

2018-2019
School Plan for Student Achievement (SPSA)

Terrace Elementary School

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

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

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

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Programs

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

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


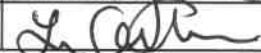
* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 - ☒ English Learner Advisory Committee: 10.31.18
 - ☒ Leadership Team/Department Advisory Committee: 12.4.18
 - ☒ Other committees established by the school (LIST): Action Team for Partnership, 2018-2019 Staff
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: 2.19.19

Attested:

Typed Names:	Signature:	Date:
Principal: Emily M. Devor, Ed.D.		2-19-19
SSC Chairperson: Lisa Gardner		2/19/19

School Profile (Elementary Schools)

Purpose

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

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	0 (0.0%)	0 (0%)	0 (0%)
Asian	6 (0.9%)	3 (0.5%)	2 (0.3%)
Pacific Islander	0 (0.0%)	2 (0.3%)	2 (0.3%)
Filipino	0 (0.0%)	0 (0%)	0 (0%)
Hispanic or Latino	604 (92.2%)	623 (94.5%)	647 (94.2%)
African American	18 (2.8%)	8 (1.2%)	17 (2.5%)
White (not Hispanic)	21 (3.2%)	19 (2.9%)	14 (2.0%)
Multiple or No Response	6 (0.9%)	4 (0.6%)	5 (0.7%)
English Learners (EL)	388 (60.9%%)	407 (60.6%%)	395 (57.5%)
Socio-Economically Disadvantaged (SED)	589 (92.8%)	591 (89.7%)	616 (89.7%)
Students with Disabilities	42 (6.6%)	57 (8.6%)	60 (8.7%)
Total Enrollment	655	659	687

Datasource

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

The Alvord Unified School District covers roughly thirty square miles and serves over 19,000 students in the western portion of the city of Riverside and a smaller portion of eastern Corona in the County of Riverside. Local businesses 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. Currently there are twelve elementary schools serving students in grades pre-K through 5, four intermediate schools (grades 6-8), two comprehensive high schools (grades 9-12) and one alternative/continuation high school program, including adult education. The school district also works collaboratively with the City of Riverside, Department of Parks and Recreation, Riverside Community College, La Sierra University, UCR.

Terrace Elementary is located in western Riverside in the northern section of the Alvord Unified School District and was built in 1957 to serve approximately 450 students. Currently the school serves approximately 690 students. Approximately ninety percent of the school population participates in NSLP. English Language Learners represents 62% of the student population. 94% of our students are Hispanic, 2% are White, 2.5% are African American, 0.3% Asian, and the remaining students are American Indian, Filipino, Pacific Islander or no response. GATE students are currently identified at the beginning of 3rd grade and are served in 3rd, 4th and 5th grades. Students receiving indirect special education services are served by a resource specialist and speech/language specialist. Current enrollment at Terrace is as follows:

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	127	130	143	140	130

1	112	102	114	111	122
2	79	106	104	114	103
3	108	78	99	103	117
4	108	113	82	99	109
5	129	108	113	92	106

Facilities and Technology

Terrace Elementary has 33 classrooms that have internet access and a minimum of 3-5 computers per classroom. There are 9 mobile laptop carts which include a minimum of 30 computers each shared by various classrooms. In addition, there are 4 class sets of iPads used in DLI classrooms. All classroom computers can be used for all computer adapted technologies and interventions and are connected to the district's CCC. There is one computer lab available for classroom use. All classrooms have access to a TV and DVD player, color inkjet printer, a laptop, and a document camera. Many classrooms have "Smart Boards" for interactive lesson delivery. All teachers have iPads which are used for as instructional tools in whole and small group settings. The library has approximately 17,000 books at reading levels that range from Kindergarten through 8th grade. All classes are using the Accelerated Reading program which is supported by our library collection. In the last couple of years, the library has added sufficient number of books to support more non-fiction and bilingual text for all grade levels.

Instructional Minutes

Students receive 202 instructional minutes in Kindergarten, 300 minutes in grades 1-3, and 320 minutes in 4-5. Students receive the recommended daily instructional minutes in Language arts instruction: Kindergarten has 60 minutes, Grades 1-3 have 150 minutes and in Grades 4-5 have 120 minutes. Students receive 50-60 minutes of mathematics instruction.

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities

Our priorities are: students, teachers and instructional content.

District Values

- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision

The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

School Climate

Our school climate is based on the premises of college readiness. Students are supported each and everyday with college symbolism and messages. Each classroom hangs a college flag and has a college wall which shows students as college graduates, has a college bulletin board, and has regular college conversations. Terrace is in their seventh year as a member of the nationally recognized No Excuses University Network and 2nd year implementation of AVID Elementary. Our staff and students are able to network with other NEU schools to support one another in providing all students opportunities to learn and be college bound.

In order to create a school climate that fosters success for all, we have adopted the publicly recognized Positive Behavior Intervention Support systems. This was designed in partnerships with staff, parents, and the after-school program staff to develop universal expectations of ensuring all Terrace scholars are responsible, respectful, safe, and college ready. PBIS also has assisted the Terrace community to recognize the needs to establish behaviors and social skills as a means of correction of behavior. The social skills are covered daily via announcements, but more explicitly during the first 20 days of school. The Character Counts program continues to provide a framework for ethical living and improving the quality of life for all children. Student behavior expectations are based on the six pillars of character: responsibility, citizenship, fairness, caring, respect, and trustworthiness. These expectations are promoted through our monthly flag ceremonies, awards ceremonies, cross-age tutoring, book buddies, daily announcements, and service activities. Students at Terrace School know that “Cougar Character Counts.”

Parent Participation

Parents are an important part of the school community and many efforts are made to include them in the successful operation of the school. PTA, ELAC, ATP, and SSC parent groups work collaboratively to ensure that school goals are met. In addition, parents are encouraged to attend Parent Universities to build their own capacity with literacy, math, homework, behavior, etc. Communication with our parents is enhanced by our telephone broadcast system, website, fliers (via paper and Peachjar), and social media. We assist parents with various health and social service needs by hosting an annual “Health Fair” with information provided by representatives from over twenty different community agencies. The vendors who participate in the fair are then invited to meet with parents on more specifics to the types of resources available in the community. The Terrace staff is committed to parent participating as a means to ensure student success for all students.

School Leadership Team

Terrace identifies their leadership team as Cougar Connectors. They are facilitators in guiding their grade level team in effective collaboration, data analysis, and lesson planning. The Connectors meet every other month to plan and implement goals related to increasing student achievement. The Connectors work as a team to implement the concepts of the Professional Learning Community, which facilitates grade level and school-wide collaboration.

Leadership Team 2018-2019

Emily M. Devor, Ed.D., Principal
James Navarro, Assistant Principal
Carla Calderon, Project Specialist/Instructional Coach
Tina Petry, RSP Teacher
Judy Garcia, Kindergarten Teacher
Arsho Gharibian, 1st Grade Teacher
The School Plan for Student Achievement

Tara Irvine, 2nd Grade Teacher
Mariela Morales, 3rd Grade Teacher
Hector Zaldivar, 4th Grade Teacher
Michele Cevallos, 5th Grade Teacher

On off months from Cougar Connectors, AVID Leadership meets to reflect on college and career readiness skills and systems being used within the school. This team is voluntary and is open to all staff who have attended or are interested in learning more about AVID systems.

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.

- Staff collaboration in the development of school Mission and Vision. Clear goals set with on- going evaluation of school progress towards the attainment of

those goals.

- As part of the school reform process, staff has been trained that change is an on-going process.
- Terrace staff is fully implementing the California Common Core State Standards, TK-5
- Teachers do not work in isolation. Weekly grade level meetings are spent collaborating around the results of common periodic assessments, and planning instructional strategies based on the results of that data.
- A full-time Instructional Coach works with all staff in lesson planning, delivery and full implementation of the adopted core programs to improve student achievement.
- 2017-2018 has included a full-time Elementary Literacy Teacher who works primarily with small groups, however, also collaborates with teachers in providing instructional supports on foundational literacy skills.
- Terrace also has one full-time school counselor who works with students, staff, and the Terrace community on social-emotional supports.
- Staff works collaboratively with the principal and academic coach to improve teacher mastery of the CSTP (California Standards for the Teaching Profession).
- Immediate and effective feedback is provided to teachers after formal and informal classroom observations. A primary focus of the principal is to work collaboratively, and congenially in an environment where teachers are continuous learners of the most effective teaching strategies.
- Terrace embraces the principles of Universal Achievement to ensure all students are both academically prepared and college-ready.

