57	37.61	48.33	37	47.71	35.00	6	14.68	16.67
All Grades	35	27.71	39.37	49	52.29	41.38	16	20.00	19.25

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	119	121	108	117	120	105	117	120	105	98.3	99.2	97.2
Grade 4	95	125	125	95	125	124	95	125	124	100	100	99.2
Grade 5	126	113	125	126	111	122	126	111	122	99.2	98.2	97.6
All Grades	340	359	358	338	356	351	338	356	351	99.1	99.2	98

* 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	2413.3	2432.2	2434.0	9	22.50	24.76	31	31.67	31.43	30	20.00	18.10	30	25.83	25.71
Grade 4	2473.8	2480.6	2481.7	15	24.00	25.81	24	31.20	25.81	45	22.40	26.61	16	22.40	21.77
Grade 5	2550.5	2533.5	2530.3	37	37.84	34.43	29	21.62	21.31	22	18.02	22.95	12	22.52	21.31
All Grades	N/A	N/A	N/A	21	27.81	28.49	28	28.37	25.93	31	20.22	22.79	19	23.60	22.79

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	18	35.83	44.76	49	32.50	27.62	33	31.67	27.62
Grade 4	24	34.40	35.48	44	34.40	28.23	32	31.20	36.29
Grade 5	48	51.35	43.44	34	22.52	28.69	18	26.13	27.87
All Grades	31	40.17	41.03	42	30.06	28.21	27	29.78	30.77

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	20	20.83	33.33	53	53.33	41.90	27	25.83	24.76
Grade 4	14	27.20	25.81	61	46.40	46.77	25	26.40	27.42
Grade 5	34	33.33	31.97	46	41.44	35.25	20	25.23	32.79
All Grades	23	26.97	30.20	53	47.19	41.31	24	25.84	28.49

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	19	28.33	30.48	55	47.50	41.90	26	24.17	27.62
Grade 4	24	28.00	37.10	48	45.60	37.10	27	26.40	25.81
Grade 5	35	41.44	33.61	52	33.33	45.90	13	25.23	20.49
All Grades	26	32.30	33.90	52	42.42	41.60	22	25.28	24.50

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

Overall, 76.72% of Promenade students in grades 3-5 exceeded, met, or nearly met CCSS in English Language Arts. About 23% of Promenade students did not meet the standards. After careful analysis of data, the potential area for growth continues to be Listening, thus our focus for the school year has been Claim 3 of English Language Arts.

Mathematics

All Students

Overall 77.21% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Mathematics. About 70% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Concepts and Procedures. 71.51% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Problem Solving and Data Analysis. 75% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Communicating Reasoning.

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	1404.1	1411.3	1387.0	25
Grade 1	1460.9	1464.2	1457.1	27
Grade 2	1490.0	1499.0	1480.5	23
Grade 3	1508.2	1497.6	1518.5	23
Grade 4	1499.7	1493.2	1505.7	20
Grade 5	1517.6	1503.5	1531.2	25
All Grades				143

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	*	*	*	*	*	*	*	*	25
Grade 1	12	44.44	*	*	*	*	*	*	27
Grade 2	13	56.52	*	*	*	*	*	*	23
Grade 3	*	*	12	52.17	*	*	*	*	23
Grade 4	*	*	*	*	*	*	*	*	20
Grade 5	*	*	*	*	*	*	*	*	25
All Grades	53	37.06	46	32.17	20	13.99	24	16.78	143

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	*	*	*	*	*	*	*	*	25
Grade 1	14	51.85	*	*	*	*	*	*	27
Grade 2	17	73.91	*	*	*	*	*	*	23
Grade 3	*	*	12	52.17	*	*	*	*	23
Grade 4	*	*	*	*			*	*	20
Grade 5	15	60.00	*	*	*	*	*	*	25
All Grades	67	46.85	41	28.67	15	10.49	20	13.99	143

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	*	*	*	*	*	*	*	*	25
Grade 1	11	40.74	*	*	*	*	*	*	27
Grade 2	*	*	*	*	*	*	*	*	23
Grade 3	*	*	11	47.83	*	*	*	*	23
Grade 4	*	*	*	*	*	*	*	*	20
Grade 5	*	*	*	*	*	*	*	*	25
All Grades	38	26.57	46	32.17	30	20.98	29	20.28	143

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	13	52.00	*	*	*	*	25
Grade 1	18	66.67	*	*	*	*	27
Grade 2	19	82.61	*	*	*	*	23
Grade 3	*	*	14	60.87	*	*	23
Grade 4	*	*	*	*	*	*	20
Grade 5	16	64.00	*	*	*	*	25
All Grades	83	58.04	46	32.17	14	9.79	143

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	56.00	*	*	25
Grade 1	14	51.85	*	*	*	*	27
Grade 2	15	65.22	*	*	*	*	23
Grade 3	*	*	13	56.52	*	*	23
Grade 4	*	*	*	*	*	*	20
Grade 5	15	60.00	*	*	*	*	25
All Grades	66	46.15	52	36.36	25	17.48	143

