

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

# Rosemary Kennedy Elementary School

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

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

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		<b>CDS Code:</b>	33-66977-6116339

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

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

\* - Improving the Academic Achievement of the Disadvantaged

### Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)  
 X English Learner Advisory Committee: December 7, 2018 and January 11, 2019  
 X Leadership Team/Department Advisory Committee: December 3, 2018  
 X Other committees established by the school (LIST): Staff Meeting December 4, 2018, School Site Council November 29, 2018 and January 17, 2019
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: Thursday, February 7, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Jason Burns	<i>Jason Burns</i>	2-7-19
SSC Chairperson: Nancy Hollingsworth	<i>Nancy Hollingsworth</i>	2-7-19

## School Profile (Elementary Schools)

### Purpose

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

### Site Description

### Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	2 (0.4%)	2 (0.4%)	2 (0.4%)
Asian	15 (2.9%)	11 (2.4%)	14 (2.9%)
Pacific Islander	2 (0.4%)	1 (0.2%)	3 (0.6%)
Filipino	0 (0.0%)	0 (0%)	1 (0.2%)
Hispanic or Latino	423 (82.3%)	382 (82.9%)	397 (81.2%)
African American	11 (2.1%)	7 (1.5%)	10 (2.0%)
White (not Hispanic)	60 (11.7%)	53 (11.5%)	56 (11.5%)
Multiple or No Response	1 (0.2%)	5 (1.1%)	6 (1.2%)
English Learners (EL)	236 (43.2%%)	192 (44.0%%)	187 (38.2%)
Socio-Economically Disadvantaged (SED)	455 (83.3%)	388 (84.2%)	414 (84.7%)
Students with Disabilities	41 (7.5%)	44 (9.5%)	74 (15.1%)
Total Enrollment	514	461	489

### Datasource

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

Geographical, social, cultural, educational and economic community base

Rosemary Kennedy Elementary School is located in the city of Riverside, approximately 60 miles outside of Los Angeles. Rosemary Kennedy is one of 14 elementary schools in the Alvord Unified School District. The school opened in 1999 and currently serves a diverse ethnic, cultural, and socioeconomic population.

### School Demographics

Rosemary Kennedy has 23 TK-5 classrooms in the 2018-2019 school year including an Opportunity class and two Special Education ID-Mod to Severe classes. The student population is made up of 2.0% African-American, 11.5% White, 82.2% Hispanic, 0.4% American Indian, 2.9% Asian, and 0.6% Pacific Islander. 38.2% or 187 students constitute the English Learner population. 84.7% of the school's population is considered socio-economically disadvantaged.

Currently, we are servicing 489 students in grades TK-5. Our number one priority is to provide all students at RMK the highest quality of instruction. All staff has high expectations of our students and more importantly, the ultimate goal of focusing on a successful future. School-wide, we participate in "Character Counts", which is also part of our efforts to build a safe learning environment for all students. We value diversity, making sure that all students receive an equitable education at RMK in order to help them realize their unlimited potential. We are extremely proud of our progress and continue to strive toward school improvement in the coming years.

### Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
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<b>K</b>	92	101	95	82	78
<b>1</b>	92	73	71	74	84
<b>2</b>	63	95	78	71	81
<b>3</b>	110	66	95	75	76
<b>4</b>	96	115	69	88	76
<b>5</b>	97	96	106	71	94

#### Facilities and Technology

Rosemary Kennedy's 23 classrooms are all furnished with the following technological/media equipment utilized to support and enhance delivery of core content: 4-5 internet-ready PC computers (K-3) 4-5 internet-ready PC computers (4-5) , a color laser printer, a color television, a VCR/DVD, an LCD projector, and a document camera. All classroom computers are loaded with software to support learning in Reading/Language Arts and Mathematics. Classroom computers also have access to the district's Renaissance Place, Imagine Learning, and MobyMax. All students and parents have access to Renaissance Place and MobyMax via the internet at school and home. Rosemary Kennedy's computer lab is housed in a classroom with 34 internet-ready PC computers for student use. Each teacher is provided a laptop computer to support instruction. 1 classroom provides reading intervention support to students in grades K-5 that includes access to software such as Imagine Learning or System 44 for targeted students. We also have 3 rolling laptop carts that are used by grades 3, 4, and 5 to support technology implementation across the content areas. Rosemary Kennedy's library is home to approximately 16,752 books and resource materials.

#### Instructional Minutes

The total number of instructional minutes for each grade level span is as follows: 210 for Kindergarten; 310 for grades 1-3; and 325 for grades 4 and 5. Students have 4 minimum days each month for staff meetings and structured grade level collaborations. There are 2 minimum days for students which are the day before winter break and the last day of school; in addition we have 5 minimum days for parent teacher conference. Teachers also have 2 teacher workdays with no students. The time allotments for Reading/Language Arts, ELD, and Mathematics is as follows: Kindergarten 60 minutes RLA, 30 minutes RLA Intervention, 60 minutes Mathematics, and 30 minutes ELD. Grades 1-3 is as follows: 150 minutes RLA, 40 minutes RLA Intervention, 60 minutes Mathematics, and 30 minutes ELD. Grades 4-5 is as follows: 120 minutes RLA, 45 minutes ELA Intervention, 60 minutes Mathematics, and 30 minutes ELD.

## **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**

Rosemary Kennedy has established a Multi-Tiered System of Support that is available to all students throughout the school day. We are dedicated to differentiating instruction and embedding rigor and relevance as part of daily instructional practices. Every staff member at Rosemary Kennedy both Classified and Certificated continues to be a part of this endeavor. In the past years we have seen great gains made by students across the grade levels. We are especially proud of our Response to Intervention Target Time that has been implemented across the grade levels providing every student despite their academic performance this additional dose of skills and strategies to assist our students to continue making gains. In addition the focus is on utilizing expository text as well as consistent vocabulary instruction across content areas that embed foundational reading skills throughout instruction that are specific to the students need. This year we will continue to use interim assessments connected to CAASPP as a tool for instruction. We also included two articulation days for teachers to plan instruction as related to CAASPP assessments and ELPAC. We began to implement AVID, a program for Advancement Via Individual Determination which focuses on college going behaviors and dispositions. In addition to AVID we are implementing the new Wonders ELA curriculum and have developed a plan to keep mathematics at the forefront as we build capacity to better teach, assess, and support math instruction at RMK.

## Central Focus on School Reform

### Purpose

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

- The starting point for this school's reform work was to build a vision of excellence and develop a comprehensive plan with the school reform goals clearly outlined. Continuous evaluation of the progress made toward reaching the goals has been essential to the school's improvement process.
- Teachers employ proven methods and strategies that are best practices as identified by current research that is aligned to grade level standards. These are identified through grade level collaborations and grade level release days.
- In order to support our students and decrease the achievement gap in English Language Arts best first instruction has become a central focus to the daily instructional practices at the site. In addition, continuous review of grade level lesson plans linked to focus standards are reviewed in order to monitor the gains and identify strengths

and weaknesses in instructional practices.

- Teachers participated in grade-level specific professional development for two full days each.
- Rosemary Kennedy as a staff continues to grow as a Professional Learning Community. We have moved from accepting the fact that collaboration and consistency is key to increasing student achievement; and is now at the key stage of reflecting on data and instructional practices as a team that are aligned to common core grade level

standards and specifically the language utilized in the new standards during regular instruction delivery. Collaboratively, we are identifying key instructional practices that are agreed upon and measured by monitoring student academic gains correlated to grade level common assessments and utilizing data analysis to drive the next steps

for students mastery of grade level content. Key to this process is understanding clarity of focus as well as a common understanding of what is mastery.

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

Rosemary Kennedy has provided each grade level with grade level collaboration time twice a month in order to reflect on instructional practices and student achievement utilizing data that is formative and summative as indicated by specific grade levels. Rosemary Kennedy has also provided two full days of collaboration to each grade level so that they may collaborate on their shared understandings of Common Core, ELD, and upcoming state assessments in relation to student data. Leadership Team meets monthly and is expected to discuss key instructional practices that are demonstrating results. In addition the Principal provides Leadership Team with key focus questions for discussion at grade level meetings and collaborations. The Leadership Team has been consulted on the agenda for each articulation day. Additionally, data is analyzed by each grade level for language arts, math, and ELD. English Learner data was provided to teachers in order to assist with ELD groupings. Math and ELA data is used as teachers make decisions for collaboration in teaching and planning.

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

- California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects March 2013
- California Common Core State Standards: Mathematics January 2013
- California ELD/ELA Frameworks 2014
- Learning by Doing, Dufour, Eaker, Many 2006
- Professional Learning Communities, De Four
- Classroom Instruction That Works, Marzano, Pickering, Pollock 2001
- School Leadership that Works, Marzano, Waters, McNulty 2005
- The Highly Engaged Classroom, Marzano, Picering, Hefleflower 2011
- Thinking Maps A Language for Learning, Hyerle, Yeager 2007

- Improving Education For English Learners: Research-Based Approaches, CDE 2010
- Teaching Students to READ like DETECTIVES Fisher, Frey, Lapp 2012
- The Common Core Lesson Book K-5 Owocki 2012
- Text Complexity: Raising Rigor in Reading, Fisher, Frey, Lapp 2012

\* Text Dependent Questions, Fisher and Frey 2016

\* FactsWise, Henry 2017

### School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jason Burns	[X]	[ ]	[ ]	[ ]	[ ]
Brian Toomoth	[ ]	X			
Nancy Hollingsworth	[ ]	X			
Marla Punsalan	[ ]	X			
Rhonda Heslenflow	[ ]		X		
Melissa Ramirez	[ ]			X	
Otila Carrillo	[ ]			X	
Bryn Pellegrino	[ ]			X	
Angie Barajas	[ ]			X	
Aquila Matos	[ ]			X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

### Leadership Team

#### Purpose

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

Rosemary Kennedy's leadership's role is primary to ensure that key instructional practices are in place across the grade level and that student academic monitoring and assessment is in place. More importantly the focus is to ensure that Reading Language Arts and Mathematics program is delivered utilizing first best instruction so that the need for intervention is reduced. As a school we realize that Foundational Skills instruction are essential for both English Language Arts and Math achievement.

2018-19 Leadership Team	
Name of Members	Title
Jason Burns	Principal
Karen Wang	Instructional Coach
Vanessa McCullough	Kindergarten Teacher
Callean Elsey	1st Grade Teacher

2018-19 Leadership Team	
Nicole Higgins	2nd Grade Teacher
Barbara Glenn	3rd Grade Teacher
Brian Toomoth	4th Grade Teacher
John Evans	5th Grade Teacher

## **Comprehensive Needs Assessment Components**

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

### **Data Analysis and Assessments**

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

### **Procedures for Analyzing Data**

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

### **Procedures for Reporting Results**

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

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

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

Progress reports, report cards, deficiency notices, SST meetings, school reports, DIBELS reports, AR reports, teacher phone calls, teacher emails, Class Dojo, graded papers, and homework. Parents are also informed of their children's various assessment data results as well as all other aspects of their children's academic development at parent conferences. This type of reporting helps parents understand assessment data as it pertains to the learning environment. Follow-up conferences may be scheduled to more closely monitor a particular student's progress. Strategies that parents may employ at home to reinforce the child's learning are discussed at this time. Progress reports are periodically sent out to parents informing them of their child's progress. Parents are informed annually about the school's overall assessment performance in the School Accountability Report Card. Interpretation of assessment data is provided to parents as needed. As a Title 1 school, Rosemary Kennedy employs a parent-teacher-student compact. This compact, which entails grade level expectancy, behavior standards, and ways parents can support the goals of the school, is explained and clarified at parent-teacher conferences.

Parents are informed of special programs and extended learning times (LCFF, T-I, ELL, etc). Students with special needs i.e. Special Education, ELL, etc., may require special consideration with assessments. These considerations along with suggestions are provided to the parent.

Parents receive information about the standards and accountability procedures through standards booklets as well as through parent information meetings such as Colt Cafe or ELAC. Students are informed of the standards and student work requirements through report cards, rubrics, assessment results, teacher- and district- developed assessment

materials, DIBELS, fluency rate tests, individual portfolios, classroom projects and work, and standards posted in the classroom.

We have also continued to provide parents with explicit explanations of grade level standards and how that will assist students in mastering grade level standards.

Parents are encouraged to attend our annual College Fair and Career Day/Week to obtain resources to assist their children as well as encourage the pursuit of college and or career readiness for their child. Local college representatives also attend the event and link parents to resources provided to school age children.

We have also implemented parent workshops that promote AVID implementation and ways parents can support their child at home with their education.

## 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.

As a staff the APS was completed eleven years ago, but we continue to use the data gathered to make decisions to reflect on current instructional practices and key instructional pieces that are and are not occurring based on the APS results. The survey completed has been used and will continue to be used by RMK in order to refine our instructional program and ensure we are addressing our student's needs during core instruction as well as during language arts Target Time. In addition, we will continue to monitor the achievement of our English Learners and ensure that they are being provided access to the core specifically we will ensure that we have a current action plan for our English Learners to ensure we continue to reduce the academic learning gap. In addition, we as a school have also identified the need for Response to Intervention to occur for both Reading Language Arts and Mathematics. We have also used the outcomes of our survey in the development of our SPSA specifically emphasizing needs identified by our teams at our school in order to appropriately service and ensure all students are making academic gains. Key to our continued progress is implementing the Common Core Standards in our daily instructional practices.

### Standards, Assessment, and Accountability

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

As a site we review data that includes both state and local assessments to determine areas that need to be focused in order to recoup any academic deficits based on these assessments. Instruction is aligned to standards that students demonstrate difficulty in mastering and is spiraled into multi-tiered systems of support and universal design with a focus on considering learning progressions so that instruction continues to be accessible and rigorous.

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

The school staff implements curriculum and assessments that are aligned to the standards along with reporting strategies that reflect student success in relation to the grade level standards. Teachers meet regularly in grade level teams to monitor student progress and modify and improve instruction based on Common Assessments that are either formative/summative. We use SBAC results, CELDT results, ELPAC results, and DIBELS and CA Dashboard results along with grade level assessments administered by teachers. This information is shared with the ELAC and SSC to assist in evaluating programs and updating the SPSA to better meet the academic needs of students.

### Staffing and Professional Development

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

Rosemary Kennedy has 100% of its staff meeting highly qualified ESEA standards.

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

All teachers are fully credentialed and no teachers are mis-assigned. In addition teachers have been provided with information, planning and collaboration on the new Wonders ELA program. Professional Development has also focused on building our collective capacity to better assess and teach math. Math resources including Ready Common Core has been purchased and implemented in grades 3 - 5. Factwise training and resources have been provided to the entire teaching staff during the 2018-19 school year.

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

Staff Development is focused on implementing the Common Core Content Standards in all areas. Staff utilizes data to determine their next steps in instruction as well as necessary assessment and instructional planning.

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

The site coach provides support through attendance at grade level team articulation meetings, modeling of instruction, assistance in cognitive planning and data analysis. Teachers meet monthly and participate in articulation days throughout the school year to plan lessons, analyze student data, and develop strategies to assist students to meet grade level goals as well as revise instruction when necessary in order to meet their needs.

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

Teachers are provided two minimum days per month in order to collaborate as a grade level team. The focus during these meetings is to review student data, determine standard focus and instructional alignment, and creating short cycle assessments in order to have pre and post data. During this time the grade levels also focus in students not making the progress necessary and determining the focus of instruction during school wide Target Time (Response to Intervention). Key to planning is the intentional embedding of differentiated instruction that provide a high level of rigor that is inclusive of essential vocabulary and standards aligned. Teachers were provided two full grade-level specific planning and collaboration staff development days in relation to Language Arts, Math, ELD, and AVID.

### Teaching and Learning

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

California's SBE has adopted high academic standards in Reading/Language Arts, Mathematics, and Science. The standards serve as the framework along with the state adopted ELA/ELD Framework and the Math Framework for directing district and site goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level.

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

Every grade level has developed a common grade level schedule which adheres to the state and district expectations for instruction. The site principal monitors to ensure that every teacher is providing instruction to students based on the grade's academic standards.

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

Lesson plans reflect standards-based instruction. Within each grade level a common schedule and a common intervention period is assigned in order to allow for flexibility and implementation of intervention for identified students in Reading Language Arts and Mathematics.



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

Rosemary Kennedy School complies with the District policy to provide student's access to standards and textbooks that allow for the standards to be taught in a rigorous manner. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards. Students have access to standards-based materials in their classroom and available for check-out. Many supplemental materials used in the classroom and at home are to extend learning time.

#### 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)

Rosemary Kennedy utilizes assessments on the standards to determine students academic deficits. Students in grades 4-5 that have been identified as being two grade level behind are provided Reading Language Arts instruction that is aligned to grade level standards assessments but provided by the school Reading Intervention Specialist to recoup reading and other academic deficits. Students in grades K-5 are provided intervention support through use of supplemental materials that are standards-aligned during their intervention block time.

#### Opportunity and Equal Educational Access

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

Rosemary Kennedy Elementary is in its tenth year of including intervention as part of the regular school day. There are a number of benefits to doing intervention during school hours:

- Student attendance is consistent and mandatory.
- Intervention curriculum is directly tied to current learning and can be individualized appropriately and immediately.
- Teachers work as a team to provide intervention to identified students at their grade level; thus, maximizing the number of students that can be supported.
- The repertoire of support (administrative, specialists, other teachers) is on hand for immediate consultation.
- Collaboration during intervention block time is also supported by utilizing our classified support staff such as computer lab instructional assistant, resource aide, campus supervisors, special education aides, and bilingual instructional assistant which reduces the student to adult ratio for struggling learners.

