

2018-2019
School Plan for Student Achievement (SPSA)

Phillip M. Stokoe 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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Programs

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

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



* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 X English Learner Advisory Committee: 10/10/18, 11/13/18, 12/12/18 and 1/16/19
 X Leadership Team/Department Advisory Committee: 10/2/18, 11/6/18, 12/4/18 and 1/8/19
 Other committees established by the school (LIST):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: February 20, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Francine Ramirez		2-20-19
SSC Chairperson: Maribel Hernandez		2-20-19

School Profile (Elementary Schools)

Purpose

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

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	1 (0.1%)	0 (0%)	2 (0.3%)
Asian	9 (1.3%)	12 (1.7%)	11 (1.6%)
Pacific Islander	10 (1.4%)	10 (1.4%)	5 (0.7%)
Filipino	15 (2.1%)	14 (2.0%)	13 (1.9%)
Hispanic or Latino	549 (77.7%)	540 (78.2%)	541 (77.4%)
African American	49 (6.9%)	59 (8.5%)	56 (8.0%)
White (not Hispanic)	65 (9.2%)	48 (7.0%)	56 (8.0%)
Multiple or No Response	9 (1.3%)	8 (1.2%)	15 (2.1%)
English Learners (EL)	315 (43.3%%)	255 (39.7%%)	236 (33.8%)
Socio-Economically Disadvantaged (SED)	614 (84.5%)	601 (87%)	583 (83.4%)
Students with Disabilities	88 (12.1%)	83 (12%)	89 (12.7%)
Total Enrollment	707	691	699

Datasource

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

Introduction

Phillip M. Stokoe Elementary School continues to show growth and progress towards mastery of the California Common Core State Standards (CCCSS). Our major areas of focus are determined based on federal educational goals and grade level academic standards. Data from assessments administered at the district and classroom level are used to inform instruction and guide planning. Collaboration and professional learning promote a mindset that fosters continuous improvement with high expectations and equitable learning opportunities for all. Students, staff, parents and community members analyze data and collaboratively provide input to help develop measurable actions and goals which ensure that economic, social and academic barriers do not impede the safety and education of our Stokoe students. All resources received by the school are coordinated and utilized in a manner that supports students in acquiring the knowledge and skills required by CCCSS so that students are college and career ready. This document will show actions, financial expenditures and planning to align with the goal of increasing student achievement.

Community Profile

Phillip M. Stokoe Elementary School is in the Alvord Unified School District located in southwestern Riverside County. The Alvord Unified School District covers roughly thirty square miles and serves over 18,000 students.

The district is currently comprised of fourteen elementary schools (grades pre-K-5), four middle schools (grades 6-8), three comprehensive high schools (grades 9-12) on a traditional calendar, and an alternative/continuation high school program, including adult education. The district also provides the following instructional support services to school staff members: Instructional Support Services, English Language Development support, and materials and library services. Local business and industry consists of several colleges and universities, a number of large factories and plants, light agriculture, and a typical range of goods and services. Alvord works collaboratively with the City of Riverside, the Department of Parks and Recreation, Riverside Community College, California Baptist University, Chapman University, La Sierra University and other community organizations to allow students to fully benefit from the many local resources

available. The Phillip M. Stokoe campus adjoins a Riverside County School campus which serves severely handicapped, autistic students and Headstart Preschool program.

Site Profile

Phillip M. Stokoe currently serves nearly 700 students in grades Preschool-5th. Approximately 77% of Stokoe students are Hispanic or of Latino descent, 8% are African American, 8% are White (Not of Hispanic origin), 2% are Filipino, 2% are Asian and 1% are Pacific Islander. Approximately 34% of Stokoe students are English Language Learners (ELs) and 83% of Stokoe students are socio-economically disadvantaged (SED). In addition, approximately 13% of Stokoe students are students with disabilities (SWD). Over the past three years, enrollment has declined slightly, but demographics by student groups has been relatively stable (less than 3% change). Stokoe Elementary continues to be a Title 1 school.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	150	140	133	128	136
1	144	108	114	104	112
2	101	128	104	120	105
3	126	93	124	114	123
4	131	129	93	118	112
5	122	130	139	107	111

Facilities and Technology

Phillip M. Stokoe campus facilities are comprised of the main administrative office, thirty-three classrooms, one kinesiology room (gym), one library, one museum, and one family resource room, one math/science lab, one computer lab, one Multi-Purpose Room (MPR), one teacher's lounge, one staff development room and one teacher workroom. Our campus also has offices for support staff including site psychologist, school counselor, RSP, speech, OT/APE and instructional coach. Each classrooms has three to five computers with internet access so that students can conduct research, develop digital literacy skills and utilize supplemental enrichment and intervention programs. In addition, there are multiple laptop carts which are rotated among grade levels to provide students with additional access to technology. Every classroom has a document camera/projector to facilitate lesson delivery. Three classrooms have SMART Boards as well.

Instructional Minutes

Instructional minutes at Stoke are a priority and interruptions during the instructional day are minimal. Students in Transitional Kindergarten and Kindergarten receive 250 minutes of daily instruction; students in grades 1st-3rd receive 305 minutes of daily instruction; and students in 4th-5th receive 320 minutes of daily instruction. All students receive daily instruction in mathematics which includes conceptual, procedural and fluency and English Language Arts (ELA) which includes foundational skills, reading comprehension and writing. Stokoe has a STEM focus and students also receive integrated lessons in science, social studies, visual arts and engineering on a weekly basis. In addition, all students receive 100 minutes of physical education weekly. EL students also receive a minimum of 30 minutes daily of Designated English Language Development (D-ELD) to support language acquisition. Stokoe is in the process of expanding our AVID program to all grade levels which supports organizational skills and college readiness. The Professional Learning Community (PLC) model is used to guide staff meetings, professional learning and grade level collaboration meetings which occur during weekly scheduled early release days.

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

*Stokoe teachers meet twice a month to review student achievement data, to cognitively plan standards based lessons, to discuss best instructional practices and to increase their professional capacity

*Parents are involved in the education of their children and consistently provide input into the programs, systems and services offered at our site as evidenced by attendance at parent meetings and school events such as parent involvement week, parent teacher conferences, Back to School Night, Open House and Family Nights

*Stokoe parents have built an active Parent Teacher Association (PTA), participate in parent events and have consistent membership and attendance in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. Stokoe will be pursuing the development of an Action Teams for Partnership (ATP) committee for the next school year.

* Stokoe follows the "Character Counts" model to promote the six character traits: trustworthiness, responsibility, respect, caring, citizenship and fairness.

*Stokoe supports students' academic and personal/social development through guidance and counseling services.

*Stokoe has developed a county-recognized STEM (science, technology, engineering, mathematics) program for all students Preschool - 5th grade. One of the highlights of this program is STEM-tastic Tuesday where grade level STEM rotations are used to bring unique hands-on learning for all students on campus. We believe this program better prepares our students for college and career using 21st century skills.

*Stokoe has also developed a unique approach to service delivery for our students with special needs. Systems for ongoing and consistent collaboration between special education and general education staff are utilized so that mainstreaming opportunities for students are maximized which has allowed us to better meet the needs of our students and has resulted in a faster rate of learning for our students.

*Stokoe fosters a culture of high expectations, equity and college readiness for staff, students and parents.

*Quality teaching and learning are valued at Stokoe Elementary School. Stokoe teachers work with our instructional coach and participate in frequent collaboration and articulation days to improve instructional practices and to analyze the effectiveness of instructional strategies and methods of delivery.

*Stokoe is committed to developing the social, academic and developmental needs of all students. We are proud to promote healthy living and have earned the Silver Level of recognition as part of the National Healthy Schools Award.

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.

Stokoe staff is committed to developing a learning environment that challenges all students to achieve excellence. Our staff is committed to developing a learning organization that addresses the unique situation of each student. As a result, teachers collaboratively develop policies and implement practices that support equitable learning opportunities for all. Staff and stakeholders frequently analyze data to identify strengths, areas in need of improvement and trends so that instruction can be differentiated to ensure the needs of all students are met. Professional development promotes quality teaching and learning and is designed to increase professional capacity. Major curricular areas of focus at Stokoe are Language Arts (including foundational skills, reading comprehension, writing and English Language Development) and Mathematics. STEM content is integrated throughout lessons at all grade levels. All interventions and tutoring programs are research and standards based. Professional learning focuses on Designated/Integrated ELD strategies, close reading strategies, conceptual understanding and flexible thinking in mathematics. In addition, Stokoe utilizes a multi-tiered system of support as a means of early intervention and remediation for student learning.

Collaboration Process (EPC 5,6,8)

Coordination of services is emphasized to provide a cohesive program for all students. Grade Level and Leadership Team meetings are designed to support teacher planning and to increase professional capacity. Professional learning meetings are designed to support both teachers and paraprofessionals. Opportunities for growth and collaboration include: monthly leadership team meetings; bi-weekly grade level collaborations; monthly professional learning sessions; and multiple full day articulation and collaboration days by grade level throughout the year. Teachers utilize assessments to understand student needs in order to cognitively plan differentiated lessons to support diverse student needs and student mastery of CCCSS. Professional learning is structured to build capacity, to improve instructional practice and to support teachers in strengthening conceptual understanding of math and research based strategies in Language Arts. During collaboration, Stokoe teachers use standards, student work samples and assessment results to identify what serves as evidence of learning as well as what differentiation strategies will be used to remediate, challenge or extend learning.

Cite Research/Resources for Central Focus on School Reform

At Stokoe, we are a learning organization that is committed to building capacity at all levels so that we have ongoing growth and improvement. To accomplish this, our site utilizes multiple resources and strategies including:

- *Common Core Frameworks for Math and Language Arts,
- * Arthur Costa and Bena Kallik, Leading and Learning with Habits of Mind: Sixteen Essential Characteristics for Success
- * Structured Oral Language Development, by Kate Kinsella
- *Carol Dweck, Growth Mindset
- *Alan M. Blankstein and Pedro Noguera, Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student
- *Maureen Auman/Sopris West, Step Up to Writing
- *Sherry Parish, Number Talks
- * Catherine Twomey Fosnot and Willem Uttenbogaard, Contexts for Learning Mathematics

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Francine Ramirez	[X]	[]	[]	[]	[]
Michele Morales	[]	X			
Judy O'Neill	[]	X			
Elizabeth George	[]	X			

2018-19 School Site Council					
Susan Perez	[]		X		
Maribel Hernandez	[]			X	
Adriana Perez	[]			X	
Lorena Diaz	[]			X	
Christina D'Carpio	[]			X	
Stephanie Thomas	[]			X	
Numbers of members of each category	1	3	1	5	0

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

Leadership Team

Purpose

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

At Stokoe, our Leadership Team has embraced the Adaptive Schools model which promotes leadership at all levels of our campus. Our leadership team meets monthly to review: upcoming and ongoing district expectations, ongoing school programs, current teaching practices, data, multi-tiered levels of support, and opportunities for continued capacity building and professional growth. Every grade level has a team lead to support specific grade level needs. A representative from special education, our EL facilitator, our AVID site lead, our STEM lead and our instructional coach also attend monthly meetings. The leadership team supports and utilizes reciprocal communication between grade level teams, teacher leaders and site administration.

2018-19 Leadership Team	
Name of Members	Title
Tracy Doverspike	STEM Teacher Lead
Linda Kieding	Kindergarten Teacher Lead
Joanna Molo-Vasquez	1st Grade Teacher Lead
Monica Johnson	2nd Grade Teacher Lead
Vickie Larkin	3rd Grade Teacher Lead
Jamie Garcia	4th Grade Teacher Lead
Francisco Diaz	5th Grade Teacher Lead
Amanda Davis	AVID Teacher Lead
Philip Lee	Instructional Coach
Erik Ramirez	Assistant Principal
Francine Ramirez	Principal

Comprehensive Needs Assessment Components

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

Data Analysis and Assessments

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

Procedures for Analyzing Data

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

Procedures for Reporting Results

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

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

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

- *Parent-Teacher Conference (minimum of one time per school year)
- *Progress Reports (October and March)
- *Report Cards (January and June)
- *Weekly/daily communication through use of homework folders and/or agenda planners as part of AVID program
- *Weekly/daily communication through use of technology and communication apps (REMIND and/or Class DoJo)
- *SST meetings
- *IEP meetings
- *School Accountability Report Card (SARC)
- *Parent Meetings and Events (Back to School Night, Open House, ELAC, SSC, Annual Title 1 Meeting)
- *Title 1 Compact
- *ELPAC student score reports (sent annually for all EL students)
- *CAASPP student score reports (sent annually for all students 3rd-5th grades)
- *Parent/teacher initiated correspondence (phone calls/email correspondence)

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.

Our staff implement and align research-based instructional strategies to ensure students receive a rigorous, differentiated, high-quality instructional program in Language Arts and Mathematics. This program is based on equity and excellence so that all students will meet their unlimited potential. Student achievement data is reviewed by staff and parents on a consistent basis to ensure the needs of all students are being met during core instruction and intervention.

Standards, Assessment, and Accountability

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

Teachers utilize a variety of formative, benchmark, grade level common assessments, and universal screening tools to determine academic performance of all students. In Transitional Kindergarten, the PELI is administered to TK students three times a year and DIBELS is administered to students in grades K-5 three times a year as well. The data generated from these assessments is analyzed by staff and used to guide instruction and to identify "at-risk" students in need of targeted instruction during intervention. Student math and EL achievement data is also used to support planning and delivery of targeted instruction during math and D-ELD. Students with unique needs: English Language Learners, economically disadvantaged students, gifted and talented students, homeless/foster youth, and students with special needs are provided additional accommodations and modifications to their instruction in order to meet their specific needs. In some cases, Individualized Education Plans (IEP) and 504 plans are used to support student needs.

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

Student achievement data is reviewed by staff during structured collaboration. Data from Common Formative Assessments is entered into EADMS and DIBELS data is entered into Dibels.net. These assessments are used to monitor student progress towards meeting grade level standards. EADMS and Dibels.net facilitate the planning of timely interventions and are also used to monitor the effectiveness of those interventions. In addition, staff uses data to guide instruction and inform planning so that instruction is differentiated to meet the unique needs of each student.

Staffing and Professional Development

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

All permanent instructional staff at Stokoe Elementary, both certificated and classified, meet the requirements for highly qualified staff.

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

All teachers at Stokoe Elementary are fully credentialed and participate in timely professional learning opportunities multiple times during the year through site and district-wide professional learning opportunities.

In addition, all paraprofessionals participate in timely professional learning sessions multiple times during the year through site and district-wide professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. Monthly professional learning opportunities are provided to ensure that staff remain up-to-date on the latest research and instructional methods.

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

Professional learning is aligned with CCCSS and is designed to meet the diverse needs of students and staff. Staff development includes: data analysis, close reading strategies, writing, foundational skills, conceptual understanding of math, strategies to support flexible math thinking and math habits of mind, Designated/Integrated ELD and development of standards based lessons to align with ELA/ELD frameworks and math progressions. During grade level articulations and targeted professional learning opportunities, teachers use class and grade level data to identify trends in student achievement. Teachers use this information to plan for intervention, remediation, enrichment and small group instruction which support grade level areas of need.

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

Instructional Coach and District staff remain focused on developing high quality teaching and learning in every classroom. Instructional assistance and support for implementation and planning of lessons and best instructional strategies is provided at the site level by the site Instructional Coach with support of District Instructional Coaches. In addition, Stokoe Elementary has teacher leaders to support effective implementation of NGSS, GATE and AVID.

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

Teachers meet formally two times a month in grade level teams during collaboration on early release days. During collaborations, teachers analyze student data, discuss effective instructional strategies, cognitively plan lessons and identify at-risk students for placement in small group and intervention groups. Additionally, teachers have several full-day collaboration days throughout the school year.

Teaching and Learning

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

Instruction is aligned with CCCSS utilizing adopted curriculum and various materials to ensure students meet grade level standards. Teachers cognitively plan standards based lessons using the district pacing guide, Units of Study, ELA/ELD frameworks, math progressions and additional resources that support the teaching and rigor of the CCCSS. The Instructional Coach supports the teaching of ELA and math by collaborating with teachers to discuss instructional practices, cognitively plan lessons, co-teach lessons and/or model lessons. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback.

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

Students in kindergarten receive a minimum 60 minutes of language arts instruction daily; students in 1st-3rd grades receive a minimum of 2 ½ hours of language arts instruction daily; and students in 4th-5th grades receive a minimum 2 hours of language arts instruction daily. Students in grades K receive a minimum of 30 minutes of math instruction daily and students in 1st-5th grades receive a minimum of 60 minutes of math instruction daily. In addition, 30 minutes of English Language Development (D-ELD) is provided to English Language Learners at their language proficiency levels daily and all students in grades 1st-5th receive 100 minutes of physical education weekly.

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

Teachers use district pacing guides, scope and sequence from adopted curriculum and grade level units of study for language arts and mathematics to ensure that all students have access to the core curriculum. Differentiated instruction is provided to students in Language Arts and Math for remediation and extension of learning. All students in 1st-5th grades participate in intervention/enrichment embedded within the regularly scheduled school day. Kindergarten students that demonstrate a need for additional support participate in intervention outside of their regularly scheduled school day. In addition, systems for Multi-tiered Systems of Support (MTSS) and Student Success Team (SST) are in place as a means of formal support for at-risk students.

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

Stokoe Elementary follows district and state regulations when providing standards based instructional materials to all students. Every student has all materials for all adoptions in: language arts, math, social science, and science in alignment with the CCCSS. EL students also have appropriate materials for D-ELD instruction. Supplemental materials are available and provided as needed to support differentiation of instruction.

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)

Stokoe is following the rigorous academic CCCSS adopted by the California Board of Education. The standards serve as a framework that guide school and classroom goals, objectives and expected learning outcomes towards mastery of grade level standards. Instructional time is valued and protected. Stokoe teachers follow the district pacing guides for both ELA and Math.

All Stokoe students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials. Each student is provided with textbooks, anthology and consumable practice workbooks. Teachers also use district adopted and approved supplemental resources to assist student mastery towards the standards. Small group instruction allows for differentiation of instruction for at-risk and EL students requiring remediation and English Language Development support. Writing instruction is aligned to CCCSS. In addition, all staff have Teachers' Editions, supplemental materials and other resources in order to fully implement the CCCSS.

Opportunity and Equal Educational Access

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

All under-performing students receive needed services to enable them to meet grade level CCCSS. This is accomplished through MTSS and the SST process. Grade levels participate in daily intervention blocks with targeted literacy instruction in response to student needs. D-ELD instruction is provided to EL students at their proficiency level for 30 minutes daily.

14. Research-based educational practices to raise student achievement

Teachers focus their instructional efforts on research-based, high-leverage strategies that address the unique needs of all learners. Stokoe provides multiple learning opportunities for students that are not meeting grade level standards. Teachers differentiate instruction and provide small group instruction to students in their classroom. Within the regular instructional program, teachers make modifications and use strategies to address specific student needs based on ELPAC, Common Formative Assessments, DIBELS, benchmark assessments and standardized assessments (CAASPP).

Intervention at Stokoe includes: small group instruction, intervention/enrichment block, Imagine Learning, Zearn, strategic oral language development opportunities with productive partners, active engagement strategies, and differentiated questioning. In addition, Kindergarten teachers provide additional support for at-risk students after school hours.