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	*	*	17	68.00	*	*	25
Grade 1	14	51.85	*	*	*	*	27
Grade 2	11	47.83	*	*	*	*	23
Grade 3	*	*	18	78.26	*	*	23
Grade 4	*	*	*	*	*	*	20
Grade 5	*	*	12	48.00	*	*	25
All Grades	44	30.77	67	46.85	32	22.38	143

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	48.00	*	*	*	*	25
Grade 1	*	*	15	55.56	*	*	27
Grade 2	*	*	15	65.22	*	*	23
Grade 3	*	*	16	69.57	*	*	23
Grade 4	*	*	11	55.00	*	*	20
Grade 5	11	44.00	12	48.00	*	*	25
All Grades	46	32.17	77	53.85	20	13.99	143

Conclusions indicated by the ELPAC data:

Overall ELPAC data shows about 70% of students have well-developed or moderately developed oral and written English skills. This data includes all students in grades K - 5. Further analysis of data shows the area of most potential growth is the written English skills. Promenade would benefit from professional development in guided reading and writing.

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 the end of the 2018-2019 school year, Promenade students will demonstrate progress and achievement in reading/language arts as evidenced by Common Formative Assessment Data, DIBELS Reading Data, and CAASPP ELA Data.

Data Used to Form this Goal:

2017-2018 DIBELS Reading Data, 2017-2018 ELA Common Formative Assessments, Spring 2018 ELA CAASPP Data

Findings from the Analysis of this Data:

Using the more cognitively and conceptually demanding California Common Core State Standards, Promenade teachers utilize instructional strategies to increase rigor. Efforts include: use of informational text, requiring students to justify their answers, increasing writing instruction and using 4 point rubrics aligned to CAASPP writing rubrics, continuing high-level vocabulary development, increased oral language production, higher level questioning strategies and use of Depth of Knowledge domains. Other instructional techniques include: inquiry-based and direct instruction, student engagement strategies, guided reading, close reading, Thinking Maps as a cognitive organizational tool. Teacher-developed Units of Study in Rigorous Curriculum Design following the Alvord Unified School District pacing guides are utilized at each grade level. Students are assessed using multiple measures. Data Analysis guides instructional planning and interventions.

How the School will Evaluate the Progress of this Goal:

2018-2019 DIBELS Reading Data, 2018-2019 ELA Common Formative Assessments, Spring 2019 ELA CAASPP Data

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Use CCSS, ELA District Units of Study (Units Planning Organizer)	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	At-risk/SWD/LI - Differentiated ELA Target Time, Computer Based Interventions such as: MobyMax, Imagine Learning. Read 180, After School Intervention and Tutoring.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	4082
	8 - Learning environment to achieve excellence	English Learners - Primary language support provided by BIAs, Differentiated ELA Target Time, Computer Based Interventions: Imagine Learning. Read 180, After School Intervention and Tutoring.	8/2018	6/2019			
	8 - Learning environment to achieve excellence	GATE – Differentiated instruction, compacting, depth & complexity strategies, GATE training provided by District for designated teachers.	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Supplemental books, materials & supplies; technology, software & supplies for supplemental instructional support	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	8221
					4000-4999: Books And Supplies	LCFF-EL	2234
	8 - Learning environment to achieve excellence	Intervention and support for at-risk students, including extended school day. Students are identified using multiple measures, such as: DIBELS and reading assessments. Intervention support is provided using but not limited to computer based software. (Multi-Tiered Systems of Support)	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-LI	4578
Targeted Professional Development	8 - Learning environment to achieve excellence	Elementary Literacy Teacher for extra support of students in Reading/Language Arts- District Funded	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continue District DIBELS Training for TK - 5th grade teachers, especially new teachers.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Collaborative Professional Development to strengthen current practices using Units of Study and inclusion of Integrated English Language Development (*Also in Targeted PD for Math) Also funded in LEP Goal	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	6140
	3 - Comprehensive PreK-12 program	Continue Professional Development on English Language Development Standards and ELA/ELD Framework for both Integrated and Designated ELD	3/2018	6/2019			
	3 - Comprehensive PreK-12 program	Professional Development on English Language Arts Claims and Targets, including relationship to ELD Standards. Emphasis on Claim 3- Listening	8/2018	6/2019			
	8 - Learning environment to achieve excellence	District Instructional Specialist/Coach supports teachers through lesson modeling and meeting with teachers to collaborate on exemplar teaching strategies.	8/2018	6/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Grade Level and vertical collaboration to share best practices and professional development, at least two times per month during minimum days based on data.	8/2018	6/2019			
	4 - Communicate effectively	Printing, copier, duplicator contracts & supplies	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	6000
	4 - Communicate effectively	Parent Engagement Parent Meetings to support students and families with SBAC.	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Information and training provided through PTO, SSC, ELAC, coffee chats & parent education events.	8/2018	6/2019			
	7 - Family engagement	CABE - EL parent participation (See EL Goal for Funding)	8/2018	6/2019			
	7 - Family engagement	Support the Action Team for Partnerships (ATP) in planning parent involvement activities with PTO support	8/2018	6/2019			

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

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

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

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

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

SCHOOL SMART GOAL:

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

By the end of the 2018-2019 school year, Promenade students will demonstrate progress and achievement in mathematics as evidenced by Common Formative Assessment Data, CAASPP Math Data, and MARS Tasks Formative Data.