Rosemary Kennedy also provides extended learning opportunities for students who are retained or who are at-risk for being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. The computer lab is used by at-risk students, identified as not meeting grade level standards, in order to provide additional computer assisted instructional time. This lab provides extended learning time to support students needing additional help in reading as a before school tutorial program using research based and results oriented software approved by the district. Students may also participate in the Half-Time after school program, which provides a quiet homework completion environment, computer assistance in math and language arts, and additional academic enrichment grade level specific focusing on English Language Arts skills. Collaboration on intervention and instructional practices are facilitated to HALF-Time Staff by our teachers and site principal. The instructional coach supports teachers and half-Time staff in the implementation of differentiated instruction to meet students' diverse needs.

#### 14. Research-based educational practices to raise student achievement

We will continue our focus on ensuring the students receive first best instruction utilizing first the California Frameworks followed by Direct Instruction model, Student Engagement Strategies, Graphic Organizers, embedded academic language, Classroom Instruction that Works, use of A Look at Kindergarten Through Grade Six in California Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics.

## Parental Involvement

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

Students that are identified as under-achieving are invited to tutoring before/after school with focus on Reading Language Arts and Math. At-risk students are also invited to attend our Half-Time Intervention Program, are SST'd, and are referred to our literacy teacher for support during the school day.

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

Parent involvement is highly valued at Rosemary Kennedy School. Parent Advisory groups meet regularly throughout the school year to provide valuable input. Parents at Rosemary Kennedy are encouraged to participate in the development, implementation, and monitoring of the site's action plan. Parents, staff, and community members participate in this process through SSC and ELAC meetings. Parents are encouraged to become active participants in their child's learning. In addition, parents are also encouraged to participate in classroom visits throughout the school year to see student learning and the importance of students mastering early building blocks in literacy and mathematics to be successful in subsequent grade levels.

## Funding

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

Services provided by categorical funds that enable under-performing students meet standards are: Instructional support during the regular school day, Before/After School Tutoring, Parent Workshops/Trainings, supplemental resources for at school and in the home to support students in Reading Language Arts and Mathematics. We also provide technology to enhance classroom instruction and to provide additional computer access to our students.

### 18. Fiscal support (EPC)

Categorical funds utilized for the above noted services are: LCFF-Low Income, LCFF-English Learners, and Title I.

## **SPSA Annual Evaluation**

### Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? As a school, we met goals 1.1, 2, and 4. Our ELA Performance Goal 1.1, was to increase the overall percentage of students meeting or exceeding proficiency on the CAASPP ELA Assessment from 45.72% in the 2016-17 school year to 50% in 2017-18. We reached that goal as 51% of our students met or exceeded proficiency on the CAASPP ELA Assessment. We believe that our Target Time Intervention Program that directly meets the needs of our students greatly contributes to providing enrichment and intervention to struggling students was a driver towards increasing our results and meeting our goal. We also provided additional professional development in the area of ELA by focusing on text dependent questioning strategies and close reading strategies. Before school tutoring and after school tutoring also provided additional help to struggling students.

Our ELL Performance Goal 2.0 was to increase the percentage of ELL students being reclassified as R-FEP from 2016-17 to 2017-18 by 10% as measured by annual reclassification data. We met that goal as we increased our 2016-17 percentage from 8.5% to 9.7% in 2017-18, which is an improvement of 15%. Furthermore, we also increased the grand total of in students being reclassified from 20 in 2016-17 to 22 in 2017-18. We believe that providing additional support in the classroom directly during ELA and ELD instruction greatly contributed to the positive improvements our ELL students are making in the classroom.

Our High School Graduation and College Readiness Performance Goal 4.0 was to have 50% of the staff AVID trained and implementing AVID by June 2018 as measured by AVID site visits, CSS, and by evaluating our AVID Site Plan. We met

that goal as 60% of classroom teachers and certificated support staff were AVID trained through AVID Path trainings or Summer Institute. We were successful in meeting this goal because we allocated funding to pay for the trainings and we were committed to doing the work to make it happen.

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?

We created a comprehensive math plan in October 2017 to address the many aspects of our math instruction including math culture, instruction, and support for students. Our Math Performance Goal 1.2 was to increase the percentage of all students meeting or exceeding proficiency on the CAASPP Mathematics Assessment from 25% in 2016-17 to 30% in 2017-18. While we improved from 25% to 28% proficient or above we did not meet our goal of 30%. Since we experienced improvement we will continue to focus our efforts towards building instructional capacity at teaching and assessing mathematics. We will provide instructional resources, trainings, and will refine our efforts to ensure ongoing improvement of our math program.

Our Safe and Drug-Free Environment Conducive to Learning Performance Goal 3 was not met. Our goal was to increase RMK's ADA from 96.15% to 96.65% an increase of .5%. Our ADA last year was 95.88% which was a decrease by .22%. In evaluating our actions we implemented attendance incentives for the first five months of the school year but due to a lack of additional funding we were not able to sustain the incentives. We also experienced a really bad flu season that saw our ADA plummet in the winter months when flu is at its' peak.

### **Involvement/Governance**

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

School Site Council and ELAC gave input and feedback at meetings. The SPSA was taken to staff at a staff meeting and the staff gave input and feedback at the meeting. The leadership team gave input on 12-3-18. The staff gave input on 12-4-18.

How was the plan monitored during the school year?

The plan was placed on the agenda for staff meetings from May 2018 to February 2019. The principal reviewed the plan on a consistent basis to determine if goals and objectives aligned with expenditures and actions.

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

From the beginning of the year, periodically place the plan as part of the agenda for staff meetings and monthly at leadership meetings. Place the plan on the agenda for all ELAC and SSC meetings. Providing updates on the SPSA to all staff and continually obtaining their feedback and input is vital to success.

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

At Rosemary Kennedy we have made some progress toward increasing student achievement and reducing the achievement gap in English Language Arts. At RMK, students in grades 3-5 have slightly improved in English Language Arts. According to the CAASPP Assessment, the overall achievement for all students shows literacy gains of just over 1% from the 2015-16 school year to the 2016-17 school year where 45.72% of students met or exceeding proficiency on the CAASPP Assessment. In the 2017-18 school year we improved our literacy results by 5% with over 51% of our students meeting or exceeding standards in ELA. Such percentages indicate literacy growth at RMK, and students are on the right track in achieving proficiency in this content area.

Overall our math achievement as an entire school decreased in 2016-17 to 25.27% achieving or exceeding proficiency down from 28% in 2015-16, a decrease of 2.73%. This data empowered us to closely examine our instructional minutes, classroom instructional practices and galvanized our staff to develop a stronger comprehensive mathematics plan here at Rosemary Kennedy Elementary School during the 2017-18 school year. As a result of that work our results on the

CAASPP Mathematics Assessment showed an increase in proficiency from 25% to 28%. While improvement has been shown there is still a lot of work that needs to be done to increase students achievement in the area of mathematics. The lack of a comprehensive district wide math curriculum along with assessment is the largest barrier in our way towards improving student achievement.

At RMK, we continue to improve our ELL reclassification percentage, but we do not have enough technology or enough bilingual assistants to provide that additional support in the classroom to our students. Professional Development will need to be linked with modeling of use of instruction and actual teacher use/manipulation/and planning using intentional appropriate use of technology. We also need to further educate and inform our staff and parents regarding the new ELPAC assessment.

In addition, the sustainability of our Intervention Program at Rosemary Kennedy is essential in order to meet the needs of the students not moving in the progression toward proficiency; in order to maintain this we need to continue the funding of our support personnel such as our Full-Time Instructional Coach, and Computer Lab Instructional Assistant. The role of these three key positions has shifted to intentional intervention with specific curriculum put in place by grade level team in order to provide these students the extra dose of standards review within the instructional day. The use of categorical funds is focused on the use of people versus materials in order to make a greater impact.

Much of the technology on the RMK campus is outdated and there is not enough funding to replace and refresh the technology in the classroom. ELA, math and ELD instruction is enhanced by technology but we only have three laptop carts for the whole school.

Our goal as a school is to focus on the students that did not meet standards and that includes those that nearly met and didn't meet standards proficiency. In efforts to achieve this goal we need to not just sustain our current intervention program but ensure that it continues to service target students that is linked to the key standards these students are not able to master. In addition, we need to establish a minimum technology use plan within the instructional day to ensure teachers become proficient and also use the technology intentionally during instructional delivery. The use of our categorical funds is focused on this goal. Lastly, we also need a better understanding of the assessments and the new standards. Teachers are currently working on building their capacity as educators and have participated in various professional development throughout the school year.

## 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	69	96	76	66	95	75	66	95	75	95.7	99	98.7
Grade 4	117	70	94	115	69	94	115	69	94	98.3	98.6	100
Grade 5	102	108	71	101	105	71	101	105	71	99	97.2	100
All Grades	288	274	241	282	269	240	282	269	240	97.9	98.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2424.4	2393.1	2417.4	18	10.53	13.33	24	28.42	37.33	38	24.21	25.33	20	36.84	24.00
Grade 4	2458.5	2462.7	2466.1	19	24.64	24.47	22	28.99	29.79	26	14.49	20.21	33	31.88	25.53
Grade 5	2499.4	2478.8	2496.1	15	18.10	14.08	34	28.57	35.21	27	16.19	28.17	25	37.14	22.54
All Grades	N/A	N/A	N/A	17	17.10	17.92	27	28.62	33.75	29	18.59	24.17	27	35.69	24.17

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	18	11.58	12.00	52	44.21	62.67	30	44.21	25.33
Grade 4	20	17.39	26.60	43	59.42	46.81	37	23.19	26.60
Grade 5	20	19.05	15.49	52	38.10	63.38	28	42.86	21.13
All Grades	20	15.99	18.75	49	45.72	56.67	32	38.29	24.58

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	18	12.63	17.33	56	46.32	48.00	26	41.05	34.67
Grade 4	16	27.54	15.96	60	40.58	57.45	24	31.88	26.60
Grade 5	28	25.71	23.94	47	41.90	56.34	26	32.38	19.72
All Grades	21	21.56	18.75	54	43.12	54.17	25	35.32	27.08

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	14	11.58	20.00	67	66.32	66.67	20	22.11	13.33
Grade 4	9	20.29	12.77	74	60.87	71.28	17	18.84	15.96
Grade 5	13	14.29	9.86	66	63.81	71.83	21	21.90	18.31
All Grades	11	14.87	14.17	70	63.94	70.00	19	21.19	15.83

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	24	22.11	24.00	59	42.11	54.67	17	35.79	21.33
Grade 4	26	20.29	21.28	57	59.42	55.32	17	20.29	23.40
Grade 5	19	19.05	16.90	62	51.43	64.79	19	29.52	18.31
All Grades	23	20.45	20.83	59	50.19	57.92	18	29.37	21.25

## 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	69	96	75	68	96	75	68	96	75	98.6	100	100
Grade 4	117	71	94	115	70	94	115	70	94	98.3	98.6	100
Grade 5	102	108	71	101	107	71	101	107	71	99	99.1	100
All Grades	288	275	240	284	273	240	284	273	240	98.6	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2406.8	2387.3	2403.9	7	4.17	6.67	31	27.08	28.00	31	20.83	28.00	31	47.92	37.33
Grade 4	2446.6	2452.8	2447.1	6	7.14	5.32	23	21.43	25.53	42	48.57	42.55	30	22.86	26.60
Grade 5	2471.4	2451.2	2464.9	8	6.54	5.63	14	11.21	14.08	35	21.50	35.21	44	60.75	45.07
All Grades	N/A	N/A	N/A	7	5.86	5.83	21	19.41	22.92	37	28.21	35.83	35	46.52	35.42

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	13	11.46	13.33	43	36.46	36.00	44	52.08	50.67
Grade 4	12	17.14	17.02	45	41.43	38.30	43	41.43	44.68
Grade 5	15	8.41	11.27	31	21.50	30.99	54	70.09	57.75
All Grades	13	11.72	14.17	39	31.87	35.42	47	56.41	50.42

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	16	12.50	17.33	51	44.79	40.00	32	42.71	42.67
Grade 4	10	14.29	8.51	50	55.71	48.94	41	30.00	42.55
Grade 5	8	9.35	9.86	42	32.71	52.11	50	57.94	38.03
All Grades	11	11.72	11.67	47	42.86	47.08	42	45.42	41.25

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	24	10.42	10.67	59	53.13	61.33	18	36.46	28.00
Grade 4	12	11.43	9.57	45	54.29	56.38	43	34.29	34.04
Grade 5	8	9.35	5.63	50	38.32	43.66	42	52.34	50.70
All Grades	13	10.26	8.75	50	47.62	54.17	36	42.12	37.08



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

At Rosemary Kennedy Elementary School we used CAASPP ELA assessment data along with DIBELS data to determine actions needed to increase student achievement for all students, including at-risk, low income and ELL students.

In analyzing the scaled scores from the CAASPP ELA Assessment, it was found that students in grades three and five saw their overall ELA scores increase from 2016-17 to 2017-18. In third grade the overall scaled score average increased from 2393 in 2016-17 to 2417 in 2017-18. In fourth grade the overall scaled score increased from 2462 in 2016-17 to 2466 in 2017-18. In fifth grade the overall scaled score increased from 2478 in 2016-17 to 2496 in 2017-18,

When breaking down the CAASPP ELA assessment data further we have shown growth on the reading and writing sections of the tests. In the area of reading comprehension in 2016-17 16% of the students were above benchmark and in 2017-18 19% scored above the benchmark. In 2016-17 45.72% of the students were at or near benchmark and in 2017-18 that percentage increased to 56.67% at or near benchmark. As for the area of writing on the CAASPP 43.12% of all students were at or near the standard in 2016-17 and those percentages increased to 54.17% at or near standard.

RMK, as a site, is making progress towards the proficient goals of literacy. As the data has shown, there is a need to address all areas of literacy in order to achieve significant results. Particularly, Listening and Speaking needs to be emphasized more in the development of literacy skills.

## Mathematics

### **All Students**

According to the 2017-18 CAASPP Assessment, the overall achievement for all students showed some growth. We increased the percentage of students meeting or exceeding proficiency from 25% to 28%, a gain of 3%. The data shows that in grades 3 and 5 overall scaled scores increased. In grade 3 the mean scaled score in mathematics increased from 2387.3 in 2016-17 to 2403.9 in 2017-18. In grade 5 the mean scaled score increased from 2451.2 in 2016-17 to 2464.9 in 2017-18. Grade 4 saw their results decrease. In 2016-17 the overall scaled score average was 2452.8 and in 2017-18 the score went down to 2447.1.

When you break down the results of the CAASPP assessment further we saw an overall increase in our students ability to use concepts and procedures in math as the percentage of students at or near standard increased from 31.87% in 2016-17 to 35.42% in 2017-18. We also decreased the number of students below standard. In 2016-17, 56.41% of our students were below standard in using concepts and procedures to solve math problems compared to 50.42% being below standard and this part of the test in 2017-18. We also increased the percentage of students scoring above standard on the concepts and procedures portion of the test. In 2016-17, 11.72% of our students scored above the standard in 2017-18 we saw an increase to 14.17% above standard.

On the 2017-18 CAASPP Mathematics Assessment in particular the area of problem solving and data analysis 41.25% of our students scored below the standard.

This data will empower us to closely examine our instructional program and instructional practices and will galvanize our staff to build our capacity here at Rosemary Kennedy Elementary School during the 2018-19 school year so that we can collectively improve our students math achievement.

**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	1446.8	1454.8	1428.0	35
Grade 1	1458.7	1460.8	1456.1	31
Grade 2	1502.3	1508.8	1495.5	28
Grade 3	1522.7	1514.8	1530.2	37
Grade 4	1525.9	1515.3	1536.1	32
Grade 5	1558.2	1563.6	1552.2	19
All Grades				182

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	18	51.43	*	*	*	*			35
Grade 1	13	41.94	11	35.48	*	*	*	*	31
Grade 2	18	64.29	*	*			*	*	28
Grade 3	*	*	21	56.76	*	*	*	*	37
Grade 4	13	40.63	14	43.75	*	*	*	*	32
Grade 5	14	73.68	*	*			*	*	19
All Grades	85	46.70	67	36.81	22	12.09	*	*	182

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	18	51.43	*	*	*	*			35
Grade 1	20	64.52	*	*	*	*	*	*	31
Grade 2	24	85.71	*	*			*	*	28
Grade 3	19	51.35	12	32.43	*	*			37
Grade 4	18	56.25	*	*	*	*			32
Grade 5	16	84.21	*	*			*	*	19
All Grades	115	63.19	40	21.98	21	11.54	*	*	182

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	15	42.86	*	*	*	*	*	*	35
Grade 1	*	*	15	48.39	*	*	*	*	31
Grade 2	16	57.14	*	*	*	*	*	*	28
Grade 3	*	*	17	45.95	*	*	*	*	37
Grade 4	*	*	14	43.75	*	*	*	*	32
Grade 5	*	*	*	*	*	*	*	*	19
All Grades	61	33.52	70	38.46	32	17.58	19	10.44	182

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	27	77.14	*	*			35
Grade 1	23	74.19	*	*	*	*	31
Grade 2	24	85.71	*	*			28
Grade 3	19	51.35	16	43.24	*	*	37
Grade 4	18	56.25	12	37.50	*	*	32
Grade 5	13	68.42	*	*			19
All Grades	124	68.13	53	29.12	*	*	182

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	40.00	15	42.86	*	*	35
Grade 1	15	48.39	*	*	*	*	31
Grade 2	26	92.86	*	*	*	*	28
Grade 3	22	59.46	14	37.84	*	*	37
Grade 4	21	65.63	*	*	*	*	32
Grade 5	18	94.74			*	*	19
All Grades	116	63.74	47	25.82	19	10.44	182

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	11	31.43	22	62.86	*	*	35
Grade 1	11	35.48	13	41.94	*	*	31
Grade 2	17	60.71	*	*	*	*	28
Grade 3	*	*	26	70.27	*	*	37
Grade 4	*	*	22	68.75	*	*	32
Grade 5	*	*	12	63.16	*	*	19
All Grades	55	30.22	104	57.14	23	12.64	182

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	21	60.00	*	*	*	*	35
Grade 1	*	*	20	64.52	*	*	31
Grade 2	12	42.86	14	50.00	*	*	28
Grade 3	23	62.16	12	32.43	*	*	37
Grade 4	13	40.63	19	59.38			32
Grade 5	13	68.42	*	*	*	*	19
All Grades	89	48.90	78	42.86	15	8.24	182

### Conclusions indicated by the ELPAC data:

The 2017-18 academic year was the first time the newly adopted ELPAC assessments were utilized in the state of California. At RMK we had 182 ELL students take the assessments.