Collaboration Process (EPC 5,6,8)

Teachers meet weekly in grade level meetings to collaborate around the five guiding questions of a Professional Learning Community:

- 1) What do we want students to learn to mastery?
- 2) How will we know that they have learned to mastery?
- 3) How will we provide first instruction so that students are likely to achieve mastery the first time?
- 4) How will we support those who do not achieve mastery?
- 5) How will we expand the learning for those who have achieved mastery?

Within this framework, grade level teams analyze the results of periodic common assessments in a collaboratively designed format to make decisions about lesson pacing, lesson design, and to identify student intervention needs. They collaborate on instructional practices and review data to inform instruction twice a month for 60 minutes. In addition, they work together for 60 minutes once a month on staff development topics related to their grade-level curriculum needs. Additionally, grade level teams meet 4 times per year in full-day articulation meetings. (EPC 5,7)

The team of Instructional Leaders made up of the Principal, the Instructional Coach, and the Leadership Team members, meet once a month for 60-90 minutes to plan next steps in creating an effective collaborative process as a means of ensuring continuous improvement in student achievement. This team of leaders also work to develop an environment of trust and collaboration where teachers are seen as expert resources, and are given high levels of appreciation for their hard work.

Cite Research/Resources for Central Focus on School Reform

Leadership Challenge, Kouzes & Posner
 Transforming School Culture, Muhammod, A.
 No Excuses University, Lopez, D.
 Teach Like a Champion by Doug Lemov
 Mindset by Carol Dweck
 No Excuses Leadership by Damen Lopez
 Culture of Poverty by Rudy Payne
 The Common Core Lesson Book (ELA), Owoocki, G.
 The Common Core Lesson Book (Writing), Owoocki, G.
 Thinking Maps

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Emily M. Devor	[X]	[]	[]	[]	[]
Kim Hildebrandt	[]		X		
Christine Ledesma	[]	X			
Doug Allen	[]	X			
Judy Garcia	[]	X			
Noemi Ortega	[]			X	
Yuri Moreno	[]			X	
Erika Ontiveros	[]			X	
Lisa Black	[]			X	
Cruz Cervantes	[]			X	
Numbers of members of each category	1	3	1	5	

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

Leadership Team

Purpose

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

School Leadership Team

The school leadership team meets to plan and implement goals related to increasing student achievement. They work to implement the concepts of the Professional Learning Community which facilitates grade level and school-wide collaboration.

2018-19 Leadership Team	
Name of Members	Title

2018-19 Leadership Team	
Emily M. Devor	Principal
Carla Calderon	Project Specialist/Instruction Coach
Tina Petry	RSP Teacher
Judy Kennedy	Teacher, Kindergarten
Arsho Gharbian	Teacher, 1st grade
Tara Irvine	Teacher, 2nd grade
Janell Ruiz	Teacher, 3rd grade
Hector Zaldivar	Teacher, 4th grade
Michelle Cevallos	Teacher, 5th grade
James Navarro	Assistant 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 are informed of their student's progress through Aeries parent portal, progress reports, deficiency notices, report cards, student work, other school reports, and homework. In addition, parent conferences are held once a year and periodically as needed detailing student progress. Families of academically at-risk students are also involved in SST meetings which occur weekly. Strategies are given to parents to assist with student homework and other ways to help their student achieve academic success. Parents are also encouraged to take part in the Student Success Team process by invite if their student has particular academic or behavior needs being address by the team. Parents receive the annual School Accountability Report Card (SARC) participate in the "parent-teacher-student compact" as required of all Title I schools. This compact states grade level expectations, behavior standards, and ways parents can support the goals of the school.

In addition, there are multiple "Parent University" opportunities for parents to learn how to access grades on-line, read reports, make the most out of parent/teacher conferences, and how to help their child academically at home. All Parent University opportunities are taught by the Instructional Coach, Counselor, and/or Principal. This year the Parent University focus has been on having college conversations with their children at home and how these conversations will lead their students into future success and learning opportunities.

Lastly, the school and district website communicate to parents the activities happening around school (assemblies, field trips, family events, etc.). Research shows high parental involvement increases student achievement. A goal of Terrace

is to keep communication open and accessible to all parents to know when activities are happening at school so they can further participate.

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.

During the 2016-2017 school year, the Terrace leadership team reviewed the California Department of Education Academic Program Survey to analyze the current program and areas of improvement to support student achievement.

Academic Program Survey 2016-2017 indicated that the following Essential Program Components (EPC) are substantially or fully implemented receiving a rating of 3 or 4:

EPC 1: Instructional Program, with exception of 1.5, which identifies the need for systematic intervention system. This is an area of support in the next couple of years.

EPC 2: Instructional Time with exception of 2.6 and 2.7, which includes time for intervention in both RLA and Mathematics

EPC 3: Lesson Pacing Guide is developed and implemented with the use of district Units of Study

EPC 4: Professional Development for School Administrators

EPC 5: Credentialed Teachers and Professional Development Opportunity

EPC 6: Ongoing Instructional Assistance and Support for Teachers

EPC 7.1: Student Achievement Monitoring System

EPC 8: Monthly Collaboration by Grade Level or Program Level for Teachers facilitated by the Principal

EPC 9: Fiscal Support

Areas of Improvement:

EPC 1.5: Intervention within the instructional Program

EPC 2.6: intervention time for RLA

EPC 2.7: Intervention time for Mathematics

EPC 7.2: Student Achievement Monitoring System in the area of Mathematics

Standards, Assessment, and Accountability

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

Teachers begin planning conversations with a focus on a measure of mastery. Teachers develop assessments to support what the students have learned, what they have not learned, and the need for further interventions. Our site uses teacher/grade level created assessments, short cycle assessments, performance tasks, DIBELS, intervention assessments, and state assessments to assess learning. The data analysis is used to modify instructional practices and improve student achievement. As teachers plan they begin with the California Common Core State Standards (CCSS) and district Unit Planning Organizers. These tools are essential to creating plans that reflect the proper instructional rigor. Additionally, teachers use these materials to create short cycle assessments which guide the cycle of teaching and intervention.

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

The teaching staff administers assessments that are aligned to the CCCSS along with appropriate reporting strategies that reflect student success in relation to the standards and associated exit criteria following a District pacing guide. Teachers meet twice monthly (at a minimum) in grade level teams to monitor student progress and modify and improve instruction using common assessments, performance task data, and student work samples. This information is used to make instructional planning decision, evaluate programs, write goals and action plans, and update the SPSSA to better meet the academic needs of students.

Staffing and Professional Development

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

Terrace staff is 100% highly qualified under ESEA legislation.

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

All teachers are fully credentialed and no teachers are mis-assigned. Teachers participate in trainings to provide quality teaching and learning through focused and intentional professional development at the site level, district level, voluntary professional growth opportunities, and conferences. The focus of 2017-2018 for professional development was on ELD And math teaching and learning.

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

Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at district level.

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

Terrace has an instructional coach who works with teachers and provides support for classroom teachers.

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

Terrace Elementary has 100% of its certificated staff meeting highly qualified standards. 100% of its classified staff is highly qualified. The Principal has completed AB 75 training in the adopted core reading/language arts instructional materials. All teachers have received AB 466 training (or comparable) in RLA materials and receive ongoing support from a site reading coach who provides support through attendance at grade level team meetings, modeling lesson delivery of core program components, providing assistance in cognitive planning, and analyzing data. Teachers meet in grade level teams to cognitively plan lessons, analyze student data, share best practices and develop strategies to assist students to meet academic standards.

The ELA/ELD California Framework questions (Figure 2.16-Framing Questions for Lesson Planning) is used to support the collaborative process during structured collaboration times and grade level release days (4 times/year/grade level).

Teaching and Learning

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

The district has adopted State Board of Education approved materials to support the delivery of instruction to meet the state standards. Terrace is implementing the Houghton Mifflin English Language Arts Program with fidelity. This adoption is aligned to the district and state standards and drives the English Language Arts instruction at the school site. Terrace utilizes the newly adopted Harcourt Math program, including district exams based on grade level standards.

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

In accordance with the State Framework, a minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations.