Data Used to Form this Goal:

2018-2019 Math Common Formative Assessments, 2019 Math CAASPP Data, and current formative/MARS Task data.

Findings from the Analysis of this Data:

Using the California Common Core State Standards, instructional strategies teach conceptual development, computation and problem solving. Teacher-developed Units of Study in Rigorous Curriculum Design, following the Alvord Unified School District pacing guides, are utilized at each grade level. Cognitively-Guided and Direct instruction with student engagement strategies are utilized to ensure first best instruction. Universal Access, small intervention groups and cross-grade teaching are used to support the instructional needs of at-risk/low achieving students. Training & implementation in FactsWise began for lower grades in 2011-2012. Beginning in 2012-2013 Promenade teachers began transitioning to the more cognitively and conceptually demanding California Common Core State Standards (CCSS). During the 2015-2016 school year, TK-5th grade teachers received PD in CGI - Cognitively Guided Instruction in mathematics from our District Instructional Specialist. Although our students performed well above the District and State average in mathematics on the CAASPP, school scores from 2017 were maintained in 2018; our continued focus is to increase student performance in mathematics at all grade levels.

How the School will Evaluate the Progress of this Goal:

2018-2019 Math Common Formative Assessments, 2018 Math SBAC Data, 2017-2018 MARS Tasks Formative Data

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Use CCSS and Math District Units of Study (Unit Planning Organizers) in Curriculum Design.	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	At-risk/SWD/LI - Leveled UA Groups, Target Time, TenMarks Instructional Computer Software (including MobyMax)	8/2018	6/2019			
	8 - Learning environment to achieve excellence	English Learners- Differentiation & CGI Strategies	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	GATE- Differentiation for added depth & complexity.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Supplemental books, materials & supplies; technology, software & supplies for supplemental instructional support. (See ELA, LEP & Goal for Funding)	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Intervention and support for at-risk 1st-5th grade students. Students identified using multiple measures and grade level math assessments. (See LEP Goal for Funding)(Support MTSS)	8/2018	6/2019			
	8 - Learning environment to achieve excellence	English Learners - Primary language support provided by BIAs, Differentiated Math Instruction, use of Computer Based Interventions	8/2018	6/2019			
Targeted Professional Development	8 - Learning environment to achieve excellence	District Instructional Specialist/Coach supports teachers through lesson modeling and meeting with teachers to collaborate on exemplar teaching strategies.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continue to support CGI (Cognitive Guided Instruction) through Collaborative Professional Development for Mathematics through 2 full days of release time for teacher driven collaboration with administration with inclusion of ELD (*Also in Targeted PD for ELA, Funded in ELA and LEP Goal). Focus on Claims and Targets	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Continue Professional Development on English Language Development Standards and ELA/ELD Framework for both Integrated and Designated ELD. And deepen knowledge of Claims and Targets.	8/2018	6/2019			
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Grade Level and vertical collaboration to share best practices and professional development, two times per month during minimum days based on data.	8/2018	6/2019			
	4 - Communicate effectively	Printing, Duplicator, copying costs & supplies. (See ELA Goal for Funding)	8/2018	6/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	4 - Communicate effectively	Parent Engagement Parent Meetings to support students and families with CAASPP.	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Information and training provided through PTO, SSC, ELAC, & parent education events.	8/2018	6/2019			
	7 - Family engagement	CABE - EL parent participation (See EL Goal for Funding)	8/2018	6/2019			
	7 - Family engagement	Support the Action Team for Partnerships (ATP) in planning parent involvement activities	8/2018	6/2019			

Planned Improvements in Student Performance

Performance Goal 2: English Learners

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

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

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

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

SCHOOL SMART GOAL:

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

During the current reclassification period (October 2018 - October 2019), the rate of reclassification will exceed 30% of eligible students.

Data Used to Form this Goal:

2018 to 2019 CAASPP Results, ELPAC, Report Cards: Reclassification Data

Findings from the Analysis of this Data:

It is necessary to increase instructional supports and determine best practices and strategies for meeting instructional needs. Teachers continue to receive additional Professional Development in English Language Development as illustrated in this plan.

EL students comprise approximately 1/6th of our student population; 2/6th (1/3) of EL students are in grades 4 & 5. Data shows maintained steady growth, but our non-LEP students continue to outperform our English Learners. Our EL students are clustered by ELD proficiency levels during Designated ELD and receive Integrated ELD instruction from their classroom teacher. Increase in instructional support is provided by a Bilingual Instructional Assistant.