In reviewing the ELPAC data RMK did very well. We had the second highest ELPAC scores in AUSD and many of our students reclassified as R-FEP as a result of being well developed ELL students as demonstrated on the ELPAC. In grades K - 2 students overall scaled scores were higher in oral language than written language, which indicates that the language development and ELD program is meeting the needs of our ELL students. In grades 3 and 4 written language scaled scores were higher than oral language scores indicating a stronger emphasis on reading comprehension and writing instruction in those grades. In grade 5, the overall oral language scaled scores were higher than written language scaled scores, perhaps indicating that the rigor in reading and writing instruction needs to be increased in order for students to score higher on the ELPAC.

We had a very smooth and effective ELPAC administration during the 2017-18 school year and we believe putting extra support staff (B.I.A. and instructional aides) in the classrooms during the school day and during ELA and ELD instruction contributed greatly to initial success on the ELPAC assessments at Rosemary Kennedy Elementary during the 2017-18 school year.

**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)

Our goal is to increase the overall percentage of students meeting or exceeding proficiency on the CAASPP ELA Assessment from 51% in the 2017-18 school year to 55% in 2018-19.

**Data Used to Form this Goal:**

At Rosemary Kennedy Elementary School we used CAASPP ELA assessment data along with DIBELs data to determine actions needed to increase student achievement for all students, including at-risk, low income and ELL students.

In analyzing the scaled scores from the CAASPP ELA Assessment, it was found that students in grades three and five saw their overall ELA scores increase from 2016-17 to 2017-18. In third grade the overall scaled score average increased from 2393 in 2016-17 to 2417 in 2017-18. In fourth grade the overall scaled score increased from 2462 in 2016-17 to 2466 in 2017-18. In fifth grade the overall scaled score increased from 2478 in 2016-17 to 2496 in 2017-18,

When breaking down the CAASPP ELA assessment data further we have shown growth on the reading and writing sections of the tests. In the area of reading comprehension in 2016-17 16% of the students were above benchmark and in 2017-18 19% scored above the benchmark. In 2016-17 45.72% of the students were at or near benchmark and in 2017-18 that percentage increased to 56.67% at or near benchmark. As for the area of writing on the CAASPP 43.12% of all students were at or near the standard in 2016-17 and those percentages increased to 54.17% at or near standard.

RMK, as a site, is making progress towards the proficient goals of literacy. As the data has shown, there is a need to address all areas of literacy in order to achieve significant results. Particularly, Listening and Speaking needs to be emphasized more in the development of literacy skills.

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

As we continue to build our capacity as a school we need to focus on increasing the number of students scoring at or exceeding grade level . We used and will continue to use CAASPP assessments. We will also use DIBELs data to analyze student progress toward mastery of reading foundational skills.

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

We will continue to monitor all students academic achievement data and target those students identified as at-risk to determine next steps for instruction and or intervention. We will administer and collect DIBELs data 3 times per year to monitor their progress towards literacy. We will also monitor teacher instruction and share best practices as well as determine next steps for professional development to meet the instructional needs to make content comprehensible to students. Students identified as at-risk in grades K-5 will be provided targeted intervention by the Reading Instruction Specialist with the goal of recouping academic deficits prior to these students exiting the elementary school level. Students will also be placed in Target Time groups to help them extend, enrich or improve their skills in reading and writing.



Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	9 - Learning organization	Academic Instructional Coach: Karen Wang to support teachers with classroom instruction	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	121,312.88
	8 - Learning environment to achieve excellence	Monitor implementation of ELA standards	8/2018	6/2019			
	9 - Learning organization	Leadership Team guidance of ELA Wonders program implementation	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Use of common assessments to inform and guide instruction	8/2018	6/2019			
	2 - Collaborate with partners	Operational costs and services - maintenance contracts and leases for copiers	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	Title I	6,294.00
	8 - Learning environment to achieve excellence	Renaissance Place: AR Reading Incentive Program	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	Title I	6,987.50
	9 - Learning organization	Instructional Computer Lab Assistant to provide computer assisted interventions and classroom academic support in ELA	8/2018	6/2019	2000-2999: Classified Personnel Salaries	Title I	3,160.60
	3 - Comprehensive PreK-12 program	Materials and Supplies needed to support programs. Southwest School Supply Company	7/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	3,500.00
	3 - Comprehensive PreK-12 program	Materials and Supplies needed to support academic programs. Poster paper and cold laminate film	8/2018	6/2019	4000-4999: Books And Supplies	Title I	825.00
	3 - Comprehensive PreK-12 program	Supplemental books and classroom resources to support at-risk low income students attain proficiency in ELA	8/2018	6/2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI Title I	361.61 388.38
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	8 - Learning environment to achieve excellence	Continue Response to Intervention Model specifically targeting areas of academic deficits identified by Intervention Team in collaboration with grade levels	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Use of expository supplementary text, supplemental reading materials and resources	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Provide at-risk students small group instruction, additional support before/after school, materials for spiral review	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Computer Software: Moby Max	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	Title I	2,300.00
	8 - Learning environment to achieve excellence	Computer Software: Star Fall	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	Title I	270.00



Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Provide teachers with necessary technology in classrooms such as elmo's, LCD projectors, laptop and desktop computers, monitors, printers, toner ink, mice, cords, keyboards, in order to supplement the core instructional program.	8/2018	6/2019	4000-4999: Books And Supplies	Title I	13,698.84
Targeted Professional Development	8 - Learning environment to achieve excellence	Grade Level Articulations that have professional development embedded into them and support at-risk students in ELA	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	3,000.00
					1000-1999: Certificated Personnel Salaries	LCFF-LI	4,000.00
	6 - Support exemplary staff	Light Refreshments for grade level meetings, grade level release days, staff meetings and staff development	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	250.00
	6 - Support exemplary staff	DIBELs Math Professional Development for Fifth Grade Teachers - three teacher subs for scoring of DIBELs Math	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	450.00
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Student progress monitored through use of various assessments including DIBELs and CAASPP	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Students not making adequate progress toward targeted standards are identified and provided necessary interventions as well as intense monitoring in order to ensure all students make academic progress	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Students not making academic progress identified as at-risk or long term English learners at-risk will be provided direct intervention in grades K-5 by Intervention Teacher to recoup academic deficits and reduce the achievement gap - district funded LCAP	8/2018	6/2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent Education Nights to provide strategies to support students in grade level standards - Kindergarten	8/2018	6/2019			
	7 - Family engagement	Camp Kinder Roundup and assessment of kinder students support.	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	798.56
	7 - Family engagement	Access to library for parents and students before/after school to promote literacy - paid by discretionary funds	8/2018	6/2019	2000-2999: Classified Personnel Salaries	Title I	1,950.00

## Planned Improvements in Student Performance

### Performance Goal 1.2: Mathematics

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

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

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

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

#### SCHOOL SMART GOAL:

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

Our goal is to increase the percentage of all students meeting or exceeding proficiency on the CAASPP Mathematics Assessment from 28% in 2017-18 to 33% in 2018-19.

#### Data Used to Form this Goal:

We reviewed the data from our CAASPP results to determine our instructional areas of focus. As a school community we need to increase the standards mastery level with all subgroup populations. While we increased student performance overall when reviewing our school's CAASPP Mathematics results from 2017-18 more needs to happen to build instructional capacity with our staff so they can better support our students.

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

According to the 2017-18 CAASPP Assessment, the overall achievement for all students showed some growth. We increased the percentage of students meeting or exceeding proficiency from 25% to 28%, a gain of 3%. The data shows that in grades 3 and 5 overall scaled scores increased. In grade 3 the mean scaled score in mathematics increased from 2387.3 in 2016-17 to 2403.9 in 2017-18. In grade 5 the mean scaled score increased from 2451.2 in 2016-17 to 2464.9 in 2017-18. Grade 4 saw their results decrease. In 2016-17 the overall scaled score average was 2452.8 and in 2017-18 the score went down to 2447.1. When you break down the results of the CAASPP assessment further we saw an overall increase in our students ability to use concepts and procedures in math as the percentage of students at or near standard increased from 31.87% in 2016-17 to 35.42% in 2017-18. We also decreased the number of students below standard. In 2016-17, 56.41% of our students were below standard in using concepts and procedures to solve math problems compared to 50.42% being below standard and this part of the test in 2017-18. We also increased the percentage of students scoring above standard on the concepts and procedures portion of the test. In 2016-17, 11.72% of our students scored above the standard in 2017-18 we saw an increase to 14.17% above standard. On the 2017-18 CAASPP Mathematics Assessment in particular the area of problem solving and data analysis 41.25% of our students scored below the standard. This data will empower us to closely examine our instructional program and instructional practices and will galvanize our staff to build our capacity here at Rosemary Kennedy Elementary School during the 2018-19 school year so that we can collectively improve our students math achievement.

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

We will evaluate the progress or achievement of this goal by reviewing our comprehensive math plan for RMK and determine what needs to be added, changed, or removed from implementation. We will examine the results of the 2017-18 CAASPP SA to evaluate if our plan and actions are increasing student achievement.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Ready Common Core student math workbooks and teacher resources	8/2018	6/2019	4000-4999: Books And Supplies	Title I	5,417.39
	9 - Learning organization	Grade levels collaborate to create common assessments appropriate to grade level standards	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Ensure uninterrupted math block grades (1-5) 60 minutes and grades TK/K 30 - 45 minutes daily	8/2018	6/2019			
	9 - Learning organization	Monitor implementation of common core standards via grade level teams	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	I-Ready Online Mathematics Assessment and Intervention - Site License for 1 year	8/2018	6/2019	4000-4999: Books And Supplies	Title I	3,262.50
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	9 - Learning organization	Implement Problem of the Month Program for all grade levels -including staff training and recognition for students at monthly flag ceremonies	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Implementation of small group instruction to ensure students master content presented within regular instruction period	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Provide English learners at the lower proficiency levels support in mathematics through bilingual assistant	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Provide students not making academic progress and identified at-risk before or after school tutoring in mathematics	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	5,309.39
	8 - Learning environment to achieve excellence	Math manipulatives and math resources/supplemental resources to support math teaching and learning of math standards	8/2018	6/2019	4000-4999: Books And Supplies	Title I	500.00
	8 - Learning environment to achieve excellence	Brain Pop Teacher Licenses for use in classrooms with students in teaching math and science	8/2018	6/2019	4000-4999: Books And Supplies	Title I	450.00
<b>Targeted Professional Development</b>	8 - Learning environment to achieve excellence	Staff Development focus on math standards	8/2018	6/2019			
	9 - Learning organization	Grade level collaboration during early release days and full day release days used to review data and determine next steps in instruction of mathematics	8/2018	6/2019			
	9 - Learning organization	Instructional Coach provides support in implementation of math standards	8/2018	6/2019			
	9 - Learning organization	Staff Development on Factwise Program	8/2018	6/2019			
	9 - Learning organization	RCOE Math Professional Development Conference focusing on the teaching, learning and assessment of multiplication and division	11/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,290.00
<b>Achievement/Data Driven Structure</b>	8 - Learning environment to achieve excellence	Student progress monitored through use of teacher and grade level created assessments	8/2018	6/2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
and Support							
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Family Night - Math Festival provide parents strategies to support the instructional program from home	12/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,833.00
	7 - Family engagement	CAASPP information sent home to parents	8/2018	6/2019			
	7 - Family engagement	CA Dashboard overview for parent groups	8/2018	6/2019			
	7 - Family engagement	Provide information on 2017-18 CAASPP Mathematics results to parents during COLT Cafe and school events.	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)

Our goal is to increase the percentage of ELL students being reclassified as R-FEP from 2017-18 to 2018-19 by 5% as measured by reclassification data.

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

In 2016-17 we had an overall student enrollment of 514 students with 226 or 44% being classified as English language learners. During the 2016-17 school year 8.5% or 20 students were reclassified as R-FEP. In 2017-18 we had an overall student enrollment of 461 students with 192 or 41.6% being classified as English language learners. During the 2017-18 school year we increased our percentage and our number of students being reclassified as R-FEP to 9.7% or 22.

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

In order to create a bridge and reduce the deficits we will provide these students additional instructional supports that include differentiated instruction, bilingual assistant support, Intervention Specialist support, extended school year opportunity through the Expanded Learning department, and before/after school tutoring utilizing data that drives the instructional focus and is linked to appropriate grade level material. We will ensure students in grades 2-5 are applying intentional listening and speaking throughout instruction in ELA, Math, and ELD.

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

At-risk long term English Learners will be identified as those students not making progress in their proficiency in English as measured by the new state assessment for English Learners in conjunction with CAASPP and DIBELS data.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	8 - Learning environment to achieve excellence	Implementation of ELA/ELD standards to ensure student progress toward proficiency	8/2018	6/2019			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	8 - Learning environment to achieve excellence	Additional Hours for Bilingual Instructional Assistant to work with ELL students in the classroom during the school day	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	6,313.32
	8 - Learning environment to achieve excellence	Provide pullout support for students at-risk in grades 4-5 by literacy teacher in order to recoup deficits in ELA that will assist students in content mastery in other content areas focusing on grade level standards	8/2018	6/2019			
<b>Targeted Professional Development</b>	6 - Support exemplary staff	Provide paraprofessionals and instructional coach training in effective use of instructional strategies, Common Core State Standards, and ELD standards	8/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	80.00
<b>Achievement/Data Driven Structure and Support</b>	8 - Learning environment to achieve excellence	Student progress monitored through grade level and teacher created assessments, state assessment data, DIBELS to ensure students are making adequate academic progress	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Students not making adequate progress toward grade level standards/targets are identified and provided the necessary interventions as well as intense monitoring either by the teacher/grade level or through SST in order to ensure all students are making progress towards the standards.	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Additional hours for classified staff to support ELL students during ELA and ELD instruction in the classroom during the school day	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	8,773.75
	9 - Learning organization	Monitor EL Program and ensure support provided as well as teacher training	8/2018	6/2019			
	6 - Support exemplary staff	English Learner Facilitator Stipend	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,755.00
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	ELAC Meetings - Parent trainings on various ELAC related topics including ELPAC results, ELD standards, CALPADS report and reclassification of ELL students	8/2018	6/2019			
	7 - Family engagement	ELAC refreshments for parents during ELAC meetings	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	250.00
	7 - Family engagement	Provide opportunity for ELAC parents to attend CABE Conference in Riverside with ELL Facilitator and Administration	8/2018	6/2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	800.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Additional hours for bilingual assistant and bilingual staff/interpreters to provide Spanish interpretation at parent conferences and SST meetings	8/2018	6/2019	2000-2999: Classified Personnel Salaries	LCFF-EL	1,167.93

## Planned Improvements in Student Performance

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

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

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

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

#### SCHOOL SMART GOAL:

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

By June 2019, the average daily attendance will increase by 0.25%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 10%.

Our overall goal is to have 100% of our students attending school everyday. Our counselor is available to follow up with every student/family that receives attendance letter 1, 2, and 3 and works in conjunction with the attendance clerk to monitor student attendance as well as provide resources to ensure students are in school. In addition, our goal is to have a safe, drug free, and conducive learning and we will provide students ongoing lessons by our counselor that are grade appropriate to encourage the behaviors necessary to succeed in school. All classes will receive at least 4 lessons by the end of the school year by our on-site counselor.

#### Data Used to Form this Goal:

Our attendance data for 2017-2018 school year indicates we did not meet the district goal of increasing attendance by .5% However our attendance was at 95.88% for the overall 2017-18 school year. This is a decrease of .22% from the 2016-17 school year. We will continue to focus on increasing student attendance. There was 1 expulsion that occurred during the 2017-18 school year. We also saw a slight increase of student suspensions in 2017-18 from the 2016-17 school year.

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

In order to increase student attendance we will make daily contact with parents of those students habitually late and absent in order to increase student attendance. We will also present current attendance data to parent groups encouraging positive attendance. It also appears that the students with the greatest attendance discrepancy are also identified in our significant subgroup not meeting the proficiency criteria in ELA and Mathematics. In the area of discipline and reducing suspensions, discipline, violence etc., administration and the site counselor work together when students are identified with discipline issues.

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

We will continue to encourage daily attendance through our attendance incentive plan. Students with perfect attendance will be recognized at each semester awards with a medal. Daily and monthly attendance incentives will help promote higher ADA. Students who have perfect attendance for the whole year will receive a trophy at the end of the year. We will monitor the students that are struggling and meet with the parents as well as follow the district procedure for SART and SARB. We will monitor these at-risk students on a weekly basis and make direct verbal contact with parents.



Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	5 - Develop character of students	Classroom lessons conducted by counselor	8/2018	6/2019			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	5 - Develop character of students	Character Counts Program	8/2018	6/2019			
	8 - Learning environment to achieve excellence	School Counselor Leadership Network-provides an opportunity for the counselor to create a high - performing culture that promotes college and career readiness.	8/2018	6/2019			
	8 - Learning environment to achieve excellence	Site Counselor presents lessons in all classrooms from AUSD district curriculum "Second-Step". Lessons are preventative and proactive in nature.	8/2018	6/2019			
	5 - Develop character of students	Implement Project Wisdom through new and updated daily morning announcements that are tied to character themes throughout the school year	8/2018	6/2019	4000-4999: Books And Supplies	Title I	433.91
<b>Targeted Professional Development</b>	5 - Develop character of students	Monitor Schoolwide implementation of Character Counts	8/2018	6/2019			
	5 - Develop character of students	Restorative Practices Training and implementation for administrative staff (assistant principal)	8/2018	6/2019			
	6 - Support exemplary staff	CASC Conference Attendance for school counselor	8/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	Title I	289.00
<b>Achievement/Data Driven Structure and Support</b>	5 - Develop character of students	Students are monitored academically by grade level, students identified as at-risk are provided targeted intervention in academics and counseling when needed and available	8/2018	6/2019			
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Parents are provided Back To School Night, Open House, ELAC, SSC, Family Nights, Colt Cafe	8/2018	6/2019			
	7 - Family engagement	Site counselor provides consultation with staff, parents, and community agencies on the student's behalf, referrals to outside resources for parents, crisis counseling for prevention and intervention and follow-up.	8/2018	6/2019			
	5 - Develop character of students	Implement Kindness Week in January 2019	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)

Our goal is to have 65% of the staff AVID trained and implementing AVID by June 2019 as measured by AVID site visits, CSS, AVID Summer Institute and AVID Path trainings attendance.