Other services provided by the regular program to assist under-performing students include:

- *Resource Program (RSP)--assist special education students to meet IEP goals
- *Speech and Language Specialist--serve special education students with speech/language needs
- *Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
- *Instructional Coach--assist classroom teachers in identifying and leveraging best instructional practices
- *The Health Center--provides a nurse on-call and a health assistant at school site
- *Library Assistant--assist students in developing a love for reading, conducting research and locating and checking out library materials
- *Computer Assistant--assist students in development of digital literacy skills and in accessing intervention/enrichment programs
- *Psychologist--supports staff and evaluates students for qualification into special education
- *Counselor--supports students by providing character development lessons and provides assistance to families
- *Materials Center--ensures that each teacher has core curriculum and core components needed for instruction
- *Attendance monitoring program--ensure students are attending school on a regular basis and obtaining adequate instructional minutes
- *Foster/Displaced Family Liaison--provide support and resources for students and families in need

Parental Involvement

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

During the 2018-2019 school year, Stokoe provided many family engagement opportunities. Information for parents of incoming TK/Kindergarten students was provided through our TK/Kinder Camp.. During parent involvement week, parents attended STEM classroom activities with their child. Parents of 4th and 5th grade students attended Science Fair Information night to assist parents in supporting students with the scientific method. Students were provided a science board for attending the information meeting. All students and families were invited to family nights scheduled throughout the year focused on interactive STEM activities. Also, each grade level provided parents with an opportunity to participate in interactive learning at school with their child at various times throughout the year. In addition, strategies and resources for parents to support the academic and social needs of their child were provided during various parent meetings including ELAC and Principal's Coffee. Translation was provided during parent group meetings and home to school communication.

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 participation is valued at Stokoe Elementary. Stokoe Elementary has a Parent Involvement Policy that outlines all the ways parents can get involved in our school. Parents are involved through three specific parent groups: Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Participation and attendance in these groups provides parents the opportunity to fully understand the workings of the public educational system and programs. Meeting times are adjusted to meet the needs of the parents and to enhance participation. PTA sponsors multiple activities and celebrations throughout the year including, Book fairs, assemblies and Family Movie Nights. ELAC is an advisory council that provides input and recommendations about programs, services and opportunities offered to specifically support EL students in the acquisition of English, Language Arts and Math. Their advice and input is taken to SSC. SSC is the decision making body that assists in the planning, implementation and evaluation of the School Plan for Student Achievement. This council analyzed and evaluated program effectiveness in order to make important decisions to positively impact Stokoe and student achievement.

This school year, Stokoe is preparing to implement two additional parent groups: Action Teams for Partnership (ATP) and Watch DOGS. ATP is a partnership between parents, teachers and administration that will monitor and develop an action plan for parent engagement focused on parent education and student achievement. Watch DOGS is a program to encourage male participation on campus. Dads and other male family figures will volunteer and serve as positive male role models for students. It is our goal to have a plan in place so that both of these parent groups will be fully functional by next school year.

Parents are also encouraged to get involved by attending monthly award assemblies, Back to School Nights, Open House, conferences, Family Nights, Parent Involvement week, special classroom events and assemblies. In addition, parents are given the opportunity to observe or serve as a volunteer in their child's classroom. The home/school connection is promoted through the use of daily planners and folders which serve as a written communication tool between parents and teachers. Many teachers also communicate consistently through the use of digital apps such as REMIND and Class DoJo. Our Title 1 Compact is distributed annually and outlines key responsibilities and commitments for staff, students and parents. Translation is provided for school correspondence and during events.

Funding

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

Categorical funds provide professional learning opportunities as well as opportunities for under-performing students to meet standards through supplemental materials, targeted intervention, and other extended learning opportunities. Supplemental materials are purchased to support and enrich core programs. Professional learning opportunities promote and foster research-based strategies and techniques that support capacity building and ongoing learning of teachers to help students attain mastery of standards. Categorical funds are also used to facilitate parent involvement activities. Family Nights provide parents with fun and engaging strategies to support at home learning. Parents of incoming Transitional Kindergarten and Kindergarten students also have the opportunity to attend TK/Kinder Camp which encourages school readiness strategies. In addition, categorical funds are used to support students and teachers through the following personnel: Instructional Coach and Computer Assistant.

18. Fiscal support (EPC)

The District provides fiscal support by providing two Bilingual Instructional Assistants and a Library Assistant. Additionally, the District funds staff development and the after school program which are an essential part of the overall educational program for students.

SPSA Annual Evaluation

Outcomes

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

Goal 4 was met as a result of site focus on targeted instruction during intervention/enrichment blocks. This year our site is also improving systems to support MTSS and SST. These systems provide action plans and tools that support remediation and address learning gaps or student behavior needs. Systems are also established to recognize and celebrate student achievement which motivates and encourages college readiness. In addition, our site is in the preliminary implementation stage of AVID skills. The AVID focus of organization, planning and communication support college readiness as well.

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?

SPSA Goal 1.1 was partially met. CAASPP data indicates a 3% increase in the overall percent of students meeting or exceeding grade level standards. When comparing beginning of year data with end of year DIBELS data, the percent of proficient students increased in nearly all grade levels, and the percent of students performing well below basic decreased in all grade levels. However, when analyzing end of year DIBELS data over four years, the overall percent of proficient students and students needing intensive support has remained the same. Discussions to improve and identify best instructional practices during intervention are ongoing. In addition, this year our district adopted a new curriculum for ELA. The adopted curriculum will support the scope and sequence of foundational skills, reading comprehension skills and writing skills for consistency of implementation. Targeted instruction during small group instruction and intervention block will continue to be a site focus.

SPSA Goal 1.2 was not met. CAASPP data indicates a 6% increase in the overall percent of students meeting or exceeding grade level standards. The lack of adopted curriculum as a resource for teaching mathematics has resulted in a site lack of consistency for instructional delivery of math content. Prior to this year, there have been no other common math assessments administered by grade levels to compare and analyze student achievement. This year, grade level teams determined a common assessment to measure student achievement on conceptual understanding and number sense. Professional learning focused on number strings, flexible math thinking, math habits of mind and conceptual understanding is ongoing. Grade level discussion related to instructional resources and strategies for math instruction is ongoing as well.

SPSA Goal 2 was partially met. CAASPP data indicates that EL student performance is significantly lower than other student groups and that RFEP student performance is significantly higher than all other student groups in ELA; EL student performance is slightly lower than other student groups and RFEP student performance is slightly higher than other student groups in Math. The overall number of "At-risk" EL students has decreased by 14% over the past three years. While the number of RFEP students has remained consistent over the past three years. This was the first year the ELPAC exam was given. The overall number of EL students scoring at the moderately or well developed level is higher in oral language than written language. EL students performed higher in writing than reading. Language acquisition and development will continue to be an instructional focus. The new ELA adoption has a D-ELD component which will also support site discussion and consistency of instructional resources and practices related to D-ELD. Staff discussion and professional learning in ELD and language acquisition strategies will continue.

SPSA Goal 3 was not met. When comparing 2016-2017 with 2017-2018, Attendance rates increased by 0.18%; chronic absenteeism declined by 1.4%; the number of suspensions increased by 3 students; and the suspension rate increased by 0.4%. Attendance rates for this year are increasing slightly. Character development and conflict resolution lessons are ongoing and are beginning to reduce the number of discipline issues on campus. There is an ongoing need to increase attendance incentives and to educate parents and students about the importance of attendance. Our school will maintain established behavior expectations and protocols for addressing student behavior and will continue to offer character development and conflict resolution lessons to decrease discipline and encourage positive peer interactions. In addition, our school will continue to focus on developing and implementing a comprehensive attendance improvement plan. Our site will also continue to foster an inclusive and equitable learning environment and will promote positive communication between staff and families/students.

Involvement/Governance

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

ELAC members, staff members and SSC members review each of the goals in the plan during regularly scheduled monthly meetings. After reviewing and discussing data trends and current actions, ELAC and staff members provide input by making recommendations and suggestions. SSC reviews and discusses data trends, current actions and input from staff and ELAC in order to evaluate the effectiveness of the plan and to develop new goals.

How was the plan monitored during the school year?

ELAC, staff and SSC members review the school plan along with each of the SPSA goals and actions during the first meeting of each school year. The school plan and each SPSA goal is reviewed individually by ELAC, staff and SSC between the months of October and February. In addition, data reports and trends that align with the school plan are presented to ELAC, staff and SSC throughout the school year to monitor and evaluate effectiveness.

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

Stokoe will continue to invite and include all stakeholders in monitoring and reviewing the effectiveness of our school programs. As we develop an active ATP team, we will solicit input from them as well. We will also continue to encourage more parent participation in parent committee meetings.

Description of Barriers and Related School Goals

The following areas are barriers affecting student performance:

- *Nearly half of the students attending Stokoe utilize school transportation to our site which impacts parent involvement--especially during parent committee meetings and daytime events.
- *The majority of our students come from families who are socio-economically disadvantaged and may require additional services and resources to meet grade level standards.
- *Approximately 37% of students are English Language Learners who may need additional services while acquiring language skills in order to meet standards.
- *Nearly 12% of students are students receiving special education services who need specialized academic instruction to meet grade level standards.
- *Technology is outdated and poorly functioning in many classrooms which limits student access to digital literacy

The following are goals for Stokoe for the 2018-19 school year:

- *Implement policies and practices that promote equity and inclusiveness
- *Consistently analyze student achievement data and engage in consistent conversations related to best instructional practices to support cognitive planning and development of common grade level goals, teaching strategies and assessments
- *Professional learning focused on conceptual understanding and flexible thinking in math; close reading strategies and writing in ELA; and language acquisition in D-ELD.
- *Develop and implement site consistency for documentation and monitoring of at-risk students as a means of intervention
- *Develop and implement a parent engagement plan that includes increased opportunities for parent involvement
- *Continued integration of STEM and collaborative learning opportunities
- *Ongoing implementation and development of attendance improvement plan
- *Deeper understanding and consistency of site implementation of AVID strategies

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	114	109	87	113	108	87	113	108	97.8	99.1	99.1
Grade 4	132	98	117	130	95	117	130	95	117	98.5	96.9	100
Grade 5	137	137	102	134	135	100	134	135	100	97.8	98.5	98
All Grades	358	349	328	351	343	325	351	343	325	98	98.3	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2387.5	2390.6	2391.6	7	8.85	7.41	22	25.66	18.52	33	25.66	40.74	38	39.82	33.33
Grade 4	2400.6	2440.8	2437.4	7	11.58	13.68	10	22.11	24.79	29	31.58	24.79	54	34.74	36.75
Grade 5	2447.6	2432.9	2469.4	4	5.19	10.00	17	18.52	27.00	29	23.70	28.00	49	52.59	35.00
All Grades	N/A	N/A	N/A	6	8.16	10.46	16	21.87	23.38	30	26.53	31.08	48	43.44	35.08

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	11	7.96	10.19	40	46.90	49.07	48	45.13	40.74
Grade 4	4	15.79	12.82	43	53.68	47.01	53	30.53	40.17
Grade 5	8	8.89	8.00	40	42.22	53.00	51	48.89	39.00
All Grades	7	10.50	10.46	41	46.94	49.54	51	42.57	40.00

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	9	15.93	2.78	49	46.02	54.63	41	38.05	42.59
Grade 4	8	9.47	17.95	45	60.00	51.28	48	30.53	30.77
Grade 5	7	10.37	18.00	44	40.74	52.00	49	48.89	30.00
All Grades	8	11.95	12.92	46	47.81	52.62	47	40.23	34.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	7.08	12.04	64	71.68	66.67	25	21.24	21.30
Grade 4	6	11.58	7.69	63	51.58	70.94	31	36.84	21.37
Grade 5	3	6.67	8.00	66	54.07	65.00	31	39.26	27.00
All Grades	6	8.16	9.23	64	59.18	67.69	30	32.65	23.08

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	8	15.04	11.11	59	45.13	61.11	33	39.82	27.78
Grade 4	5	16.84	10.26	42	60.00	60.68	54	23.16	29.06
Grade 5	15	5.93	16.00	53	46.67	51.00	32	47.41	33.00
All Grades	9	11.95	12.31	50	49.85	57.85	40	38.19	29.85

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	114	109	87	114	108	87	114	108	97.8	100	99.1
Grade 4	132	98	117	130	98	117	130	98	117	98.5	100	100
Grade 5	137	138	102	136	137	101	136	137	101	99.3	99.3	99
All Grades	358	350	328	353	349	326	353	349	326	98.6	99.7	99.4

* 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	2399.5	2398.8	2396.2	3	5.26	3.70	23	31.58	24.07	40	26.32	38.89	33	36.84	33.33
Grade 4	2421.5	2454.7	2440.1	2	6.12	6.84	14	22.45	20.51	44	52.04	41.03	41	19.39	31.62
Grade 5	2436.7	2424.2	2439.4	2	0.73	0.99	9	5.11	7.92	28	30.66	31.68	61	63.50	59.41
All Grades	N/A	N/A	N/A	2	3.72	3.99	14	18.62	17.79	37	35.24	37.42	47	42.41	40.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	14.91	11.11	47	47.37	47.22	43	37.72	41.67
Grade 4	6	18.37	18.80	35	38.78	32.48	59	42.86	48.72
Grade 5	3	2.19	3.96	22	16.79	26.73	75	81.02	69.31
All Grades	6	10.89	11.66	33	32.95	35.58	61	56.16	52.76

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	14	14.04	6.48	43	47.37	56.48	44	38.60	37.04
Grade 4	5	11.22	5.98	38	46.94	47.01	57	41.84	47.01
Grade 5	3	2.92	0.99	33	32.85	39.60	64	64.23	59.41
All Grades	6	8.88	4.60	37	41.55	47.85	56	49.57	47.55

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	13	10.53	12.04	63	51.75	56.48	24	37.72	31.48
Grade 4	5	11.22	12.82	45	57.14	47.01	49	31.63	40.17
Grade 5	3	1.46	4.95	44	37.23	42.57	53	61.31	52.48
All Grades	6	7.16	10.12	49	47.56	48.77	44	45.27	41.10

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

CAASPP results from 2017-2018 revealed the following:

- *33.84% of students met or exceeded standards, an increase from 30.03% when compared to the previous year
- * 66.16% of students nearly met or did not meet standards, a decrease from 69.97% when compared to the previous year
- *The percent of Stokoe students meeting or exceeding standards increased by 3.81% in overall ELA performance. However, the percent of Stokoe students not meeting standards decreased by 8.36% which indicates that more students progressed to nearly meeting standards.
- *The percent of Stokoe students nearly meeting, meeting or exceeding standards continues to increase slightly each year and the percent of Stokoe students not meeting standards continues to decrease each year.
- *The area of listening contains the highest percent of students at or near standard (67.69%).
- *The area of reading contains the highest percent of students below standard (40%).

Significant findings by grade level are as follows:

- *3rd Grade--Achievement for students exceeding standards decreased (1.44%); meeting standards decreased (7.14%); nearly meeting standards increased (15.08%); not meeting standards decreased (6.49%).
- *4th Grade--Achievement for students exceeding standards increased (2.1%); meeting standards increased (2.68%); nearly meeting standards decreased (6.79%); not meeting standards increased (2.01%).
- *5th Grade--Achievement for students exceeding standards increased (4.81%); meeting standards increased (8.48%); nearly meeting standards increased (4.3%); not meeting standards decreased (17.59%).

Mathematics

All Students

CAASPP results from 2017-2018 revealed the following:

- *21.78% of students met or exceeded standards, a decrease from 22.34% when compared to the previous year
- *78.22% of students nearly met or did not meet standards, an increase from 77.65% when compared to the previous year
- *The percent of Stokoe students meeting or exceeding standards decreased by 0.56% in overall Math performance. However, the percent of Stokoe students not meeting standards decreased by 1.61% which indicates that a few more students progressed to nearly meeting standards.
- *The percent of Stokoe students nearly meeting, meeting or exceeding standards has remains relatively unchanged each year and the percent of Stokoe students not meeting standards continues to decrease slightly each year.
- *The area of communicating reasoning contains the highest percent of students at or near standard (48.77%).
- *The area of concepts and procedures contains the highest percent of students below standard (52.76%).

Significant findings by grade level are as follows:

- *3rd Grade--Achievement for students exceeding standards decreased (1.56%); meeting standards decreased (7.51%); nearly meeting standards increased (12.57%); not meeting standards decreased (3.51%).
- *4th Grade--Achievement for students exceeding standards increased (0.72%); meeting standards decreased (1.94%); nearly meeting standards decreased (11.01%); not meeting standards increased (12.23%).
- *5th Grade--Achievement for students exceeding standards increased (0.26%); meeting standards increased (2.81%); nearly meeting standards increased (1.02%); not meeting standards decreased (4.09%).

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	1424.3	1439.9	1387.8	43
Grade 1	1468.3	1461.7	1474.3	32
Grade 2	1489.3	1492.3	1486.0	44
Grade 3	1502.4	1501.3	1503.0	57
Grade 4	1508.3	1494.8	1521.3	36
Grade 5	1539.4	1526.5	1551.7	36
All Grades				248

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	27.91	*	*	14	32.56	*	*	43
Grade 1	15	46.88	11	34.38	*	*	*	*	32
Grade 2	18	40.91	17	38.64	*	*	*	*	44
Grade 3	*	*	24	42.11	16	28.07	*	*	57
Grade 4	*	*	19	52.78	*	*	*	*	36
Grade 5	18	50.00	14	38.89	*	*	*	*	36
All Grades	82	33.06	95	38.31	46	18.55	25	10.08	248

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	16	37.21	12	27.91	*	*	*	*	43
Grade 1	16	50.00	*	*	*	*	*	*	32
Grade 2	28	63.64	11	25.00	*	*	*	*	44
Grade 3	19	33.33	22	38.60	11	19.30	*	*	57
Grade 4	14	38.89	16	44.44	*	*	*	*	36
Grade 5	22	61.11	13	36.11	*	*			36
All Grades	115	46.37	84	33.87	29	11.69	20	8.06	248

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	*	*	*	*	14	32.56	13	30.23	43
Grade 1	14	43.75	*	*	*	*	*	*	32
Grade 2	13	29.55	16	36.36	*	*	*	*	44
Grade 3	*	*	15	26.32	24	42.11	12	21.05	57
Grade 4	*	*	21	58.33	*	*	*	*	36
Grade 5	16	44.44	11	30.56	*	*	*	*	36
All Grades	59	23.79	79	31.85	63	25.40	47	18.95	248

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	23	53.49	15	34.88	*	*	43
Grade 1	16	50.00	13	40.63	*	*	32
Grade 2	33	75.00	*	*	*	*	44
Grade 3	22	38.60	31	54.39	*	*	57
Grade 4	13	36.11	19	52.78	*	*	36
Grade 5	22	61.11	14	38.89			36
All Grades	129	52.02	102	41.13	17	6.85	248

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	16	37.21	19	44.19	*	*	43
Grade 1	20	62.50	*	*	*	*	32
Grade 2	25	56.82	17	38.64	*	*	44
Grade 3	23	40.35	26	45.61	*	*	57
Grade 4	22	61.11	*	*	*	*	36
Grade 5	23	63.89	12	33.33	*	*	36
All Grades	129	52.02	93	37.50	26	10.48	248

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	29	67.44	*	*	43
Grade 1	17	53.13	*	*	*	*	32
Grade 2	15	34.09	17	38.64	12	27.27	44
Grade 3	*	*	33	57.89	19	33.33	57
Grade 4	*	*	24	66.67	*	*	36
Grade 5	16	44.44	14	38.89	*	*	36
All Grades	62	25.00	125	50.40	61	24.60	248

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	16	37.21	13	30.23	14	32.56	43
Grade 1	14	43.75	15	46.88	*	*	32
Grade 2	14	31.82	27	61.36	*	*	44
Grade 3	15	26.32	32	56.14	*	*	57
Grade 4	14	38.89	19	52.78	*	*	36
Grade 5	17	47.22	18	50.00	*	*	36
All Grades	90	36.29	124	50.00	34	13.71	248

Conclusions indicated by the ELPAC data:

ELPAC results from 2017-2018 revealed the following:

*248 EL students were assessed in grades K-5th.