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

District instructional leadership teams have developed unit planning organizers (UPO) for Language Arts and Mathematics to ensure that all students receive the core curriculum for their grade level. At-risk students are provided multiple before/during/after school interventions to support specific learning skills needed. All at-risk students are provided 30 minutes of intervention each day. In addition, students receive before school, during school, and after-school interventions specific to each individual student.

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

Each child is provided with their own textbook/anthology at every grade level. The supplemental Houghton Mifflin English book is also provided at grade 5. Spanish anthologies are available for those students requiring them, to allow for access to the core curriculum K-5. A complete phonics library, and I Love To Read consumable booklets are provided for grades K-2. Grades 3-5 are provided Readers Library books to supplement the core. Houghton Mifflin's Universal Access program allows for differentiation of instruction for students requiring remediation, challenge, and English language development support. Thinking Maps for Writing has been chosen as our school wide writing supplement, with writing instruction aligned to grade level standards. Terrace is utilizing the district's adopted mathematics curriculum, Harcourt Brace. Mathematics instruction is delivered daily for approximately one hour. All students have access to their own mathematics textbook and are provided a consumable math practice book. Science (Pearson/Scott Foresman) and Social Studies (Pearson/Scott Foresman) are integrated into the curriculum in grades K-5 utilizing the adopted textbook and California State Standards and CCCSS as the guide.

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)

Terrace is following the academic standards adopted by the California Board of Education and National Common Core Standards in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards mastery of the CCCSS. In accordance with the CA curriculum guideline, the required minutes are ensured for reading/language arts: 1 hour for Kindergarten, 2.5 hours for grades 1-3 and 2 hours for grades 4-5.

The faculty of Terrace School meets regularly in collaborative grade level teams to review curriculum, instructional practices and instructional materials in reference to the CCCSS. All Terrace students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials, including all textbooks. (EPC 1) Each student is provided with his/her own textbook/anthology and practice book. Teachers use district adopted and supplemental resources to assist students to master State standards. A complete Houghton Mifflin Phonics library is available in each classroom, and I Love To Read consumable booklets are provided for grades K-2. Step Up To Writing is the District adopted writing strategies system to supplement aligned to Houghton Mifflin. All staff are provided core and supplemental instructional materials.

Opportunity and Equal Educational Access

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

Teachers identify at-risk students based on data from assessments and classroom observation of progress in acquiring skills. Students struggling to meet standards are provided with additional help in the classroom and invited to before/after school intervention opportunities. This help is provided during Intervention Block (a 30 min. period at least four times a week), throughout the day, and before/after school intervention for selected students. Teachers analyze student performance data to identify instructional gaps and skills that need to be re-taught. Resources from the core program and from supplemental programs are used to help students acquire the skills they are lacking. Their progress is tracked through regular assessment and monitoring.

14. Research-based educational practices to raise student achievement

As stated above, student performance and products are analyzed to identify instructional gaps and skills that need to be re-taught. Student progress is tracked through regular assessment and monitoring. Additionally, a high priority is placed on first-best instruction. The first time a concept is taught it needs to be done so with excellence and effectiveness. Staff development has focused around important instructional concepts such as maximizing student engagement, utilizing effective strategies for English Learners and at-risk students, building academic language, and utilizing effective scaffolding. Additionally, after-school tutoring and programs are made available to many students providing them with more time and opportunities to learn important concepts and skills. We have incorporated Intervention blocks into the curriculum. Intervention groups meet three times a week for 30 minutes.

Parental Involvement

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

There are a number of resources available to assist under-achieving students. The site uses categorical and general funds to provide pay for teachers providing after-school tutoring. Terrace has a number of before/after-school tutoring classes run by teachers. (READ 180, Imagine Learning, SIPPS, and skill based tutoring).

The site also has a District funded "Half-Time" after school program that provides tutoring, homework help, and enrichment to over 100 students five days a week from 2:15 pm – 6:00 pm (1:00 pm - 6:00 pm on minimum days).

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.

Terrace involves the family and community in a number of ways. A full-time counselor is at Terrace Elementary five days a week. The counselor is available to meet with students, parents, and small groups and also offer classroom presentations throughout the school year as well as parent trainings.

Parent trainings are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Night and Open House are held each year to keep the parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are invited to monthly award ceremonies, flag ceremonies and evening events such as Reading Night, Math Night, PTA activities, DLI Community Events, Performing Arts events, and more. School Site Council, Parent Teacher Association, Action Team for Partnership, and English Learner Advisory Committee also offer parents an opportunity to become involved with the school. These advisory/council groups provide the site with assistance in planning, implementing, and evaluating consolidated application programs.

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards (NCLB) – The site uses categorical funds in many ways to help under-performing students meet standards. These resources are used to purchase supplementary material that is used by classroom teachers, by teachers providing after-school instruction, and by those providing interventions. Categorical funds are used to purchase technology that is used by under-performing students to access skills and concepts with which they need more practice and assistance. Categorical funds also pay for personnel to help under-performing students such as the site's Academic Coach and instructional assistants.

18. Fiscal support (EPC)

The instructional program at Terrace is supported by funding from: Title I, LCFF-LI, and LCFF-EL. In addition to the site allocation of funding, the district categorical funds also support the instructional program. As indicated in the school plan these funds are used to ensure that all students access the core curriculum by supporting, intervention, parent involvement, staff development, and by providing support materials.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? Primary grades will demonstrate an increase in phonics and phonological awareness as measured by DIBELS. Upper grades will demonstrate an increase of reading comprehension and fluency as measured by DIBELS. Both of these goals were achieved through explicit and specific interventions that supported the growth listed in the goal. Foundational skills intervention was provided in primary grades that was taught by Kindergarten teachers and the Elementary Literacy teacher. While upper grades focused their interventions on grouping students to practice more comprehension and fluency skills.

By June 2019, ADA will increase by 5%. This goal was accomplished by the School Counselor having meetings with students and families who had at-risk attendance rates. She worked directly with the families to support them with in and outside school resources.

Establish a college ready culture as a member of the NEU national network of schools. This goal ensures the imperative exposure of college readiness to all students starting at the earliest of ages. Terrace students are committed to being college ready and have developed a positive mindset for them to understand college as an option for each and everyone of them.

ELL will increase in language proficiency as measured by the number of EL's re-classified and a decrease of at-risk English Language Learners. Our reclassification rate included 7 students reclassified in 2016-2017, 11 students in 2017-2018, and 27 students in 2018-2019 (as of January 2019). Staff continues to focus on language acquisition and differentiated instruction to scaffold language.

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?

All grade levels will demonstrate an increase of skills in the areas of problem solving and communicating their learning as measured by performance tasks and common formative assessments was not met. This goal was not met, because there has not been a consistent system to how to approach this goal. SBAC data indicated a continued effort in this area, which was the catalyst for making it the focus on 2018-2019 Release Days. Leadership staff is looking into DIBELS Math as an option for consistent measures of mathematics to better support student achievement and interventions.

Involvement/Governance

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

The SSC, ELAC, and Staff are shared the goals and action steps of the the SPSA several times throughout the school year.

How was the plan monitored during the school year?

The SPSA was monitored during the school year by reviewing the action steps at each School Site Council meeting. Parents and staff were engaged in the action steps and how they supported our progress. Modifications for the SPSA were suggested at that time.

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

The School Site Council and Leadership are hoping for a more direct alignment with the goals of the SPSA to that of the District LCAP. This alignment will ensure each document is reflective of the other.

Description of Barriers and Related School Goals

Barriers at Terrace include, but are not limited to, student exposure and awareness of community resources (i.e. libraries, museums, etc.), language barriers, and internet access. As a school we are committed to providing opportunities for students to be exposed to ideas that enhance their understanding of culture, art, and the community. This may be achieved through assemblies and/or study trips. Over half of our parent population is dominant in a language other than English. This creates a barrier in both parents comfort in attending school functions and assisting their students at home with learning. We support our community by offering English as a Second Language courses, access to front-office bilingual staff, bilingual staff, bilingual library inventory, and community supports. Last, our community is prominently considered economically disadvantaged and sometimes do not have the same access to technology as assumed may be available. Terrace plans activities and communication to not be limited to technology to support families who do not have access. Terrace is committed to removing these excuses and providing interventions to support the challenges.

This year, Terrace has increased by 4 laptop carts, providing additional technological advances for our scholars. Teachers have been trained and are utilizing more within the Google classroom to support teaching and learning. Terrace continues to narrow a barrier of the basic needs of our community with La Tiendita, a community store for any family in need. La Tiendita has been stoked with waters, food, hygiene, and clothing items that parents can access as needed.