#### Data Used to Form this Goal:

Evaluation of this goal for the 2017-18 school year of staff AVID training and implementation was used to develop the goal for 2018-19.

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

During the 2017-18 school year RMK teachers, certificated support staff, and one administrator attended AVID Summer Institute or AVID Path trainings to further help staff develop the knowledge and strategies necessary to implement AVID, which is proven to help support high school graduation and college readiness.

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

We will evaluate our progress based off how many staff members are sent to AVID trainings and by measuring their implementation of AVID through walk throughs, CSS results and feedback from district and regional AVID coach.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	8 - Learning environment to achieve excellence	Implementation of Common Core State Standards and use of adopted and available resources/curriculum	8/2018	6/2019			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	8 - Learning environment to achieve excellence	Provide at risk students support through Intervention Specialist in grades K-5, Half-Time program	8/2018	6/2019			
	3 - Comprehensive PreK-12 program	AVID materials for classroom use with students including binders and other supplies (pencil pouches, dividers, etc...) necessary to organize students and their work	8/2018	6/2019	4000-4999: Books And Supplies	LCFF-LI	2,500.00
<b>Targeted Professional Development</b>	6 - Support exemplary staff	Additional hours for AVID Site Lead Teacher to support AVID Elementary Implementation at RMK	8/2018	6/2019	1000-1999: Certificated Personnel Salaries	Title I	1,474.83
	6 - Support exemplary staff	Principal and AVID Site Lead Teacher AVID Conference attendance	8/2018	6/2019	5800: Professional/Consulting Services And Operating Expenditures	Title I	280.61
<b>Achievement/Data Driven Structure and Support</b>							
<b>Academic-Centered Family and Community Engagement</b>	7 - Family engagement	Career Week and Career Day	8/2018	6/2019			
	7 - Family engagement	Parent participation in Back to School, Open House, and Parent Teacher Conferences	8/2018	6/2019			
	7 - Family engagement	AVID Parent Workshops @ Colt Cafe	8/2018	6/2019			

## 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	20,140	0.00
LCFF-LI	15,921	0.00
Title I	177,667	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	20,140.00
LCFF-LI	15,921.00
Title I	177,667.00

## 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	2,755.00
2000-2999: Classified Personnel	LCFF-EL	16,255.00
5000-5999: Services And Other	LCFF-EL	1,050.00
5800: Professional/Consulting Services	LCFF-EL	80.00
1000-1999: Certificated Personnel	LCFF-LI	9,309.39
4000-4999: Books And Supplies	LCFF-LI	6,611.61
1000-1999: Certificated Personnel	Title I	127,036.27
2000-2999: Classified Personnel	Title I	5,110.60
4000-4999: Books And Supplies	Title I	24,976.02
5000-5999: Services And Other	Title I	15,851.50
5800: Professional/Consulting Services	Title I	4,692.61

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	139,100.66
2000-2999: Classified Personnel Salaries	21,365.60
4000-4999: Books And Supplies	31,587.63
5000-5999: Services And Other Operating Expenditures	16,901.50
5800: Professional/Consulting Services And Operating	4,772.61

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	169,547.37
Mathematics	19,062.28
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	20,140.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	722.91
High School Graduation/College Readiness	4,255.44

**Program Descriptions  
School Based Coordinated Program (SBCP)**
**Intent**

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

**Description of Site Program**

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

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

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

**Coordination of Services**

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

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

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

**Objectives**

- To achieve all the goals laid out in the areas of: 1) English language arts, 2) Mathematics, 3) English Language Learners, 4) Safe and Drug Free Schools, and 5) College and Career Readiness. If we reach the goals we created academic achievement will increase for all RMK students including those with special needs and those

considered at-risk and low income.



**Program Descriptions**  
**Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program**

**Intent**

The intent of Title I, Part A, is to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families. In addition, to support effective, research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards.

**Description of District Program**

Each eligible Title I SWP or TAS school develops, in consultation with the LEA, a comprehensive School Plan for Student Achievement (SPSA). The SPSA is used to guide the instructional program and ensure alignment with the goals and targets of the LEAP. The SPSA provides opportunities for all students to meet proficient and advanced levels of student academic achievement as defined by the state.

This SPSA describes how each school will implement the following Title I components:

- o A comprehensive needs assessment of the entire school using School Data Profiles, and State/District assessment data that has been reviewed and analyzed to develop reform strategies;
- o School wide reform strategies
  - opportunities for all children to meet the State's proficient and advanced levels of academic achievement
  - use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations such as females and African Americans
  - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement the State and local improvement plans.
- o Instruction by highly qualified teachers.
- o High-quality and ongoing professional development for teachers, principals, and paraprofessionals, parents, community members, and other staff to enable all students in the school to meet the State's student academic achievement standards.
- o Strategies to attract high-quality highly qualified teachers to high-need schools.
- o Parental involvement strategies include participating in plan writing (developing, implementing, evaluating), developing School-Parent Compact, Parent Involvement Policy, attending Site/District committees, partnering with Site/District professional development activities, and decision-making regarding how funds are allocated for parental involvement activities.
- o Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. The District provides a variety of school-based and work-based learning opportunities aligned to academic content standards. Through the Regional Occupation Program, career academies, and other career technical programs, students have access to programs that meet University of California a-g requirements and are articulated with the community college and California State University system. Through partnerships with the Riverside Community College and California State University campuses, teachers collaborate and articulate curriculum, pathways are defined, and the need for remediation in English, ELD and mathematics are being addressed prior to graduation from high school.

- o Measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- o Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- o Coordination and integration of Federal, State, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- o Supplemental programs reflect the needs of at-risk, ELL, GATE, RSP/SDC, and disabled students, and may include services for social, emotional and physical challenges through access to psychologists, personal services consultants, counselors, and nurses.
- o Homeless students are provided with immediate enrollment, transportation, age-appropriate tutorial sessions, peer counseling, and mentoring and parenting skill development. Additional support includes college/career awareness and preparation, the integration of vocational and technical education, applied learning, and team teaching.

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

### **District Objectives**

The District goal for Title I School wide (SWP) and Targeted Assisted Schools (TAS) is to improve student achievement to meet the State's proficient and advanced skills in the language arts and mathematics program

### **Description of Site Program**

T-I improves the educational opportunities of educationally disadvantaged students to achieve state and district grade level proficiency. Rosemary Kennedy's school wide T-I program supplements effective instructional strategies that give primary consideration to extended learning time and provides high quality curriculum while minimizing the removal of children from the regular class. To address the educational needs of our students, we are implementing the following interventions: A full-time literacy teacher as well as targeted intervention for students who are not meeting grade level standards. We also provide support to teachers to meet the needs of a diverse population by having a full-time instructional coach who works with teachers on strategies that reach all students. We provide before and after school tutoring, high-quality professional development conducted to improve the teaching of academic subjects to help children at risk of failing which meet adopted student performance standards. Teachers receive ongoing support and coaching from the Academic Coach/Project Specialist in reading and writing strategies, use of implementing Common Core Standards focusing specifically in usage of depths of knowledge throughout instruction which includes intervention block. The T-I program has a written policy to promote the involvement of parents, which is strengthened by a written school-parent compact sharing the responsibility for improved student achievement. A Title I parent meeting is held annually to explain the Title I program. Parent Workshops are provided with a focus on strategies and techniques to improve academic success for all students. Workshops may include Kindergarten readiness, understanding grade level standards, how to help your child with homework, technology-use of the computer lab, parenting skills, test taking skills, science fair, math education, how to help your child with reading, and grade level specific workshops that provide current strategies that can be used as a bridge at home to support learning in the classroom, and accessing the Smarter Balanced Parent Resources available online. T-I funds are used for the purchase of a variety of services, materials, equipment, technology, and resources to assist students in achieving success with the core curriculum. We have a full-time counselor available for students who also organizes parent engagement activities and workshops.

Camp Kinder Round Up – Identification of students: Entering Kindergarten students and their parents are candidates for this program. Schedule: Students and parents will participate in orientation activities for two hours a week for three weeks. Parents will receive a half hour of academic student preparation instruction and a half hour of orientation and training on how to work with their kindergarten student at home. Students will experience an hour of kindergarten activities and work with their parents for a half hour on early reading skills. Staffing: certificated kindergarten teachers will work with parents and students. The Grade Level Lead, under direction of the Principal, will organize and oversee the implementation of the program. The Grade Level Lead's responsibility will include selection and scheduling of staff and students, consulting with staff regarding instruction for both parents and students, and communication with parents. Instruction: Teachers will work with parents and students to orient them to the district's and the school's expectations of the kindergarten year.

Kindergarten Extended Day program- Kindergarten teachers provide extended learning opportunities in Language Arts and Math to at-risk students. Materials will be funded through site Title I. Currently, we have a full-time literacy teacher. Our goal is to continue to be able to fund the specialist via district LCAP funds in order to continue to provide students that are two years behind and are not receiving any indirect services a two hour reading intervention block for student's grades

4-5. Students in grades K-3 will also be serviced utilizing research based strategies and adopted curriculum for intervention during grade level intervention block time. The focus group for the literacy teacher are students who are not meeting grade level standards in Language Arts. Assessments: common formative assessments, DIBELs, Read 180 SRI, and agreed upon grade level common assessments to monitor student growth and progress. Teachers in grades 3-5 are beginning to use interim assessments aligned to CAASPP, the state assessment. In addition, to increase literacy we have established a Parent Check-Out and Library Access time; we encourage all parents to visit the library before school with their children and provide them with training on selecting books that are at their child's appropriate reading ability level; in addition we provide them with access to Accelerated Reading via internet from home.

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

Instructional Coach: 100% Title I Site (\$119,682)

Instructional Computer Assistant: Multi-funded 15% Title I Site and 85% LCFF-LI District (TI-\$1,575) and (LCFF-\$8,925)

Title	Description
Instructional Coach	Provides support to teachers in form of coaching, modeling, and staff development with specific focus on students identified as at-risk.
Computer Instructional Assistant	Provides support to at risk students visiting computer lab as well as supports grades K-5 during Response to Intervention Block to students

### **Objectives**

- Continue Data Analysis to calibrate instruction
- Continue collaboration within and across grade levels to ensure identified academic deficits are being addressed
- Provide ongoing in class coaching by Instructional Coach
- Provide ongoing staff development that is aligned with District goals as well as established State criteria and research based instructional practices that will reduce academic deficits
- Provide students with before and after school tutoring with a focus on ELA and Mathematics in order to continue making gains toward proficiency goals
- Provide students that are in grades 4-5 and two years behind and not making adequate progress in the core English Language Arts adoption will be provided instruction by the literacy teacher utilizing the intervention for ELA for a forty minute block, four days a week
- Provide students in Kindergarten as identified by team extended day tutoring to recoup academic deficits
- Provide students in grades K-5 targeted intervention aside from Universal Access utilizing the site developed Response to Intervention and utilize literacy teacher as push-in to reduce the teacher to student ratio and ensure at-risk students are provided intense small

### **group intervention**

- Utilize professional literature that is research based as book studies and applicable to classroom instructional practices in order to continue making academic gains
- Provide parents with training throughout the school year that is grade level specific and linked to instructional practices that can be supported at home
- Utilize support staff within the Response to Intervention Target Time Block per grade level in order to maximize resources and maintain adult to student ratio at an efficient effective rate

## 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**

Program Goal:

Rosemary Kennedy will provide a comprehensive program for English learners (including Special Needs students) in which students develop fluency in English and proficiency in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom. Our program provides students with equal access to the core curriculum and all other school activities so that they can achieve at the same academic level as their English-proficient peers.

Program Model:

Rosemary Kennedy implements a program for English Language Learners in conformity with State and District guidelines for English Language Learners, where achievement is strongly emphasized. Based on assessment at LAC, upon initial entry, ELL students are taught English Language Development systematically and intensively, using the state ELD standards and district-adopted ELD materials as well as second language learner's text components for English Language Development for a minimum of 30 minutes each day. Primary language support is targeted toward concept development for CELDT levels of Beginning and Early Intermediate. As the students increase proficiency in English, more emphasis is placed on SDAIE strategies. Students of similar English language proficiency are clustered for academic instruction. All teachers at Rosemary Kennedy hold appropriate have the authorizations including BCC, BCLAD, LDS, or CLAD which ensures that regardless of class assignment students will be provided instruction by teachers that understand and are knowledgeable in English language acquisition. Bilingual instructional assistant provides additional primary language support. School programs for English learners are based on the students' assessed English language proficiency levels, as completed at the Language Assessment Center. At that time parents are given recommendations for program placement based on program offerings. Program settings include Structured English Immersion (SEI) or English Language Mainstream (ELM). These programs are designed to instruct EL students at their proficiency level in English. The goal of a Structured English Immersion Program is for EL students to develop a reasonable level of proficiency in English. English is taught systematically and intensively using the State adopted ELD Standards and district-adopted materials. Access to core content is accomplished through Specially Designed Academic Instruction in English (SDAIE) instructional strategies. In the English Language Mainstream classrooms the use of SDAIE strategies which allow students access to state content standards and core curriculum. Teachers and bilingual instructional assistants may use the student's primary language in content instruction to motivate and clarify instruction. For ELD instruction, students are grouped according to their English proficiency level. Team teaching or individual teacher instruction is used to ensure that the number of language proficiency levels is kept to one (optimal) or no more than two-three (desirable) during English Language Development. Instruction is differentiated to each proficiency level in the groups. EL students of the same home language are grouped together, by language, for primary language content

support from a bilingual instructional assistant. Primary language support is used, but is usually limited to clarifying directions, clarifying concepts and on behalf of the school staff communicating with non-English speaking parents. This does not include the development of literacy skills in the primary language. English learners are reclassified Fluent English Proficient after meeting district-reclassification criteria established to ensure that these students 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. LCFF-EL funds are used to supplement, not supplant, the district's general funds and are consistent with Rosemary Kennedy's school plan. In addition English Learners are closely monitored by Principal in order to ensure that students are making at least on level proficiency growth per year and that intervention is provided for those students not reducing the academic gap during the regular instructional day as well as extended learning opportunity before or after school tutoring(EPC 9)

#### Strategies to support ELL students:

To ensure equal access to the core curriculum, ELL students are provided with a variety of language support services, personnel, and resources. These services include: primary language support through teachers and bilingual assistant, English Language Development, materials, supplies, software and hardware, and textbooks. Reclassified students are monitored to ensure that they have overcome the language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers. In addition, professional development for all staff in ELA/ELD Framework will be provided to ensure designated and integrated ELD are occurring.

#### Involving parents of ELL students:

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

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

One Bilingual Assistant: Multi-funded 50% Title I District and 50% Title III District (TI-\$12,059) and (TIII-\$12,059)

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

Title	Description
Bilingual Assistant	One bilingual assistant provide primary language support for Spanish EL students and direct services to English Learners identified as Beginners to Intermediate proficiency level based on CELDT in grades K-5, and supports core instruction for at risk students.
English Learner Facilitator	Stipend for monitoring and implementation of site English Learner Program as well as collection of documentation for compliance

#### **Objectives**

- Assist English Learners (EL) in overcoming language barriers
- Support EL's in recouping academic deficits incurred in any areas of the curriculum utilizing research based strategies
- Promote opportunities for EL's to, at a minimum, demonstrate English-language proficiency and academic opportunities equal to that of the school district's average native English-language speaker
- Provide intervention to students in grades 4-5 five days per week that are not making adequate growth based on ELPAC results, Common Formative Assessments, DIBELs, and teacher input
- Provide parent training on ELA/ELD standards, reclassification criteria and the new ELPAC Assessment
- Before and after school tutoring for at risk students
- Provide students identified as Long Term English Learners extended school year tutoring
- Monitor LTEL and provide interventions during instructional day in ELA and Mathematics

**Program Descriptions  
Gifted and Talented Education (GATE) Services**
**Intent**

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

**Description of District Services**

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

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

The Alvord Unified School District GATE services have provisions for:

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

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

**Description of Site Services**

The program for Gifted and Talented students is planned and organized as an integrated differentiated learning experience within the regular school day, primarily in the regular classroom. Identified gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, are provided high-quality differentiated opportunities for learning that meet the students' particular abilities and talents in grades 3-5. The GATE program provides differentiated curriculum and varied learning opportunities and environments, based on the assessed needs of its identified pupils, that extend pupils' abilities, sensitivities, judgment, thinking skills, and self-concepts. Classroom teachers provide differentiated curriculum on an ongoing basis to develop depth, complexity, novelty, and acceleration in collaboration with the GATE chairperson. Our program is structured so that cluster grouping (25%-50% of the class) of GATE students is supported wherever possible. Differentiated opportunities will be provided for students based on individual needs and interests using various supplies, materials, books, computers and computer software. In addition, GATE students will be provided the opportunity to participate in school and district sponsored GATE enrichment activities. At times, we will provide professional development to our teachers to ensure they obtain current research practices as they pertain to GATE identified students.