*The number of EL students by grade level ranged from 36-57. The grade levels with the lowest number of EL students was 4th and 5th grade with 36 students each. The grade level with the highest number of EL students was 3rd grade with 57 students.

*For Overall Language Skills, the overall percent of EL students by performance level ranged from 10.08%-38.31%. 71.37% of EL students demonstrated overall proficiency at performance levels 3 and 4. 28.63% of EL students demonstrated overall proficiency at performance levels 1 or 2.

*For Oral Language Skills, the overall percent of EL students by performance level ranged from 8.06%-46.31%. 80.18% of EL students demonstrated oral language proficiency at performance levels 3 and 4. 19.75% of EL students demonstrated oral language proficiency at performance levels 1 and 2.

*For Written Language Skills, the overall percent of EL students by performance level ranged from 18.95%-31.85%. 55.64% of EL students demonstrated written language proficiency at performance levels 3 and 4. 44.35% of EL students demonstrated written language proficiency at performance levels 1 and 2.

*EL students demonstrate stronger oral language skills than written language skills.

Significant findings by domain are as follows:

*52.02% of EL students demonstrated well developed proficiency in both listening and speaking domains.

*25% of EL students demonstrated well developed proficiency in reading.

*36.29 % of EL students demonstrated well developed proficiency in writing.

*The highest percent of EL students at the beginning level was in the domain of reading with 24.60%.

*The lowest percent of EL students at the beginning level was in the domain of listening with 6.85%.

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

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

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

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

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

SCHOOL SMART GOAL:

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

*By June 2019, 55% of students will perform at or above grade level on end of year DIBELS.

*By June 2019, 15% of students requiring strategic or intensive support in reading will increase one performance level when comparing beginning of year DIBELS with end of year DIBELS.

Data Used to Form this Goal:

Data used to form this goal was 2017-2018 DIBELS achievement data that included overall performance levels, grade level performance levels as well as effectiveness of instruction reports by grade level to measure growth; a 4 year comparison of end of year DIBELS achievement data from May of 2015, 2016, 2017 and 2018; and a 3 year comparison of beginning of year DIBELS achievement data from September of 2016, 2017 and 2018. In addition, ELA CAASPP results from the past 3 years (2016, 2017 and 2018) for grades 3rd-5th were reviewed by overall site performance, overall grade level performance and cohort performance.

Findings from the Analysis of this Data:

When analyzing 4 years of end of year DIBELS data (2014-2015, 2015-2016, 2016-2017 and 2017-2018), the number of students needing intensive support (WBB) and the number of students performing at/above grade level remains stagnant. In 2017-2018, the overall percentage of proficient students increased by 5% from beginning of the year and the overall percentage of students requiring intensive support decreased by 7% from the beginning of the year. In 2017-2018, 71% of students maintained or increased in performance level and 10% of students decreased in performance level. End of year data over 4 years indicates that only 50% of students achieve proficiency which indicates a need for ongoing improvement in foundational literacy skills. 3rd-5th grade student achievement data on the 2018 CAASPP ELA indicates a 3% increase in the overall percent of students meeting or exceeding standards and an overall 12% decrease in the percent of students not meeting standards. In addition, the progress of students in our cohorts has steadily increased. Student cohort #1 (which tracks students for three years from 2016, 2017 and 2018) indicates an 8% increase in the percent of students meeting or exceeding standards and a 3% decrease in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2017 and 2018) indicates an 8% increase in the percent of students meeting or exceeding standards and a 5% decrease in the percent of students not meeting standards. CA Dashboard ELA reports for student progress in 2018 indicate that our students demonstrate a low status and demonstrated an increase of 14 points which corresponds with the yellow performance gauge. Student performance was 35.8 points below standards.

How the School will Evaluate the Progress of this Goal:

This goal will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing beginning, middle and end of year DIBELS achievement data from 2018-2019. Grade level achievement data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth on DIBELS when comparing beginning of year and end of year DIBELS data from 2018-2019. In addition, effectiveness of instruction reports will be used to evaluate the percent of students who increased, maintained or decreased in performance level throughout the year. End of year DIBELS achievement report will be analyzed to compare progress over multiple years. In addition, student achievement on CAASPP ELA portions for applicable grade levels will be evaluated.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	Instructional Coach will provide support to teachers with the implementation of adopted curriculum, ELA/ELD frameworks, CA Common Core State Standards (CCCSS) and the units of study. Support will be provided to teachers through: demonstration lessons, classroom visits, observational feedback, assistance with cognitive planning, co-teaching, facilitation of instructional rounds and targeted professional development.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	135,025
	6 - Support exemplary staff	School Library Assistant will provide access to literature and non-fiction books, including titles that align with adopted curriculum, units of study and content areas in order to support literacy and differentiation of instruction for at-risk students. (district funded)	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	CCCSS in grades TK-5th will be fully implemented with dedicated ELA instructional time that includes a balanced implementation of foundational skills, reading, writing, speaking and listening skills: TK/K=1 hour, 1-3=2.5 hours, 4-5=2 hours. Instructional time for targeted literacy skill instruction will occur during small group instruction and intervention/enrichment block for a minimum of 2 hours per week.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Administration will conduct classroom visits, provide timely feedback to teachers and review PLC minutes for: data analysis, intervention plans, cognitive planning, refinement of research based instructional strategies and implementation of standards based lessons to support student mastery of CCCSS.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will deliver first best instruction in ELA that is engaging, rigorous, differentiated and aligned with CCCSS. Instruction will include strategic oral language production, close reading strategies, use of technology, and complex levels of questioning which require student demonstration of depth of knowledge orally and in writing. Staff will plan lessons that include directed, guided, cooperative, inquiry based, project based and independent learning opportunities.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will engage in individual and collective goal setting conferences with students to promote reflection, growth and progress on DIBELS, common formative assessments and other assessments. Student progress, growth and achievement will be acknowledged and celebrated during student recognition ceremonies (Flag Assemblies, award assemblies etc.).	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Research-based Strategy Instruction/ Supplemental Instruction	6 - Support exemplary staff	Instructional Computer Assistant will provide instructional, intervention, digital literacy and technological support to teachers, students and parents in the lab or in classrooms with the use of mobile labs. In addition, instructional computer assistant will maintain technology equipment and devices to ensure all equipment and supplemental programs are accessible and functional for staff, student and parent use.	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	28,696
	8 - Learning environment to achieve excellence	Teachers will utilize tenets of MTSS to identify and group students according to targeted skill needs during both small group instruction and intervention block. Teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention, tutoring and extended learning opportunities in targeted literacy and foundational skills for all students as identified by DIBELS and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to, SIPPS, IL, and other research-based strategies.	August 2018	June 2019	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I LCFF-LI	500 2,000
	3 - Comprehensive PreK-12 program	Printing/purchase of decodable readers, interactive journals/notebooks and/or purchase of other consumable texts, such as Scholastic News, Storyworks and/or Times for Kids will be used as supplemental reading materials.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	4,000
	8 - Learning environment to achieve excellence	Supplemental instructional materials, resources and supplies will be used to support differentiation, intervention, enrichment and the development of literacy and foundational skills to increase student achievement.	August 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF-LI	8,771 1,556
	3 - Comprehensive PreK-12 program	Copy machines, laminators and poster makers (including maintenance contracts and supplies) will be used to support teachers and instruction. Copies will be used for teacher planning, professional learning, collaborations and parent workshops. Posters will be used in classrooms, professional learning and parent workshops as visual support to reinforce learning outcomes.	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I LCFF-LI	6,900 5,000 1,750
	6 - Support exemplary staff	Literacy coach will provide support to teachers and at-risk students with the remediation of targeted foundational skills and literacy. (District funded)	August 2018	June 2019			
	6 - Support exemplary staff	Teachers and support staff will be used to provide extended learning opportunities including but not limited to Choir, Readers Theater, Robotics and STEM activities.	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Supplemental programs and digital licenses such as Imagine Learning, Achieve 3000, Starfall and others will be used as supplemental resources to support enrichment, intervention, differentiation and assessments for students in grades TK-5.	August 2018	June 2019			
Targeted Professional Development	9 - Learning organization	Grade levels will participate in Articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of the CA Common Core State Standards, adopted curriculum, ELA/ELD frameworks, foundational skills, close reading skills, small group instruction, Thinking Maps, differentiation strategies, oral production strategies and other research based instructional strategies to align with the rigorous demands of CCCSS. The instructional coach will lead and facilitate the learning. (Substitute costs).	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	20,000
	9 - Learning organization	Professional development books and materials will be used to support the building of teacher capacity in learning current research based strategies to support reading, writing, foundational skills and effective implementation of CCCSS.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers will participate in bi-weekly Professional Learning Collaborations (PLC) to analyze student achievement data and cognitively plan for instructional strategies and lessons that support effective implementation of CCCSS.	August 2018	June 2019			
	9 - Learning organization	Administration, instructional coach and teacher leaders will participate in targeted professional learning experiences and conferences that focus on implementation of CCCSS, equity, ELA/ELD frameworks, close reading skills, foundational skills, college and career readiness, oral language acquisition, effective communication and other research based instructional strategies to increase professional capacity to support planning, delivery and implementation of highly effective lessons. (registration, substitute, additional hours and reimbursement costs).	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	4,000
	9 - Learning organization	Instructional Assistants will attend district meetings and professional learning sessions as well as site paraprofessional learning sessions to build capacity of effective strategies to support student achievement in reading and writing.	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Teachers will analyze student achievement data from DIBELS and common formative assessment results, identify students who have not demonstrated progress towards mastery, determine targeted instructional needs, develop instructional interventions, refine instructional practices and plan lessons to remediate and differentiate instruction to meet the needs of students. Targeted intervention/enrichment opportunities will occur during small group and intervention blocks using supplemental resources for students in grades K-5th.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Computers, printers,laptops, digital licenses, supplies (ink/toner) and other technological devices will be used by staff and students to increase digital literacy skills, to allow access of digital programs and to print reports and resources that supplement and support core instruction, intervention and enrichment programs.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	18,800
					4000-4999: Books And Supplies	LCFF-LI	1,700
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent events will be planned to build parent understanding, raise awareness and provide instructional strategies, materials and resources that support the development of strong literacy skills so that parents can better support student achievement and learning at home. (additional hours costs, materials).	August 2018	June 2019			
	7 - Family engagement	TK/Kinder Camp--teachers, instructional coach and support staff will plan parent/student sessions that raise awareness, educate and provide strategies and activities to support incoming TK and K students. Translation will be included as necessary.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	700
					4000-4999: Books And Supplies	Title I	250
	7 - Family engagement	Teachers and parents will participate in parent advisory groups (ELAC, ATP, SSC and PTA) to analyze and evaluate the effectiveness of our parent engagement program and to plan and coordinate parent involvement opportunities and activities. Refreshments and child care will be provided for parents attending parent meetings and workshops that build capacity to support their child'd education.	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	250

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

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

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

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

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

SCHOOL SMART GOAL:

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

By June 2019, 30% of students will demonstrate growth in number sense when comparing pre-assessment and post-assessment as measured by Mini MAC assessments.

Data Used to Form this Goal:

Data used to form this goal was Math CAASPP results from the past three years (2016, 2017 and 2018) for grades 3rd-5th. Math CAASPP results were reviewed by overall site performance, overall grade level performance and cohort performance. No other common math assessments were administered by grade levels or at the site during the 2017-2018 school year.

Findings from the Analysis of this Data:

3rd-5th grade student achievement data on the 2018 administration of math CAASPP indicates a 6% overall increase in the percent of students meeting or exceeding standards and a 4% overall increase in the percent of students not meeting standards. In addition, the progress of students in our cohorts increased. Student cohort #1 (which tracks students from three years from 2016, 2017 and 2018) indicates an 11% decrease in the percent of students meeting or exceeding standards and a 14% increase in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2017 and 2018) indicates an 2% increase in the percent of students meeting or exceeding standards and a 1% decrease in the percent of students not meeting standards. CA Dashboard math reports for student progress in 2018 indicate that our students demonstrate a low status and demonstrated an increase of 3.4 points which corresponds with the yellow performance gauge. Student performance was 56.2 points below standards. Although students demonstrated some progress on CAASPP, only 22% of students were meeting or exceeding standards which indicates a significant need to improve and evaluate math curriculum and instructional delivery methods. There is also a need to select common assessments to support planning and analysis of student growth and progress.

How the School will Evaluate the Progress of this Goal:

Staff determined that MARS assessments align with the rigor required in CCCSS. Each grade level selected one Mini MAC assessment to administer twice this year. Data from pre/post assessment administration will be analyzed to evaluate student growth. In addition, 3rd-5th grade student achievement on the 2019 administration of Math CAASPP will be evaluated.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	Instructional Coach will provide support to teachers with the implementation of adopted curriculum, math progressions, CA Common Core State Standards (CCCSS), Standards for Mathematical Practice and the units of study. Support will be provided to teachers through: demonstration lessons, classroom visits, observational feedback, assistance with cognitive planning, co-teaching, facilitation of instructional rounds and targeted professional development. (funding in goal 1.1).	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	CCCSS and the Standards for Mathematical Practice will be fully implemented in grades TK-5th with dedicated math instructional time that includes a balanced implementation of conceptual, procedural and application of math skills. TK/K=45 minutes 1-5 grades=60 minutes	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administration will conduct classroom visits, provide timely feedback to teachers and review PLC minutes for: data analysis, intervention plans, cognitive planning, refinement of research based instructional strategies and implementation of standards based lessons to support student mastery of CCCSS.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will deliver first best instruction in math that is engaging, rigorous, differentiated and aligned with CCCSS. Instruction will include routine use of number talks and/or mental math, use of manipulatives and math tools to support number sense and conceptual understanding, use of technology and lessons that promote real world application of math skills, procedural skills and math fluency. Staff will plan lessons that include directed, guided, cooperative, inquiry based, project based and independent learning opportunities.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will engage in individual and collective goal setting conferences with students to promote reflection, growth and progress on math facts fluency, performance tasks, common formative assessments and other assessments. Student progress, growth and achievement will be acknowledged and celebrated during student recognition ceremonies (Flag Assemblies, award assemblies etc.).	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental	3 - Comprehensive PreK-12 program	Staff will utilize tenets of MTSS to identify students needs and provide targeted small group instruction to remediate learning gaps in numeracy, conceptual and procedural understanding or to	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Instruction		enrich and extend student application of math skills using various curriculum resources					
	8 - Learning environment to achieve excellence	Supplemental instructional materials, resources and supplies including, math tools and manipulatives, interactive math journals and grid journals will be used to support differentiation, intervention, enrichment and the development of number sense, conceptual understanding and flexible math thinking to increase student achievement.	August 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF-LI	7,500 2,200
	8 - Learning environment to achieve excellence	Supplemental programs and digital licenses such as Zearn, Moby Max, Splash Math, Starfall and others will be used as supplemental resources to support enrichment, intervention, differentiation and assessments for students in grades TK-5.	August 2018	June 2019			
	6 - Support exemplary staff	Teachers and support staff will be used to provide extended learning opportunities including but not limited to Choir, Readers Theater, Robotics and STEM activities.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	2,500
Targeted Professional Development	9 - Learning organization	Grade levels will participate in Articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of the CA Common Core State Standards, adopted curriculum, math progressions, conceptual understanding, number strands, number talks, flexible math thinking, Standards for Mathematical practices, math habits of mind and other research based instructional strategies to align with the rigorous demands of CCCSS. The instructional coach will lead and facilitate the learning.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	20,000
	9 - Learning organization	Professional development books and materials will be used to support the building of teacher capacity in learning current research based strategies to support conceptual understanding, application of mathematical concepts, math progressions, flexible math thinking and effective implementation of CCCSS.	August 2018	June 2019			
	9 - Learning organization	Teachers will participate in bi-weekly Professional Learning Collaborations (PLC) to analyze student achievement data and cognitively plan for instructional strategies and lessons that support effective implementation of CCCSS.	August 2018	June 2019			
	9 - Learning organization	Administration, instructional coach and teacher leaders will participate in targeted professional learning experiences and conferences that focus on implementation of CCCSS, equity, math	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		progressions, numeracy, flexible math thinking, conceptual understanding, procedural understanding, college and career readiness, effective communication and other research based instructional strategies to increase professional capacity to support planning, delivery and implementation of highly effective lessons. (additional hours, registration, substitute and reimbursement costs).					
	9 - Learning organization	Instructional Assistants will attend district meetings and professional learning sessions as well as site paraprofessional learning sessions to build capacity of effective strategies to support student achievement in math.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Teachers will analyze student achievement data from Mini MAC and common formative assessment results, identify students who have not demonstrated progress towards mastery, determine targeted instructional needs, develop instructional interventions, refine instructional practices and plan lessons to remediate and differentiate instruction to meet the needs of students. Targeted intervention/enrichment opportunities will occur during small group instruction using supplemental resources for students in grades K-5th.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Computers, printers,laptops, digital licenses, supplies (ink/toner) and other technological devices will be used by staff and students to increase digital literacy skills, to allow access of digital programs and to print reports and resources that supplement and support core instruction, intervention and enrichment programs.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	9,700
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent events will be planned to build parent understanding, raise awareness and provide instructional strategies, materials and resources that support the development of strong mathematical skills so that parents can better support student achievement and learning at home. (additional hours, substitute and materials costs)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	5,000 800
	7 - Family engagement	TK/Kinder Camp--teachers, instructional coach and support staff will plan parent/student sessions that raise awareness, educate and provide strategies and activities to support incoming TK and K students. Translation will be included as necessary. (funding in goal 1.1)	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Teachers and parents will participate in parent advisory groups (ELAC, ATP, SSC and PTA) to analyze and evaluate the effectiveness of our parent engagement program and to plan and coordinate parent involvement opportunities and activities. Refreshments and child care will be provided for parents attending parent meetings and workshops that build capacity to support their child's education. (funding in goal 1.1)	August 2018	June 2019			

Planned Improvements in Student Performance

Performance Goal 2: English Learners

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

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

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

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

SCHOOL SMART GOAL:

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

*By June 2019, the percent of students performing at the moderately developed or well developed level in overall written language performance on ELPAC will increase by 10%.

Data Used to Form this Goal:

Data used to form this goal was 2018 ELPAC student achievement reports, 2018 CAASPP reports for ELA and math, CDE reports for identification of "at-risk" EL students and RFEP students. 2018 was the first administration of the ELPAC assessment which limited ability to compare growth on standardized assessments over multiple years.

Findings from the Analysis of this Data:

ELPAC data indicates that the overall percent of EL students scoring at the moderately or well developed level is higher in oral language than written language. Data also indicates that EL students performed higher in writing than reading. The largest percent of EL students are at the moderately developed level. 2018 CAASPP student achievement reports for ELA and math were also analyzed. EL student achievement in ELA is significantly lower (12%) when compared to overall student achievement. RFEP student achievement in ELA is significantly higher (58%) than all other student groups in ELA. EL student achievement in math is slightly lower (5%) when compared to overall student achievement. RFEP student achievement in math is slightly higher (3%) than all other student groups in math. According to CDE reports, the number of "at-risk" EL students has fluctuated over three years, but substantially declined (by 18) last year. The number of RFEP students has been stagnant over three years. CA Dashboard ELA reports for student progress in 2018 indicate that our EL students demonstrate a low status and demonstrated a significant increase of 18.5 points which corresponds with the yellow performance gauge. EL student performance in ELA was 54.6 points below standards. CA Dashboard math reports for student progress in 2018 indicate that our EL students demonstrate a low status and demonstrated an increase of 12.6 points which corresponds with the yellow performance gauge. EL student performance in ELA was 66.1 points below standards.