Terrace also assists the parents by providing monthly Parent Universities to build the capacity of parents knowledge of school functions. The universities this year included topics that supported the academic learning of Thinking Maps in partnership with Social-Emotional skills. The courses are taught with a collaborative approach between the Instructional Coach and School Counselor. Parents who attend a minimum of 5 parent training's then have an opportunity to graduate form our Terrace Parent University. This is often the only opportunity parents have to sport a cap and gown and show their students what it means to committed to learning. This is a highlighted experience for our students and community. Finally, Terrace prides itself in the involvement of the school community with multiple family functions like Heath Fair, Art/Math/Reading Night, Lunch on the Lawn, Winter Program, and much more.

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	81	99	105	77	97	105	77	97	105	95.1	98	100
Grade 4	114	92	100	112	90	99	112	90	99	98.2	97.8	99
Grade 5	113	115	96	112	113	94	112	113	94	99.1	98.3	97.9
All Grades	308	306	301	301	300	298	301	300	298	97.7	98	99

* 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	2397.6	2391.0	2411.9	8	9.28	18.10	22	20.62	20.95	35	25.77	30.48	35	44.33	30.48
Grade 4	2424.3	2421.8	2426.2	7	7.78	11.11	18	18.89	17.17	25	25.56	28.28	50	47.78	43.43
Grade 5	2478.4	2459.7	2454.7	12	3.54	5.32	26	22.12	20.21	29	32.74	30.85	33	41.59	43.62
All Grades	N/A	N/A	N/A	9	6.67	11.74	22	20.67	19.46	29	28.33	29.87	40	44.33	38.93

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	8	10.31	20.00	53	46.39	41.90	39	43.30	38.10
Grade 4	9	8.89	11.11	42	51.11	52.53	49	40.00	36.36
Grade 5	15	9.73	12.77	46	48.67	44.68	38	41.59	42.55
All Grades	11	9.67	14.77	47	48.67	46.31	43	41.67	38.93

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	10	14.43	23.81	53	48.45	37.14	36	37.11	39.05
Grade 4	8	10.00	10.10	49	46.67	45.45	43	43.33	44.44
Grade 5	22	7.96	7.45	46	51.33	44.68	32	40.71	47.87
All Grades	14	10.67	14.09	49	49.00	42.28	37	40.33	43.62

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	12	11.34	20.00	65	67.01	65.71	23	21.65	14.29
Grade 4	10	11.11	10.10	73	52.22	69.70	17	36.67	20.20
Grade 5	11	7.96	9.57	71	63.72	60.64	19	28.32	29.79
All Grades	11	10.00	13.42	70	61.33	65.44	19	28.67	21.14

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	9	13.40	18.10	65	53.61	55.24	26	32.99	26.67
Grade 4	10	12.22	11.11	54	47.78	59.60	37	40.00	29.29
Grade 5	17	13.27	17.02	63	48.67	43.62	21	38.05	39.36
All Grades	12	13.00	15.44	60	50.00	53.02	28	37.00	31.54

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	81	100	105	79	99	105	79	99	105	97.5	99	100
Grade 4	114	92	100	114	92	100	114	92	100	100	100	100
Grade 5	113	115	96	112	115	95	112	115	95	99.1	100	99
All Grades	308	307	301	305	306	300	305	306	300	99	99.7	99.7

* 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	2407.3	2407.8	2414.8	6	6.06	8.57	24	27.27	30.48	38	33.33	36.19	32	33.33	24.76
Grade 4	2427.7	2415.9	2420.1	3	4.35	1.00	18	11.96	16.00	42	35.87	40.00	37	47.83	43.00
Grade 5	2451.7	2438.6	2434.4	5	2.61	3.16	9	6.09	7.37	24	30.43	29.47	62	60.87	60.00
All Grades	N/A	N/A	N/A	5	4.25	4.33	16	14.71	18.33	34	33.01	35.33	45	48.04	42.00

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	15	20.20	17.14	43	44.44	46.67	42	35.35	36.19	
Grade 4	6	9.78	4.00	29	17.39	39.00	65	72.83	57.00	
Grade 5	9	1.74	6.32	19	21.74	22.11	72	76.52	71.58	
All Grades	10	10.13	9.33	29	27.78	36.33	62	62.09	54.33	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	13.13	11.43	54	47.47	52.38	37	39.39	36.19	
Grade 4	8	8.70	2.00	46	32.61	41.00	46	58.70	57.00	
Grade 5	6	3.48	3.16	30	33.04	33.68	63	63.48	63.16	
All Grades	8	8.17	5.67	42	37.58	42.67	50	54.25	51.67	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	14.14	21.90	57	54.55	56.19	24	31.31	21.90
Grade 4	10	6.52	4.00	40	39.13	47.00	50	54.35	49.00
Grade 5	7	3.48	3.16	44	38.26	38.95	49	58.26	57.89
All Grades	11	7.84	10.00	46	43.79	47.67	43	48.37	42.33

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

Overall achievement in English Language Arts has made slow, but steady increases in the areas of proficiency over the last three years. However, the achievement is less than 30% of students meeting or exceeding English Language Arts standards of achievement. The 2017-2018 school year included an increase of a full-time Elementary Literacy Teacher who is able to pull some groups to support the most at-risk students. This continued during the 2018-2019 school year. The highest area of proficiency in the area of English Language Arts is in listening. The lowest area of focus of instruction for 2017-2018 was in students ability to demonstrate an understanding of literary and non-fictional texts (fluency and comprehension). The actions steps of this plan reflect on these areas will be supported for all students.

Mathematics

All Students

The 2017-2018 data showed a increase in students meeting or exceeding mathematical standards. The highest grade level to meet or exceed standards was 3rd grade at 33.33%, followed by 4th grade at 16.31%, and 5th grade at 8.7%. This decrease of proficiency lends to a more strategic focus on claims and targets to meet mathematical standards at the upper grades. The area of communication reasoning was highest, while Concepts and Procedures was lowest. 2018-2019 will include claim and target training for all teachers, specifically in the area of math to occur 3 times during the school year. In addition, after/before school interventions will be focused on the areas of mathematics to support students in meeting the standards.

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	1423.6	1437.9	1390.2	83
Grade 1	1457.7	1467.0	1447.9	64
Grade 2	1475.7	1478.4	1472.6	67
Grade 3	1509.8	1503.7	1515.5	66
Grade 4	1517.2	1512.5	1521.3	49
Grade 5	1530.2	1518.1	1541.6	48
All Grades				377

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	22	26.51	30	36.14	24	28.92	*	*	83
Grade 1	26	40.63	22	34.38	*	*	11	17.19	64
Grade 2	23	34.33	30	44.78	*	*	*	*	67
Grade 3	17	25.76	28	42.42	17	25.76	*	*	66
Grade 4	16	32.65	18	36.73	13	26.53	*	*	49
Grade 5	23	47.92	19	39.58	*	*	*	*	48
All Grades	127	33.69	147	38.99	69	18.30	34	9.02	377

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	36	43.37	31	37.35	*	*	*	*	83
Grade 1	40	62.50	15	23.44	*	*	*	*	64
Grade 2	36	53.73	22	32.84	*	*	*	*	67
Grade 3	27	40.91	29	43.94	*	*	*	*	66
Grade 4	22	44.90	23	46.94	*	*	*	*	49
Grade 5	28	58.33	14	29.17	*	*	*	*	48
All Grades	189	50.13	134	35.54	30	7.96	24	6.37	377

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	*	*	16	19.28	47	56.63	13	15.66	83
Grade 1	16	25.00	23	35.94	*	*	18	28.13	64
Grade 2	18	26.87	20	29.85	14	20.90	15	22.39	67
Grade 3	*	*	17	25.76	27	40.91	12	18.18	66
Grade 4	*	*	16	32.65	14	28.57	*	*	49
Grade 5	15	31.25	20	41.67	*	*	*	*	48
All Grades	76	20.16	112	29.71	117	31.03	72	19.10	377

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	46	55.42	32	38.55	*	*	83
Grade 1	47	73.44	14	21.88	*	*	64
Grade 2	48	71.64	19	28.36			67
Grade 3	32	48.48	33	50.00	*	*	66
Grade 4	25	51.02	21	42.86	*	*	49
Grade 5	31	64.58	14	29.17	*	*	48
All Grades	229	60.74	133	35.28	15	3.98	377