**Objectives**

- Provide a program based on high and challenging standards where all GATE students demonstrate an increase in academic achievement.
- Provide an appropriate and challenging program that extends and supplements the regular curriculum through various principles of differentiation, including depth and complexity, to meet the diverse needs of gifted and talented students throughout the regular

school day.

- Provide staff members with ways to increase their awareness of the characteristics of GATE students, multiple intelligence's, and ways to differentiate instruction in heterogeneous classrooms.
- Provide parents the opportunity to participate in the GATE program. Increase parent participation in activities and the planning process of the program and attend parent training's. (ie:CAG)
- Provide additional differentiation within the regular classroom; enrichment opportunities held before, or after school for GATE students; seminars and study trips; grade level advancement
- The purchase of additional supplemental materials that extend depth and complexity in grade level subjects



## **Program Descriptions Special Education Program**

### **Intent**

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

### **Description of District Services**

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

### **Objectives**

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

### **Description of Site Services**

Special Education ensures that all individuals with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services to meet their unique needs. A 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, resource specialist program, designated instruction services, special day classes, 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. The Student Success Team (SST) and staff at Rosemary Kennedy make every effort to find and implement effective interventions for students, enabling them to be more successful in the general education setting using a three tier system focused on Response to Intervention. For those students who ultimately require Special Education services Rosemary Kennedy provides designated instruction services in Speech/Language and Adapted PE, resource specialist program, two special day classes for students with severe handicaps, and one special day class for students with emotional and behavioral disorders. Teachers provide written input and attend IEP meetings for Special Education students. Many students participate in an intensive pull-out program due to severe academic and/or language deficits and/or because they require a small group setting which is quiet and has fewer distractions to help them learn better. The least amount of pullout time required by each student is decided at the IEP meeting. The Specialists work with students in pullout and classroom settings. All students in Special Education programs participate in recess, lunch, and attend assemblies with their peers. Specialists and teachers engage in ongoing collaboration to develop ways to adapt the core curriculum for Special Education students and to address specific concerns. The School Psychologist, Resource Specialist and the Speech and Language Pathologist meet regularly to discuss concerns about identified students and work in collaboration on students being assessed. The School Psychologist provides crisis intervention training to staff and collaborates with general education classes to work with teachers and students on conflict resolution and social skill development.

## **Objectives**

- To meet District objectives and increase collaboration between general and special education staff
- To provide assistance to general education teachers on interventions in the general education classroom
- To reduce the number of students referred to Special Education by continuing and refining school wide response to intervention
- To provide students pull out and push-in support who are identified as two years behind in English Language Arts using the alternative adopted core SRA Reach Corrective Reading in grades 2-3 and supplemental resources that target essential standards in grades

4-5 and recoup academic deficits so that students can return to core general education program

- To continue collaboration with Intervention Team in order to refine RTI/MTSS approach
- To monitor closely students not making adequate academic gains through SST with documented interventions in order to ensure the MTSS system is used appropriately

## 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**

We currently have one computer lab with 35 stations for students. In addition, each classroom has between 4 and 5 PC computers for student use. Each teacher has a PC desktop and has a laptop computer for instructional purposes. Title 1 and LCFF funds have provided the development of the computer lab. The primary use of the computer lab is to provide 30 minutes of instructional time weekly for grades K-2 and students in grades 3-5 use mobile labs with minimum 1 day assignment of technology laptop use integrated using the Moby Max, Renaissance Learning (AR), or System 44 intervention program. In addition, each grade level has a designated 40 minute block for grade level intervention in which specific programs are utilized. The lab is supervised by an Instructional Computer Assistant who provides instruction during class lab time, services and enters IT work orders for the computers across campus. Teachers have received training in Imagine Learning, MobyMax, TenMarks, Aeries for attendance and report cards, cyber security, and EADMS for inputting and retrieving assessment data, Common Formative Assessments, as well as CAASPP data.

Current software includes:

- Destinations
- Read Naturally/Read Live
- Moby Max
- Imagine Learning
- Accelerated Reader-K-5
- ZooZillions-Math K-1
- Earobics-Language Arts-K-3
- Cornerstone Math-3-5
- Cluefinders-Language Arts/Social Studies-3-5
- Star Fall
- !English
- Brain Pop

- Google Apps for Education / G Suite
- CAASPP
- Teacher Identified Websites to supplement instruction - Brain Pop

### **Objectives**

- Support school wide Response to Intervention focused on English Language Arts
- Empower learners (faculty, staff, and students) by providing them with the technological skills to acquire, analyze, and present information
- Integrate the use of technology throughout the curriculum
- Ensure that teachers have the knowledge, skills, and disposition to use technology to facilitate project based learning
- Ensure that students and staff have an understanding of the ethical use, function, impact, and possibilities of technology
- Laptop computers for teacher and student use
- Parent trainings in order to provide the necessary technology support for students accessing Accelerated Reader from home via internet
- Update technology as needed to meet the expectations of the California Core Standards

**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**

Student Assistance Programs and School Safety supports comprehensive drug, alcohol, tobacco and violence reduction programs in order for all students to attend safe and drug free schools. The focus is to reduce barriers to learning as well as build protective factors leading to student success, both academically and socially. The prevention programs involve curriculum and various activities and programs implemented throughout the year. Intervention and prevention programs focus on a positive youth development. A Student Assistance Programs (SAP) Coordinator is connected to various agencies and organizations within the community. This connection provides funding for additional services to our students and families.

All students grades K-5 receive a minimum of six hours instruction in the district adopted comprehensive health education curriculum, Too Good For Drugs, which is aligned to state standards. In addition, students participate in activities throughout the year which promote Positive Youth Development such as: Red Ribbon Week (Alcohol, Tobacco & Other Drug Prevention), Yellow Ribbon Week (Violence Prevention), and a variety of assemblies with drug free messages which promote healthy life styles. Other Positive Youth Development activities include: Character Counts activities, cross-age tutoring and buddy classes and inclusion of our ID-Mod to Severe students, Kindness week activities, campus beautification, College and Career Weeks, Read Across America Week, semester award assemblies, monthly flag ceremonies, and student performances.

**Intent**

To foster a culture of trust and integrity with high expectations, and to ensure equitable learning for ALL students in the development of academic, social/emotional, and college/career readiness to attain lifelong success and realize their unlimited potential.

Description of District Services. In AUSD, three broad domains will guide school counseling and support services' activities: academic, college/career, and social/emotional. School counselors provide direct and indirect services. Direct Services include interactions with students through: Core Curriculum (structured lessons designed to ensure students gain agreed upon competencies); Individual Students Planning (activities to ensure students develop future goals and plans); and Responsive Services (interventions designed to meet students immediate and data driven needs). Indirect Services include interactions with others within/outside school settings on behalf of students through: Consultation/Collaboration and Referrals to outside agencies.

**Description of Site Program**

The Counseling Program at RMK is a data-driven educational program serving students from TK-5th grade. The program is organized and implemented by a credentialed school counselor in collaboration with district school counseling consultants, teachers and administrators. It addresses student development in academic, social/emotional, and college/career readiness and community involvement. All students receive direct services which include core curriculum lessons that are delivered throughout the school year. The agreed upon district-wide core curriculum by AUSD school counselors is Second-Step which promotes continuous improvement in student knowledge, attitudes and skills in the development academic, social and emotional skills. The lesson content is comprehensive, preventative and proactive in

nature. In addition to delivering district-wide lessons the school counselor develops additional lessons based on unique site data-driven needs and demographic considerations.

In addition to classroom lessons, students participate in activities throughout the year which promote positive behavior, problem solving skills and healthy life styles. These school wide events include: Read Across America, School Spirit Week, Parent Involvement Week, Bullying Awareness Month, Red Ribbon Week, Kindness Week, Character Counts, Flag Ceremonies, and Career Day.

Responsive services include counseling activities that meet the immediate needs, concerns, or problems that distract students from their academic, personal/social and/or career involvement. This includes individual and small group counseling, consultation with staff, parents, and community agencies on the student's behalf, referral to outside resources, crisis counseling for prevention, intervention and follow-up and peer facilitation.

#### Objectives

Provide relevant responsive services to students with personal concerns, which may interfere with academic success.

Provide crisis counseling and/or emergency intervention when needed.

Promote developmental interpersonal skills to build positive relationships with peers, adults and community around them.

Provide a foundation for students to understand their interests, abilities and challenges for college/career readiness by implementing student-centered interventions which allows students to develop productive social skills and study habits.

#### Objectives

- Reduce negative and risky behaviors while increasing assets and positive behaviors by providing extended learning opportunities for students
- Developing leadership through Student Council
- Provide ongoing instruction via counselor to students in grades TK-5 to ensure safe and healthy habits development
- Use of school counselor to provide outreach support to students as well as class presentations to promote positive character development

**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**

Rosemary Kennedy's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools. Six priorities are addressed: communication, parenting, student learning, volunteering, school decision-making, and collaboration with the community. Teacher conferences are regularly scheduled, translation is provided as needed, bimonthly newsletters and progress reports are sent home and a Parent/Teacher/Student Compact is signed. In addition, the Parent/Teacher/Student compact is reviewed annually in order to ensure it reflects Rosemary Kennedy's Mission and Vision as well as consistency with School wide and District expectations by ELAC and SSC. PTO, SSC, and ELAC parent meetings are held on a regular basis. Parents are recruited by teachers and administration to volunteer in classrooms regularly at RMK.

Parental involvement is promoted and supported through the following activities and parent trainings:

- Extended Library hours for parent check-out
- Helping Your Child with Homework

- Science Fair Training
- Math Festival / Math Week
- Kindergarten Colt Round Up
- Grade Level Parent Nights
- Colt Cafe monthly- workshops and discussion meetings with varying topics
- Parent nutrition courses
- AVID Parent Workshops
- ELAC Meetings

Home-school communication is well established and ongoing through monthly newsletters as well as usage of our Blackboard Connect Phone Message System. Student recognition, dates of interest, and important announcements are regular featured in these communications. Parents are informed of special programs, activities, educational opportunities and extended learning times in a timely manner. Parents receive information about the standards and accountability procedures. Students are informed of the standards and of their academic progress that is aligned to their performance level; students at RMK are aware that the goal is to perform proficient or advanced in all content areas and teachers strive to provide students the necessary information on how they can increase their level and move up the proficiency levels. The AUSD Board recognizes that homework is an effective educational tool for practice, reinforcement, and the development of good study habits. Assignments for elementary students should not exceed 1 1/2 hours per day for grades K-3 and four to six hours per week for grades 4 and 5. Homework assignments should promote the development of skills, encourage family participation, and stimulate students and parents to talk and read together often.

The parents of of Rosemary Kennedy are provided training focusing on strategies and techniques to prepare their children for school. These parent trainings focus on supporting parents at home and increasing their capacity to support their child's learning despite any language barriers. Training provided to parents is available in English and Spanish. Each standard of our parent involvement policy is measured fusing parent feedback/evaluations and sign-in sheets. We will also reach out to parents regularly to obtain input/suggestions for supporting their children.

### **Objectives**

- To increase parent attendance at Family Nights, parent education trainings, and parent advisory group meetings
- To increase involvement by volunteering in the classrooms and on campus
- To increase parent understanding of instructional practices and spiraling review as well as the Common Core Standards in English Language Arts and Mathematics
- To increase use of technology in the home and importance for students



**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 \$15,921.

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 \$20,140.

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 \$177,667. There is a carryover of 0 for a total allocation of 177,667

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

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> <li>Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs.</li> <li>Salaries for Special Projects Personnel to manage and conduct categorically related duties.</li> <li>Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach).</li> <li>Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants).</li> <li>Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.</li> </ul>
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.

**ALVORD UNIFIED SCHOOL DISTRICT**  
**ROSEMARY KENNEDY ELEMENTARY**  
**School Parental Involvement Policy**

**PART I.**      **GENERAL EXPECTATIONS**

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

Rosemary Kennedy Elementary agrees to implement the following requirements:

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

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

- (A) that parents play an integral role in assisting their child's learning;

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

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

1. Rosemary Kennedy Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Input from parents will be solicited at monthly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Colt Café meetings throughout the school year
  - A site Parent Needs Survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions
  - Revised policy will be shared by the principal at Back To School Night and at the Annual Title I meeting
  - Teachers will share the revised policy with parents during parent conferences
  - Revisions of the Parent Involvement Policy will also be shared with parents through emails, Peachjar, or via hard copies sent home.
2. Rosemary Kennedy Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - The Parent Involvement Policy will be distributed at the beginning of the 2018- 2019 school year.
  - The policy will also be distributed during the 2018-2019 Back To School Night
  - Teachers will distribute the policy during the first month of school
  - Copies of the Parent Involvement Policy will be available in the main office
3. Rosemary Kennedy Elementary will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - The Parent Involvement Policy will be reviewed or revised every year

- Review of the Parent Needs Survey, school academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy
4. Rosemary Kennedy Elementary will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title I,
  - About the requirements of Title I,
  - Of their rights to be involved,
    - Parent Notices
    - Distribution of Parent Involvement Policy
    - Copy of School's three-way compact
  - About their school's participation in Title I:
    - Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement
    - Meeting notices will be sent home with students at least 48 hours in advance to provide notice and encourage parent involvement
    - The policy will be distributed during Back To School Night, Parent Conferences, SSC, ELAC, Parent Teacher Organization (PTO), and available in the office
5. Rosemary Kennedy Elementary will hold a flexible number of meetings at varying times as these services relate to parental involvement:
- Child care may be provided for meetings with advance notice
  - Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement
  - Special contact (written or using the message broadcast system) will be made to invite parents of English learners
  - Parents Need Survey will be utilized to plan trainings, meetings, workshops, or other events of interest identified
6. Rosemary Kennedy Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:
- Parents will receive notice and agenda of SSC, ELAC, and other meetings a minimum of 72 hours in advance

- Notices and agendas will be posted in front office bulletin board 72 hours in advance
  - Results of annual state testing will be mailed home in a timely manner as well as reviewed by teachers during parent conferences
7. Rosemary Kennedy Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Teachers review grade level standards, curriculum, and assessments used to monitor student progress as well as explain proficiency levels during Back To School Night
  - Teachers send home Welcome Letters which include grade level expectations, standards, curriculum, and assessment used to monitor student progress
  - Parent Conferences
  - Annual Title I Meeting
  - Principal will present and explain State level expectations, current District and Site data on CAASPP assessments
  - A review of grade level standards, curriculum, and assessments used to monitor student progress as well as an explanation of proficiency levels during parent meetings (i.e. SSC, ELAC)
8. Rosemary Kennedy Elementary will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Parent Council Meetings ( i.e. SSC, ELAC)
  - Colt Cafe
  - Parent Teacher Organization (PTO) Meetings
  - Every other year a Needs Assessment Survey will be sent by District Office
  - A site Parent Needs Survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions
9. The Rosemary Kennedy Elementary will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- School wide plan will be shared with parents during SSC, ELAC, and parent meetings; comments and suggestions are noted in the minutes and any unsatisfactory comment in regards to the plan will be forwarded to the district
- If any parent comments dissatisfaction in the schoolwide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Assistant Superintendent
- All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments

10. Rosemary Kennedy Elementary will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

- Translators during any related school event/function/meeting will be provided in parents primary language if requested

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

1. Rosemary Kennedy Elementary will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Teacher conferences
- School calendar of events
- Progress reports
- Back to School Night
- SSC meetings
- ELAC meetings
- Fliers to inform parents of trainings, events, and programs
- PTO meetings
- Family Nights
- Three-Way Compact
- Phone Calls
- Annual Title I meeting
- Open House Night
- Parent University
- College Fair



2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
  - Parent input through Parent Needs Survey, ELAC and SSC
  - Three-Way compact will be shared during Back To School Night, reviewed and signed at the parent conferences held in the first trimester of the school year; and revisited in the Annual Title I Meeting
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I,
  - how to monitor their child's progress and how to work with educators:
  - Parent workshops and trainings
  - Parent Conferences
  - Annual Title I Meeting
  - Back To School Night Presentations
  - Conference Attendance (i.e. CAFE, etc.)
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - On-Site CBET classes
  - Parent Resource Library
  - Kinder Camp
  - Helping Your Child With Homework Training
  - Science Fair Training
  - Family Nights
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Professional Development trainings regarding parent involvement and partnerships will be provided to teachers, paraprofessionals, and all support staff

- Utilizing Character Counts
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Provide parents training in regards to research based reading instruction by grade levels during Parent Council Meetings
    - Camp Kinder Roundup is to be held in the spring for incoming kindergarten students and their parents/caregivers to provide them an overview of kindergarten standards and expectations
  7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - All event notices will be sent home in English and Spanish
    - Announcements will be posted on school office bulletin in English and Spanish
    - Upcoming events will be stated verbally during the morning announcements for students and parents. Students will be encouraged to remind their parents of upcoming events

#### **PART IV.     ADOPTION**

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

This policy was adopted by the Rosemary Kennedy Elementary on 5/17/18 and will be in effect for the period of 2018-2019 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2018. It will be made available to the local community on or before September 2018. The Rosemary Kennedy Elementary notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



# **DISTRITO ESCOLAR UNIFICADO ALVORD**

## **PRIMARIA ROSEMARY KENNEDY**

### **Política de participación escolar de padres**

#### **PARTE I. Expectativas generales**

La meta del programa de participación de padres es empoderar a los padres para que plenamente cooperen como socios, en la misión de asegurar que cada alumno dominará o superará los estándares académicos estatales, a la vez que desarrollan las habilidades académicas y de la vida cotidiana.