How the School will Evaluate the Progress of this Goal:

2019 ELPAC data will be used to evaluate effectiveness of this goal. In addition, EL and RFEP student achievement on the 2019 administration of CAASPP for ELA and math will be analyzed along with CDE reports for "at-risk" EL and RFEP students.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	EL Facilitator will provide staff support related to EL student achievement; will facilitate parent involvement during ELAC meetings; will attend district meetings to increase professional capacity; and will prepare reports and maintain documentation related to EL student achievement.	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,800
	6 - Support exemplary staff	Bilingual Instructional Assistants will provide primary language support to EL students at the emerging level and/or expanding level; will support oral language acquisition; and will provide classroom academic support so that EL students will have access to core curriculum. (District Title III and Title I funded).	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional Coach will provide support to teachers with the implementation of adopted curriculum, ELD Standards and the units of study. Support will be provided to teachers through: demonstration lessons, classroom visits, observational feedback, assistance with cognitive planning, co-teaching, facilitation of instructional rounds and targeted professional development. (funding in goal 1.1).	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	ELD standards will be fully implemented in grades TK-5th with dedicated instructional time for Designated ELD (30 minutes) and Integrated ELD on a daily basis. Students will be grouped according to language proficiency levels during D-ELD. Instructional focus of D-ELD will be language acquisition, language production, language mechanics and grammatical structures, reading and writing.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administration will conduct classroom visits, provide timely feedback to teachers and review PLC minutes for: data analysis, intervention plans, cognitive planning, refinement of research based instructional strategies and implementation of standards based lessons to support student mastery of the English language and ELD standards	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff will engage in individual and collective goal setting conferences with students to promote reflection, growth and progress on oral language fluency, written language fluency, and other assessments. Student progress, growth and achievement will be acknowledged and celebrated during student recognition ceremonies (Flag Assemblies, award assemblies etc.).	August 2018	June 2019			
Research-based Strategy Instruction/	3 - Comprehensive PreK-12 program	Teachers will utilize tenets of MTSS and language performance levels to identify and group students according to targeted skill needs during both small	August 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	10,000

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Supplemental Instruction		group instruction and intervention block. Teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention, tutoring and extended learning opportunities in targeted literacy, oral language acquisition, written language production and foundational skills for all students as identified by ELPAC, DIBELS and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to, SIPPS, IL, and other research-based strategies.					
	3 - Comprehensive PreK-12 program	Supplemental instructional materials, resources, technology and supplies will be used by staff and students to support and enhance language acquisition and instruction of English Learners.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	5,075
	8 - Learning environment to achieve excellence	Supplemental programs and digital licenses such as Imagine Learning, Achieve 3000, Rosetta Stone and others will be used as supplemental resources to support vocabulary, literacy enrichment and oral language acquisition for at-risk EL students in grades TK-5.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Teachers and support staff will be used to provide extended learning opportunities including but not limited to Choir, Readers Theater, Robotics and STEM activities.	August 2018	June 2019			
Targeted Professional Development	9 - Learning organization	Grade levels will participate in Articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of ELD standards, ELA/ELD frameworks, oral language production and language acquisition strategies. The instructional coach will lead and facilitate the learning. (funding in goal 1.1).	August 2018	June 2019			
	9 - Learning organization	Professional development books and materials will be used to support the building of teacher capacity in learning current research based strategies to support oral language acquisition and development, language conventions and mechanics and effective implementation of ELD standards.	August 2018	June 2019			
	9 - Learning organization	Teachers will participate in bi-weekly Professional Learning Collaborations (PLC) to analyze student achievement data and cognitively plan for instructional strategies and lessons that support effective implementation of ELD standards.	August 2018	June 2019			
	6 - Support exemplary staff	Bilingual Instructional Assistants will attend district meetings and professional learning sessions provided by the EL office. BIAs will also attend site	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		paraprofessional learning sessions to build capacity of effective strategies to support EL students.					
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Teachers will analyze student achievement data from ELPAC, benchmark assessments and common formative assessment results, identify students who have not demonstrated progress towards mastery, determine targeted instructional needs, develop instructional interventions, refine instructional practices and plan lessons to remediate and differentiate instruction to meet the needs of EL students. Targeted intervention/enrichment opportunities will occur during small group instruction using supplemental resources for students in grades K-5th.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Computers, printers, laptops, digital licenses, supplies (ink/toner) and other technological devices will be used by staff and students to increase digital literacy skills, to allow access of digital programs and to print reports and resources that supplement and support core instruction, intervention and enrichment programs.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	900
	3 - Comprehensive PreK-12 program	Teachers and instructional coach will administer ELPAC exam annually and analyze ELPAC data along with data from common formative and benchmark assessments to identify language proficiency levels of students in order to cognitively plan for effective implementation of ELD standards during Integrated and Designated ELD instructional blocks. (substitute/additional hour costs).	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	1,500
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent events will be planned to build parent understanding, raise awareness and provide instructional strategies, materials and resources that support the development of oral and written language skills so that parents can better support student achievement and learning at home. (funding in goal 1.1).	August 2018	June 2019			
	7 - Family engagement	Teachers and parents will participate in ELAC to analyze and evaluate the effectiveness of our EL program. ELAC committee will convene a minimum of 7 times a year. Refreshments and child care will be provided for parents attending ELAC. (substitute and materials costs)	August 2018	June 2019	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	LCFF-EL LCFF-EL	100 1,000
	7 - Family engagement	Parents, Bilingual Instructional Assistants and other support staff will attend Regional CAFE conference to learn strategies and increase capacity to better support academics and achievement of EL students. (registration and reimbursement costs).	August 2018	May 2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,200

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Interpretation and translation services will be made available to parents through the use of interpreters and/or language interpretation audio equipment.	August 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	400

Planned Improvements in Student Performance

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

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

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

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

SCHOOL SMART GOAL:

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

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

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

Data Used to Form this Goal:

Data used in the development of these goals was district attendance reports, CALPADS data reports and CA Dashboards for chronic absenteeism and suspension.

Findings from the Analysis of this Data:

Analysis of the data indicates that Stokoe attendance rates increased slightly by 0.18% when comparing the 2016-2017 school year with the 2017-2018 school year. CA Dashboard reports for chronic absenteeism in 2018 indicate that 10.3% of our students are chronically absent. Our students are at a high status and declined by 1.4% which corresponds with the yellow performance gauge. Attendance rates for this year continue to improve slightly.

Data for suspensions indicates that the number of suspensions increased by 3 students and that our suspension rate increased by 0.4% when comparing the 2016-2017 school year with the 2017-2018 school year. CA Dashboard reports for suspensions in 2018 indicate that 0.5% of students were suspended at least once. Our students are at a very low status and increased by 0.4% which corresponds with the green performance gauge.

Data indicates an ongoing need for a comprehensive attendance incentive plan. Character development lessons and conflict resolution lessons are also needed to decrease the number and frequency of student discipline incidents.

How the School will Evaluate the Progress of this Goal:

Monthly attendance data from months 1-10, attendance and suspension data from CALPADS and CA Dashboard will be used to evaluate this goal.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	5 - Develop character of students	Daily announcements will support the monthly character focus of the "Character Counts Traits" which include: respect, responsibility, trustworthiness, caring, fairness and citizenship.	August 2018	June 2019			
	5 - Develop character of students	Character Counts and Anti-Bullying lessons will be used by the counselor and classroom teachers to instruct students on building character, conflict resolution, how to identify bullying behaviors and how to appropriately respond to a bullying situation.	August 2018	June 2019			
	5 - Develop character of students	School counselor will provide individual, small group and classroom counseling lessons that support teachers, parents and students with lessons to develop character, self-esteem, decision making, stress, social skills, conflict resolution, friendship, bullying, study skills, attendance and other topics as needed.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental materials, resources and supplies will be used by staff and students to support instruction on healthy mind and body living choices to motivate and encourage active lifestyles, school attendance and student achievement.					
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Counselor and psychologist will provide behavior support services, assist with behavior plans and meet with students (on individual and small group basis) to provide social and emotional support with character development and intervention.	August 2018	June 2019			
	4 - Communicate effectively	SST meetings will be held to build upon the strengths of students and to develop action plans and solutions to address academic and behavior concerns in order to support students and teachers. (substitute/additional hours costs).	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	2,000
	4 - Communicate effectively	Disaster preparedness information will be communicated annually with students, staff and parents. Disaster drills, lock-down drills and/or fire drills will occur on a monthly basis.	August 2018	June 2019			
	5 - Develop character of students	Staff will provide ongoing instruction related to topics of Anti-Drug and Anti-Bullying to raise awareness and promote positive character trait development.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental resources, materials and incentives will be used by staff, students and parents to educate, motivate and emphasize the importance of daily attendance.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	500
Targeted Professional Development	9 - Learning organization	Counselor, school psychologist, administration, instructional coach and teacher leaders will attend conferences and /or seminars to learn strategies	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	675

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		and increase capacity to support, develop and implement site plan for character development in order to effectively meet the social, developmental and emotional needs of students. Participants will provide follow up professional learning to other staff members on positive behavior supports and strategies. (registration, substitute, additional hours and reimbursement costs).					
	9 - Learning organization	Daily, weekly and monthly attendance data will be shared with staff, students and parents consistently to increase accountability, promote goal setting, monitor progress and encourage attendance.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	5 - Develop character of students	Staff will review and discuss attendance, suspension, expulsion, discipline, school climate and other healthy living data a minimum of once a year. Staff will use data to plan lessons and utilize instructional strategies that supports character development, minimizes discipline incidents and encourages attendance.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will implement MTSS as a means of early intervention and utilize the SST referral process to monitor at-risk students. Consistent SST meetings will be held to provide timely support and develop action plans for remediation of academic and behavior concerns.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	225
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent events will be planned to build parent understanding, raise awareness and provide parents with strategies, materials and resources that support character development so that parents can better support student achievement and learning at home. (funding in goal 1.1).	August 2018	June 2019			
	7 - Family engagement	Teachers and parents will participate in parent advisory groups (ELAC, ATP, SSC and PTA) to analyze attendance, suspension and expulsion data to evaluate the effectiveness of site attendance plan and to ensure our school climate is safe and inclusive. Positive parenting strategies, attendance information and tips to encourage school attendance will be provided during meetings. Refreshments and child care will be provided for parents attending parent meetings and workshops that build capacity to support their child's education. (funding in goal 1.1)	August 2018	June 2019			
	4 - Communicate effectively	Site technology (sound systems, speakers, screens, podiums etc.) will be updated as needed to ensure appropriate communication and inclusiveness during awards assemblies, character counts	August 2018	June 2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		education presentations, anti-bullying workshops, parent workshops and meetings.					
	5 - Develop character of students	Opportunities that promote cross age peer relationships, cooperative learning and mentoring will be continued.	August 2018	June 2019			

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

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

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

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

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

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

SCHOOL SMART GOAL:

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

*By June 2019, AVID communication folders/planners/agenda will be used on a weekly basis in 90% of classrooms and AVID note-taking strategies will be used on a weekly basis in 80% of classrooms as measured by teacher survey responses.

*By June 2019, parent engagement opportunities will increase and 50% of parents will attend a minimum of one event as measured by event sign in sheets.

Data Used to Form this Goal:

Data analyzed to form this goal included student achievement on common formative assessments, benchmark assessments, standardized assessments, parent education levels along with free/reduced lunch data.

Findings from the Analysis of this Data:

86.3% of students receive free/reduced lunch. This data is indicative that students and parents need ongoing opportunities to learn about college readiness skills and preparations including: academic rigor, vocabulary, process and requirements for college admission, financial opportunities available to support college enrollment, and ways to support college preparation and readiness in elementary school. Systems are established to recognize student achievement and to support college readiness. Parent engagement opportunities are being developed and a welcoming and inclusive school climate is being established. In addition, a system for MTSS and early intervention is being implemented along with a system for SST to provide intervention support for behaviors and academics.

How the School will Evaluate the Progress of this Goal:

To evaluate this goal, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, benchmark assessments, DIBELS and reports from research based intervention programs. We will utilize sign in sheets from parent meetings, workshops and school events to monitor and evaluate parent attendance and involvement.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Staff will continue the focus of college readiness during classroom lessons, morning announcements and student recognition ceremonies. Staff will promote the expectation that all students will graduate from high school and be college/ career ready.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will continue with weekly integrated and designated STEM learning, including but not limited to PLTW curriculum.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will implement and plan special events, days and projects to increase awareness of post-graduate opportunities, college preparation and college readiness skills such as Career Day, motivational speakers, college research projects, college campus visits and public displays with college symbolism and information. (materials, substitute and additional hours costs).	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Staff will continue to implement school wide systems that support equitable practices, academic rigor and the development of college readiness skills.	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Supplemental instructional resources, materials, supplies and technology will be used by staff and students to support an equitable learning environment and encourage the development of college readiness skills. Supplementary instruction may include, History Day, Science Fair, STEM, PLTW and GATE activities designed to provide rigorous enrichment and extended learning opportunities	August 2018	June 2019	4000-4999: Books And Supplies	Title I	7,000
					4000-4999: Books And Supplies	LCFF-LI	1,000
	8 - Learning environment to achieve excellence	Staff will utilize tenets of MTSS to identify students needs and provide targeted small group instruction to remediate learning gaps in language development, literacy or math using various curriculum resources.	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Staff will continue to celebrate and recognize academic excellence and citizenship as a component of college readiness during monthly Flag Ceremonies, Semester Awards, CAASPP Awards, Honor Roll, Principal's Lunch, Spelling Bee, Science Fair.	August 2017	June 2018	4000-4999: Books And Supplies	LCFF-LI	2,000
Targeted Professional Development	9 - Learning organization	Administration, instructional coach and teacher leaders will participate in targeted professional learning experiences and conferences that improve equitable practices, increase cultural proficiency, promote STEM fields, college and career readiness, use of AVID strategies for development of effective communication and organizational strategies and other research based instructional strategies in order to build capacity to support systems of academic excellence. (additional hours, registration, substitute and reimbursement costs)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	600
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Staff will review and utilize data from student achievement reports to identify areas in need of improvement and to strengthen instructional practices that support academic rigor and college readiness.	August 2018	June 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Student planners, communication folders and/or agendas will be used to increase and support home-school communication and to promote college readiness and character development.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	2,000
	7 - Family engagement	Staff will communicate information regarding upcoming events to parents using flyers, newsletters, message Broadcast, site website and marquee. Teachers will communicate information related to student academic progress and behavior needs during parent teacher conference and as needed using phone calls, emails and digital apps (REMIND and Class Dojo).	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Parent groups (ELAC, SSC, ATP, Watch DOGS), parent events and networking opportunities will be planned to educate, motivate, build capacity, encourage and raise parent awareness of college preparation and readiness skills.	August 2018	June 2019	4000-4999: Books And Supplies	Title I	200

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	22,975	0.00
LCFF-LI	25,306	0.00
Title I	278,492	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	22,975.00
LCFF-LI	25,306.00
Title I	278,492.00

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	5,300.00
2000-2999: Classified Personnel	LCFF-EL	10,400.00
4000-4999: Books And Supplies	LCFF-EL	6,075.00
5800: Professional/Consulting Services	LCFF-EL	1,200.00
1000-1999: Certificated Personnel	LCFF-LI	2,675.00
2000-2999: Classified Personnel	LCFF-LI	2,000.00
4000-4999: Books And Supplies	LCFF-LI	18,881.00
5000-5999: Services And Other	LCFF-LI	1,750.00
1000-1999: Certificated Personnel	Title I	187,825.00
2000-2999: Classified Personnel	Title I	29,446.00
4000-4999: Books And Supplies	Title I	54,321.00
5000-5999: Services And Other	Title I	6,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	195,800.00
2000-2999: Classified Personnel Salaries	41,846.00
4000-4999: Books And Supplies	79,277.00
5000-5999: Services And Other Operating Expenditures	8,650.00
5800: Professional/Consulting Services And Operating	1,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	239,898.00
Mathematics	47,700.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	22,975.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	3,400.00
High School Graduation/College Readiness	12,800.00

**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

Stokoe will utilize the flexibility of the SBCP to accomplish the goals of this school plan and to ensure that all students acquire the knowledge, the understanding and the skills of the core curriculum in order to become proficient and successful students.

*ELA/ELD frameworks, math progressions, CCCSS, ELD standards, adopted curriculum, units of study, supplemental resources, professional learning and student achievement reports guide instructional planning and help determine which strategies are most appropriate to support student mastery of standards and achievement.

*Results from common formative assessments, benchmark assessments, teacher created assessments and standardized assessments (DIBELS, MARS, CAASPP) are used to determine mastery of grade level standards and to evaluate effectiveness of instruction, programs and services.

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

The goal of the Title 1 program is a high quality education for every child. At Stokoe, in order to ensure that all students receive a high quality education and improve in student achievement, systems are established to identify any students who are at-risk in the areas of attendance, attitude/behavior and academic achievement. Staff and administration monitor individual student data, student group data and school-wide data using EADMS DIBELS, Imagine Learning, common formative assessments, benchmark assessments and standardized assessments including CAASPP, ELPAC and CA Dashboards. This data is used to identify students in need of remedial, differentiated or enrichment support. When administration, a staff member or parent notices any at-risk indicators, the tenets of MTSS are used to provide differentiated instruction and the necessary intervention and/or remedial support. Intervention support is documented and student progress monitored. If ongoing concerns exist, a referral to Student Success Team (SST) occurs. This team, part of the schools MTSS plan, facilitates meetings to develop action plans for individualized support. Some levels of support may include, extended learning opportunities, counseling, behavior plans, modified assignments, or other means of academic and behavior interventions. The MTSS process supports teachers in providing early intervention and in meeting student needs in a timely manner.

In addition, the Title 1 program provides students with supplemental instructional learning opportunities; additional resources and materials to provide those opportunities; individual intense remediation in reading and math beyond the regular classroom program; staff professional development and parent programs. These services and materials serve as resources that may not always be available or possible in the regular classroom. Extended learning opportunities, professional development opportunities and supplemental materials provide assistance and support to help at-risk students achieve mastery of grade level standards.

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 (\$105,052)

Instructional Computer Assistant: 100% Title I Site (\$50,700)

Title	Description
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Title	Description
Instructional Coach	The instructional coach assists teachers and staff in building their capacity to support student mastery of the core curriculum and CCCSS.
Instructional Computer Assistant	Provides supplemental instruction in digital literacy and intervention support for at risk students.

Objectives

Stokoe Elementary is committed to ensuring the academic success of all students.

*All teachers use multiple data sets to analyze student needs and provide appropriate interventions and differentiated strategies for targeted skills instruction, mastery of standards and academic achievement. Support staff are utilized for additional instructional support to meet the diverse needs of at-risk students.

*All teachers participate in grade level collaborations to analyze data, cognitively plan lessons, discuss best instructional practices and plan strategies to differentiate instruction in identified areas of student weakness.

*All teachers differentiate instruction and provide targeted small group and/or targeted intervention instruction daily.

*Parent events and networking opportunities are planned to ensure parents understand school policies, student expectations and the academic progress of students. Parent events are also designed to promote a positive home-school connection, to foster an inclusive partnership and to build capacity to support at home learning.

*Information is communicated and shared with parents through a variety of means including, marquee, school website, newsletters, flyers, use of Blackboard Connect, posters, banners, parent information meetings, digital apps (REMIND and Class DoJo) and parent/teacher conferences.

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

At Stokoe Elementary, the two bilingual instructional assistants support students who are identified through ELPAC at the emerging and/or expanding level. The bilingual assistants are assigned to different classrooms and provide primary language support so that emerging/expanding EL students truly understand and have equal access to the core curriculum. The bilingual assistants work with EL students using strategies learned through site and district professorial learning opportunities.