How the School will Evaluate the Progress of this Goal:

Formatively: Classroom assessments, Common Formative Assessments, Performance Tasks Summatively: CAASPP-ELPAC Results.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of CCSS, ELA/ELD Standards for both Integrated and Designated ELD using ELA & Math Units of Study (UPOs)	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Use Claims and Targets in the development of standards-based curriculum	8/2018	6/2019			
Research-based Strategy/ Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Continue PD for TK-5th grade teachers in ELA/ELD standards and ELD Designated and Integrated instruction for EL students provided between collaboration of teachers and administration.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Differentiated Designated ELD Time and computer based interventions	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	After school intervention for at-risk students. Students identified using multiple measures: DIBELS, math and reading assessments. Intervention support: Provided by teachers and paraprofessionals using but not limited to computer based software.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Supplemental materials, supplies & technology as needed to support Common Core & ELD Standards implementation	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Primary language support provided by Bilingual Instructional Assistants	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	4578
	3 - Comprehensive PreK-12 program	Professional Development in new English Language Proficiency Assessments for California (ELPAC)	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Paraprofessional Staff Development for Bilingual Instructional Assts. in research based strategies for English Learners.	8/2018	6/2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Collaborative Professional Development to strengthen current practices using Units of Study (UPOs) and inclusion of Integrated English Language Development (*Also in Targeted PD for ELA & Math)	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	6137
	3 - Comprehensive PreK-12 program	District Instructional Specialist/Coach supports teachers through lesson modeling and meeting with teachers to collaborate on exemplar teaching strategies.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program						
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	One Spanish Bilingual Instructional Assistant: (district funded from Title I/Title III) One Vietnamese BIA (district funded from Title I/Title III)	8/2018	6/2019			
	7 - Family engagement	English Learner Facilitator Stipend	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3382
	8 - Learning environment to achieve excellence	Grade Level and vertical collaboration to share best practices and professional development, two times per month during minimum days based on data.	8/2018	6/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	4 - Communicate effectively	Parent Engagement Parent Meetings to support students and families with SBAC and ELPAC	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Encourage EL families to take ESL classes so they can be more involved with helping their children.	8/2018	6/2019			
	4 - Communicate effectively	Provide oral & written translation for parents of EL students when 15 percent or more of students are English Learners	8/2018	6/2019			
	7 - Family engagement	Send parent rep(s) and classified BIAs to CABA Conference.	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	700
	7 - Family engagement	Support the Action Team for Partnerships (ATP) in planning EL parent involvement activities with PTO support	8/2018	6/2019			

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

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

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

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

SCHOOL SMART GOAL:

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

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

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

By June 2019, the average daily absence rate will decrease by 20%.

By June 2019, assertive discipline, such as suspensions, will decrease by 1%.

Data Used to Form this Goal:

Data is tracked yearly for both attendance and suspensions. The data is housed in the district's Student Information System. Monthly reports are generated.

Findings from the Analysis of this Data:

1% of student suspensions/expulsions during the 2017-2018 school year.

How the School will Evaluate the Progress of this Goal:

Monthly attendance data is tracked and analyzed.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Continue to use and support SPARK- Health & Fitness in TK/Kinder	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Student Council, PALS, Ambassadors, Character Counts, Project Wisdom, Conflict Resolution, Student Recognition, Assemblies, PTO Activities, Second Step, Yellow Ribbon Week; Red Ribbon Week, Steps to Respect (4th & 5th Grades), Leadership Training & Student Council, anti-bully training; Too Good For Drugs, Kindness Week	8/2018	6/2019			
	5 - Develop character of students	Materials & supplies to create incentives to increase attendance and healthy living.	8/2018	6/2019			
	5 - Develop character of students	Panther Dollars Character Incentive supported by PTO, all staff, and school counselor.	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Research Restorative Practices	3/2018	6/2019			
	5 - Develop character of students	Conduct at least one character building assembly, such as but not limited to Anti-Bullying	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	Provide extended day activities (after school) to support student achievement of CCSS and increase student engagement and "connectedness" to school using, but not limited to 21st Century Learning Skills	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Supplemental books, materials & supplies; technology, software & other supplies for supplemental instructional support in extended day activities that increase student engagement	8/2018	6/2019			
	5 - Develop character of students	Provide incentives in order to increase student attendance. Examples include but are not limited to special events and rewards for perfect attendance.	8/2018	6/2019			
Targeted Professional Development	4 - Communicate effectively	Attendance PD provided by school counselor to parents and staff.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	615
	3 - Comprehensive PreK-12 program	Research Restorative Practices	8/2018	6/2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Grade Level and vertical articulation, weekly Tuesday minimum days for collaboration & interventions based on data and best practices.	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Review attendance data and survey data with SSC, ELAC. Parent volunteers. Parent Trainings. Wellness Committee. 100 Mile Club sponsored by PTO.	8/2018	6/2019			
	7 - Family engagement	Support the Action Team for Partnerships (ATP) in planning parent involvement activities	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	1309

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Conduct at least two Family/Parent Academy Nights where workshops are offered to families to support students at home (including but not limited to SBAC, CGI, Homework, and Special Education)	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2455
	7 - Family engagement	Support families in attendance of Parent Academy Nights with necessary materials and supplies.	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	214
	7 - Family engagement	Re-implementation of programs such as (but not limited to) Watch D.O.G.S.	8/2018	6/2019			

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

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

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

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

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

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

SCHOOL SMART GOAL:

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

By June 2019, 5th grade Promenade students will be prepared for Middle School having attended no less than 3 counseling presentations and demonstrating progress towards meeting or exceeding state standards as evidenced by CAASPP data.