La Escuela Primaria Rosemary Kennedy está de acuerdo en implementar los siguientes requisitos:

- La escuela desarrollará, en colaboración con los padres y les distribuirá la Política de Participación Escolar de Padres con las que ellos y la escuela estén de acuerdo.
- La escuela notificará a los padres acerca de la Política de Participación Escolar de Padres en un formato comprensible, uniforme y lo distribuirá, a un nivel práctico, en un idioma que ellos puedan comprender.
- La escuela mantendrá la Política de Participación Escolar de Padres disponible para la comunidad local.
- La escuela proporcionará accesibilidad y oportunidades a padres con competencia limitada en inglés, con discapacidades y con hijos migrantes.
- La escuela ocasionalmente actualizará la Política de Participación Escolar de Padres para cumplir con los cambios de las necesidades de padres y de la escuela.
- La escuela aceptará el acuerdo entre escuela y padres como un componente de la Política de Participación Escolar de Padres.
- La escuela enviará a casa la encuesta de Necesidades de Padres para determinar las necesidades específicas del plantel y las sugerencias.
- La escuela está de acuerdo en ser regida por la siguiente definición legal de la participación de padres y manejará el programa, las actividades y procedimientos de acuerdo con dicha definición:

La participación de padres significa la participación en comunicación regular, mutua y significativa que incluya el aprendizaje académico de alumnos y otras actividades escolares, asegurando que—

- (A) los padres desempeñan una función integral al ayudar en la enseñanza de sus hijos;
- (B) se fomente la participación activa de los padres en la educación de sus hijos, dentro del plantel;
- (C) los padres sean plenos socios en la educación de sus hijos y sean incluidos, como sea apropiado, en la toma de decisiones y en los comités consejeros para ayudar en la educación de sus hijos;
- (D) se realicen otras actividades, tal como aquellas descritas en la sección 1118 del ESEA.

**PARTE II. DESCRIPCIÓN DE LA MANERA EN QUE LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN DE PADRES**

1. La escuela primaria Rosemary Kennedy tomará los próximos pasos para involucrar a los padres en el desarrollo y acuerdo mutuo de la Política de Participación Escolar de Padres y el Plan escolar, si aplica, en una manera organizada, continua y oportuna bajo la sección 1118(b) de ESEA:
  - Durante el año escolar se solicitará la opinión de los padres, en las reuniones mensuales del Concilio Escolar (SSC), Comité Consejero para Aprendices del Inglés (ELAC) y Colt Café.
  - Una vez al año, se enviará a casa una Encuesta de Necesidades a todos los padres para permitir las opiniones de aquellos que no pueden asistir las funciones mensuales escolares.
  - El Director compartirá la política actualizada durante la Noche de Regreso a Clase y en la reunión anual Título I.
  - Los maestros compartirán la política actualizada con los padres durante las conferencias de padres y maestros.
  - Las actualizaciones de la Política de Participación de Padres se compartirá con los padres por medio de correo electrónico, *Peachjar* o por medio de copias impresas enviadas a casa.
2. La escuela primaria Rosemary Kennedy tomará los siguientes pasos para distribuir la Política de Participación Escolar de Padres a aquellos con hijos participes y a la comunidad local:
  - La Política de Participación de Padres será distribuida al principio del año escolar 2018- 2019.
  - Además, se distribuirá durante la Noche de Regreso a Clase 2018-2019.
  - Los maestros distribuirán la política durante el primer mes de clase.
  - Habrán copias impresas de la Política de Participación de Padres disponibles en la oficina principal.

3. La escuela primaria Rosemary Kennedy periódicamente actualizará la Política de Participación Escolar de Padres para cumplir con los cambios a las necesidades de los padres y la escuela:
  - Se repasará y actualizará anualmente la Política de Participación de Padres
  - Un repaso de la Encuesta de Necesidades, rendimiento académico escolar, las preocupaciones de los padres y dificultades de seguridad nos ayudará a repasar rápidamente la Política de Participación de Padres.
4. La escuela primaria Rosemary Kennedy convocará una reunión anual para informar a los padres de lo siguiente:
  - Que la escuela de su hijo participa en Título I,
  - Acerca de los requisitos del Título I,
  - De su derecho de participar,
    - Avisos para padres
    - Distribución de la Política de Participación de Padres
    - Copia del acuerdo escolar entre tres partes
  - De la participación escolar en Título I:
    - Las reuniones se llevarán a cabo por la tarde y la mañana para incluir a todos los padres y fomentar la participación comunitaria.
    - Las notificaciones para las reuniones se enviarán a casa con los alumnos con por lo menos 48 horas de anticipo para animar la participación de padres
    - La política se distribuirá durante la Noche de regreso a clase, las conferencias de padres y maestros, SSC, ELAC, Organización de padres y maestros (PTO) y estará disponible en la oficina.
5. La escuela primaria Rosemary Kennedy realizará una cantidad flexible de reuniones en horarios variables puesto que se relacionan con la participación de padres:
  - Se puede proporcionar cuidado de niño con previo aviso
  - Las reuniones, talleres de capacitación se llevarán a cabo en la mañana y por la tarde para animar la participación de padres
  - Nos comunicaremos de manera especial para invitar a los padres de alumnos en proceso de aprender inglés (ya sea por escrito o por llamadas automatizadas)

- La Encuesta de Necesidades de padres se utilizará para planear las capacitaciones, reuniones u otros eventos de interés que se identifiquen.
6. La escuela primaria Rosemary Kennedy proporcionará información oportuna acerca de los programas Título I a los padres de niños participantes:
- Los padres recibirán una notificación y la agenda de SSC, ELAC y otras reuniones con por lo menos 72 horas de anticipación
  - Se exhibirán los avisos y las agendas de las reuniones en el tablero de la oficina con 72 horas de anticipación
  - Los resultados de los exámenes anuales del estado serán enviados a casa por correo, de manera oportuna al igual que repasados por los maestros durante las conferencias de padres y maestros.
7. La escuela primaria Rosemary Kennedy proporcionará a los padres de niños partícipes una descripción y explicación del currículo que se utiliza en la escuela, los formularios de las evaluaciones académicas que se utilizarán para medir el progreso estudiantil y los niveles de competencia que se espera que cumplan:
- Los maestros repasan los estándares a nivel de grado, el currículo y las evaluaciones utilizadas para vigilar el progreso estudiantil así como explican los niveles de competencia durante la Noche de Regreso a Clase.
  - Los maestros envían cartas de bienvenida que incluyen las expectativas del nivel de grado, los estándares, el currículo y las evaluaciones utilizadas para vigilar el progreso estudiantil
  - Conferencias de padres
  - Reunión anual Título I
  - El director presentará y explicará las expectativas estatales, así como los datos actuales de los exámenes CAASPP del distrito y el plantel
  - Un repaso de los estándares a nivel de grado, currículo y las evaluaciones utilizadas a nivel de grado para vigilar el progreso estudiantil así como una explicación de los niveles de competencia durante las reuniones de padres (por ejemplo SSC, ELAC)
8. La escuela primaria Rosemary Kennedy proporcionará a los padres de niños partícipes, si lo piden, las oportunidades de tener reuniones constantes para formular sugerencias y participar, como sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos, y darán respuestas a dichas sugerencias lo más pronto y conveniente posible:
- Reuniones de Concilios de padres (así como, SSC, ELAC)
  - Colt Café
  - Reuniones de la Organización de Padres y Maestros (PTO)

- Cada dos años la oficina del distrito enviará la Encuesta de Necesidades
  - Una vez al año la escuela enviará la Encuesta de Necesidades a todos los padres para que aquellos que no pueden asistir a las funciones mensuales de la escuela, tengan la oportunidad de compartir sus opiniones
9. Bajo la sección (1114)(b)(2), la escuela primaria Rosemary Kennedy someterá al distrito cualquier comentario de los padres acerca del plan escolar, si no es satisfactorio para los padres de alumnos partícipes:
- El plan escolar se compartirá con los padres durante las reuniones SSC, ELAC y reuniones de padres; los comentarios y las sugerencias se anotan en la Minuta y cualquier comentario insatisfactorio en cuanto al plan, se referirá al distrito
  - Si cualquier padre expresa descontento con el contenido del plan escolar, los comentarios serán referidos a la Oficina de Programas Estatales y Federales y al Superintendente Auxiliar
  - Se hará todo lo posible por modificar el plan para satisfacer los comentarios hechos por los padres
10. La escuela primaria Rosemary Kennedy tomará los siguientes pasos para proporcionar accesibilidad y oportunidades para los padres con competencia limitada en inglés, padres con discapacidades y aquellos de hijos migrantes:
- Se proporcionará un intérprete durante los eventos, funciones y reuniones escolares, en el idioma materno del padre, si lo solicita.

### **PARTE III. Compartir la responsabilidad para lograr un alto rendimiento académico estudiantil**

1. La escuela primaria Rosemary Kennedy fortalecerá la capacidad escolar y de los padres para una sólida participación de padres con el fin de asegurar una participación eficiente y apoyará las asociaciones entre la escuela, padres y la comunidad, para así mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades, descritas de manera específica a continuación:
- Conferencias de maestros
  - Agenda de eventos escolares
  - Reportes de progreso
  - Noche de regreso a clase
  - Reuniones SSC
  - Reuniones ELAC



- Volantes informando a los padres acerca de las capacitaciones, eventos y programas.
  - Reuniones PTO
  - Noches Familiares
  - Acuerdo entre tres partes
  - Llamadas telefónicas
  - Reunión Anual Título I
  - Noche de exhibición escolar
  - Universidad de padres
  - Feria Universitaria
2. La escuela incorporará el acuerdo entre la escuela y los padres como un componente de la Política Escolar de Participación de Padres:
- Opiniones de padres por medio de la Encuesta de Necesidades, ELAC y SSC
  - El Acuerdo entre tres partes se compartirá durante la Noche de Regreso a Clases; se repasará y firmará durante las conferencias de padres, realizadas durante el primer semestre del año escolar y será repasada de nuevo durante la reunión anual Título I
3. La escuela proporcionará, con el apoyo del distrito, ayuda a los padres de alumnos que sirve, tomando las acciones descritas en el presente párrafo para que comprendan los temas a continuación -
- los estándares académicos estatales,
  - los estándares estatales para el rendimiento académico estudiantil,
  - las evaluaciones académicas estatales y locales incluyendo las alternas,
  - los requisitos de Título I,
  - cómo monitorear el progreso de los hijos y trabajar con los educadores:
  - talleres de capacitación y entrenamiento de padres
  - conferencias con los padres
  - reunión anual Título I
  - Presentaciones durante la Noche de regreso a clase
  - Asistir a conferencias (tal como CABE, etc.)
4. La escuela proporcionará, con el apoyo del distrito, materiales y capacitación para ayudar a que los padres trabajen con sus hijos para mejorar el rendimiento académico, así como capacitación en lectoescritura y uso tecnológico, como sea apropiado, para fomentar la participación de padres de la siguiente manera:
- Clases CBET en el plantel
  - Biblioteca de recursos para padres

- *Kinder Camp*
  - Capacitación *Helping Your Child With Homework* (ayudando a su hijo con la tarea)
  - Capacitación *Science Fair* (Feria de Ciencias)
  - Noches familiares
5. La escuela, en conjunto con el apoyo del distrito y de los padres, educará a los maestros, personal de servicios a alumnos, directores y otro personal en la manera de comunicarse y trabajar con los padres como socios; el valor y lo útil de las contribuciones de los padres; y en la manera de implementar y coordinar programas de padres y desarrollar las amistades entre ellos y la escuela por medio de lo siguiente:
- Se proporcionará capacitación profesional para los maestros, paradocentes y todo el personal de apoyo en cuanto a la participación de padres y las asociaciones
  - Utilizando [el programa] *Character Counts*
6. La escuela coordinará e integrará, al nivel práctico y apropiado, programas y actividades para la participación de padres con *Head Start*, *Reading First*, *Early Reading First*, *Even Start*, *Home Instruction Programs for Preschool Youngsters*, el programa *Parents as Teachers*, escuelas preescolares públicas, otros programas, y conducirá otras actividades tales como centros de recursos, que animen y apoyen a los padres para que participen de manera más completa en la educación de sus hijos, al:
- Proporcionar capacitación para los padres en cuanto a la instrucción de lectura basada en investigación y por nivel de grado, durante las reuniones de concilios de padres
  - Se realizará *Camp Kinder Roundup* en la primavera para los alumnos que ingresarán al kínder, los padres y aquellos que los cuidan, para proporcionarles un repaso de los estándares y expectativas de kínder
7. La escuela tomará los siguientes pasos, al nivel práctico y apropiado, para asegurar que la información relacionada a los programas escolares y de padres, reuniones y otras actividades, se envíe a los padres de niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos cuando se soliciten y, al nivel práctico, en un idioma que los padres comprendan:
- Todos los avisos de eventos se enviarán a casa en inglés y español
  - Los anuncios serán exhibidos en el tablero de la oficina escolar en inglés y español
  - Los eventos que se aproximen se compartirán con los alumnos y los padres durante los anuncios matutinos. Animaremos a los alumnos que recuerden a los padres de dichos eventos

#### **PARTE IV. ADOPCIÓN**

La Política de Participación Escolar de Padres se ha desarrollado y acordado en conjunto con los padres de alumnos que participan en programas de la Parte A del Título I, según confirmado por las reuniones de concilios de padres.

Dicha política fue adoptada el 17 de mayo 2018 por la Escuela Primaria Rosemary Kennedy y estará vigente durante el año escolar 2018-2019. La escuela distribuirá dicha política a todos los padres de alumnos que participen en la Parte A del Título I en o antes de septiembre 2018. Estará disponible a la comunidad local en o antes de septiembre 2018. El aviso para padres de la Escuela Primaria Rosemary Kennedy acerca de la política será en un formato comprensible y uniforme y, al nivel práctico, se proporcionará una copia a los padres en un idioma comprensible para ellos.



# ROSEMARY KENNEDY ELEMENTARY SCHOOL

## TITLE-I PARENT-STUDENT-STAFF COMPACT

### 2018 - 2019



#### PARENT RESPONSIBILITIES

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

- Attend Parent Conferences, Back-to-School Night, Open House, parent advisory groups, parent education opportunities, and volunteering if possible.
- Actively support the school/district discipline and attendance policies.
- Treat other parents and staff with respect.
- Monitor and assist with the completion of daily schoolwork and homework; and return any paperwork that requires parent signature.
- Arrange for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.
- Set aside at least 20 minutes a day for reading with my child or ensure reading is practiced daily.
- Provide appropriate materials and a quiet place for my child to study.
- Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Have my child attend school on time each day and be prepared for a full day of learning.
- Be aware of and have access to grade level standards.

Parent/Guardian Signature

Date

#### STUDENT RESPONSIBILITIES

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

- Attend school everyday and be on time.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Learn/master grade level standards.
- Respect the personal rights and property of others.
- Participate actively in class and ask for help when I need it.
- Complete and return all classwork and homework in a thorough, legible, and timely manner.
- Be drug, alcohol, tobacco, and violence free.
- Ensure all school communications are given to parents and returned in a timely manner.
- Be aware of and have access to grade level standards.

Student Signature

Date

#### STAFF RESPONSIBILITIES

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

- Provide high quality curriculum and instruction.
- Teach all grade level standards and provide parents/students access to the standards.
- Maintain communication regarding students' progress in class to both student and parent.
- Hold an annual (minimum one) Parent-Teacher conference where the Parent-Student-Staff Compact will be discussed.
- Be aware of the individual needs of each student.
- Provide a safe, positive, healthy learning environment at RMK.
- Treat all students fairly and with respect.
- Form caring and genuine relationships with students.
- Provide homework which reflects concepts taught in class.

Teacher Signature

Date



# ESCUELA PRIMARIA ROSEMARY KENNEDY

## CONTRATO DE PADRES-ESTUDIANTES-MAESTROS DE TÍTULO 1

### 2018-2019



#### RESPONSABILIDADES DE LOS PADRES

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

- Asistiré a las Conferencias para Padres, Noche de Regreso a la Escuela, y Noche de Exhibición Escolar, comités consejeros para padres, oportunidades para la educación de padres y prestando servicios voluntarios cuando sea posible.
- Apoyaré activamente las políticas de disciplina y asistencia escolar y del distrito.
- Trataré a otros padres y al personal con respeto.
- Observaré y ayudaré a mi hijo/a a completar el trabajo del salón de clase y la tarea diariamente; devolveré cualquier documento que requiera la firma de padres.
- Haré arreglos con el maestro/a o con la directora para visitar el salón y observar a mi niño/a si así lo deseo.
- Leeré diariamente por 20 minutos con mi hijo/a para asegurar su práctica diaria en la lectura.
- Proveeré los materiales apropiados y un lugar tranquilo en donde mi hijo/a pueda estudiar.
- Mantendré la comunicación con los maestros o administradores escolares acerca del progreso y aprendizaje de mi hijo, según sea necesario.
- Mi hijo/a asistirá puntualmente a clases diariamente y estará preparado para un día completo de aprendizaje.
- Tendré conocimiento y acceso a los estándares de los niveles de grado

Firma del Padre/Tutor

Fecha

#### RESPONSALIBIDADES DEL ESTUDIANTE

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

- Asistiré a la escuela puntualmente todos los días.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salón y campo de recreo.
- Aprenderé/dominaré los estándares de nivel de grado.
- Respetaré los derechos personales y la propiedad de otros.
- Participaré activamente en clase y buscaré ayuda cuando la necesite.
- Completaré y entregaré todo el trabajo en clase y la tarea de una manera total, legible y a tiempo.
- No usaré drogas, alcohol, tabaco y no usaré la violencia.
- Estaré seguro de entregar la información escolar a papá o mamá y regresarla a tiempo.
- Tendré conocimiento y acceso a los estándares de los niveles de grado.

Firma del alumno

Fecha

#### RESPONSABILIDADES DE LOS MAESTROS

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

- Proveeré un currículo e instrucción de alta calidad.
- Enseñaré todos los estándares a nivel de grado y le proveeré su acceso a los padres/estudiantes
- Mantendré la comunicación con los padres y los estudiantes acerca del progreso del estudiante en la clase.
- Tendré (por mínimo) una conferencia anual con los padres en la que éste contrato se repasará.
- Trataré de saber cuales son las necesidades individuales de cada estudiante.
- Proveeré un ambiente de aprendizaje sano, seguro y positivo en RMK.
- Trataré a todos los estudiantes con igualdad y respeto.
- Formaré relaciones afectuosas y genuinas con los alumnos.
- Proveeré tarea que refleje los conceptos enseñados en el salón de clase.