In addition to the bilingual assistant support, EL students at Stokoe receive 30 minutes daily of Designated English Language Development (D-ELD) instruction at their language proficiency level. Students are grouped according to their language performance in the classroom and according to their performance on ELPAC. Classes are built in the master schedule as either ELM or SEI. Students may move classrooms during D-ELD to receive instruction at their appropriate language proficiency level. D-ELD instruction supports oral language acquisition, oral language production, vocabulary, language conventions, grammar, reading and writing.

Teachers provide Integrated English Language Development (I-ELD) throughout the day and use a variety of strategies to support EL students during the instructional day.

Lastly, administration, instructional coach, grade level teams and individual teachers continue to analyze individual student data at Stokoe and monitor student placement in the appropriate intervention program when necessary. EL student achievement is closely monitored to ensure progress towards mastery of standards. Our ELD program goal is for students to meet criteria for reclassification. Student achievement reports on standardized exams indicate that RFEP students consistently outperform all other student groups. It is our primary goal to provide effective instruction for EL students so they can achieve this level of success.

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

Two Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$10,405 and \$7,500) and (TIII-\$10,405 and \$7,500)

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

Title	Description
Bilingual Instructional Assistant	Two bilingual assistants support classroom teachers and EL students at the emerging and/or expanding levels by providing supplemental academic support and primary language support to EL students in order to build student capacity and improvement student achievement.
English Learner Facilitator	Assists with planning professional learning for teachers to support implementation of EL program, attends district meetings, facilitates ELAC parent meetings, maintains records of compliance and assists with reclassification process.

Objectives

Stokoe will implement a variety of strategies to ensure that EL students acquire English language skills as rapidly as possible and that EL students are successful in attaining mastery of grade level standards. Stokoe will:

- *Provide multiple learning opportunities to assist all EL students in learning English and ensure they have access to core curriculum
- *Provide at least 30 minutes daily of D-ELD instruction for all EL students at their language proficiency level
- *Provide standards based, systematic intervention to EL students who score below grade level proficiency levels
- *Provide parent education opportunities to increase awareness of the importance that the family role has on the success of a student
- *Ensure Bilingual assistants participate in site and district professional learning opportunities for continued professional growth and alignment of all programs to support classroom instruction

**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 (GATE) students is planned and organized as an integrated differentiated learning experience within the regular school day, primarily in a GATE cluster classroom. Differentiated opportunities are provided for students based on individual needs and interests as determined through appropriate program assessment. Additionally, GATE students are provided the opportunity to participate in school sponsored activities. Grade level teachers meet during collaborations to review data, to discuss best instructional practices, to cognitively plan lessons and to determine the most effective strategies in differentiating instruction for GATE students. Our instructional coach and several teacher leaders participated in professional development to build their capacity to better support and meet the needs of GATE students. Parents provide insight about their participating students and their capabilities and behaviors. In addition, parent education opportunities that support our parents of GATE students are offered.

Objectives

Stokoe will implement a variety of strategies to ensure the needs of GATE students are being met. Stokoe will:

*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 the regular curriculum through various principles of differentiation, including depth and complexity, to meet the needs of gifted and talented students throughout the regular school day.

*Provide equal access and opportunity for all students to be identified and served in programs for gifted and talented students including under-served populations within the school community.

*Provide staff with ways to increase awareness of the characteristics of GATE students, multiple intelligences and ways to differentiate instruction in heterogeneous classrooms.

*Provide parents opportunities to participate in GATE activities.

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

Stokoe provides special education services through the Resource Specialist Program (RSP), Speech Therapy, Occupational Therapy, Adaptive PE and a full continuum of SDC classes. There is a school psychologist assigned to our school on a daily basis. The Special Education staff is assigned by the district. Our special education program provides assessment, specialized instruction and curricular interventions to support the core curriculum. In the RSP, Speech and SDC programs, children with exceptional needs are formally and informally assessed to determine needs and progress. Assessments are also completed for students who have been referred by the SST for determination of exceptional needs and eligibility for special education services. Assessment information is used to determine IEP goal progress and content. These assessments include teacher observations, teachers created assessments and standardized exams. Assessments are also used to analyze classroom needs and functioning and to determine the level and type of special education service which will maximize the educational benefit for the student. The programs include individual, small group and classroom interventions using a combination of balanced literacy instruction, special education curriculum, teacher collaboration and professional learning. The Stokoe RSP program provides both pull-out and push-in inclusion services as determined by each students needs. There is a coordination of instruction and curriculum with special education and regular education staff. Instructional assistants are assigned to each special education teacher and provide support with students and lesson delivery. All instruction is tailored to assist children in progressing towards grade level standards as outlined within the goals of each IEP. In addition, our site holds four special-day classes provided by the Riverside County Office of Education serving students with autism. All students are offered full and equitable opportunities, which promote maximum interaction with non-disabled peers, including our STEM program.

Objectives

The goal for special education students is to achieve grade level standards.

*Special education teachers will collaborate with regular education teachers monthly and share strategies to support student attainment of IEP goals, student success during mainstreaming opportunities and classroom organizational/management strategies for students requiring behavior plan supports.

- *Special education staff will participate in district and site professional learning sessions.
- *Special education assistants will participate in district and site professional learning opportunities.
- *Special education students will demonstrate progress towards mastery of goals and objectives as defined in student IEP profiles.
- *Special education staff will facilitate successful student achievement in mainstream classes. (LRE)

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

Recognizing the increasing importance of technology, the Stokoe staff, in adherence with Alvord district wide technology plan, is committed to the exploration of exemplary programs in educational technology and their implementation into the curriculum. Infusion of technology into all subject areas and the development of ways to aid in the management of instruction is a main focus at Stokoe. The school's plan is to integrate effective technological methods and tools in classrooms at all grade levels. In addition, teachers at Stokoe are provided with the opportunity to receive training in the selection and utilization of appropriate technologies. Computer assisted instruction is integrated throughout language arts, math, science, social studies, and fine arts. Classroom computers used by teachers, include lesson planning, grade book, instructional support for students, and intervention program capabilities.

All teachers have laptop computers which enable them to plan instruction and record grades both at work and at home. The laptops also work well in conjunction with document cameras and protectors. Teachers are able to prepare lessons in PowerPoint or other programs and use the audio-visual features of various classroom technologies to enhance instruction. All classrooms have access to mobile laptops carts and the internet through data drops and wireless access. Teachers are expected to communicate with staff, parents and administration through email as well as other means. Teachers are informed of data collection resources, such as EADMS and DIBELS databases and are able to access and disaggregate data related to student achievement. All classrooms have printers for teacher use as well. Teachers have access to shared drives and can share resources and information via the server.

Students have many opportunities to interact and use technology on campus. The site has various software programs and a computer lab. Our computer instructional assistant provides intervention and digital literacy support to students and staff. All students who use the internet are required to have their parents sign an Acceptable Use of Policy and return it to the school each year.

Objectives

It is our goal to ensure that technology is current and accessible for both teachers and students. We are in the process of developing a multi-year plan to ensure our technology is current and updated to meet the needs of staff and students. It is our commitment to:

- *Build the capacity of staff, parents and students in technology by providing them with digital literacy skills to acquire, analyze and present information
- *Assist teachers and students in integrating the use of technology throughout the curriculum.
- *Ensure that all teachers have the knowledge, skills and disposition to use technology to facilitate project based learning.
- *Provide classroom teachers with a data link to enhance collaboration and communication.
- *Ensure that students and staff have an understanding of the ethical use, function, impact, and possibilities of technology. Teachers are being trained to use Google Apps For Education and all students have emails available so that they can fully participate in GAFE.
- *Strategically purchase additional mobile computer labs to support projects based learning and ensure that each classroom is equipped with fully functional technology, including, but not limited to, document cameras, projectors, laptops, printers and other technological needs as required to meet student need.
- *Ensure that computer instructional assistant participates in site and district professional learning opportunities

**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

Stokoe believes in building and strengthening student assets. The school's culture is one of dedication and commitment to the needs of students with high expectations for learning for all students. Staff, parents and students work together to maintain relationships that foster a culture of trust, inclusiveness and integrity. We do not allow economic, social or academic barriers to impede the safety and education of our students. We respect the diverse contributions and roles of each individual. We only tolerate beliefs, actions and decisions that inspire and support students to lead healthy successful lives and reach their unlimited potential. Our school motto is: Stokoe Starpilots have Character and Creativity. Staff and students have embraced the Character Counts Six Traits: Respect, Responsibility, Caring, Kindness, Trustworthiness, and Citizenship as a guide for character development and behavior expectations. A positive behavior plan has been developed collaboratively with students and staff that supports these traits. Creativity and STEM learning is encouraged in classrooms through class projects and learning opportunities. Staff are developing consistent student behavior expectations across grade levels to support student learning. Counseling services to students through our district counselor are available for students needing additional support. A Wiley Youth Service Counselor is available to support students attending the Expanded Learning after school program.

Objectives

Stokoe continues to develop the character of each student to build an equitable and more unified community. Activities to support this include:

- *Daily announcements to promote development of positive student assets
- *Annual discipline assemblies focused on school rules and character education
- *Counselor intervention and character development classes to support students with topics such as friendship skills, anger management, anxiety, coping skills and gender specific issues
- *Principal attending district emergency/disaster workshops, collaborating with district personnel regarding emergency/disaster plans and communicating disaster preparedness information with staff and students. Staff will receive training related to student behavior, safety issues and crisis response training.
- *WATCH DOGS- Fathers, grandfathers and other male family members assist on campus with safety, behavior and serve as positive male role models for all students.
- *Safe School Programs and Strategies — Prevention/intervention programs and strategies are used consistently to help create a safe school environment.
- *Campus Security —The campus will be closed and appropriately restricted. The use of campus supervisors, security systems, and other devices are utilized to maximize safety and minimize security concerns.

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

Stokoe is committed to fostering and maintaining an active parent involvement program. Since success is a shared responsibility, parents are encouraged to be active participants in their child's education in a variety of ways. Opportunities for families to participate include, Back to School Night, Open House, Annual Title 1 Meeting, Principal's Coffee, Family Nights, monthly Flag Ceremonies and semester awards. We collaborate with parents and all partners for the benefit of our students and the future of our community. Communication is timely and parent input is sought, considered and used to guide decisions that will impact policies and programs offered to support student achievement. Regular communication is provided in English and Spanish via personal contact, school marquee, flyers, monthly newsletters, Blackboard Connect, PeachJar, our school website and digital apps (REMIND and Class DoJo) so that parents remain informed of academic learning and other school activities. Parent input is gathered from SSC, ELAC, PTA and Principal's Coffee. Parent workshops are offered throughout the year during ELAC, SSC, Kinder Camp and parent involvement week. Translation is offered at parent meetings and meetings are offered at multiple times of the day to

ensure all parents have the opportunity to participate. We are in the process of rebuilding our ATP committee so that a meaningful parent engagement action plan can be implemented for next school year.

Objectives

Stokoe is committed to ensuring that a system for meaningful family engagement which promotes active and inclusive partnerships is maintained.

*Stokoe will provide parents of EL students annual information related to the progress of their child's English Language Development.

*Stokoe will provide parents of students in grades 3rd-5th annual information related to their performance on CAASPP.

*Stokoe will continue to inform all parents of their child's academic progress towards grade level standards.

*Stokoe will create a welcoming and inclusive atmosphere for the community.

*Administration will keep parents informed of the overall academic growth and progress of our school to ensure academic achievement and effective program implementation.

*Stokoe teachers and staff will provide the parent community with workshops and events designed to build parent understanding of grade level content standards.

*Stokoe will continue to offer TK/Kinder Camp to new students and families entering TK or K so that school preparedness can be fostered.

*Stokoe will continue to work with parent committees and solicit input and suggestions to support continuous growth and improvement.

*Stokoe will develop and implement an action plan for parent engagement to strengthen the home-school connection.

*Stokoe will increase parent involvement opportunities that are interactive and support at home learning.

**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 \$25,306.

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 \$22,975.

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 \$278,492. There is a carryover of 0 for a total allocation of 278,492

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

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

Parent Involvement Policy (Title I Schools)

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

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

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

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

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

[Attach School-Parent Compact \(Title I Schools\)](#)

ALVORD UNIFIED SCHOOL DISTRICT
PHILLIP M. STOKOE ELEMENTARY
School Parental Involvement Policy
2018-2020

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.

PHILLIP M. STOKOE Elementary agrees to implement the following statutory requirements:

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

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

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

DISTRITO ESCOLAR UNIFICADO ALVORD
PHILLIP M. STOKOE ELEMENTARY
Política de Participación Escolar de Padres

PARTE I. EXPECTATIVAS GENERALES

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

La Escuela Primaria Phillip M. Stokoe está de acuerdo en implementar los siguientes requisitos legales:

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

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

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

(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. PHILLIP M. STOKOE 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), throughout the school year*
 - *A Parent Needs Survey will be conducted once a year.*
 - *Revised policy will be shared by the principal.*
 - *Teachers will share the policy with parents during parent conferences*
 - *Revisions of the Parent Involvement Policy will be shared with parents through our newsletter, parent workshops and trainings and/or Annual Title I Meeting*
2. PHILLIP M. STOKOE 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 each school year.*
 - *Teachers will distribute the policy during parent conferences*
 - *Copies of the Parent Involvement Policy will be available in the main office*
3. PHILLIP M. STOKOE 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 revised every other 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. PHILLIP M. STOKOE 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

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

1. La Escuela Primaria Phillip M. Stokoe tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo el Artículo 1118 (b) de ESEA:

- *Se solicitará información de los padres en el Concilio Escolar (SSC) mensual, Comité Consejero para Estudiantes de Inglés (ELAC), durante el año escolar.*
- *Una vez al año se llevará a cabo la Encuesta de Necesidades de Padres.*
- *La política revisada será compartida por el director.*
- *Los maestros compartirán la política con los padres durante las conferencias con los ellos.*
- *Las revisiones de la Política de Participación de Padres se compartirán con los padres a través de nuestro boletín informativo, talleres y capacitaciones para padres y o junta anual del Título I*

2. La Escuela Primaria Phillip M. Stokoe tomará las siguientes acciones para distribuir la Política de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:

- *La Política de Participación de Padres se distribuirá al inicio de cada año escolar.*
- *Los maestros compartirán la política con los padres durante las conferencias con los ellos.*
- *La oficina escolar tendrá disponibles copias de la política.*

3. La Escuela Primaria Phillip M. Stokoe periódicamente actualizará la Política Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:

- *La política será revisada cada dos años.*
- *La revisión de la Encuesta de Necesidades para padres, logros escolares académicos, inquietudes de los padres y asuntos de seguridad nos ayudarán en la revisión sin demora de la Política de Participación de Padres.*

4. La Escuela Primaria Phillip M. Stokoe organizará una reunión anual para informar a los padres de lo siguiente:

- Que la escuela de su hijo/a participa en el Título I
- Acerca de los requisitos para el Título I
- De su derecho a participar
 - Avisos para padres
 - Distribución de la Política de Participación de Padres
 - Copia del acuerdo escolar trilateral
- Acerca de la participación de su escuela en Título I:
 - Las juntas se llevarán a cabo en las tardes y mañana para acomodar a todos los padres y motivar la participación de la comunidad

- 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 Parent Conferences, Newsletter, SSC, ELAC, Parent Teacher Association (PTA), and available in the office
5. PHILLIP M. STOKOE Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
- Child care will be provided for all meetings
 - Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement
 - Special contact (telephone call or written) 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. PHILLIP M. STOKOE 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 48 hours in advance
 - Notices and agendas will be posted in front office bulletin board 48 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. PHILLIP M. STOKOE 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
 - Principal and District Coordinator of English learners will present and explain State level expectations, current District and Site data on CELDT and STAR
 - A review of grade level standards, curriculum, and assessments used to monitor student progress as well as an explanation of proficiency levels during Parent Council Meetings (i.e. SSC, ELAC)

- Los avisos de las juntas se enviarán a casa con los alumnos con por lo menos 48 horas de anticipación para proporcionar información y motivar la participación de los padres
 - La política será distribuida durante las Conferencias de Padres, Boletines informativos, SSC, ELAC, Asociación de Padres y Maestros (PTA) y estará disponible en la oficina.
5. La Escuela Primaria Phillip M. Stokoe tendrá un número flexible de juntas en horarios variables y proveerá cuidado para niños pagado con los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
- Se proporcionará cuidado de niños para todas las juntas
 - Las juntas, talleres y capacitaciones se llevarán a cabo en la mañana y tarde para motivar la participación de los padres
 - Se realizará contacto especial (por teléfono o por escrito) para invitar a los padres de los alumnos aprendiendo inglés
 - La Encuesta de Necesidades de padres será utilizada para planear capacitaciones, juntas, talleres y otros eventos identificados como de interés
6. La Escuela Primaria Phillip M. Stokoe proporcionará oportunamente información sobre programas del Título I a los padres de niños participantes:
- Los padres recibirán aviso y agenda de las juntas de ELAC y SSC con por lo menos 48 horas de anticipación
 - Los avisos y agendas serán expuestas en el boletín informativo de la oficina con 48 horas de anticipación
 - Los resultados de los exámenes estatales anuales serán enviados oportunamente por correo a los hogares y los maestros los revisarán durante las conferencias de padres
7. La Escuela Primaria Phillip M. Stokoe proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del alumno y los niveles de habilidad que se espera que alcancen.
- Durante la Noche de Regreso a la Escuela, los maestros revisan los estándares de nivel de grado currículo u evaluaciones usadas para el seguimiento del progreso de los alumnos al igual que explicar los niveles de dominio
 - Los maestros enviarán a casa cartas de bienvenida que incluyen expectativas, estándares, currículo y evaluaciones de nivel de grado, usados para supervisar el progreso de los alumnos
 - El Director y Coordinador de alumnos aprendiendo inglés estarán presentes para explicar las expectativas del estado por nivel de grado, datos actuales del Distrito y escuela relacionados con CELDT y STAR
 - Durante las juntas para padres (es decir: SSC, ELAC), se presentará una revisión de los estándares de nivel de grado, currículo y evaluaciones usadas para supervisar el progreso del alumno al igual que explicación de los niveles de dominio
8. En caso de que los padres de los niños participantes lo soliciten, la Escuela Primaria Phillip M. Stokoe les proporcionará oportunidades para juntas regulares para formular sugerencias y

8. PHILLIP M. STOKOE 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)
 - Parent Teacher Association (PTA) Meetings
 - Every other year a Needs Assessment Survey will be sent by District Office
 - A Parent Needs Survey will be sent home (with their child) once a year to all parents in order to allow input from those unable to attend monthly school functions
9. PHILLIP M. STOKOE 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 conveys dissatisfaction in the schoolwide plan content, their comments will be forwarded to the Special Projects Office and to the Deputy Superintendent
 - All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments
10. PHILLIP M. STOKOE 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. PHILLIP M. STOKOE 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 newsletter with calendar of events
 - Progress Reports – Notice of Not Achieving
 - Back To School Night
 - SSC, ELAC parent meetings
 - Parent Resource Library & Materials
 - Fliers to inform parents of trainings, events, and programs
 - PTA
 - Parent Involvement/Family Nights
 - Three-Way Compact
 - Phone Calls
 - Message Broadcast

participar, según sea apropiado, en decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible.