Data Used to Form this Goal:

2018 SBAC Data

Findings from the Analysis of this Data:

75% of Promenade students in grades 3-5 exceeded, met, or nearly met CCSS in Reading. 80% of Promenade students in grades 3-5 exceeded, met, or nearly met CCSS in Writing. 83% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Listening. 83% of Promenade students in grades 3-5 exceeded, met, or nearly met CCSS in Research/Inquiry. 77% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Concepts and Procedures. 73% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Problem Solving and Data Analysis. 81% of Promenade students in grades 3-5 exceeded, met or nearly met CCSS in Communicating Reasoning.

How the School will Evaluate the Progress of this Goal:

2018 SBAC Data

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	CCSS, District Units of Study (UPOs)	8/2018	6/2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Leveled Target Time is utilized 4 times per week to intervene and enrich.	9/2018	5/2019			
	8 - Learning environment to achieve excellence	After school intervention for at-risk K-5th grade students. Students identified by teachers using multiple measures: DIBELS and reading assessments. Intervention support: Computer based intervention support provided by teachers and/or computer lab.	11/2018	5/2019			
Targeted Professional Development	8 - Learning environment to achieve excellence	Professional Development in ELD to enhance previous PD in CGI - Cognitively Guided Instruction for Mathematics provided by District Instructional Specialist.	8/2018	5/2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Intervention and enrichment Target Time.	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent Education Nights are provided to support parents and students	9/2018	5/2019			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	20,795	0.00
LCFF-LI	29,850	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	20,795.00
LCFF-LI	29,850.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	11,974.00
2000-2999: Classified Personnel	LCFF-EL	5,887.00
4000-4999: Books And Supplies	LCFF-EL	2,234.00
5000-5999: Services And Other	LCFF-EL	700.00
1000-1999: Certificated Personnel	LCFF-LI	10,837.00
2000-2999: Classified Personnel	LCFF-LI	4,578.00
4000-4999: Books And Supplies	LCFF-LI	8,435.00
5000-5999: Services And Other	LCFF-LI	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	22,811.00
2000-2999: Classified Personnel Salaries	10,465.00
4000-4999: Books And Supplies	10,669.00
5000-5999: Services And Other Operating Expenditures	6,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	31,255.00
Mathematics	
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	14,797.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	4,593.00
High School Graduation/College Readiness	

Program Descriptions School Based Coordinated Program (SBCP)

Intent

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

Description of Site Program

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

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

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

Coordination of Services

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

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

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

Objectives

Increase student achievement as outlined by LCAP Goals and School Goals.

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

The instructional program at Promenade School supports EL's access to the core curriculum in all academic areas through the use of SDAIE strategies, TPR, realia, hands-on activities and other effective strategies to increase English language acquisition. Students also receive primary language support from the Bilingual Instructional Assistants (Spanish & Vietnamese). Teachers collaborate during grade-level articulation meetings and staff development meetings to analyze and discuss student achievement and how to increase the effectiveness of the core curriculum to meet the needs of the EL students.

Annual CELDT results are used as a baseline for developing ELD groupings within the classroom. ELA/ELD standards provide the roadmap for identifying student progress in Listening, Speaking, Reading and Writing throughout the school year. Student proficiency levels are also used to build classes and provide students with appropriate instruction. An 8 week after school targeted intervention program in the computer lab supports EL students who are performing below grade level.

English Learner Facilitator - a teacher stipend position, facilitates ELAC meetings and supports teachers with EL compliance documents.

ELAC Parents have requested additional personnel with Spanish speaking language abilities to support existing office personnel.

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.)

One Spanish Bilingual Instructional Assistant: Multi-funded 50% Title I District and 50% Title III District (TI-\$7,489) and (TIII-\$7,489)

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

Title	Description
Spanish Bilingual Assistant	Provides primary language support for EL students in Spanish with an emphasis on students at the beginner and early intermediate levels.

Title	Description
English Learner Facilitator	Assists with ELAC meetings, attends district meetings, plan professional development for teachers to support implementation of EL program, maintain EL records, assists with redesignation process.

Objectives

Increase EL students proficiency in English as measured by CELDT/ELPAC and SBAC data.

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 instructional program at Promenade School is designed to provide differentiation for student learning opportunities. Teachers provide students with rich learning experiences by using higher-level questioning strategies and providing differentiation of grade-level concepts at a cognitively demanding level. Two 4th and 5th grade teachers, along with the former instructional coach attended GATE Differentiated Instructional Training provided by USC professor, Dr. Sandra Kaplan during the 2015-2016 school year. Additional teachers received training in 2016-2017 and more are receiving training during the current school year.

Objectives

- To provide high-quality differentiated core instruction to identified GATE students.
- To provide enrichment beyond the core classroom instruction.
- To provide teacher training on effective strategies for differentiation of instruction.
- To provide parent training regarding GATE students and differentiated instruction.

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

Promenade School is staffed with one SDC Preschool Teacher, one TK/K/1 SDC Teacher, one 2/3 SDC Teacher, one 4/5 SDC Teacher, one RSP teacher, two speech therapists, one school psychologist, and an Adaptive PE teacher as needed. Teachers work collaboratively with our special education teachers to support IEP goals. and consistently work towards the least restrictive environment for our students often mainstreaming our students as appropriate and written in IEPs.

Objectives

To involve our SDC, RSP, and SLP teachers more directly in the process of continuous, ongoing assessments of their progress in the core curriculum.