Firma del Maestro/a

Fecha



**Rosemary Kennedy Elementary School  
School Site Council Agenda  
Thursday, February 7, 2019  
Meeting Location: Room 3 Time: 3:15 pm**



**I. Introductory Procedure**

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

**II. Action Items**

1. Approve Minutes from January 17, 2019
2. Approve 2018-19 Title 1, Part A Reservations, Required
  - Parent Involvement (1%) \$55,339.00
  - Transportation: NCLB Program Improvement School Transfers \$65,000.00
  - Homeless Services \$12,128.00
3. Approve 2018-19 Title 1, Part A Reservations, Allowable
  - Centralized Staffing (ELTs, District Instructional Specialists, BIAs) \$1,745,581.00
  - Summer Extended Learning Opportunities \$320,000.00
4. Approve participation in a Title 1 School Wide Program
5. Approve site categorical budgets for 2018-19
6. Approve the 2018-19 School Plan for Student Achievement
7. Approve the 2018-19 Comprehensive School Safety Plan

**III. Discussion/Information**

1. SSC SPSA Review and Discussion of 2018-19 Plan
2. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - District Parent Advisory Committee (PAC)
  - RMK PTO
3. 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 Thursday, March 14, 2019 at 3:15 p.m.
3. Adjournment: Action Item



**Rosemary Kennedy Elementary School  
School Site Council Minutes  
Thursday, February 7, 2019  
Meeting Location: Room 3 Time: 3:15 pm**



**I. Introductory Procedure**

1. The meeting was Called to Order @ 3:15 pm
2. Establishment of Quorum
  - a. Members in Attendance: Nancy Hollingsworth, Jason Burns, Samantha Belton, Marla Punsalan, Ronda Heseflow, Melissa Ramirez, Aquila Matos, Bryn Pellegrino and Otila Carrillo.
  - b. Quorum was established with 9 in attendance.
3. Pledge of Allegiance was conducted by SSC
4. Welcome and Introductions were made

**II. Action Items**

1. Approve Minutes from January 17, 2019
  - a. Motioned by: Pellegrino
  - b. Seconded by: Punsalan
  - c. Carried to approve the meeting minutes from January 17<sup>th</sup> Vote 9-0-0
2. Approve 2018-19 Title 1, Part A Reservations, Required
  - Parent Involvement (1%) \$55,339.00
  - Transportation: NCLB Program Improvement School Transfers \$65,000.00
  - Homeless Services \$12,128.00
    1. Motioned by: Carrillo
    2. Seconded by: Pellegrino
    3. Carried to approve the Title 1 Part A Reservations Vote 9-0-0
3. Approve 2018-19 Title 1, Part A Reservations, Allowable
  - Centralized Staffing \$1,745,581.00 (ELTs, District Instructional Specialists, BIAs)
  - Summer Extended Learning Opportunities \$320,000.00
    1. Motioned by: Belton
    2. Seconded by: Heseflow
    3. Carried to approve the Title 1 Part A Reservations Vote 9-0-0
4. Approve participation in a Title 1 School Wide Program
  - a. Motioned by: Ramirez
  - b. Seconded by: Pellegrino
  - c. Carried to approve the Title 1 Part A Reservations Vote 9-0-0
5. Approve site categorical budgets for 2018-19
  - a. Motioned by: Punsalan
  - b. Seconded by: Heseflow
  - c. Carried to approve the Title 1 Part A Reservations Vote 9-0-0
6. Approve the 2018-19 School Plan for Student Achievement

- a. One edit was proposed prior to approval: Page 11 has Brian Toomoth listed as a member of SSC and Sam Belton was left off. SSC proposes to remove Toomoth and insert Belton as a member of SSC.
  - b. Motioned by: Hesenflow
  - c. Seconded by: Pellegrino
  - d. Carried to approve the Title 1 Part A Reservations Vote 9-0-0
- 7. Approve the 2018-19 Comprehensive School Safety Plan
  - a. Motioned by: Carrillo
  - b. Seconded by: Hesenflow
  - c. Carried to approve the Title 1 Part A Reservations Vote 9-0-0

### **III. Discussion/Information**

- 1. SSC SPSA Review and Discussion of 2018-19 Plan
  - d. Notes: The SSC reviewed the school profile, strategic plan, testing data, CAASPP results and ELPAC results. Performance Goals and School SMART goals were also reviewed for ELA, Math, EL, Safe and Drug Free Environment and High School Graduation and College Readiness. For each goal, the actions along with funding for those actions were discussed. A question was raised how do our goals compare to other school sites of similar demographics. Mr. Burns responded that our goals are very similar to comparable schools in terms of growth percentages for goals. Program descriptions for Special Ed, Expanded Learning and others were reviewed. One edit was proposed prior to approval: On page 11 has Brian Toomoth listed as a member of SSC and Sam Belton was left off. SSC proposed to remove Toomoth and insert Belton as a member of SSC. SSC did not recommend any edits to the goals and deemed them appropriate. Team discussed that the reclassification requirements may be changing, but those changes won't impact the SPSA for 2018-2019. No other questions or concerns were brought up.
- 2. SSC 2018-2019 Comprehension School Safety Plan Review:
  - a. Notes: All Components were reviewed including evacuation maps, buddy rosters and chain of command. It was brought up that there were some attachments missing that are noted in the compliance document. Mr. Burns explained that the district hasn't made these attachments available yet at this time and once he gains access he will provide them to the SSC. On Page 17 it is titled Emergencies and Specific Procedures, but under each type of emergency, there is no specific procedure indicated. Mr. Burns, will bring these concerns to the D.O. and bring answers back to SSC in March.
- 3. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
    - Notes: They were unable to establish quorum today as no one showed up to the scheduled ELAC meeting today, so there was no information to share. Flyers went home earlier in the week to invite parents to the meeting.



- District Parent Advisory Committee (PAC)
    - Notes: Bryn Pellegrino shared with the SSC what was reviewed at the last PAC meeting. PAC went over the Uniform Complaint Procedure and what they plan to update. There were not many changes. They also reviewed where you could find the Williams Complaint forms. PAC reviewed the new CA Dashboard system. They discussed how they were planning to improve in areas indicated and how to improve student attendance. They discussed LCAP and where expenditures go. Stakeholder engagement, fiscal accountability and goals in each area were also discussed at the last PAC meeting.
  - RMK PTO
    - Notes: On Friday, 2/8/19, PTO is putting on a father/daughter dance at RMK. This is a big fundraiser for RMK.
4. Principal's Report
- Notes: Next week is our President's Break. No school Feb 11-18<sup>th</sup>. Career Week was held this week and Career Day was yesterday. Watching the presentations and seeing the student's enjoyment was great. There was an environmental sciences district attorney that presented. The students did a great job of asking questions to the presenters. Last night at the AUSD Spelling Bee, our own student from RMK took second place!

#### 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.*

A question was raised about the front parking lot. There are people driving the wrong way instead of following traffic flow and rules. The arrow is worn out on the parking lot and there doesn't appear to be a traffic sign indicating one way only.

Mr. Burns shared that there are funding cuts in the district which included repairing parking lots and blacktops. He will see what he can do about it. There was a Facebook campaign and all calls sent out to families about safety procedures for dropping off and picking up students earlier in the school year.

#### V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for Thursday, March 21, 2019 at 3:15 pm
3. Adjournment: Action Item
  - a. Motioned: Heslenflow
  - b. Seconded: Ramirez
  - c. Carried to approve adjournment Vote 9-0-0
4. Meeting was adjourned at: 4:30 pm

## Rosemary Kennedy Elementary School

### School Site Council Elementary Sign-In Sheet February 7, 2019

Name (Type)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Jason Burns		Principal	
Nancy Hollingsworth	<i>Nancy Hollingsworth</i>	Teacher	
Marla Punsalan	<i>Marla Punsalan</i>	Teacher	
Samantha Belton	<i>Samantha Belton</i>	Teacher	
Rhonda Heslenflow	<i>Rhonda Heslenflow</i>	Classified Staff	
<b>PARENT MEMBERS</b>			
Otila Carrillo	<i>Otila Carrillo</i>	Parent Member	
Melissa Ramirez	<i>Melissa Ramirez</i>	Parent Member	
Bryn Pellegrino	<i>Bryn Pellegrino</i>	Parent Member	
Aquila Matos	<i>Aquila Matos</i>	Parent Member	
Angie Barajas		Parent Member	

<b>NON-MEMBERS / GUESTS</b>		
Name (Print)	Signature	Title



Rosemary Kennedy Elementary School  
School Site Council Minutes  
Thursday, November 29, 2018  
Meeting Location: Room 3 Time: 3:15 pm



### **I. Introductory Procedure**

1. The meeting was Called to Order @3:15pm
2. SSC Quorum was established
  - a. Members in Attendance: Nancy Hollingsworth, Jason Burns, Samantha Belton, Marla Punsalan, Melissa Ramirez, Aquila Matos, and Otila Carrillo
  - b. Quorum was established with 7 in attendance.
  - c. At 3:20 pm, Bryn Pellegrino arrived and quorum was then established as 8.
3. Pledge of Allegiance was conducted by SSC
4. SSC Welcomed by Mr. Burns

### **II. Action Items**

1. SSC Approved Minutes from October 24, 2018
  - a. Motioned by: Punsalan
  - b. Seconded by: Carrillo
  - c. Carried to approve the SSC Meeting Minutes from October 24<sup>th</sup> Vote 8-0-0
2. SSC Approved Categorical Expenditures from LCFF-LI and Title 1 funds
  - a. LCFF-LI
    - i. Motioned by: Belton
    - ii. Seconded by: Punsalan
    - iii. Carried to approve the LCFF-LI expenditures Vote 8-0-0
  - b. Title I
    - i. Motioned by: Ramirez
    - ii. Seconded by: Matos
    - iii. Carried to approve the Title 1 expenditures Vote: 8-0-0
  - c. LCFF-EL
    - i. No items were brought forward for approval by SSC

### **III. Discussion/Information**

1. Budget Reports by Funding Source
  - a. Notes: Mr. Burns reviewed current categorical budgets. The items highlighted in blue were adjusted since the last meeting. Principal shared that there has been a 4% salary raise in the district for staff members. This included a 4% increase in salary for staff members that are funded through the LCFF-LI, LCFF-EL and Title 1 budgets were reviewed. Mr. Burns reviewed that the additional hours for Campus Supervisors (item 3 on LCFF-EL) may decrease due to a staff member not passing the assessment needed to provide this support to students. Mr. Burns would like to use any funds remaining in the LCFF-EL be used to send more parents to the CABA conference. A question was asked about the computer lab assistant costs as

there hasn't been an assistant in a month. Mr. Burns shared that this is an amount that is set aside by District as the school is responsible for paying a portion of the salary of this position. Principal shared he will be attending interviews for this position on December 10th. It was asked if the raise would impact the additional hours for the bilingual assistant and campus supervisor. Mr. Burns shared that classified staff's raise is in process and would not affect retroactive payment for additional hours for classified staff.

## 2. SSC SPSA Input

- a. Notes: Mr. Burns reviewed what the SPSA "school plan" is and that he will need to get input from the SSC, PTO, Leadership, ELAC, and other staff. The SSC provided the following input towards the SPSA:

- Speech Intervention needs to be included into the SPSA
- Could we add something about having a curriculum for math?
  1. Team discussed concerns about not having a math curriculum. Many members expressed wanting to see a curriculum be put in place to help the teachers with math instruction. It was also concerning about how EL learners perform on the math portion as well as they are also struggling when in the past they used to do better on math. It was asked if there is a target time model for math. 3<sup>rd</sup> grade responded that they attempted this last year. The groups that are in the Far Below Basic groups were too large in size. It was not feasible to have a small enough group to make an impact. Mr. Burns shared that the past few Staff meetings and Professional Development have been focused on math.
  2. Add resources for assessment and curriculum for Math then intervention can come at a later time.
- Could there be more articulation days added?
  1. So that staff at grade level has more time to collaborate.
- Will Ready Common Core Math books be continued to be used at RMK?
  1. It was denied at the district level last year approved this year and it will be brought to SSC in May for approval for use next year.

## 3. AUDS Uniform Complaint Procedures (UCP)

- a. Notes: Mr. Burns reviewed the District's Uniform Complaint Procedure. This ensures compliance with applicable state and federal laws. It protects the complainant from discrimination or retaliation. It states many things that have to occur as mandated by ED Code such as PE. There is an Alternative Dispute Resolution process. Anything related to employment, CPS, or Social Services (health/safety violations) and/or fraud would be referred to the specified agency and does not fall under the UCP. The William's Act was reviewed in regarding areas such as the state of school facilities, textbooks and teacher vacancies or misassignments. There is a form that is to be filled out by the complainant. The form is available online on the district website or through Human Resources.

#### 4. Reports from Parent Committee

- English Learners Advisory Committee (ELAC)
  - Notes: At the last ELAC meeting, they worked with parents and showed how ELD grading works and what the descriptions mean. They went over report cards and showed examples. Mr. Burns shared that this group of parents wants to build their capacity of understanding the program, assessment, and process to redesignate students as fluent English speaking. Next meeting will include discussion of the reclassification process. This year 15 students are being re-designated and will be recognized at the January flag ceremony. The SSC did not have any questions or items they wanted to share with the ELAC committee. The feedback loop will continue to be open between ELAC and SSC.
- District Parent Advisory Committee (PAC)
  - Notes: Mrs. Pellegrino shared that last night there was a meeting and discussion consisted of the lack of math curriculum in the district. The PAC also had a presentation about the career tech programs in the district and a review of the Alternative schools in Alvord. At the last meeting, the district's performance on the state testing was reviewed. They discussed how the state is changing the Dashboard so that it's easier to read regarding performance on CAASPP assessments. They discussed the ELA curriculum "Wonders" which was recently adopted. AUSD is starting to meet goals in areas of proficiency. Many of the handouts from the PAC meeting are on the district's website. Mrs. Pellegrino shared that a lot of parents at the meeting wanted to know what is the district going to do to improve our at-risk students' performance.
- RMK PTO
  - Notes: Mr. Burns shared on behalf of PTO that there will be a Pictures with Santa event tomorrow (11/30). RMK will be receiving a part of the proceeds. PTO will be running a Holiday Shoppe next week for students to purchase items from for Christmas presents for their family.

#### 5. Principal's Report

- a. Notes: Mr. Burns shared that he has no report at this time. Things are going well and that he is working with staff to build our capacity and improve our culture in the area of mathematics.

#### IV. Hearing Session/Public Comments – None made at this meeting

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## **V. Adjournment**

1. Agenda building for next meeting
  - a. Notes: SPSA, PAC information
2. The next SSC meeting is scheduled for Thursday, January 17, 2019 at 3:15 pm
3. Adjournment: Action Item
  - a. Motioned by: Belton
  - b. Seconded by: Pellegrino
  - c. Carried to approve adjournment Vote 8-0-0

Meeting adjourned at: 4:23 pm



**Rosemary Kennedy Elementary School  
School Site Council Minutes  
Thursday, January 17, 2019  
Meeting Location: Room 3 Time: 3:15 pm**



**I. Introductory Procedure**

1. The meeting was Called to Order @3:17 pm
2. SSC Quorum was established
  - a. Members in Attendance: Nancy Hollingsworth, Jason Burns, Marla Punsalan, Aquila Matos, Otila Carrillo, Rhonda Heseflow, and Angie Barajas.
  - b. Quorum was established with 7 in attendance.
  - c. At 3:19 pm, Melissa Ramirez arrived and quorum was then established as 8.
  - d. At 3:25 pm, Bryn Pellegrino arrived and quorum as then established as 9.
3. Pledge of Allegiance was conducted by SSC
4. SSC Welcomed by Mr. Burns

**II. Action Items**

1. SSC Approved Minutes from November 29, 2018
  - a. Motioned by: Matos
  - b. Seconded by: Heseflow
  - c. Carried to approve the SSC Meeting Minutes from November 29th Vote: 8-0-0.

**III. Discussion/Information**

1. SSC SPSA Input
  - a. Notes: In order to ensure that the SSC was provided with ample opportunity to provide input, suggestions, and changes to the SPSA, Mr. Burns requested their input again into the development of the plan. The SSC provided input at the last SSC meeting in late November and did not have any further input into the SPSA.
2. Reports from Parent Committee
  - English Learners Advisory Committee (ELAC)
    - Notes: At the last ELAC meeting, they worked with parents on learning about the ELPAC assessment and what it means for parents and students. This year 15 students are being re-designated and will be recognized at the January flag ceremony. The SSC did not have any questions or items they wanted to share with the ELAC committee. The feedback loop will continue to be open between ELAC and SSC.
  - District Parent Advisory Committee (PAC)
    - Notes: Mrs. Pellegrino shared that since our last SSC meeting there has not be another PAC meeting, but there is one next week and she plans on attending the meeting.

- **RMK PTO**

- Notes: Angie Barajas, RMK's PTO President shared with SSC that the PTO Walkathon has been rescheduled to 1/25/19 due to rainy weather. She reminded SSC that students and parents can continue to donate and turn in their pledges next week. She shared that fundraising efforts are geared towards supporting our fifth graders with their end of year festivities. Mrs. Barajas shared that the Father-Daughter Dance will be held on Friday, February 8<sup>th</sup> and that is one of our biggest fundraising events the whole year.

- 3. **Principal's Report**

- a. Notes: Mr. Burns shared that 15 ELL students will be reclassified at the flag ceremony on Friday, January 25<sup>th</sup>. He shared that next Tuesday at our staff meeting teachers will review information about the ELPAC. Next week Tikiz truck will be here on Wednesday and Thursday after school selling shaved ice, coffee, and various other drinks. A portion of the proceeds will be donated back to RMK.