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	30	36.14	44	53.01	*	*	83
Grade 1	30	46.88	28	43.75	*	*	64
Grade 2	26	38.81	36	53.73	*	*	67
Grade 3	37	56.06	21	31.82	*	*	66
Grade 4	28	57.14	19	38.78	*	*	49
Grade 5	28	58.33	15	31.25	*	*	48
All Grades	179	47.48	163	43.24	35	9.28	377

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	*	*	67	80.72	*	*	83
Grade 1	29	45.31	21	32.81	14	21.88	64
Grade 2	29	43.28	14	20.90	24	35.82	67
Grade 3	*	*	42	63.64	16	24.24	66
Grade 4	*	*	28	57.14	13	26.53	49
Grade 5	17	35.42	24	50.00	*	*	48
All Grades	97	25.73	196	51.99	84	22.28	377

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	33	39.76	36	43.37	14	16.87	83
Grade 1	*	*	39	60.94	16	25.00	64
Grade 2	*	*	48	71.64	11	16.42	67
Grade 3	18	27.27	43	65.15	*	*	66
Grade 4	13	26.53	29	59.18	*	*	49
Grade 5	19	39.58	26	54.17	*	*	48
All Grades	100	26.53	221	58.62	56	14.85	377

Conclusions indicated by the ELPAC data:

Our English Language Learners have the majority of students in the Somewhat and Well Developed ranges of proficiency with only 9% at the Beginning stages. English Language Development continues as a focus of instruction for the 1st release day with supports from staff and Bilingual Instructional Assistants supporting the beginning stages of proficiency. Our highest area of support needs to fall in the area of reading and writing for our English Language Learners.

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)

Primary grades will demonstrate an increase in phonics and phonological awareness as measured by DIBELS assessment (3 x per year).

Upper grades will demonstrate an increase in reading comprehension and fluency as measured by DIBELS and other assessment tools.

Data Used to Form this Goal:

DIBELS, SIPPS, Common formative assessments

Findings from the Analysis of this Data:

DIBELS data has demonstrated a need for a stronger focus reading foundational skills and an increase of intervention for all grades. Grade level leaders will continue training on the foundational skills using "white paper" from ELA/ELD Framework. In addition, this year Terrace will implement a system of progress monitoring for at-risk students. This data will support further action in the teaching and learning of literacy.

How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal with an analysis of the data provided from DIBELS, SIPPS, and common formative assessments.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Certificated instructional coach will support teachers in rigorous curriculum design, instructional strategies, and cognitive planning.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	137808
	3 - Comprehensive PreK-12 program	Ensure use of District adopted core and ancillary materials for ELA instruction and intervention within uninterrupted blocks of time.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All grades will use DIBELS to support diagnostic assessment for ELA intervention needs. Progress monitoring will be completed for at-risk students as identified by grade level teachers.	July 2018	June 2019			
	6 - Support exemplary staff	Computer assistant will provide intervention with access to lab, maintain equipment, and provide differentiated support.	July 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	52294
	6 - Support exemplary staff	Library assistant will provide intervention with access to library, maintain inventory, and differentiated support. District funded LCFF	July 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	250
	4 - Communicate effectively	Written and electronic feedback will be provided to staff by Principal and Coach to ensure implementation and monitoring of staff development.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Staff Development will support ELA instruction by ensuring staff are prepared for the demands of CCCSS and the shift of ELA teaching and learning.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction							
	1 - Alternative educational pathway	Before and After School intervention opportunities will be provided for at-risk students.	October 2018	May 2019	1000-1999: Certificated Personnel Salaries	Title I	15000
	3 - Comprehensive PreK-12 program	Materials and Supplies used to support teaching and learning will be used to support scaffolds and intervention for at-risk learners. (Just in Time administration costs)	July 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF-EL	13891 5291
	3 - Comprehensive PreK-12 program	Technology and support supplies (i.e. ink, headphones, software) will be purchased to support technology based on annual technology inventory review.	July 2018	June 2019	4000-4999: Books And Supplies	Title I LCFF-EL	5000 2000
	3 - Comprehensive PreK-12 program	Writing journals will be used TK-5 to support teaching and learning of writing.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	1692
	3 - Comprehensive PreK-12 program	ELA and Math journals will be used in all grade levels and all content areas to support Habits of a Scholar in note-taking, organization, study skills, etc.	July 2018	June 2019	3000-3999: Employee Benefits	LCFF-LI	5000
	3 - Comprehensive PreK-12 program	Renaissance Learning program will support Accelerated Reader implementation with purchase of license to thousands of books, quizzes, and reports.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	10000

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Technology will be purchased to support teaching and learning for at-risk learners to have access to interventions and curriculum that support student achievement.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	5000
	3 - Comprehensive PreK-12 program	Reading A-Z licenses will be provided for all certificated staff to gain access to leveled non-fiction texts to support balanced fiction and non-fiction in implementation of CCCSS. (2 year license. Will re-purchase in 2019-2020 with SSC approval)	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Certificated instructional coach will support teachers in lesson design, instructional strategies, and cognitive planning.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	12000
Targeted Professional Development							
	3 - Comprehensive PreK-12 program	Weekly staff and grade level collaboration supports consistent implementation of best practices, data analysis, and planning.	July 2018	June 2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Time will be provided to analysis and breakdown data of intervention and common assessments to determine best practices for additional professional development and intervention support for students.	June 2019	June 2019	1000-1999: Certificated Personnel Salaries	Title I	3000
Academic-Centered Family and Community Engagement							
	6 - Support exemplary staff	Classified staff will assist the project specialist with various clerical tasks related to categorical programs.	June 2018	July 2019	2000-2999: Classified Personnel Salaries	Title I	2500
	3 - Comprehensive PreK-12 program	Printing costs associated with Home-School communication, community events, and teaching and learning printing costs.	June 2018	July 2019			
	3 - Comprehensive PreK-12 program	Library books will be updated in library and classroom libraries to support a balance of informational and literary text. Some books will also be bilingual to support primary language support of English Language Learners and their families.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	5000
	2 - Collaborate with partners	Each grade level will attend a study trip to a local community organization (i.e. museum, community center, park, etc.) to provide opportunities to explore learning outside of the classroom.	June 2018	July 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	3000
	4 - Communicate effectively	Planning agenda provided to Grade 5 students to communicate learning, goals, and parent notes.	June 2018	July 2019	4000-4999: Books And Supplies	LCFF-LI	1000
	7 - Family engagement	Dual Language Immersion parents are invited to attend DLI Community Events. Teachers will be paid additional hours for planning and presentation. (funded through DLI funds)	June 2018	July 2019			

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

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

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

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

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

SCHOOL SMART GOAL:

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

All grade levels will demonstrate an increase of skills in the areas of concepts and procedures as measured by performance tasks and common formative assessments.

Data Used to Form this Goal:

CASSPP data, common formative assessments, and Site developed local performance assessments.

Findings from the Analysis of this Data:

Local performance assessments have provided evidence that students have the lowest level of proficiency in the areas of concepts and procedures.

How the School will Evaluate the Progress of this Goal:

Terrace Elementary will evaluate the progress of this goal using data analysis of common formative assessment, math performance tasks, and site developed local assessments.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Certificated instructional coach will support teachers in rigorous curriculum design, instructional strategies, and cognitive planning. (See Goal 1.1)	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Implementation of district-adopted core curriculum and ancillary materials.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Protected instructional block to ensure full math implementation.	July 2018	June 2019			
	4 - Communicate effectively	Written and electronic feedback will be provided to staff by Principal and Coach to ensure implementation and monitoring of staff development.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Materials and Supplies used to support teaching and learning will be used to support scaffolds and intervention for at-risk learners. (Just in Time administration costs)-See Goal 1.1	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Materials and Supplies used to support teaching and learning will be used to support scaffolds and intervention for at-risk learners. (Just in Time classroom costs)-See Goal 1.1	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Technology will be purchased to support technology based on annual technology inventory review. See Goal 1.1.	July 2018	June 2019			
	8 - Learning environment to achieve excellence	ELA and Math journals will be used in all grade levels and all content areas to support Habits of a Scholar in note-taking, organization, study skills, etc.	July 2018	June 2019	4000-4999: Books And Supplies	Title I	7000
	3 - Comprehensive PreK-12 program	Certificated instructional coach will support teachers in lesson design, instructional strategies, and cognitive planning.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Math manipulatives will be used to support ma thematic teaching and learning.	July 2018	June 2019	4000-4999: Books And Supplies	Title I	5000
Targeted Professional Development	8 - Learning environment to achieve excellence	Weekly staff and grade level collaboration supports consistent implementation of best practices, data analysis, and planning.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional coach provides support to teaching staff on lesson design, data analysis, and cognitive planning.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers will be provided substitute supports to do lesson study and reflection with their grade level team.	July 2018	June 2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Regular analysis of common assessment to monitor effective teaching practices during teacher directed time.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	3000

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement							

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)

English Language Learners will increase in language proficiency as measured by number of English Learners re-classified and a decrease of at-risk English Language Learners.