To train all our SDC/RSP staff in the use of the Common Core curriculum through training, site academic coaching, and grade level collaboration in order to provide the best least restrictive environments and educational opportunities to all our students.

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

AUSD has a district technology plan which guides our planning and use of technology. Promenade School has a student-use computer lab with 40 computers and a staff-use lab with two computers, a laser printer, scanner and APU. All teachers use their classroom computers for recording attendance and grades into the student system. Our part-time Instructional Computer Assistant is a valuable asset in assisting students, staff and parents with technology needs. The entire school is wifi accessible with enabled devices.

In Spring of 2013, Promenade purchased iPad set-ups and wifi equipment with the intention of utilizing them as interactive whiteboards. At the end of the 2014-2015 school year, laptop computers were purchased to support instructional and technological needs of 3rd - 5th grade students. The existing classroom computers were moved to TK, Kinder, 1st and 2nd grade classrooms to support primary students. In addition, teacher laptops were purchased to support instruction. During the 2015-2016 school year three mobile labs were purchased for classroom use. Promenade continues to support technology by updating, fixing, or replacing equipment when necessary.

Additional technology devices were bought in 2016-2017 and 2017-2018.

Objectives

AUSD has a district technology plan which guides our planning and use of technology. In addition, our site continually revises our technology priorities to meet critical instructional goals.

1. All teachers need an up to date laptop to improve instruction.
2. Increase the number of up-to-date computers in each classroom for student use to be able to fully implement interventions and instruction.

3. Expand the use of technology

4. Increase labs or portable labs to be able to fully implement interventions, assessment and instruction.

**Program Descriptions
School Safety Program****Intent**

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

Description of District Services

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

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

Description of Site Program

Promenade School integrates positive character development through the daily morning announcements and by recognizing students for positive behavior. The Table of the Day and Panther Dollars recognize students for exhibiting good character. The core curriculum is supported through our character development program where there is a focus on trustworthiness, respect, responsibility, fairness, caring and citizenship. In addition, students are supported in developing problem solving skills through classroom discussion, school-wide assemblies and sequential discipline procedures. Selected upper grade students participate in peer assistance and conflict resolution to assist students in developing problem solving skills and increasing positive character traits. Our PALS Ambassadors & Conflict Resolution program helps students who are new to our school to feel at home and get to know the school, as well as helping all students know how to handle conflicts with peers. In Spring of 2012 all staff members were trained in bully prevention, with district-wide policies to be put into place. Alternative to Suspension Contracts will increase to avoid suspensions and improve positive student behavior. In Fall 2014 Promenade implemented an "Buddy Bench" program to increase positive, friendly behavior and reduce bullying.

Through several grants, business partnerships and district/site based wellness initiatives, we have worked to increase student, staff and family awareness of healthy living practices to impact overall health and wellness.

Student accomplishments are celebrated through a variety of student recognition programs including student of the month assemblies. Promenade Student Council provides leadership opportunities for 4th and 5th grade students. PTO helps to organize Red Ribbon Week (Say No To Drugs). Our site Wellness Committee follows district food and fitness guidelines. Through district funding, we have a full time certificated school counselor. In 2011-2012 we began our first 100 Mile Club and, with parent volunteer help, and it continues with great participation.

In the 2016-2017 school year we have enhanced our vision by having a focus on student engagement during school and after school activities. We also started engaging our 4th and 5th graders in student council in order to have their input in the school's plan. Administrative staff also use restorative practices to discipline and are investigating spreading these practices to teachers and staff.

Incentive programs are utilized to improve student attendance.

School continues to improve on existing programs. During the 2017-2018 School year the WatchDOGS program was relaunched. The school's safety plan is reviewed and updated annually.

Objectives

To reduce the number of referrals made to the office for bully-like behaviors through effective discipline and instructional practices. Increase student attendance.

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

Parent involvement is encouraged through Board Policy and parent activities as a means of improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards, parent workshops and meetings, progress reports, and semester report cards. Districtwide 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. Promenade's parent and community involvement program focuses on synthesizing a harmonious partnership between the school and its surrounding community. Parents have the opportunity to be involved in decision-making regarding school programs as members of ELAC, SSC, PTO, Wellness Committee and family events. Active participation in their children's education is strongly encouraged. Parents are invited to attend Back-to-School Night, Open House, Parent Conferences, parent education classes, Family Nights, coffee chats, and other school-wide activities. Parents may volunteer time in their child's classroom and, as arranged by their child's teacher and serve as chaperones on study trips. As of Fall 2015, Promenade's Action Team for Partnerships (ATP) made up of parents, teachers and principal participated in the Parent

Engagement Leadership Initiative (PELI). The current plan includes enhanced supports to improve parent engagement as part of our new framework that includes Parent/Community Engagement.

Objectives

We commit to following our Parent Involvement Policy which is located at the end of this document. In addition, we continually strive to increase involvement in our parent groups such as ELAC and SSC. The Parent-Teacher Organization (PTO) has been an active organization that provides major support through fundraising and family activities. As a result of participation in PELI training, our ATP has developed an action plan to include special events designed to involve parents in meaningful ways.

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

Intent

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

Description of District Services

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

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

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

Objectives

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

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

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

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

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$29,850.

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 \$20,795.