#### **IV. Hearing Session/Public Comments – None made at this meeting**

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#### **V. Adjournment**

1. Agenda building for next meeting
  - a. Notes: SPSA approval
2. The next SSC meeting is scheduled for Thursday, February 7, 2019 at 3:15 pm in room 3
3. Adjournment: Action Item
  - a. Motioned by: Carrillo
  - b. Seconded by: Ramirez
  - c. Carried to approve adjournment Vote 9-0-0

Meeting adjourned at: 3:42 pm





Alvord Unified School District  
**Rosemary Kennedy Elementary School**  
**English Learners Advisory Committee**

Friday, December 7, 2018  
9:30am - Room 3



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## **Agenda**

- I. Introductory Procedures
  - a. Call to Order Time
  - b. Welcome/Sign-in
  - c. Pledge of Allegiance
- II. Action Items
  - a. Approval of Minutes from October 12, 2018
  - b. Approval of New ELAC Members
  - c. Election of DELAC Alternate
- III. Discussion Information
  - a. Training: Fall 2018 Reclassification Criteria and Process
  - b. SPSA Input
  - c. CABE
- IV. Other Hearing Session
- V. Adjournment
  - a. Next Meeting: January 11, 2019 at 9:30 a.m.



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

Viernes, 7 de diciembre de 2018  
9:30am – salón 3



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### **Agenda**

- I. Procedimientos de introducción
  - a. Llamar la junta al orden
  - b. Bienvenida/registro de asistencia
  - c. Saludo a la Bandera.
  
- II. Asuntos de Acción
  - a. Aprobación de la Minuta del 12 de octubre de 2018
  - b. Elección de nuevos miembros de ELAC
  - c. Elección de representante alterno de DELAC
  
- III. Diálogo Información
  - a. Capacitación: Criterio y proceso de reclasificación para otoño de 2018
  - b. Sugerencias acerca del SPSA
  - c. CABE
  
- IV. Otro Sesión de audiencia
  
- V. Clausura:
  - a. Próxima junta: 11 de enero de 2019 a las 9:30 a.m.



Alvord Unified School District  
**Rosemary Kennedy Elementary School**  
English Learners Advisory Committee

December 7, 2018  
9:30am - Room 3



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## Meeting Minutes

### I. Introductory Procedures

- a. Call to Order by Mrs. Wang at 9:50 a.m.
- b. Welcome/Sign-in
  - Mrs. Escalera and Mrs. Wang welcomed all parents in attendance.
- c. Pledge of Allegiance led by Mrs. Wang

### II. Action Items

- a. Approval of Minutes from October 12, 2018
  - Motion to approve by Ms. Ochoa, second by Ms. Cervantes, approved by all members with no corrections.
- b. Election of new ELAC members
  - No new member present at this time
- c. Election of ELAC Secretary and DELAC Alternate
  - Mrs. Wang explained that after verification, elected DELAC Alternate Representative from previous meeting is not an EL parent. Therefore, position is still open for election. No nominations at this time.
  - Mrs. Escalera said that if no alternate available, ELF will attend DELAC meetings in cases when DELAC Representative cannot attend.

### III. Discussion Information

- a. Training: Fall 2018 Reclassification Criteria and Process
  - Mrs. Wang presented information about the reclassification criteria for Fall 2018. This is important for our EL students because it reclassifies them to be sufficient in the English language proficiency as fluent English speakers. Mrs. Wang presented several new items on the criteria this time: Initial ELPAC, Correction of Classification, ELPAC vs. CELDT scores, and Reclassification Task Force. Mrs. Escalera stressed the importance that per Ed Code, parents may request a Correction of Classification Errors after the administration of the Initial ELPAC but before the Summative ELPAC is administered at the EL Office. Mrs. Wang communicated that criteria in the Spring 2019 may be different due to the Reclassification Task Force that will make some decisions in Spring 2019. Reclassification Criteria for this time include: assessment of language proficiency (Overall ELPAC in middle of Level 3 or above), student performance to demonstrate basic skills in English (SBAC overall score in middle of Level 2 – Standards Nearly Met or above based on each grade level scale score), ELD grades at Bridging for two consecutive semesters, and lastly, parent opinion and consultation. Parent meetings were conducted last week to notify parents of the 15 reclassification candidates. They will be recognized at the Flag Ceremony on January 25, 2019 and a celebration of their accomplishment will follow after. Parents will be invited to attend the ceremony and celebration with their child in the next few weeks.
- b. SPSA Input
  - Mrs. Wang explained that just like Colt Café, we are seeking input from our ELAC parents regarding how to spend the EL budget to support EL students. Ms. Cervantes suggested tablets for EL students to help them

translate between English and Spanish, as well as for use to access online websites for EL students. In accordance, tutoring for EL students is suggested to provide extra language support. Parents also agreed to use the budget for providing extra support to those at-risk EL students. Mrs. Wang will report on CALPADS at the next meeting.

c. **CABE**

- CABE regional one-day conference in Riverside will be on Friday, May 10, 2019. Mrs. Escalera expressed that it offers very informative for EL parents to support their child(ren) at home. Mrs. Cervantes is interested in attending, and Mrs. Wang will continue to add names to the Interest List.

**IV. Other Hearing Session**

- None at this time

**V. Adjournment Time: 10:27 a.m.**

- Next Meeting: January 11, 2019 at 9:30 a.m.



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



7 de diciembre de 2018  
9:30am - Salón 3

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**Minuta de la Junta**

- I. Procedimientos de Introducción**
  - a. La Sra. Wang llamó la reunión al orden a las 9:50 a.m.
  - b. Bienvenida/Registro de Asistencia
    - La Sra. Escalera y la Sra. Wang dieron la bienvenida a todos los padres presentes.
  - c. El Saludo a la Bandera fue dirigido por la Sra. Wang
- II. Asuntos de Acción**
  - a. Aprobación de la minuta de la junta del 12 de octubre, 2018
    - La Sra. Ochoa propuso la moción para aprobarla y la Sra. Cervantes la secundó. La minuta fue aprobada sin correcciones por todos los miembros.
  - b. Elección de nuevos miembros ELAC
    - No hubo nuevos miembros presentes
  - c. Elección de la Secretaria ELAC y Representante DELAC Alterno
    - La Sra. Wang explicó que cuando verificaron, la Representante DELAC Alterna elegida en la reunión anterior no es un padre EL. Por lo tanto, el puesto todavía está abierto para la elección. No hubo nominaciones por el momento.
    - La Sra. Escalera dijo que si no había alterno, ELF asistiría a las juntas DELAC en casos cuando la Representante DELAC no pueda asistir a la junta.
- III. Diálogo/Información**
  - a. Capacitación: Criterio y Proceso de Reclasificación para el otoño 2018
    - La Sra. Wang presentó información acerca del criterio de reclasificación para el otoño 2018. Esto es importante para nuestros alumnos EL porque los reclasifica como alumnos con competencia fluida en el idioma inglés. La Sra. Wang presentó varios ítems nuevos en el criterio para esta vez: ELPAC Inicial, Corrección de Clasificación, puntuaciones ELPAC versus puntuaciones CELDT y el Equipo de Trabajo de Reclasificación. La Sra. Escalera enfatizó la importancia de que, de acuerdo al Código de Educación, los padres pueden solicitar una Corrección de Error de Clasificación después de la administración del ELPAC Inicial pero antes de que se administre el ELPAC sumativo en la oficina EL. La Sra. Wang informó que el criterio para la primavera 2019 puede ser diferente debido a que el Equipo de Trabajo de Reclasificación tomará algunas decisiones en la primavera 2019. El Criterio de Reclasificación por el momento incluye: Evaluación de competencia del idioma (Puntuación general de ELPAC a mediados del Nivel 3 o mejor), desempeño del alumno para demostrar destrezas básicas en inglés (Puntuación general en SBAC a mediados del nivel 2 – Estándar casi Cumplido o mejor en base a la puntuación de escala para cada nivel de grado), Calificaciones de ELD de Transición por dos semestres consecutivos y, por último, opinión y consulta con los padres. Las juntas con los padres se realizaron la semana pasada para notificarles de los 15 candidatos para reclasificación. Se les reconocerá en una Ceremonia a la Bandera el 25

de enero de 2019 y después habrá una celebración por sus logros. En las próximas semanas se invitará a los padres para que asistan a la ceremonia y celebración con sus hijos.

b. Opiniones SPSA

-La Sra. Wang explicó que, así como en Colt Café, estamos solicitando opiniones de los padres ELAC acerca de cómo gastar el presupuesto EL para apoyar a los alumnos EL. La Sra. Cervantes sugirió tabletas para los alumnos EL para ayudarles a traducir entre inglés y español, así como para tener acceso a sitios web para alumnos EL. Además, se sugiere tutoría para alumnos EL para proporcionarles apoyo adicional en el idioma. Los padres también estuvieron de acuerdo usar el presupuesto para proporcionar apoyo adicional para los alumnos EL en riesgo. La Sra. Wang informará acerca de CALPADS en la próxima junta.

c. CAFE

- La Conferencia CAFE regional de un día será el viernes 10 de mayo de 2019 en Riverside. La Sra. Escalera indicó que ofrece mucha información para que los padres EL apoyen a sus hijos en el hogar. La Sra. Cervantes está interesada en asistir y la Sra. Wang continuará agregando nombres a la lista de interesados en asistir.

**IV. Otro/Sesión de Audiencia**

- Por el momento no hay asuntos que dialogar

**V. Hora de clausura: 10:27 a.m.**

- Próxima junta: 11 de enero de 2019 a las 9:30 a.m.



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Alvord Unified School District  
**Rosemary Kennedy Elementary School**  
**English Learners Advisory Committee**

Friday, January 11, 2019  
9:30am - Room 22

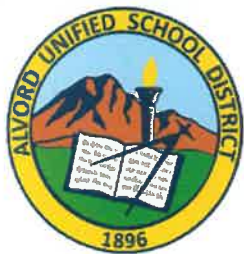
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## **Agenda**

- I.     Introductory Procedures
  - a.   Call to Order Time
  - b.   Welcome/Sign-in
  - c.   Pledge of Allegiance
  
- II.    Action Items
  - a.   Approval of Minutes from December 7, 2018
  - b.   Approval of New ELAC Members
  
- III.   Discussion Information
  - a.   Training – ELPAC
  - b.   EL Reclassification
  - c.   SPSA Input
  - d.   CABE
  
- IV.    Other Hearing Session
  
- V.     Adjournment
  - a.   Next Meeting: February 7, 2019 at 9:30 a.m.





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

Viernes, 11 de enero de 2019  
9:30am – salón 22



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## **Agenda**

- I. Procedimientos de introducción
  - a. Llamar la junta al orden
  - b. Bienvenida/registro de asistencia
  - Salu
  - c. Asuntos do a la Bandera
- II. de Acción
  - a. Aprobación de la Minuta del 7 de diciembre de 2018
  - b. Elección de nuevos miembros de ELAC
- III. Diálogo Información
  - a. Capacitación: ELPAC
  - b. EL Reclasificación
  - c. Sugerencias acerca del SPSA
  - d. CABA
- IV. Otro Sesión de audiencia
- V. Clausura:
  - a. Próxima junta: 7 de febrero de 2019 a las 9:30 a.m.



Alvord Unified School District  
**Rosemary Kennedy Elementary School**  
English Learners Advisory Committee

January 11, 2019  
9:30am - Room 22



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## Meeting Minutes

### I. **Introductory Procedures**

- a. Call to Order by Mrs. Wang at 10:14 a.m.
- b. Welcome/Sign-in
  - Mr. Burns, Ms. Escalera and Ms. Wang welcomed all parents in attendance.
- c. Pledge of Allegiance led by Ms. Wang

### II. **Action Items**

- a. Approval of Minutes from December 7, 2018
  - Motion to approve by Ms. Cervantes, second by Ms. Ochoa, motion carried
- b. Election of new ELAC members
  - No new member present at this time

### III. **Discussion Information**

- a. Training: ELPAC
  - Ms. Escalera and Ms. Wang presented pertinent information about the ELPAC. All EL students at RMK will take the summative ELPAC. Testing will begin in February after the February break as staff is currently in the process of getting trained and planning for it. Ms. Escalera discussed the difference between initial and summative ELPAC, as well as the different proficiency levels that determine as one of the qualifications for EL Reclassification. The ELPAC has 4 parts: Listening, Speaking, Reading, and Writing. It is a paper-based assessment this year, but starting 2020, it will become an online assessment. ELPAC is aligned to ELD standards and can also be tested in any content area. TK/K/1 do all domains on an one-on-one basis, while 2<sup>nd</sup>-5<sup>th</sup> grade test in a group setting in Listening, Reading, and Writing and one-on-one in Speaking only. Helpful online resources were shared to parents, especially the practice test. A listening task type was shown to parents and discussed about how to read the question to students to practice at home. Ms. Armenta asked about shy EL students who may not perform as well on the ELPAC when an unfamiliar face administers the test. Ms. Escalera responded that two teachers, BIA, and Ms. Wang will be testing students for the one-on-one portion(s) so there will be someone they know to lower test anxiety.
- b. EL Reclassification
  - Fall 2018 EL Reclassification ceremony and celebration will be on Friday, January 25<sup>th</sup> at 8:55a.m. by the outdoor stage. Students will first be recognized at the Flag Ceremony. Reception will follow immediately after Flag Ceremony in Room 22 for both students and their family. Invitations will be sent home next week. Mr. Burns had invited district board members, Superintendent Mucerino, and EL Director Ms. Martinez to the event.
- c. SPSA Input
  - Mr. Burns asked for SPSA input from ELAC. Suggestions were made at the last ELAC meeting – referred to minutes. No additional input was

recommended at this moment, but Mr. Burns continues to welcome parents' suggestions on how to use EL funds.

d. CAFE

- CAFE regional one-day conference in Riverside will be on Friday, May 10, 2019 and flyers were provided at this meeting. Ms. Ana Cervantes, Ms. Eliza Armenta, and Mr. Angel Armenta are on the interest list to attend CAFE.

**IV. Other Hearing Session**

- None at this time

**V. Adjournment Time: 10:55 a.m.**

- Next Meeting: February 7, 2019 at 9:30 a.m.





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

11 de enero de 2019  
9:30am - Salón 22



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**Minuta de la junta**

- I. Procedimientos de Introducción**
  - a. La Sra. Wang llamó al orden a las 10:14 a.m.
  - b. Bienvenida/Registro de asistencia
    - El Sr. Burns, la Sra. Escalera y la Sra. Wang dieron la bienvenida a los padres presentes.
  - c. La Sra. Wang dirigió en el saludo a la Bandera
- II. Asuntos de acción**
  - a. Aprobación de la minuta de la junta del 7 de diciembre de 2018
    - La Sra. Cervantes propuso la moción para aprobar, la Sra. Ochoa la secundó, moción aprobada
  - b. Elección de nuevos miembros de ELAC
    - No hubo nuevos miembros presentes
- III. Diálogo**
  - a. Capacitación: ELPAC
    - La Sra. Escalera y la Sra. Wang presentaron información en relación a ELPAC. Todos los alumnos EL en RMK presentarán la versión sumativa de ELPAC. La administración del examen iniciará en febrero después de las vacaciones ya que actualmente los miembros del personal están en proceso de capacitación y planeación para ello. La Sra. Escalera dialogó sobre la diferencia entre ELPAC versión inicial y sumativa, así como de los diferentes niveles de dominio que son uno de los determinantes para la reclasificación EL. ELPAC consiste de 4 partes: Comprensión Auditiva, Expresión Oral, Lectura y Escritura. Este año la evaluación es a base de lápiz y papel, pero a partir del 2020, se administrará por internet. ELPAC está alineado con los estándares de ELD y también puede ser evaluado en cualquier área de contenido. En TK/K/1º los alumnos presentan todas las secciones del examen individualmente, por su parte los de 2º a 5º presentan las secciones de comprensión auditiva, lectura y escritura en grupo y la sección de expresión oral individualmente. Se compartió con los padres información acerca de serviciales recursos en internet, en particular el examen para práctica. A los padres se les mostró una pregunta de comprensión auditiva y se dialogó sobre cómo pueden leerles la pregunta a los alumnos para practicar en casa. La Sra. Armenta preguntó acerca de los alumnos tímidos que podrían no desempeñarse bien en ELPAC cuando una persona desconocida les administre el examen. La Sra. Escalera contestó que dos maestros, la BIA y la Sra. Wang administrarán la sección individual para disminuir la ansiedad de los alumnos al presentar el examen con una persona que conocen.
  - b. Reclasificación de EL
    - La ceremonia de Reclasificación EL del otoño de 2018 será el viernes, 25 de enero a las 8:55 a.m. en el escenario al aire libre. Los alumnos serán reconocidos durante la ceremonia a la Bandera. La recepción será inmediatamente después en el salón 22 para los alumnos y sus familiares. La próxima semana se enviarán a casa las invitaciones. El

Sr. Burns invitó al evento a los miembros de la mesa directiva del distrito, al superintendente Mucerino y la Sra. Martinez, directora de EL.

c. **Sugerencias para SPSA**

-El Sr. Burns pidió a ELAC sugerencias para SPSA. Se presentaron sugerencias en la junta ELAC anterior- se les pidió revisar la minuta. No se presentaron sugerencias adicionales en esta ocasión, sin embargo, el Sr. Burns indicó que las sugerencias de los padres acerca de cómo usar los fondos EL son bien recibidas.

d. **CABE**

- La conferencia CABE regional de un día será el viernes, 10 de mayo 2019 en Riverside y en esta junta se proporcionaron volantes. La Sra. Ana Cervantes, Sra. Eliza Armenta y el Sr. Ángel Armenta están en la lista de personas interesadas en asistir a CABE.

**IV. Otro Sesión de Audiencia**

- Ninguna en esta ocasión

**V. Clausura: 10:55 a.m.**

- Próxima junta: 7 de febrero, 2019 a las 9:30 a.m.