Data Used to Form this Goal:

ELAC, CASSPP data, student grades

Findings from the Analysis of this Data:

Our English Language Learners have the majority of students in the Somewhat and Well Developed ranges of proficiency with only 9% at the Beginning stages. English Language Development continues as a focus of instruction for the 1st release day with supports from staff and Bilingual Instructional Assistants supporting the beginning stages of proficiency. Our highest area of support needs to fall in the area of reading and writing for our English Language Learners.

How the School will Evaluate the Progress of this Goal:

Goal will be measured by an increase of students proficiency as measured by the ELPAC, common assessments, and benchmarks.

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	1 - Alternative educational pathway	Bilingual Instructional Assistants will provide primary language support to English Language Learners and the Newcomer-Early Intermediate stage of learning English to support access to core curriculum. District funded Title I/III	July 2017	June 2018			
	3 - Comprehensive PreK-12 program	Certificated instructional coach will support teachers in rigorous curriculum design, instructional strategies, and cognitive planning.-See Goal 1.1	July 2017	June 2018			
Research-based Strategy Instruction/ Supplemental Instruction							
	3 - Comprehensive PreK-12 program	Classroom supplies to support and scaffold language acquisition. To supplement, Goal #1.	July 2017	June 2018			
	3 - Comprehensive PreK-12 program	Technology will be purchased to support technology plan by updating equipment every 3-5 years (based on annual technology inventory review). SEE GOAL 1	July 2017	June 2018	4000-4999: Books And Supplies	LCFF-EL	10000
Targeted Professional Development	2 - Collaborate with partners	English Learner Facilitator will attend district meetings and provide PD for certificated and classified staff on EL needs and services.	July 2017	June 2018	1000-1999: Certificated Personnel Salaries	LCFF-EL	3307
	2 - Collaborate with partners	CABE opportunity for be provided for no more than 10 staff and/or parents during regional conference near inland valley.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	500
Achievement/Data Driven Structure and Support	2 - Collaborate with partners	Academic progress and data analysis opportunities will be provided to staff and community through collaboration and parent information meetings.	July 2018	June 2019			
	5 - Develop character of students	RFEP scholars will receive recognition for their achievement in being reclassified. This will share a message to the school community on achieving this accomplishment for all English Learners.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	1000
Academic-Centered Family and Community Engagement	2 - Collaborate with partners	Refreshments and Childcare will be provide for parents when attending workshops to extend their learning capacity in supporting student learning.	July 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	500
						LCFF-EL	250
	2 - Collaborate with partners	Translation services will provided for parents when attending workshops to extend their learning capacity in supporting students learning.	July 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	200
	4 - Communicate effectively	Home-School communication regarding instructional strategies and proficiency will be promoted in a variety of ways.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Books (Spanish and English)and other instructional resources will be purchased to support literacy for students in Dual Language Immersion classrooms.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	4000
	4 - Communicate effectively	Interpretation System purchased to ensure Spanish-English interpretation for families at school events.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	4000

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%.

All students will learn in a safe environment where social skills, universal expectations, and behaviors are explicitly taught and reinforced.

Data Used to Form this Goal:

Aeries discipline and attendance data

Findings from the Analysis of this Data:

Attendance rates for 18-19 averaged 96.3% as of January 2019.

1 suspension occurred during the 2018-2019 school year as of February 2019.

How the School will Evaluate the Progress of this Goal:

Terrace Elementary School will evaluate and analysis aeries attendance and discipline data. In addition, we will review the student/staff/family perception data to ensure we are providing a safe environment for all students.

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	Go the Distance IMAX experience will be provided for all grade levels in support of developing positive character, safe behaviors, and non-bullying.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Red Ribbon Week, Wiley Youth Service Counselor, Mental Health Therapist, Charter Counts	July 2018	June 2019			
	5 - Develop character of students	Counselor will attend Association for School Counselor annual convention to receive the latest research based learning on support elementary school students.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	3000
Targeted Professional Development	3 - Comprehensive PreK-12 program	Weekly staff and grade level collaboration supports consistent implementation of best practices, data analysis, and planning.	July 2018	June 2019			
Achievement/Data Driven Structure and Support	5 - Develop character of students	Annual review of discipline and suspension rates will be reviewed by Principal, Leadership, and School Site Council.	July 2018	June 2019			
Academic-Centered Family and Community Engagement	2 - Collaborate with partners	School agendas will be used to support Home-School communication including character and examples of positive college ready behaviors.-See Goal 1.1	July 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)

Terrace Elementary school will continue with establishing a college ready culture as a member of the No Excuses University National Network of Schools. All students will have learning experiences with college vocabulary, scholarship, and lessons everyday throughout the school year.

Data Used to Form this Goal:

Parent graduation rates, Socio Economic Status, Program Improvement Data

Findings from the Analysis of this Data:

The Terrace community includes 42% of parents who are not high school graduates. This expresses a need for a culture which promotes education as the key towards achievement and future success. In addition, Terrace is 90% socioeconomically disadvantaged which includes multiple variables which interfere with student achievement. Strategies used from Teach Like a Champion, No Excuses University, and Culture of Poverty texts support teaching and learning at Terrace.

How the School will Evaluate the Progress of this Goal:

Results are measured qualitatively. The Terrace community has a college ready spirit and is excited about the opportunities for their students to attend college in the future. The habits of scholarly behaviors will be taught in every classroom and these behaviors will be expected by all staff. This year will include monthly lessons on College Conversations as a way to engage Pre K - 5th grade students in skills that support college and career readiness success.

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 attend NEU and/or AVID r training's to support culture of college readiness at the Elementary level.	July 2017	June 2018	5000-5999: Services And Other Operating Expenditures	Title I	10000
	2 - Collaborate with partners	NEU agendas will be purchased to support grades 4-5 in Habits of a Scholar by learning how to maintain organized school records, develop goals, and learn about college.-See Goal 1.1	July 2017	June 2018			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Class goals are developed to support data analysis among students and community.	July 2017	June 2018			
Targeted Professional Development							
	3 - Comprehensive PreK-12 program	Weekly staff and grade level collaboration supports consistent implementation of best practices, data analysis, and planning.	July 2017	June 2018			
Achievement/Data Driven Structure and Support							
Academic-Centered Family and Community Engagement							

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	35,548	0.00
LCFF-LI	25,692	0.00
Title I	270,243	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	35,548.00
LCFF-LI	25,692.00
Title I	270,243.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF-EL	2,250.00
1000-1999: Certificated Personnel	LCFF-EL	3,307.00
2000-2999: Classified Personnel	LCFF-EL	200.00
4000-4999: Books And Supplies	LCFF-EL	29,291.00
5000-5999: Services And Other	LCFF-EL	500.00
3000-3999: Employee Benefits	LCFF-LI	5,000.00
4000-4999: Books And Supplies	LCFF-LI	7,692.00
5000-5999: Services And Other	LCFF-LI	13,000.00
1000-1999: Certificated Personnel	Title I	170,808.00
2000-2999: Classified Personnel	Title I	55,544.00
4000-4999: Books And Supplies	Title I	30,891.00
5000-5999: Services And Other	Title I	13,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	174,115.00
2000-2999: Classified Personnel Salaries	55,744.00
3000-3999: Employee Benefits	5,000.00
4000-4999: Books And Supplies	67,874.00
5000-5999: Services And Other Operating Expenditures	26,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	279,726.00
Mathematics	15,000.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	23,757.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	3,000.00
High School Graduation/College Readiness	10,000.00

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

The site will utilize the flexibility of the SBCP to accomplish the goals of the plan prioritizing actions based on the Academic Program Survey (completed by Leadership), Action Team for Partnership goals, input from parent groups on SPSA, and academic achievement. Priorities will include core curriculum support, intervention support, language acquisition, and data management. Decisions on supporting academic achievements will be done collaboratively and support the overall vision and mission of Alvord USD.