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 0. There is a carryover of 0 for a total allocation of 0

*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.

**Promenade Elementary School
School Site Council Agenda
February 25, 2019
Meeting Location- Library Time- 3:00**

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 28
2. Approve participation in a School Based Coordinated Program (SBCP)
3. Approve participation in Centralized Services
4. Approve Site Categorical budgets for 2018-19 as read in Summary of Expenditures By Goal
5. Approve the 2018-19 Single Plan for Student Achievement
6. Approve the 2018-2019 School Safety Plan

III. Discussion/Information

1. Budget Reports
2. Training Topics:
 - Action Items 2, 3, and 5.
 - School Safety Plan
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
 - Parent Advisory Committee (PAC) [District committee]
5. Program Reports
 - Professional Development (Promenade Model-Growth Model)
 - Parent and Family Involvement
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

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

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for March 18, 2019 at 3:00PM
3. Adjournment: Action Item

**Promenade Elementary School
School Site Council Minute
February 28, 2019
Meeting Location- Library Time- 3:00**

I. Introductory Procedure

1. Meeting was called to order at 3:05pm
2. Establishment of Quorum was made with 8 of 10 members present
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. It was motioned/seconded/carried to approve January 28 minutes (Kirley/Blaylock 8-0-0)
2. Approve participation in a School Based Coordinated Program (SBCP)
3. Approve participation in Centralized Services
4. Approve Site Categorical budgets for 2018-19 as read in Summary of Expenditures
5. Approve the 2018-19 Single Plan for Student Achievement
It was motioned/seconded/carried to approve items 2, 3, 4, and 5 (Medina/Blaylock 8-0-0)
6. Approve the 2018-2019 School Safety Plan
It was motioned/seconded/carried to approve 2018-2019 School Safety Plan (Kirley/Strebel 8-0-0)

III. Discussion/Information

1. Budget Reports were reviewed and determined that unspent money will be available. Members were asked to think of how money can support student achievement.
2. Training Topics:
 - Action Items 2, 3, and 5 were reviewed before approval
 - School Safety Plan was reviewed. Ms. Taylor assisted with the review of goals within plan. She also explained how actions are attached to the goals. For example, the school counselor provides lessons in classrooms and documents lesson topics.
3. Single Plan for Student Achievement (SPSA)
 - DIBELS data was reviewed/analyzed. SSC will continue to monitor SPSA actions using relevant data. It was explained that each goal needed and instrument to gather data.
4. Reports from Parent Committees
 - English Learners Advisory Committee report was given. Topics included reclassification criteria. The English Learner Goal was reviewed and finalized.
 - Action Team for Partnership- no report
 - Parent Advisory Committee (PAC) [District committee]- no report
5. Program Reports
 - Principal explained Promenade's Professional Development Model (a Growth Model). Next release/articulation days have been scheduled.
 - Parent and Family Involvement- Science night was discussed. Event will take place in April.
 - Interventions- Students selected using ELA/Math data. Students use the computer lab.
6. Principal's Report

IV. Hearing Session/Public Comments

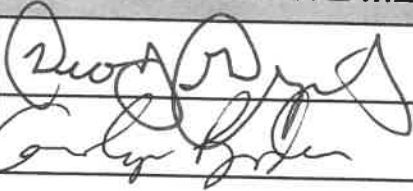
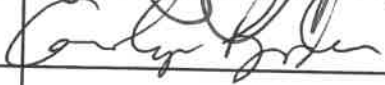

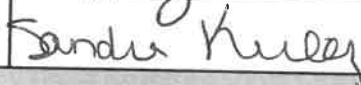

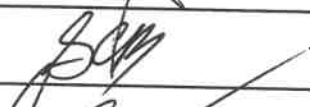
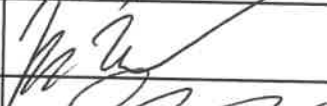

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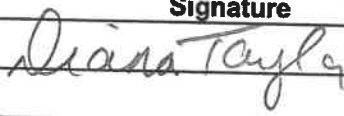
V. Adjournment

1. Agenda building for next meeting- continue to monitor/review SPSA and Safety Plan.
2. The next SSC meeting is scheduled for March 18, 2019 at 3:00PM
3. Adjournment: Action Item- Meeting adjourned at 4:10PM (Kirley/Blaylock 7-0-0)

Promenade Elementary School

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

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francisco J. González		Principal	
Carolyn Brodeur		Classroom Teacher	
Teresa Gilbert		Classroom Teacher	
Rafael Monroy		Classroom Teacher	
Sandra Kirley		Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Francisca Arrocha		Parent/Community Member	
Sandi Blaylock		Parent/Community Member	
Rudy Medina		Parent/Community Member	
Jiranda Strebel		Parent/Community Member	
Ruben Rodriguez		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Diana Taylor		Asst Principal



PROMENADE ELEMENTARY SCHOOL

A California Distinguished School
*builds **knowledge**, develops **character**, and embraces **community***

Francisco González, Principal

Diana Taylor, Asst. Principal

English Learner Advisory Committee *Comité Consultor Para Estudiantes del Inglés*