- Juntas de Concilio para Padres (SSC, ELAC)
 - Juntas de la Asociación de Padres y Maestros (PTA)
 - Cada dos años, la oficina del Distrito envía la encuesta de evaluación de necesidades
 - La encuesta de necesidades de los padres se enviará a todos los hogares (con el alumnos) una vez al año para permitir las recomendaciones de aquellos que no pueden asistir a las juntas mensuales
9. La Escuela Primaria Phillip M. Stokoe presentará al distrito cualquier comentario de los padres si el plan escolar bajo el Artículo (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
- El plan escolar será compartido con los padres durante SSC, ELAC y las juntas para padres; se anota en la minuta cualquier comentario o sugerencias y comentarios insatisfactorios en relación con el plan serán dirigidos al Distrito.
 - Los comentarios de descontento de los padres relacionados al contenido del plan escolar, serán dirigidos a la Oficina de Proyectos Especiales y Responsabilidad y al Superintendente.
 - Se harán todos los esfuerzos para revisar el plan para tomar en consideración las preocupaciones de los padres descontentos.
10. La Escuela Primaria Phillip M. Stokoe tomará las siguientes acciones para proveer acceso y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con alumnos migratorios:
- Cuando se solicite, se proporcionarán los servicios de interpretación en el idioma natal de los padres, para los eventos/funciones/juntas escolares

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA ALTOS LOGROS ACADÉMICOS DEL ALUMNO

1. La Escuela Primaria Phillip M. Stokoe construirá la capacidad de la escuela y de los padres para una sólida participación familiar, para asegurar la colaboración eficaz de padres y para apoyar la cooperación entre la escuela implicada, padres y a la comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación.
- Conferencias de maestros
 - Boletines escolares con calendario de eventos
 - Reportes de progreso - Aviso de deficiencia
 - Noche de regreso a la escuela
 - Justas para padres SSC, ELAC
 - Recursos de biblioteca y materiales para padres
 - Circulares para informar a los padres de capacitaciones, eventos y programas
 - PTA
 - Participación de padres/Noches familiares
 - Contrato trilateral
 - Llamadas telefónicas
 - Mensajes automatizados

- Open House Night
 - ATP-Action Team Partnership
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 3.
 - Parent input through Parent Needs Survey, ELAC and SSC
 - Three-Way compact will be reviewed and signed at the parent conferences held in the first trimester of the school year; and revisited in the Annual Title I Meeting, and Open House
 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
 - Back To School Night Presentations
 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:
 - Parent Resource Library
 - Kindergarten Orientation
 - Parent workshops and trainings
 - AVID Training
 - Back To School Night Presentations
 - STEM Training
 - PTA 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
 - Culture of Poverty Training
 - Character Development

- Noche de exhibición escolar
 - ATP - Plan de acción en cooperación
2. La escuela incorporará el Acuerdo Escuela-Padres como componente de su Política de Participación Escolar de Padres.
 - Recomendaciones de los padres a través de la encuesta de necesidades, ELAC y SSC
 - El contrato trilateral se revisará y firmará durante las conferencias para padres que se llevan a cabo en el primer trimestre del año escolar; y se reconsiderará durante la junta anual de Título I durante la noche de exhibición escolar
 3. Con la ayuda del distrito, la escuela proveerá asistencia a los padres de los niños atendidos por la escuela para que entiendan temas tales como los siguientes, responsabilizándose de las acciones descritas en este párrafo --
 - Los Estándares Básicos Comunes del Estado
 - Los estándares del estado en cuanto a los estándares de logros académicos
 - Las evaluaciones estatales y locales incluyendo las evaluaciones alternativas
 - Los requisitos de Título I
 - Cómo monitorear el progreso de sus hijos
 - Cómo trabajar con personal docente tales como
 - Talleres y capacitación para padres
 - Conferencias para padres
 - Presentaciones en la noche de regreso a la escuela
 4. Con ayuda del distrito, la escuela proveerá materiales y capacitación para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: lectoescritura y el uso de tecnología según sea apropiado para fomentar la participación escolar de los padres con:
 - Recurso de biblioteca para los padres
 - Orientación para Kindergarten
 - Talleres y capacitación para padres
 - Capacitaciones AVID
 - Presentaciones en la noche de regreso a la escuela Capacitaciones STEM
 - Noches familiares de PTA
 5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en cómo llegar a, comunicarse y trabajar junto con los padres como socios igualitarios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, por medio de:
 - Se proveerá a maestros, paraprofesionales y todo el personal de apoyo, capacitación en desarrollo profesional relacionado con la participación de padres y cooperación
 - Capacitación en la cultura de pobreza
 - Desarrollo de personalidad
 6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación de padres en programas y actividades con *Home Instruction Programs for Preschool Youngsters*, *Parents as Teachers Program*, preescolar público y otros programas y conducir otras actividades tales

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with 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
 - Kindergarten Orientation is to be held in the fall for incoming kindergarten students, in August, for students and their parents/caregivers to provide them an overview of kindergarten standards and expectations
 - Pre-Kindergarten Institute Classes will be offered to the families of incoming Kindergarten students each spring
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 1, Part A programs, as evidenced by parent council meetings.

This policy was adopted by PHILLIP M. STOKOE Elementary on May 29, 2018 and will be in effect for the period of 2018-2020. The school will distribute this policy to all parents of participating Title 1, Part A children on or before September 10 of each school year. It will be made available to the local community on or before September 10 of each school year. The PHILLIP M. STOKOE 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.


Debra L. Johnson, Acting Principal When Adopted


Date


Francine Ramirez, Principal


Date

como centros de recursos para padres, que motivan y apoyan a los padres para una mayor participación en la educación de sus hijos por medio de:

- Proporcionar a los padres capacitaciones durante las juntas de concilio en relación a las investigaciones basadas en instrucción de lectura por nivel de grado
 - Orientación de Kindergarten se llevará a cabo en el otoño para los alumnos de nuevo ingreso. En agosto, para alumnos y sus padres/tutores para proporcionarles una visión general de los estándares y expectativas de Kindergarten
 - Clases de Pre-Kindergarten Institue se ofrecerán cada primavera para las familias de alumnos de nuevo ingreso al kínder.
7. Hasta donde sea posible y apropiado, la escuela seguirá las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en un formato uniforme y que se entienda, incluyendo formatos alternativos en caso de que sean solicitados y cuando se pueda, en el idioma que los padres puedan entender:
- Todos los avisos de eventos, serán enviados a casa en inglés y español.
 - Los anuncios serán publicados en inglés y español en el boletín informativo de la oficina
 - Los eventos próximos serán mencionados verbalmente durante los anuncios matutinos para alumnos y padres. Se recomienda a los alumnos que recuerden los próximos eventos a sus padres

* * * * *

PARTE IV. ADOPCIÓN

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

Esta Política fue adoptada por la ESCUELA PRIMARIA PHILLIP M. STOKOE el 29 de mayo del 2018 y estará en efecto durante el año escolar 2018-2020. La escuela distribuirá ésta Política a todos los padres de niños que participan en Título I y Parte A, el 10 de septiembre de cada año escolar. Estará disponible para la comunidad local el 10 de septiembre de cada año escolar o antes. La Escuela Primaria Phillip M. Stokoe hará la notificación de la Política en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres hablen.


Debra Johnson, Directora Cuando Sea Adoptado


Francine Ramirez, Principal


Fecha


Fecha



PHILLIP M. STOKOE ELEMENTARY SCHOOL **TITLE I PARENT-STUDENT-STAFF COMPACT** **2018-2020**

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 schoolwork and homework; and return all 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 (primary) 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 essential 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.
- I will not be a bully or bystander; if I see something, I'll say something.

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 essential 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 Stokoe Elementary School.
- Treat all students with equality and respect.
- Form caring and genuine relationships with young people.
- Provide homework which reflects concepts taught in class.

Teacher Signature **Date**



ESCUELA PRIMARIA PHILLIP M. STOKOE

ACUERDO TITULO I DE PADRES – ESTUDIANTES – EMPLEADOS

2018-2020

RESPONSIBILIDADES DE PADRES

La educación de mi hijo es muy importante. Mi participación en su educación afectará directamente su desempeño y actitud. Por lo tanto, estoy de acuerdo en cumplir las siguientes responsabilidades:

- Asistir a Conferencias de Padres, Noche de Regreso a Clases, Noche de Exhibición Escolar, grupos de comités consejeros, oportunidades educativas para padres y ser voluntario cada vez que sea posible.
- Apoyar activamente las políticas de disciplina y asistencia escolar de la escuela y del distrito.
- Tratar con respeto a otros padres y empleados.
- Monitorear y ayudar diariamente para terminar trabajo escolar, tareas y regresar cualquier documento que necesite la firma del padre.
- Si decido organizar visitas al salón de clases para observar a mi hijo, me pondré en contacto con el maestro o el director.
- Planear por lo menos 20 minutos al día para leer con mi hijo (de primaria) o para asegurarme de que practica la lectura diariamente.
- Proporcionar materiales apropiados y un lugar tranquilo para que mi hijo estudie.
- Comunicarme con maestros o administradores según sea necesario, en cuanto al aprendizaje y progreso de mi hijo.
- Hacer que mi hijo asista a la escuela puntualmente todos los días y que esté preparado para un día completo de aprendizaje.
- Conocer y tener acceso a los estándares del nivel de grado.

Firma de Padre/Guardián

Fecha

RESPONSIBILIDADES DE ESTUDIANTES

Mi educación es muy importante para mí. Me ayuda a desarrollar lo que necesito para ser una persona feliz y productiva. Se que soy el responsable de mi propio éxito y que debo trabajar arduamente para lograrlo. Por lo tanto, estoy de acuerdo en cumplir las siguientes responsabilidades:

- Asistir a la escuela todos los días puntualmente
- Ser responsable de mi propia conducta y obedecer todas las reglas escolares, del salón de clases y del patio de recreo.
- Aprender/dominar los estándares esencial de nivel de grado.
- Respetar los derechos y la propiedad de los demás.
- Participar activamente en clase y pedir ayuda cuando la necesite.
- Completar y regresar todos los trabajos de clase y tareas de manera legible y a tiempo.
- Estar libre de drogas, alcohol y violencia.
- Asegurarme que doy a mis padres todas las comunicaciones escolares y las regreso a tiempo.
- Conocer y tener acceso a los estándares del nivel de grado.

Firma de Estudiante

Fecha

RESPONSIBILIDADES DE EMPLEADOS

Entiendo la importancia de la experiencia escolar para cada estudiante y mi función como maestro y ejemplo a seguir. Por lo tanto, estoy de acuerdo en cumplir las siguientes responsabilidades:

- Proporcionar un plan de estudios e instrucción de alta calidad.
- Enseñar esencial y proporcionar acceso a los padres y estudiantes a todos los estándares del nivel de grado.
- Mantener comunicación con estudiantes y padres en cuanto al progreso de los estudiantes en el salón de clases.
- Tener una conferencia anual (mínimo una) en la que se hable del Acuerdo entre Padres, Estudiantes y Empleados.
- Conocer las necesidades individuales de cada estudiante.
- Crear un ambiente de aprendizaje seguro, positivo y sano dentro de la Escuela Primaria Stokoe.
- Tratar a todos los estudiantes con respeto e igualdad.
- Crear relaciones genuinas y de interés con los jóvenes.
- Proporcionar tarea que refleje los conceptos enseñados en clase.

Firma de Maestro

Fecha



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, February 20, 2019

3:15 p.m. Room FRC

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items**
 - 1. Minutes of Meeting held January 16, 2019
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - 3. 2018-19 Title 1, Part A Reservations, Required
 - 4. 2018-19 Title 1, Part A Reservations, Allowed
 - 5. Approval of School Wide Title 1 Program
 - 6. Approval to be a School Based Coordinated Program
 - 7. Approval of Centralized Services
 - 8. Approval of Site Categorical Budgets (final 2017-18 Budget Allocations)
 - 9. Approval of 2018-19 School Plan for Student Achievement (SPSA)
 - 10. Approve 2018-2019 Comprehensive School Safety Plan
- III. Discussion/Information**
 - 1. Budget Reports
 - 2. Training Topic:
 - a. School Plan for Student Achievement (SPSA) -- Implementation Monitoring
 - 3. Parent Committee Reports
 - a. ELAC Report
 - b. PAC Report
 - 4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 5. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for March 20, 2019



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, February 20, 2019

3:15 p.m. Room FRC

MINUTES

- I. Introductory Procedures
 1. Meeting was called to order at 3:20pm.
 2. Establishment of Quorum: Quorum was established with 7 out of 10. The following members were present: Francine Ramirez, Michele Morales, Beth George, Judy O'Neill, Susan Perez, Maribel Hernandez and Stephanie Thomas.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. Action Items
 1. No revisions were noted in the January 16, 2019 minutes
 - a. It was motioned/seconded/carried (Morales/George 7/0/0) to approve the minutes.
 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - b. It was motioned/seconded/carried (Hernandez/Thomas 7/0/0) to approve all Title 1/LCFF-LI/LCFF-EL expenditures as listed on the expenditure request sheet.
 3. 2018-19 Title 1, Part A Reservations, Required
 - a. Members reviewed and discussed Title 1, Part A Reservations, Required
 - b. The following suggestions for services and activities that constitute professional development were given:
 - o Mrs. Morales noted the importance of counseling services and the need for additional teacher training related to the ELA adoption, "Wonders".
 - c. It was motioned/seconded/carried (Hernandez/George 7/0/0) to approve the 2018-2019 Title 1, Part A Reservations, Required.
 4. 2018-19 Title 1, Part A Reservations, Allowed
 - a. Members reviewed and discussed Title 1, Part A Reservations, Allowed
 - b. The following suggestions for services and activities that might be offered to students were given:
 - o Mrs. George commented on the value of Visual/Performing Arts instruction at all levels.
 - o Mrs. Morales noted that Literacy Teachers and Bilingual Instructional Assistants are valuable resources at the site level.
 - c. It was motioned/seconded/carried (O'Neill/Perez 7/0/0) to approve the 2018-2019 Title 1, Part A Reservations, Allowed.
 5. Approval of School Wide Title 1 Program
 - a. Members discussed elements of a School Wide Title 1 Program.
 - b. It was motioned/seconded/carried (George/Morales 7/0/0) to approve the School Wide Program.
 6. Approval to be a School Based Coordinated Program
 - a. Members discussed elements of a School Based Coordinated Program.
 - b. It was motioned/seconded/carried (Perez/Hernandez 7/0/0) to approve the School Based Coordinated Program.
 7. Approval of Centralized Services
 - a. Members discussed elements of Centralized Services.
 - b. It was motioned/seconded/carried (O'Neill/Hernandez 7/0/0) to approve Centralized Services.
 8. Approval of Site Categorical Budgets (final 2018-19 Budget Allocations)
 - a. Members reviewed and discussed the final allocations for 2108-2019 site Categorical Budgets.
 - b. It was motioned/seconded/carried (George/Perez 7/0/0) to approve the final allocations for 2108-2019 site Categorical Budgets.
 9. Approval of 2018-19 School Plan for Student Achievement (SPSA)
 - a. Members reviewed and discussed the 2018-2019 SPSA.

- b. SPSA Goal Summary was provided.
 - c. It was motioned/seconded/carried (Hernandez/Thomas 7/0/0) to approve the 2018-19 School Plan for Student Achievement (SPSA).
 - d. SPSA was signed and attested by Francine Ramirez, Principal and Maribel Hernandez, SSC Chairperson.
- 10. Approval of 2018-19 Comprehensive School Safety Plan
 - a. Members reviewed and discussed the 2018-2019 Comprehensive School Safety Plan.
 - b. It was motioned/seconded/carried (George/Perez 7/0/0) to approve the 2018-19 School Plan for Student Achievement (SPSA).
 - c. Comprehensive School Safety Plan was signed and attested by all members in attendance.
- III. Discussion/Information
 - 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 - 2. Training Topic:
 - a. School Plan for Student Achievement (SPSA) -- Implementation Monitoring
 - o Members reviewed and discussed the ongoing responsibilities to review and monitor implementation of SPSA.
 - ✓ Members will review preliminary data for math and Middle of the Year Assessment of DIBELS next month.
 - 3. Parent Committee Reports
 - a. ELAC Report
 - o ELAC minutes from December and January were distributed for review.
 - o February ELAC highlights included: CALPADS Language Census and participation in the Regional CABA conference.
 - o Next ELAC meeting is March 13th.
 - b. PAC Report
 - o PAC report for January will be given next month.
 - o Next PAC meeting is March 19th.
 - 4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Recent staff professional development included: ELPAC administration, Mini MAC calibration/scoring, math planning and AVID strategies.
 - o Recent paraprofessional development included: ELPAC administration.
 - b. Parent and Family Involvement Opportunities
 - o Recent parent involvement opportunities included: Family Science Fair Night, Semester awards, Flag Ceremony and Watch DOGS kick-off.
 - o Upcoming parent involvement opportunities include: Principal's Coffee (March 15th).
 - c. Interventions
 - o Middle of the Year DIBELS assessments have been administered. Teachers have made adjustments to intervention groups to address student needs.
 - 5. Principal's Report
 - a. Upcoming events include:
 - o Flag Ceremony—February 22nd
 - o Career Day—March 5th
- IV. Hearing Session/Public Comments
 - 1. No additional discussion was brought forward.
- V. Adjournment: Action Item
 - 1. It was motioned/seconded/carried (Morales/Hernandez 7/0/0) to adjourn the meeting at 4:18pm.

The next School Site Council meeting is scheduled for March 20, 2019



Stokoe Elementary

School Site Council Elementary Sign In Sheet February 20, 2019

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michele Morales		Teacher	
Beth George		Teacher	
Judy O'Neill		Teacher	
Susan Perez		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Christina D'Carpio		Parent/Community Member	
Maribel Hernandez		Parent/Community Member	Chairperson
Adriana Garcia		Parent/Community Member	Secretary
Lorena Diaz		Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, January 16, 2019

3:15 p.m. Room FRC

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items**
 - 1. Accept Resignation of Ginger Primmer and Mimi Boimbo
 - 2. Approve appointment of Beth George and Stephanie Thomas
 - 3. Minutes of Meeting held December 12, 2018
 - 4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information**
 - 1. Budget Reports
 - 2. Training Topic:
 - a. SSC Roles and Responsibility—Approve SPSA
 - 3. School Plan (SPSA) Input
 - a. Proposed Goals 1.1, 1.2, 2
 - b. Input and Proposed Goal 3,4
 - c. Achievement Data Reports:
 - 4. Parent Committee Reports
 - a. ELAC Report
 - b. PAC Report
 - 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 6. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for Wednesday, February 20, 2019



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, January 16, 2019

3:15 p.m. Room FRC

MINUTES

- I. Introductory Procedures
 1. Meeting was called to order at 3:18pm.
 2. Establishment of Quorum: Quorum was/was not established with 6 out of 10. The following members were present: Francine Ramirez, Michele Morales, Judy O'Neill, Susan Perez, Maribel Hernandez, Adriana Garcia, Lorena Garcia, Beth George, and Stephanie Thomas.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. Action Items
 1. Accept resignation of Ginger Primmer and Mimi Boimbo.
 - a. It was motioned/seconded/carried (Morales/Hernandez 7/0/0) to accept the resignation of Ginger Primmer and Mimi Boimbo.
 2. Approve appointment of Beth George and Stephanie Thomas as members until June 2019.
 - a. It was motioned/seconded/carried (Garcia/Hernandez 7/0/0) to approve the appointment of Beth George and Stephanie Thomas.
 - b. Quorum was adjusted to 9.
 3. No revisions were noted in the December 12, 2018 minutes:
 - a. It was motioned/seconded/carried (Perez/Hernandez 9/0/0) to approve the minutes as revised.
 4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. No expenditure requests were brought forward.
- III. Discussion/Information
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 2. Training Topic:
 - a. SSC Roles and Responsibility—Approve SPSA
 - Members discussed SSC role of approving SPSA in February 2019.
 - Members will be provided with a draft of the SPSA for review prior to February 8th.
 3. School Plan (SPSA) Input
 - a. Members reviewed the Proposed Goals and actions for SPSA Goals 1.1, 1.2, 2
 - Members agreed with the proposed goals.
 - b. Input and Proposed Goal 3
 - Members reviewed SPSA goal 3, attendance, suspension/expulsion and CA Dashboard data reports and discussed actions from 2017-2018 SPSA goal 3.
 - SPSA goal 3 was not met for 2017-2018.
 - Members reviewed input from ELAC and staff and provided input for the proposed 2018-2019 SPSA goal 3.
 - Proposed SPSA goal 3:
 - By June 2019, the average daily attendance rate will increase by .5%.
 - By June 2019, the number of suspensions and discipline for drugs, alcohol, tobacco or physical violence will decrease by 1 student.
 - i. All members were in agreement with the proposed goal.
 - Proposed actions for goal 3: Counselor support for staff, students and parents: Student Success Team (SST) meetings for intervention support; Character Development, conflict resolution, Anti-Drug and Anti-Bullying programs; Monthly disaster drills; Discipline assemblies; Incentives and supplemental resources/materials to motivate and improve attendance; Monthly attendance reports at parent meetings.