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

In an effort to create a school culture of Universal Achievement, Title I will support training and consulting, collaboration, use of common assessments, interventions, and school leadership. In addition, Terrace has adopted the Professional Learning Community model. Intervention programs are supported by providing Terrace staff tutors, training for interventions, supplemental materials, supplies, and equipment. Title I funds maintain equipment purchased to support student achievement.

Terrace staff meet regularly (whole staff, grade level, classified) to review curriculum, determine best instructional practices and to plan best use of instructional materials. Collaboration ensures equitable student access to high quality instruction. Title I funds are utilized to provide supplementary materials that support the instruction in the core program.

Title 1 funding supports student achievement through teacher training, consultants and materials, academic intervention programs, the purchase and maintenance of equipment such as copy machines, technology, supplies, and software for both the computer lab and classroom settings.

Terrace School provides timely information and training for parents in the areas of homework help, reading instruction, math instruction, test preparation, school governance and organization, computer use and internet safety, grade level standards and expectations. Additional costs such as childcare, supplies and refreshments are supported by Title I. Title I also supports Parent Involvement through participating in the Action Team for Partnership to ensure the inclusion of family involvement.

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

One Instructional Coach: 100% Title I Site (\$136,048)

One Instructional Computer Assistant: 100% Title I Site (\$52,224)

Title	Description
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Title	Description
Instructional Coach	The Instructional Coach works closely with the school principal to plan staff development and organize student interventions. This position supports teachers through coaching cycles, data management, and staff development.
Instructional Computer Assistant	The computer assistant supports at-risk students using intervention computer programs and assists teachers in the use of technology, organizes technology resources, and maintains data related to the performance of students using site technology.

Objectives

The focus of the site's use of Title I funds is to help all students achieve proficiency in academic standards by developing a culture of Universal Achievement, through extended learning opportunities, parent involvement, early childhood education, and teacher training. Title I funds will be used to narrow the achievement gap and ensure equity for all learners.

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 Terrace Elementary we begin by looking at the needs of students by looking at CELDT scores. Students are then grouped and taught according to level during a 30 minute block of ELD time. Instruction is planned according the ELD state standards listening, speaking, reading and writing, and the domains of CELDT. Designated ELD is differentiated and taught by teachers which may specialize in different levels of instruction.

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

Three Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$12,059, \$7,173 & \$6,848) and (TIII-\$12,059, \$7,173 & \$6,848)

One Bilingual Assistant (Dual Language Immersion): 100% LCFF-LI District (\$17,422)

English Learner Facilitator 100% LCFF-EL Site (\$3,307)

Title	Description
Bilingual Assistant	This position serves as primary language support in the core curriculum to improve student achievement for english learners. Their primary focus is on Beginners and Early Intermediate level EL students. Three positions support Spanish speaking EL students. One position supports the Dual Language Immersion classrooms. One position supports Vietnamese speaking EL students and is split between three schools.
English Learner Facilitator	The English learner facilitator supports the implementation of EL program, build capacity, assists with redesignation process, and maintains EL records and communication.

Objectives

English Learners learn best when provided with explicit direct instruction in the core areas. Staff development will continue to focus on providing effective first instruction. Additionally, teachers are encouraged to provide Universal Access time to pre-teach and re-teach concepts and skills to students needing help, specifically English Learners. During 2018-2019, the coach has provided each grade level explicit training and lesson planning support for English Language

Learners using the ELD standards as the guiding curriculum. The site will continue to provide EL students after-school instruction in reading, writing, and mathematics.

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

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

Description of District Services

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

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

The Alvord Unified School District GATE services have provisions for:

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

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

Description of Site Services

The program for Gifted and Talented students at Terrace School is planned and organized as an integrated differentiated learning experience within the regular school day, primarily in the regular classroom. Differentiated opportunities will be provided for students based on individual needs and interests as determined through appropriate program assessment. planned and organized as an integrated learning experience within the regular school day and differentiated for depth, complexity, novelty, and acceleration as recommended by the California Association for the Gifted (CAG). When possible, GATE students are clustered. Each teacher differentiates the curriculum to meet the individual needs of the students.

Resources available for use by GATE students include materials, books, and computer software.

Objectives

Terrace has a diverse of population of gifted students. It is our goal to provide an enriched curriculum while ensuring that each GATE student scores proficient or advanced in ELA and Math on local and state assessments. Additionally,

teachers provide enrichment by using the Challenge Handbook as part of their Universal Access. All students are assessed in the Spring of 3rd grade to determine GATE eligibility.

Program Descriptions Special Education Program

Intent

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

Description of District Services

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

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

Objectives

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

Description of Site Services

Special Education Teachers (Resource, Speech, and Adaptive P.E.) at Terrace collaborate with the regular education teachers to support the core curriculum. Students are appropriately placed in the least restrictive environment and participate in academic, nonacademic, and extracurricular services with the general population. Student progress toward standards achievement is monitored through the regular education bench-mark assessment system with the appropriate number of students taking the CMA STAR assessment.

Objectives

The Terrace Resource Teacher provides intensive intervention for identified students for ELA and Math within the classroom and with pull-out services to best meet the goals of each students IEP.

All designated Special Education students will demonstrate growth in ELA and Math CCCSS grade level expectations.

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

Because of Title I and other funding, the site has been able to acquire a great deal of technology to assist teachers in instruction and aid students in acquiring new learning. The site has a computer lab which serves grades TK - 5 with 35 Dell computers to utilize Imagine Learning, Accelerated Reader, and other technology based instructional software and on-line services. On average, all classrooms Kindergarten-grade 5 have at least 5 computers. Computer lab software supplements, does not supplant, instruction for language arts and math. In addition, each teacher is provided a desktop, laptop, iPad, document cameras, and projectors are issued to each classroom. Many classrooms also have Smart-Boards. The school is also equipped with 9 laptop carts which house a +/- 30 computers for student use and 4 iPad carts that include +/- 25 mini iPads.

Students have many opportunities to interact with and use technology on campus.

All classrooms have access to the Internet. School communication and data collection are supported by technology.

Terrace has a variety of software programs that support the core curriculum and are available for use in the lab and for check-out to classrooms. In addition, students access many software programs through the district network. Teachers use the "S" drive to share resources and information. All students who use the internet are required to have their parents sign an Acceptable Use Policy (AUP) and return it to school. Parent education courses are offered on site in computer use and internet safety.

Objectives

1. Train staff with the technological skills necessary to acquire, analyze, and present information.
2. Integrate student use of technology as a learning and presentation tool throughout the curriculum.
3. Ensure the safe and secure use of technology by both students and staff.

4. Replace missing and outdated technology on a 3-5 year cycle.
5. Increase number of laptops.

**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

To build a safe and drug-free school environment which promotes a culture of universal achievement, Terrace has the following programs in place: Too Good For Drugs classroom curriculum, Character Counts, monthly flag ceremonies, semester student award assemblies, Student of the Month, Cougar Gold Tickets, Friday College Days, monthly family nights, Health Fair, community service activities, Adopt a Cougar, Red Ribbon Week, PAW PALS, book buddies, community police presentation, neighborhood summit through RPD, and annual Health Fair.

In addition, Terrace Elementary is connected to various social service agencies and organizations which assist our families with healthcare, housing, food and counseling.

Objectives

All classrooms will have posted universal expectations.

All students will be familiar with the universal expectations and hand signals.

The first 20 days of school will be used to explicitly teach social skills identified by teaching staff.

All classrooms will participate in drug awareness activities during Red Ribbon Week.

All grade levels provide Health and Wellness lessons throughout the school year. Terrace is part of a grant that provides nutritional snacks during recess 3 days/week.

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

Terrace Elementary School provides parent opportunities which support the research of Joyce Epstein. Parent involvement opportunities include volunteering, decision making, communication, parenting, learning at home, and collaborating with the community. Action Team for Partnership includes a group of parents, certificated staff, classified staff, and administration to support the growth of family involvement at our school. This year, Terrace will continue to implement Parent Universities focused on a balance of academic support linked to social/emotional and parenting skills. The Terrace Parent Universities have created excellent models for students to see in setting goals, "graduating" and celebrating success. In addition, parents are invited to volunteer in the classroom, assist with breakfast in the classroom, and volunteer with support from home.