December 4, 2018

8:00 a.m. - Location: Room R-1

Agenda

I. Introductory Procedures

1. Welcome/Sign-in Call to Order
2. Flag Salute

II. Action Items

1. Election of new ELAC members
2. Approval of Minutes from Meeting on November 6, 2018

III. Discussion/Information

1. LCFF-EL Budget Discussion
2. DELAC Report
3. CABB
4. Needs Assessment Training: The Reclassification Process

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. Future Meeting Dates: February 5, March 5
2. Adjournment



PROMENADE ELEMENTARY SCHOOL

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*builds **knowledge**, develops **character**, and embraces **community***

Francisco González, Principal

Diana Taylor, Asst. Principal

English Learner Advisory Committee *Comité Consultor Para Estudiantes del Inglés*

December 4, 2018

8:00 a.m. - Location: Room R-1

Minutes

I. Introductory Procedures

1. Welcome/Sign-in Call to Order

Meeting was called to order at 8:15.

2. Flag Salute

II. Action Items

1. Election of new ELAC members

New member Salvador M. was elected as a new member. Motion to approve made by Iris E. Seconded by Adriana R. Unanimous.

2. Approval of Minutes from Meeting on November 6, 2018

Members were given time to review minutes. There were no questions or recommendations for changes. Motion to approve made by Iris E. Seconded by Adriana R. Unanimous.

III. Discussion/Information

1. LCFF-EL Budget Discussion

Mr. Gonzalez went over the LCFF-EL budget and explained how money was allotted to the school and the current expenditures that come out of the LCFF-EL fund.

2. SPSA Presentation

Mr. Gonzalez presented on the EL goals from the previous SPSA and asked members to complete the SPSA Actions and Expenditures sheet to show which aspects they felt were most important and should be included in the next SPSA.

3. DELAC Report

Iris E. gave the DELAC report. Colette Elementary spoke about their EL and site programs. Notable aspects included improving attendance with coffee with the principal and other incentives for attendance. They also discussed reclassification. The DELAC also discussed Title III money distribution.

4. CABE

Members were told of the One-Day Regional conference. Members interested in attending included Dalia A. and Salvador M.

5. Needs Assessment Training: The Reclassification Process

Mr. Geisner explained the criteria for reclassification.

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. Future Meeting Dates: February 5, March 5
2. Adjournment



PROMENADE ELEMENTARY SCHOOL

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*builds **knowledge**, develops **character**, and embraces **community***

Francisco González, Principal

Diana Taylor, Asst. Principal

English Learner Advisory Committee *Comité Consultor Para Estudiantes del Inglés*

February 5, 2019

8:00 a.m. - Location: Room R-1

Agenda

- I. Introductory Procedures
 1. Welcome/Sign-in Call to Order
 2. Flag Salute
- II. Action Items
 1. Election of new ELAC members
 2. Approval of Minutes from Meeting on December 4, 2018
- III. Discussion/Information
 1. The Importance of School Attendance
 2. California Dashboard
 3. Single Plan for Student Achievement: Edit/Revise Goal, Document Input
 4. DELAC Report
 5. CABE
 6. Needs Assessment Training: ELPAC-English Language Proficiency Assessments for California
- 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. Future Meeting Dates: March 5, May 7
 2. Adjournment



PROMENADE ELEMENTARY SCHOOL

A California Distinguished School
builds **knowledge**, develops **character**, and embraces **community**

Francisco González, Principal

Diana Taylor, Asst. Principal

English Learner Advisory Committee *Comité Consultor Para Estudiantes del Inglés*

February 5, 2019

8:00 a.m. - Location: Room R-1

Minutes

I. Introductory Procedures

1. Welcome/Sign-in Call to Order

Meeting called to order at 8:15.

2. Flag Salute

II. Action Items

1. Election of new ELAC members

No new members were present.

2. Approval of Minutes from Meeting on December 4, 2018

Members were given time to review the minutes. There were no questions, comments, or recommendations for changes. Motion to approve made by Iris E. Seconded by Adriana R. Unanimous.

III. Discussion/Information

1. The Importance of School Attendance

Mr. Geisner shared data that showed the negative effects of chronic absences on students. The data showed that only 17% of third graders who were chronically absent in Kinder and 1st grades were reading at grade level.

2. California Dashboard

Mr. Gonzalez presented the California Dashboard and gave instructions for accessing school info.

3. Single Plan for Student Achievement: Edit/Revise Goal, Document Input

Mr. Gonzalez gave the revised EL goal from the SPSA that 30% of eligible students would be redesignated RFEP. Members inquired about the percentage. He explained that last year, 22% were redesignated and this seemed like a reasonable goal. He elaborated that the language "eligible students" will allow our goal to remain relevant if classification of lower grades becomes a possibility.

4. DELAC Report

Iris E. presented on the most recent DELAC meeting. La Granada presented on their school programs that pertain to their ELs including tutoring, celebrating reading goals, integrated ELD during math instruction, and Gratitude Week which included parents sitting in on classroom lessons.

5. CABE

All present members have already expressed interest in attending.

6. Needs Assessment Training: ELPAC-English Language Proficiency Assessments for California

Mr. Geisner outlined what the ELPAC is, who would be taking it, and Promenade's timeline for completing it. He also shared online links with parents where they could view a practice test with their students and become familiar with question types.

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