- All members agreed with the proposed actions and recommendations to support SPSA goal 3 for 2018-2019
- c. Input and Proposed Goal 4
 - Members reviewed SPSA goal 4, site practices and intervention trends and discussed actions from 2017-2018 SPSA.
 - SPSA goal 4 was met for 2017-2018.
 - Members reviewed input from ELAC and staff and provided input for the proposed 2018-2019 SPSA goal 4.
 - Proposed SPSA goal 4:
 - By June 2019, AVID communication folders/planners/agenda will be used on a weekly basis in 90% of classrooms and AVID note-taking strategies will be used on a weekly basis in 80% of classrooms as measured by teacher survey responses.
 - By June 2019, parent engagement opportunities will increase and 50% of parents will attend a minimum of one event as measured by event sign in sheets.
 - i. All members were in agreement with the proposed goal.
 - Proposed actions for goal 4: Emphasis on college readiness; student planners/folders to increase communication; student recognition for achievements—Flag Ceremonies, Semester Awards; Parent education and networking opportunities to educate, motivate and encourage parent support of college readiness; Career day to motivate and encourage college readiness; Ongoing implementation of AVID strategies to support student organization, time management and note taking skills; Ongoing professional learning opportunities related to implementation of systems that support an equitable climate and establishment of academic systems of excellence
 - All members agreed with the proposed actions and recommendations to support SPSA goal 4 for 2018-2019.
- 4. Parent Committee Reports
 - a. ELAC Report
 - ELAC minutes from December and January will be distributed for review next month.
 - January ELAC highlights included: Input for SPSA goals 3-4 and CAFE conference
 - Next ELAC meeting will be Feb.20th.
 - b. PAC Report
 - There was no PAC meeting in December.
 - Next PAC meeting will be January 23, 2019
- 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent staff professional development included: SPSA goals 3-4 input, scoring and calibration of Mini MAC assessments and math planning
 - Our paraprofessional plan has been developed. There will be two paraprofessional meetings this year.
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Spelling Bee and Principal's Coffee
 - Upcoming parent involvement opportunities include: Semester Awards: 4th /5th (Jan 28th), 2nd/3rd (Jan 31st) TK -1st (Feb 1st), Science Fair Viewing and Awards Night (Feb 7th)
 - c. Interventions
 - Many grade levels are updating and revising intervention groups as a result of DIBELS data.
- 6. Principal's Report
 - a. Upcoming events include:
 - Teacher Work Day—Jan 18th No school
 - MLK Day—Jan 21st No School
 - Kindness Week—Jan 22nd -25th
 - Museum Display—Jan 23rd
 - Flag Ceremony—Jan 25th
 - Alvord Spirit Run—Feb 2nd NOV
 - Vision Screening (K/2nd/ 5thgrades)—Feb 8th
 - 5th Grade Play "Tarzan"—Feb 8th
 - Winter Break—Feb 11th- 18th

- Career Day—March 5th
- IV. Hearing Session/Public Comments
 1. No additional discussion was brought forward.
 - a. Counselor Corner flyers were distributed.
- V. Adjournment: Action Item
 1. It was motioned/seconded/carried (Perez/George 9/0/0) to adjourn the meeting at 4:47pm

The next School Site Council meeting is scheduled for Wednesday, February 20, 2019



Stokoe Elementary

School Site Council Elementary Sign In Sheet January 16, 2019

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez	<i>[Signature]</i>	Principal	
Michele Morales	<i>[Signature]</i>	Teacher	
Beth George	<i>[Signature]</i>	Teacher	
Judy O'Neill	<i>[Signature]</i>	Teacher	
Susan Perez	<i>[Signature]</i>	Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Christina D'Carpio		Parent/Community Member	
Maribel Hernandez	<i>[Signature]</i>	Parent/Community Member	Chairperson
Adriana Garcia	<i>[Signature]</i>	Parent/Community Member	Secretary
Lorena Diaz	<i>[Signature]</i>	Parent/Community Member	
Stephanie Thomas	<i>[Signature]</i>	Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, December 12, 2018

3:15 p.m. Room FRC

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items**
 - 1. Minutes of Meeting held November 28, 2018
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information**
 - 1. Budget Reports
 - 2. Training Topic:
 - a. District Parent Involvement Policy
 - b. AUSD Wellness Policy
 - 3. School Plan (SPSA)
 - a. Implementation Monitoring
 - b. Input Goal 2
 - c. Achievement Data Reports: ELPAC, Reclassification
 - 4. Parent Committee Reports
 - a. ELAC Report
 - b. PAC Report
 - 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 6. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for January 16, 2019



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, December 12, 2018

3:15 p.m. Room FRC

MINUTES

I. Introductory Procedures

1. Meeting was called to order at 3:19pm.
2. Establishment of Quorum: Quorum was established with 7 out of 10. The following members were present: Francine Ramirez, Michele Morales, Judy O'Neill, Susan Perez, Maribel Hernandez, Adriana Garcia and Lorena Diaz.
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

II. Action Items

1. No revisions were noted in the November 28, 2018 minutes:
 - a. It was motioned/seconded/carried (Morales/O'Neill 7/0/0) to approve the minutes.
2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - b. It was motioned/seconded/carried (O'Neill/Diaz 7/0/0) to approve all Title 1 expenditures as listed on the expenditure request sheet.

III. Discussion/Information

1. Budget Reports
 - a. Categorical budgets were reviewed and discussed
2. Training Topic:
 - a. District Parent Involvement Policy
 - o Members reviewed and discussed the District Parent Involvement Policy
 - Mrs. Garcia asked for clarification related to parent volunteer policies.
 - b. AUSD Wellness Policy
 - o Members reviewed and discussed the AUSD Wellness Policy
 - Mrs. Morales asked for details related to the Fresh Fruit/Vegetable program. Team agreed that this would be a good program to consider offering at our school for next school year.
3. School Plan (SPSA)
 - a. Implementation Monitoring
 - o Members discussed current implementation of SPSA.
 - Our teachers continue to analyze data and make instructional decisions to support SPSA goals.
 - b. Input Goal 2
 - o Members reviewed SPSA goal 2, 2017-2018 ELPAC student achievement data, EL "at-risk" student data, reclassification data and actions from 2017-2018 SPSA goal 2.
 - Team noted the success of R-FEP students when compared to all other groups.
 - Team discussed the importance of D-ELD and EL support to ensure language acquisition and EL student achievement.
 - 14 EL students were reclassified this month which is an increase compared to all of last year. We hope to reclassify more students in the spring.
 - o SPSA goal 2 was not met for 2017-2018.
 - o Members reviewed input from ELAC and staff, discussed and provided input for the proposed 2018-2019 SPSA goal 2.
 - Team discussed the importance of supporting EL student achievement in reading and writing.
 - Mrs. Morales noted that often EL students appear to be "fluent" in conversation, but that the academic rigor required for reading and writing is more challenging and often reveals the need for deeper development of language.
 - Proposed SPSA Goal:

- ✓ By June 2019, the percent of students performing at the moderately developed or well developed level in overall written language performance on ELPAC will increase by 10%.
 - All members were in agreement with the proposed goal.
- Proposed actions: coach support for teachers; professional development focused on ELA/ELD frameworks and Designated/Integrated ELD; parent training—ELAC, CABE, Family Nights; additional intervention/tutoring support for EL students; continued instructional focus on small group instruction, reading and oral language production during D-ELD
 - ✓ Additional recommendations included:
 - Mrs. Morales suggested that after/before school tutoring may support EL students. Team agreed this may be beneficial for students.
 - ✓ All members agreed with the proposed actions and recommendations to support SPSA goal 2 for 2018-2019.
- 4. Parent Committee Reports
 - a. ELAC Report
 - ELAC minutes from November were distributed for review.
 - December ELAC highlights included: reclassification update, DELAC report, input for SPSA goal 2, AUSD parent involvement policy and AUSD Wellness policy.
 - Next ELAC meeting will be January 15th.
 - b. PAC Report
 - Mrs. Garcia shared information from the November PAC meeting.
 - November PAC highlights included: Student achievement reports and CA Schools Dashboard report. District data revealed that math instruction is an area in need of improvement.
 - Handouts from the PAC meeting were distributed for review. PAC minutes from November will be distributed for review when available.
 - Next PAC meeting will be January 23, 2019.
- 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent professional development included: grade level collaboration and selection of common math assessment and SPSA goal 2 input.
 - Paraprofessional meetings will begin in January/February.
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Family Science Night. Upcoming parent involvement opportunities include: Mobile Dairy Assembly (Dec 13th), Choir Performance (Dec 14th), Principal's Coffee (Jan 11th)
 - c. Interventions
 - Skill based literacy intervention blocks were recently adjusted and are occurring in all grade levels.
- 6. Principal's Report
 - a. Upcoming events include:
 - Christmas Break—Dec 18th—Jan 4th
 - Spelling Bee—Jan 9th at 9am
 - Teacher Work Day: No School—Jan 18th
 - MLK Day: No School—Jan 21st
- IV. Hearing Session/Public Comments
 - 1. The following additional discussion was brought forward:
 - a. Team discussed options for increasing parent communication related to school events. The possibility of having a "Stokoe Dojo" or "Stokoe Remind" will be explored.
 - b. Team discussed district policies related to meals and student balances. CNS communicates directly with parents when balances accrue. All students will be served a meal regardless of the balance owed by parents.
 - 2. Flyers for Half Time Program in February were distributed.
- V. Adjournment: Action Item
 - 1. It was motioned/seconded/carried (Morales/Hernandez 7/0/0 to adjourn the meeting at 5:00pm.

The next School Site Council meeting is scheduled for January 16, 2019



Stokoe Elementary

School Site Council Elementary Sign In Sheet December 12, 2018

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michele Morales		Teacher	
Ginger Primmer		Teacher	
Judy O'Neill		Teacher	
Susan Perez		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Christina D'Carpio		Parent/Community Member	
Maribel Hernandez		Parent/Community Member	Chairperson
Adriana Garcia		Parent/Community Member	Secretary
Lorena Diaz		Parent/Community Member	
Mimi Boimbo		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, November 28, 2018

3:15 p.m. Room FRC

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order**
 - 2. Establishment of Quorum**
 - 3. Pledge of Allegiance**
 - 4. Welcome**
- II. Action Items**
 - 1. Minutes of Meeting held October 17, 2018**
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)**
- III. Discussion/Information**
 - 1. Budget Reports**
 - 2. Training Topic:**
 - a. Uniform Complaint Procedures**
 - 3. School Plan (SPSA)**
 - a. Input Goal 1.2**
 - b. Achievement Data Reports: SBAC**
 - 4. Parent Committee Reports**
 - a. ELAC Report**
 - b. PAC Report**
 - 5. Program Reports**
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)**
 - b. Parent and Family Involvement Opportunities**
 - c. Interventions**
 - 6. Principal's Report**
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for December 12, 2018



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, November 28, 2018

3:15 p.m. Room FRC

MINUTES

- I. **Introductory Procedures**
 1. Meeting was called to order at 3:24pm.
 2. Establishment of Quorum: Quorum was established with 6 out of 10. The following members were present: Francine Ramirez, Michele Morales, Susan Perez, Maribel Hernandez, Lorena Diaz and Adriana Garcia.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. **Action Items**
 1. No revisions were noted in the October 17, 2018 minutes:
 - a. It was motioned/seconded/carried (Perez/Morales 6/0/0) to approve the minutes.
 2. The following revisions were noted in the October 23, 2018 minutes:
 - a. Item I, bullet point 2 should read "Adriana" not "Adrianna".
 - b. It was motioned/seconded/carried (Hernandez/Diaz 6/0/0) to approve the minutes as revised.
 3. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - b. It was motioned/seconded/carried (Hernandez/Morales 6/0/0) to approve all Title 1/LCFF-LI expenditures as listed on the expenditure request sheet
- III. **Discussion/Information**
 1. **Budget Reports**
 - a. Categorical budgets were reviewed and discussed.
 2. **Training Topic:**
 - a. **Uniform Complaint Procedures**
 - o Members reviewed and discussed the Uniform Complaint Procedures
 3. **School Plan (SPSA)**
 - a. **Input Goal 1.2**
 - o Members reviewed SPSA goal 1.2, 2017-2018 student achievement data reports from SBAC Math and actions from 2017-2018 SPSA goal 1.2.
 - Data indicates that math is an area in need of improvement
 - o SPSA Goal 1.2 was not met for 2017-2018.
 - o Members reviewed input from ELAC and staff, discussed and provided input for the proposed 2018-2019 SPSA goal 1.2
 - Proposed goal 1.2: By June 2019, 30% of students will demonstrate growth in number sense when comparing pre-assessment and post-assessment as measured by Mini MAC assessments.
 - ✓ All members were in agreement with the proposed goal.
 - Proposed actions: coach support for teachers; professional development focused on conceptual understanding and application of Standards for Mathematical Practice (SMP); routine use of Number Talks, Number Strings and/or mental math strategies; Parent training—Kinder Camp and workshops to support math; small group instruction for remediation
 - ✓ Additional recommendations included:

- Mrs. Morales suggested that "ongoing opportunities for teachers to discuss math strategies, calibrate scoring of assessments and cognitively plan lessons to support math instruction" be added to the list of actions

✓ All members agreed with the proposed actions and recommendations to support SPSA goal 1.2 for 2018-2019.

4. Parent Committee Reports

a. ELAC Report

- ELAC minutes from October were distributed for review.
- Nov. ELAC highlights included: student achievement data reports (Math CFAs), SPSA goal 1.2 input and Uniform Complaint Procedures.
- Next ELAC meeting is December 12th.

b. PAC Report

- Mrs. Garcia provided a summary from the October PAC meeting. The importance of parent input and involvement at the district level was emphasized.
- October PAC highlights included: Purpose of PAC, bylaws review, consolidated application, election of officers and LCAP.
- PAC minutes from October were distributed for review.
- Next PAC meeting is November 28th.

5. Program Reports

a. Professional Development Opportunities (Paraprofessionals, Teachers)

- Recent staff professional development included: CAASPP supports and accommodations, SPSA goal 1.2 input and teacher collaboration.
- Paraprofessional meetings will begin in January.

b. Parent and Family Involvement Opportunities

- Recent parent involvement opportunities included: Principal's Coffee and Parent Involvement Week.
- Upcoming parent involvement opportunities include: Family Science Night (Nov 29th)

c. Interventions

- Skill based literacy intervention blocks are occurring in all grade levels

6. Principal's Report

a. Upcoming events include:

- Flag Ceremony—November 30th at 9am
- Choir Performance: Festival of Lights—December 6th 530pm
- Half Time Winter Showcase—December 10th 5pm
- Kindergarten Holiday Performance—December 12th 930am
- Mobile Dairy Assembly—December 13th 9am/950am
- Winter Choir Performance—December 14th 9/950am
- Minimum Day—December 14th
- Christmas Break—December 17th – January 4th

IV. Hearing Session/Public Comments

1. The following discussion was brought forward:

- a. Members agreed to appoint replacements for Virginia Primmer, Christina D'Carpio and Mimi Boimbo since they have not attended any SSC meetings this year. The goal will be to appoint replacements for those positions no later than the January 16th SSC meeting.
- b. Flyers for Family Science Night and the Half Time during February break were distributed.

V. Adjournment: Action Item

- 1. It was motioned/seconded/carried (Morales/Diaz 6/0/0) to adjourn the meeting at 4:50pm.

The next School Site Council meeting is scheduled for December 12, 2018



Stokoe Elementary

School Site Council Elementary Sign In Sheet November 28, 2018

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez	<i>[Signature]</i>	Principal	
Michele Morales	<i>[Signature]</i>	Teacher	
Ginger Primmer		Teacher	
Judy O'Neill		Teacher	
Susan Perez	<i>[Signature]</i>	Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Christina D'Carpio		Parent/Community Member	
Maribel Hernandez	<i>[Signature]</i>	Parent/Community Member	Chairperson
Adriana Garcia	<i>[Signature]</i>	Parent/Community Member	Secretary
Lorena Diaz	<i>[Signature]</i>	Parent/Community Member	
Mimi Boimbo		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Wednesday, October 17, 2018

3:00 p.m. Room FRC

AGENDA

I. Introductory Procedures

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

II. Action Items

1. Approve minutes of meeting held September 26, 2018
2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)

III. Discussion/Information

1. Budget Reports
 2. Training Topic:
 - a. Title 1 Compact
 - b. Stokoe Parent Involvement Policy
 3. School Plan (SPSA)
 - a. Achievement Data Reports: SBAC 2017-2018
 - b. Input Goal 1.1
 - o Achievement Data Reports: DIBELS
 4. Reports from Parent Committees
 - a. ELAC Report
 - b. PAC Report
 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 6. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for November 28, 2018



ALVORD UNIFIED SCHOOL DISTRICT

Stokoe Elementary School

School Site Council

Wednesday, October 17, 2018

3:15 p.m. Room FRC

MINUTES

- I. Introductory Procedures
 1. Meeting was called to order at 3:32pm
 2. Establishment of Quorum: Quorum was not established with 5 out of 10. The following members were present: Francine Ramirez, Michele Morales, Judy O'Neill, Susan Perez and Lorena Diaz.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. Action Items
 1. No revisions were noted in the September 26, 2018 minutes.
 - a. Minutes were not approved because quorum was not established.
 2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures were reviewed and discussed.
 - b. Expenditures were not approved because quorum was not established.
- III. Discussion/Information
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 - o Team discussed evaluating the effectiveness of PLTW to determine if future expenditures are appropriate.
 2. Training Topic:
 - a. Title 1 Compact
 - o Members reviewed and discussed the Title 1 Compact.
 - b. Stokoe Parent Involvement Policy
 - o Members reviewed and discussed the Stokoe Parent Involvement Policy.
 - Mrs. Morales noted that equity training might be beneficial to staff.
 - Mrs. Perez and Mrs. Diaz commented that a school newsletter would be beneficial.
 3. School Plan (SPSA)
 - a. Achievement Data Reports: SBAC 2017-2018
 - o Members reviewed and discussed student achievement trends from the 2017-2018 administration of SBAC for ELA.
 - Members noted that students make progress each year, but that three trends are stagnant.
 - b. Input Goal 1.1
 - o Members reviewed SPSA goal 1.1, 2017-2018 DIBELS achievement data, and actions from 2017-2018 SPSA goal 1.1
 - o SPSA goal 1.1 was not met for 2017-2018.
 - o Members reviewed input from ELAC and staff, discussed and provided input for the proposed goal 1.1 for SPSA 2018-2019.
 - Members agreed that our new goal should be measurable and should address the achievement of students at/above grade level as well as students performing below grade level.
 - Mrs. Morales noted that the new curriculum seems more rigorous and may support students more effectively in ELA.
 - Mrs. Perez commented on the need for increased parent training opportunities.
 - Members discussed the importance of developing consistent systems for small group and intervention instruction to improve results.
 - Proposed SPSA Goal:




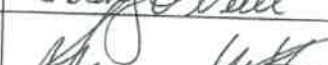
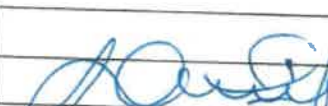
- ✓ By June 2019, 55% of students will perform at or above grade level on end of year DIBELS.
- ✓ By June 2019, 15% of students requiring strategic or intensive support in reading will increase one performance level when comparing beginning of year DIBELS with end of year DIBELS.
- ✓ All members were in agreement with the proposed goal.
- Proposed actions: coach support for teachers, intervention blocks for targeted literacy instruction to remediate or extend learning (including additional hours for support staff), professional development focused on ELA/ELD frame work, close reading skills, small group instruction, parent training (Kinder Camp and other workshops to support literacy), celebrate student progress on DIBELS, small group targeted instruction in classrooms, support from literacy coach.
- ✓ Additional recommendations included:
 - More in depth training for the new Wonders ELA curriculum
 - Explore options for after school tutoring
- ✓ All members agreed with the proposed actions and recommendations to support SPSA goal 1.1 for 2018-2019.
- 4. Reports from Parent Committees
 - a. ELAC Report
 - ELAC minutes from October will be distributed for review next month.
 - October ELAC highlights included: Approval of bylaws; Parent Training: ELAC Roles and Responsibilities; Achievement data reports (SBAC, tutoring, DIBELS); SPSA Goal 1.1 input; Title 1 Compact and Stokoe Parent Involvement Policy.
 - Next ELAC meeting will be November 14th.
 - b. PAC Report
 - First PAC meeting will be October 24th.
- 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - Recent staff professional development included: SPSA Goal 1.1 input, SST forms and procedures, Science Fair
 - Paraprofessional meetings will begin in November.
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Principal's Coffee and Parent Teacher Conferences.
 - Upcoming parent involvement opportunities include Principal's Coffee (Nov 9th) and Science Fair Information Meeting (4th/5th grades)/ Family STEM/Science Night (Nov 29th)
 - c. Interventions
 - Skill based literacy intervention blocks are occurring in all grade levels.
- 6. Principal's Report
 - a. Upcoming events include:
 - Red Ribbon Week—Oct 22nd – 26th
 - PTA Movie Night—Oct 26th 6pm
 - Flag Ceremony—Oct 26th (TK-2nd 9am/ 3rd-5th 950am)
 - Storybook Costume Parade—Oct 31st at 9am
 - Veteran's Day—Nov 12th
 - Parent Involvement Week—Nov 13th – 16th
- IV. Hearing Session/Public Comments
 - 1. The following additional discussion was brought forward:
 - a. Members agreed that an emergency SSC meeting to approve proposed expenditures was necessary. Members agreed to meet on Tuesday, October 23rd at 815am.
- V. Adjournment: Action Item
 - 1. Meeting adjourned at 4:51pm

The next School Site Council meeting is scheduled for November 28, 2018



Stokoe Elementary

School Site Council Elementary Sign In Sheet October 17, 2018

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michele Morales		Teacher	
Ginger Primmer		Teacher	
Judy O'Neill		Teacher	
Susan Perez		Other Staff	Vice-Chairperson
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Christina D'Carpio		Parent/Community Member	
Maribel Hernandez		Parent/Community Member	Chairperson
Adriana Garcia		Parent/Community Member	Secretary
Lorena Diaz		Parent/Community Member	
Mimi Boimbo		Parent/Community Member	
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erik Ramirez		AP	



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
October 10, 2018
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC #2a
 - ii. Election of ELAC Officials for the 2018-2019 School Year
 - iii. Election of DELAC Representatives for the 2018-2019 School Year
- III. Dialogue and Action/Training
 - a. Functions, Rights, and Responsibilities of Parents (EL 2f)
 - b. SPSA/SSC Input and Update (EL 4d, 4d2 & 9)
 - c. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - d. School Attendance (EL4c2 & 9)
 - e. Needs Assessments for ELD Program (EL2e1)
 - f. Review Bylaws
 - g. ELPAC/Results Review
 - h. DELAC Report
- IV. Open Session
- V. Closing
 - a. Next Meeting will be November 14, 2018 at 8:45am in the Family Resource Room
 - b. Closing

***Indicates Action must be taken**



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
October 10, 2018

I. Introductory Procedures:

- a. Meeting was called to order at 9:02am
- b. Parents were asked to sign in
- c. Pledge of Allegiance was recited

II. Action Items:

1. Agenda:

- a. Election of new members ELAC (#2a)
 - i. All parents listed on the sign in were presented and elected as new ELAC members for the 2018-2019 School Year. Ms. Frias made 1st motion, and Gabriela Ortiz seconded that motion.
 - ii. Election of ELAC Officials: Five members were elected as ELAC Officers. Nereyda Frias/President, Yesenia Lomeli/Vice President, Maria Flores/Secretary. Nereyda made first motion and Yesenia seconded that motion.
 - iii. Election of DELAC Representatives (#2a)-Gabriela Ortiz was elected as the Representative and Yesenia Lomeli was elected as Alternative. Ms. Frias motioned and Ms. Lomeli seconded that motion.
 - iv. Review and Approve Minutes from meeting on April 11, 2018. Ms. Frias, President motioned to approve minutes. Ms. Yesenia Lomeli seconded that motion.

III. Dialogue and Action/Training

- a. SPSA/SSC Input and Update (El 4d, 4d2, & 9)
 - i. Mrs. Francine Ramirez reviewed the purpose, function and details related to SPSA/SSC:
 1. SSC is comprised of 10 elected members—5 staff and 5 parents.
 2. SSC reviews programs, services and achievement data to develop and approved the school plan (SPSA). SSC also approves categorical expenditures that exceed \$500. A quorum of at least 6 SSC members is required to approve expenditures.
 3. A summary of the SPSA goals from 2017-2018 was reviewed and discussed. ELAC members will provide input for each goal over the next 4 months. SSC will approve the SPSA in February.
 4. Student achievement data from 2017- 2018 ELA SBAC and DIBELS were shared and discussed.
 5. Members discussed proposed SPSA actions, staff recommendations and provided input for the development of the new SPSA 1.1 ELA goal. Members agreed with the proposed actions and the staff recommendations of having a two part goal to address ongoing student achievement at/above grade level and to monitor student progress for those performing below grade level.
 - a. Ms. Frias mentioned that she really liked looking at the data so that we can better help improve the academic skills of our students.
 - ii. Mrs. Ramirez reviewed and discussed Title 1 Compact and Parent Involvement Policy.
 1. Both documents are revised every two years. Current documents will remain in effect for this school year and the next.
 2. Title 1 Compact is distributed during Parent-Teacher Conferences
 3. The Parent Involvement Policy is available online.
 - iii. Minutes from September SSC meeting were distributed for review.
- b. LCFF-EL Budget Discussion: Mrs. Ramirez reviewed the LCFF-EL budget and proposed expenditures. Proposed expenditures include: ELF stipend, Bilingual Assistants, instructional resources/materials and parent participation in CABE. The parents thought that CABE was a wonderful opportunity.
- c. School Attendance (EL4c2 & 9) Ms. Ramirez share the importance for school attendance and our goal as a school. An incentive plan is being developed to improve our attendance.
 - i. Ms. Frias thought that it was a wonderful idea and the other parents agreed. Members liked the idea of having incentives for their students.
- d. Needs Assessment for ELD (#2e1) The purpose of a needs assessment was explained. Parents discussed options and agreed on the following topics: Reclassification, ELPAC, Strategies to support Math, Strategies to support and Language Arts, and Strategies to support homework. Parents are also interested in information related to adult ESL classes.
- e. Review Bylaws (ELA4): Mrs. Ramirez reviewed ELAC bylaws and referenced each Section and Article. ELAC bylaws will be adopted and approved during November ELAC meeting.

- f. ELPAC/RESULTS Review: Mr. Diaz explained how the shift from CELDT to ELPAC impacts student scores. The level of rigor required for ELPAC is higher. Parents should not to be very concerned with the shift in results because the two tests cannot be compared. Performance levels were explained and presented.
- g. DELAC Report: There was no report for this meeting.

. Open Session

- 1. No additional suggestions or concerns were brought forward.

V. Adjournment/Closing:

- 1. Next meeting: November 14, 2018 at 845am.
- 2. Meeting adjourned at 11:02am. Nereyda Frias Motioned and Maria Flores seconded.

[illegible]



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
November 13, 2018
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC #2a
 - ii. Election of ELAC Officials for the 2018-2019 School Year
 - iii. Election of DELAC Representatives for the 2018-2019 School Year
- III. Dialogue and Action/Training
 - a. Review and Approve Minutes
 - b. SPSA/SSC Input and Update (EL 4d, 4d2 & 9)
 - i. Input for SPSA Goal 1.2
 - c. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - d. Policies: Uniform Complaint Procedures
 - e. School Attendance
 - f. CABE Information
 - g. Needs Assessments for ELD Program (EL2e1)
 - h. DELAC Report
- IV. Open Session
- V. Closing
 - a. Next Meeting will be December 12, 2018 at 8:45am in the Family Resource Room
 - b. Closing

*Indicates Action must be taken



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
November 13, 2018

I. Introductory Procedures:

- a. Meeting was called to order at 9:02am
- b. Parents were asked to sign in
- c. Pledge of Allegiance was recited

II. Action Items:

1. Agenda:

- a. Election of new members ELAC (#2a) Mr. Esteban Lomeli was elected as a new member. Ms. Ortiz motioned and Ms. Lomeli seconded that motion.
- i. All parents listed on the sign in were presented and elected as new ELAC members for the 2018-2019 School Year.
- b. Review and Approve Minutes from meeting on October 10, 2018.
 - i. Gabriela Ortiz motioned to have the minutes approved. Ysenia Lomeli seconded the motion.
- c. Review and approve Bylaws
 - i. Ms. Ortiz motioned to have the Bylaws approved and Ms. Lomeli seconded that motion.

III. Dialogue and Action/Training

- a. SPSA/SSC Input and Update (El 4d, 4d2, & 9)
 - ii. Mrs. Francine Ramirez reviewed the purpose, function and details related to SPSA and SSC.
 - SSC minutes from September and October were distributed for review.
 - iii. Student achievement reports for SPSA Goal 1.2 Math were shared and discussed.
 - Math will be a site focus for improvement.
 - The lack of an adopted math curriculum and consistency of implementation are possibly impacting our math scores
 - ✓ Ms. Ortiz mentioned that she really liked looking at the data so that we can better understand and help improve the academic skills of our students.
- b. LCFF-EL Budget Discussion:
 - a. Mrs. Ramirez reviewed the LCFF-EL budget and proposed expenditures.
- c. School Attendance (EL4c2 & 9)
 - a. Ms. Ramirez share the importance for school attendance and our goal as a school. An incentive plan is being developed to improve our attendance. Our goal as a school continues to be to reach 97%. We reached 96% but we are still below our goal. We have developed a site attendance plan with incentives to recognize individual students and recognizing classes for perfect attendance.
- d. CAFE information.
 - a. The parents were very interested in attending CAFE. Mr. Diaz explained that there are workshops and that parents have the opportunity to network and see what other districts and schools are implementing.
- e. Needs Assessment for ELD (#2e1)
 - a. The purpose of a needs assessment was explained. Parents discussed options and agreed on the following topics: Reclassification, ELPAC, Strategies to support Math, Strategies to support and Language Arts, and Strategies to support homework. Parents are also interested in information related to adult ESL classes.
- f. DELAC Report: Ms. Ortiz and Ms. Lomeli shared information from the DELAC meeting.
 - a. The Principal from Valley View provided information on programs and services offered at Valley View. Some of the programs included: AVID, School Nights, Reclassification/LCAP, Parent Tutoring, and their Dual Immersion program.
 - b. Ms. Lomeli mentioned that she really enjoyed hearing what they do at other schools because it gives us ideas about what we can implement here.

IV. Open Session

1. No additional suggestions or concerns were brought forward.

V. Adjournment/Closing:

1. Next meeting: December 12, 2018 at 845am.
2. Meeting adjourned at 9:45am. Nereyda Frias Motioned and Maria Flores seconded.



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
December 12, 2018
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC (EL4a)
 - ii. Approval of Minutes
- III. Dialogue and Action/Training
 - a. SPSA/SSC Input and Update (EL 4d, 4d2 &9)
 - i. Input for SPSA Goal 2 EL
 - ii. EL Program Recommendations (EL4d, 4d2 &9)
 - b. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - c. AUSD Parent Involvement Policy
 - d. AUSD Wellness Policy
 - e. School Attendance
 - f. CAFE Information
 - g. Needs Assessments for ELD Program (EL2e1)
 - h. Reclassification News
 - i. DELAC Report
- IV. Open Session
- V. Closing
 - a. Next Meeting will be January 16, 2019 at 8:45am in the Family Resource Room
 - b. Closing

***Indicates Action must be taken**



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
December 12, 2018

I. Introductory Procedures:

- a. Meeting was called to order at 9:04am
- b. Parents were asked to sign in
- c. Pledge of Allegiance was recited

II. Action Items

1. Agenda:

- a. Election of new members ELAC (#2a)
- b. Approval of November minutes. Minutes were reviewed and approved. Ms. Lomeli made a motion to approve and Ms. Ortiz seconded the motion.

III. Dialogue and Action/Training

- a.
 - i. SPSA/SSC Input and Update (EI 4d, 4d2, & 9) Ms. Ramirez used the data that was shown to our staff in one of our Staff Development meetings. The parents had the opportunity to see our Language Arts progress from three years ago to current. We reviewed our SBAC progress as well as the Reclassification data. We also took the time to review some of the ELPAC numbers. Ms. Ortiz asked about how "at risk" students were serviced and how it was decided that they belong to that category. Mr. Diaz explained that criteria. He went on to explain that we also have a designated time for ELD students and that we also have BIA's to assist with extra support. The main focus for these students is overall written language and reading.
 - ii. EL Program Recommendations (EL4d, 4d2 & 9) Ms. Ramirez explained to the parents what our second goal focus was for the school year. She went on to explain that the teachers and SSC decided to focus on overall written language and reading. Our goal for the year is to increase our percentages to 10%. After reviewing the data with them the parents agreed that 10% was a good number.
- b. LCFF-EL Budget Discussion: Mrs. Ramirez reviewed the LCFF-EL budget and proposed expenditures. Proposed expenditures include: ELF stipend, Bilingual Assistants, instructional resources/materials and parent participation in CABE. The parents thought that CABE was a wonderful opportunity.
- c. Parent Involvement (EL4c2 & 9) Parents were notified that the Parent involvement agreement was sent home and the parents were to sign and return.
- d. AUSD Wellness Policy (#2e1) A flyer was given to the parents with the Wellness Policy. It was reviewed and explained by Ms. Ramirez.
- e. School Attendance (ELA4): ELPAC/RESULTS Review: Ms. Ramirez talked about the importance of attendance. We reviewed the policy and the incentives for the students if they meet perfect attendance for the month.
- f. CABE Information: Mr. Diaz explained the wonderful opportunity that parents have in attending CABE in the spring. Ms. Ortiz, Ms. Lomeli, and Mr. Lomeli seemed interested in attending.
- g. Needs Assessments for ELD Program (EL2e1) The parents requested that ELPAC be the focus in the coming months for our schools Needs Assessment since the students will be taking the test soon. They wanted to know how they can better prepare their students for the test.
- h. Reclassification News: Mr. Diaz spoke to the parents about the 14 students that we reclassified in the fall. The parents seemed to express pride in that accomplishment.
- i. DELAC Report: Ms. Ortiz and Ms. Lomeli reported on the DELAC meeting they attended in the month of November. They told us about Collet's Principal Mr. Chaparro and what he presented about his school. They gave us ideas about how they celebrate the students and parents that are reclassified and the parent workshops that they have available.

IV. Open Session

1. The parents were interested in School Site Council and were told about the next meeting. Ms Ortiz also expressed to the other parents about attending the Board Meetings at the District.

V. Adjournment/Closing:

1. Next meeting: January 15, 2019 at 845am.
2. Meeting adjourned at 10:11. Gabriela Ortiz Motioned and Ysenia Lomeli seconded.

[illegible]



Alvord Unified School District
Phillip M. Stokoe Elementary School
English Learners Advisory Committee
January 15, 2018
8:45am Family Resource Room



Agenda

- I. Introduction Procedures
 - a. Call to order
 - b. Welcome/Attendance
 - c. Pledge of Allegiance
- II. Matters that need immediate Action:
 - a. Agenda
 - i. Election of new members ELAC (EL4a)
 - ii. Approval of Minutes/Dec 12th, 2018
- III. Dialogue and Action/Training
 - a. SPSA/SSC Input and Update (EL 4d, 4d2 &9)
 - i. Input for SPSA Goal 3 EL (Attendance)
 - ii. EL Program Recommendations (EL4d, 4d2 &9)
 - b. School Site Council Update
 - c. Training for EL Topic from needs assessment item (EL4c)
 - d. CABE Information
 - e. DELAC Report
- IV. Open Session
- V. Closing
 - a. Next Meeting will be February 20, 2019 at 8:45am in the Family Resource Room
 - b. Closing

***Indicates Action must be taken**

"All Students will realize their unlimited potential."



Alvord Unified School District
Philip M. Stokoe Elementary School
English Learners Advisory Committee
Minutes
January 15, 2019

- I. Introductory Procedures:
 - a. Meeting was called to order at 9:04am
 - b. Parents were asked to sign in
 - c. Pledge of Allegiance was recited
- II. Action Items
 1. Agenda:
 - a. Election of new members ELAC (#2a) Ms. Ortiz brought it to our attention that our past members have not been to the last two meetings. We will recruit parents and attempt to fill vacant positions.
 - b. Approval of December minutes. Minutes were reviewed and approved. Ms. Lomeli made a motion to approve and Ms. Ortiz seconded the motion.
- III. Dialogue and Action/Training
 - a.
 - i. SPSA/SSC Input and Update (EI 4d, 4d2, & 9) The focus for this month's meeting was our Attendance Goal, Goal 3. Ms. Ramirez reviewed attendance, suspension and expulsion data and trends. The parents were pleasantly surprised that EL students have the highest attendance percentages. Ms. Lomeli mentioned that she had no idea the data would show that. Ms. Ortiz asked for clarification regarding suspension/expulsion trends. Mr. Diaz explained the changes in the law in regards to suspensions and the hiring of counselors at the elementary school level.
 - ii. EL Program Recommendations (EL4d, 4d2 & 9) Our focus will continue to be on the upcoming ELPAC Test. Ms. Ortiz mentioned that she would like to see if parents can do walk-throughs during the designated ELD time to see how the teachers help our students. She remembered that we did that last year for one of our meetings.
 - b. School Site Council Update: Ms. Ramirez distributed minutes from the December 12th SSC meeting. Parents noted the alignment between ELAC and SSC meeting topics. Ms. Lomeli mentioned that she liked to give input on Goal 2 in regards to our SPSA goal for our EL "At Risk" Students.
 - c. Training for EL Topic from needs Assessment (EL 4c) During our February meeting we will be talking more about ELPAC and the administering of test.
 - d. CAFE information: The parents were told about CAFE and were given a flyer. Ms. Ortiz, Ms. Lomeli, and Mr. Lomeli are interested in attending. They will be registered to attend.
- IV. Open Session
 1. The parents wanted clarification on the Absent and Tardiness Policies. Mr. Diaz reviewed policies related to attendance. The gate closes at 8:45am. Students arriving after 8:45am are required to enter through the office and receive a late ticket from the staff.
- V. Adjournment/Closing:
 1. Next meeting: February 20, 2019 at 845am.
 2. Meeting adjourned at 9:45. Gabriela Ortiz Motioned and Ysenia Lomeli seconded.