Objectives

Parent involvement opportunities will directly align to the support parents can provide towards successful student achievement. Action Team for Partnership is a group of teachers, administration, and parents who work together in

developing parent involvement opportunities focused on academics. The ATP meets 2-3 times per year to plan for events, such as Literacy and Math night. In addition, ATP is responsible for planning the learning activities of Parent Involvement Week.

**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 \$25,692.

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 \$35,548.

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 \$270,243. There is a carryover of 0 for a total allocation of 270,243

*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
Terrace Elementary
School Parental Involvement Policy
2018-2019**



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 insuring that each student will master state academic standards, while developing life skills.

Terrace 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;*
- (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. Terrace Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Input from parents will be solicited at monthly School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings throughout the school year.

- A needs assessment survey will be sent home (with their child) to all parents in order to allow input from parents that are unable to attend school functions.
 - The revised policy may be shared by the Principal at the Annual Title I meeting and share with parents at Back to School Night.
 - Teachers will share the revised policy with parents during Parent Conferences.
 - Revisions to the School Parental Involvement Policy will also be shared to parents through the School Newsletter.
2. Terrace Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
- Parent Involvement Policy will be distributed at the beginning of each school year.
 - The Parent Involvement Policy will also be distributed at 2018-19 Title I meeting.
 - Copies of the policy will also be available in the main office.
3. Terrace 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 year.
 - Review of parent needs survey, school academic achievement, parental concerns, and safety issues will assist Terrace in promptly reviewing the Parent Involvement Policy.
4. Terrace 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 Parental Involvement Policy*
 - *Copy of 3-way Compact*
 - *About their school's participation in Title I*
 - *Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement.*
 - *The policy will be distributed at Open House, Parent Conferences, Newsletter, SSC, ELAC and Parent Teacher Association (PTA) and available in the main office.*
 - *Meeting notices will be sent home with students at least 48 hours in advance to encourage parent involvement.*
 - *The Message Broadcast phone system and the electronic marquee will also be used to advertise meeting dates and times.*
5. Terrace 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 as available.
 - Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement.
 - Special contact, Blackboard calling system, and the electronic marquee with messages in both Spanish and English will be used to inform parents of meetings, trainings and workshops.
 - Parent Needs Survey will be utilized to plan trainings, meetings, workshops or other events of interests identified.
6. Terrace Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:
- Parents will receive notices and agenda of SSC, ELAC and other meetings a minimum of 72 hours in advance.
 - Notices and agendas will be posted on the bulletin board in the front office 72 hours in advance of meetings.

- Results of annual state testing will be mailed home in a timely manner and also reviewed during Parent Conferences by teachers.
7. Terrace 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.
 - Principal and EL District Coordinator present and explain State level expectations, current District, ELPAC, and SBAC data.
 - Parent Conferences
 - Annual Title I Meeting
 - 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).
 8. Terrace 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:
 - Ongoing informal input from parent groups at monthly SSC, ELAC meetings.
 - Parent Teacher Association (PTA) Meetings
 - Action Team for Partnership (ATP) Meetings
 9. Terrace Elementary will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
 - School-wide plan will be shared with parents during SSC, and ELAC parent meetings; comments and suggestions are noted in the minutes and will be submitted to the district.
 - If any parent comments dissatisfaction regarding the school-wide plan content, the 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 parent noted comment.
 10. Terrace 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 parent primary language if requested.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Terrace Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - *Family Nights*
 - *Monthly Parent University trainings*
 - *Camp Kindergarten*
 - *Teacher Conferences*
 - *School Calendar and Website*
 - *Progress Reports*
 - *Back-to-School Night*
 - *SSC/ELAC parent meetings*

- *Three-way Compact*
 - *Annual Title I meeting*
 - *Open House Night*
 - *Translator available before & after school to assist parents in communicating with teachers.*
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
- Parent input through parent needs survey, ELAC and SSC.
 - The Three-way Compact will be shared at Back-to School Night and reviewed and signed along with the Back to School Packet; and revisited at 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*
 - *Annual Title I Meeting*
 - *Back-to-School night presentations*
 - *CABE, both local and state level*
 - *ELAC and SSC meetings*
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 University topics include but are not limited to:
 - *Making the Most out of Parent-Teacher Conferences*
 - *What is a No Excuses University?*
 - *Superintendent's Parent Forum*
 - *Understanding the Standards*
 - *Technology training (including Basic Computer skills, AERIES.net, and Online Encyclopedia Britannica)*
 - *Goal Setting*
 - *Bullying prevention*
 - *Cougar Character Counts*
 - *Latino Family Literacy Project*
 - *Thinking Maps*
 - *Family Nutrition Classes*
 - *Six types of parental involvement (PELI Modules)*
 - Parent resource library
 - Camp Kindergarten
 - 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:
- Grade level teams collaborate on how to involve parents as active participants in their child's education
 - Character Counts training

- Teacher and paraprofessional training on how to communicate with parents effectively
 - Positive Behavior Intervention and Support (PBIS)
 - Habits of Scholars
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- *Camp Kindergarten* is held in the spring for incoming parents of kindergarten students to familiarize them with kindergarten standards and expectations.
 - Research based instruction in grade level designed parent trainings; Terrace staff presents during parent meetings.
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 displayed on the electronic school marquee and school office bulletin boards. Announcements will be written 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.

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PART IV. ADOPTION

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

This policy was adopted by the Terrace Elementary on May 17, 2018 and will be in effect for the period of the 2018-2019. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2017. It will be made available to the local community on or before September 2018. Notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Terrace
Política de Participación de Padres
2018-2019



PARTE I. EXPECTATIVAS GENERALES

La meta del programa de participación escolar de padres es la de facultar a los padres para trabajar cooperativamente como plenos socios hacia la misión de asegurar que cada estudiante domine o exceda los estándares académicos estatales, mientras desarrollan habilidades académicas y de la vida cotidiana.

La Escuela Primaria Terrace 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 puedan entender.

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 estudiantes migratorios.

La escuela periódicamente actualizará la Política de Participación Escolar de Padres para cubrir las necesidades cambiantes de los padres y de 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 escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:

(A) los padres tienen un papel esencial ayudando en el aprendizaje de sus hijos

(B) se anime a los padres a participar activamente en la educación de sus hijos en la escuela;

(C) los padres son socios mayoritarios en la educación de sus hijos y están incluidos, cuando sea apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de sus hijos;

(D) se sigue adelante con otras actividades, como las descritas en la sección 1118 del ESEA.

PARTE II.

DESCRIPCIÓN DE COMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES

1. La Escuela Primaria Terrace 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 oportunamente bajo la sección 1118 (b) de ESEA:
 - Durante el año, se solicitará la opinión de los padres mensualmente durante las juntas del Concilio Escolar (SSC) y Comité Consejero para Aprendices del Idioma Inglés (ELAC).
 - Es posible que se enviará a casa (con cada estudiante) una encuesta de evaluación de necesidades para todos los padres, para permitir que los que no pueden asistir a las funciones escolares también puedan dar su opinión.
 - La Directora compartirá la política revisada durante la Junta Anual de Título I y con los padres durante la Noche de Regreso a la Escuela.
 - Los maestros compartirán la política revisada con los padres durante las Conferencias de Padres y Maestros.
 - Revisiones de la Política de Participación de Padres también se compartirán con los padres a través del Noticiero Escolar.
2. La Escuela Primaria Terrace tomará las siguientes acciones para distribuir copias de la Política de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:
 - La escuela distribuirá la Política de Participación de Padres a principios de año escolar.
 - La política se distribuirá durante la junta de Título I del 2018-19.
 - Copias de la Política, también estarán disponibles en la oficina principal.
3. La Escuela Primaria Terrace periódicamente actualizará la Política Escolar de Participación de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
 - La Política de Participación de Padres será revisada cada dos años.
 - Actividades que provocan inmediata revisión de la Política son: Revisión de las encuestas de necesidades de los padres, los logros académicos escolares, preocupaciones de los padres y asuntos de seguridad.
4. La Escuela Primaria Terrace convocará una junta anual para informar a los padres de lo siguiente:
 - Que la escuela de su hijo/a participa en Título I
 - Acerca de los requisitos de Título I.
 - De su derecho a participar
 - Avisos para Padres
 - Distribución de la Política de Participación de Padres.
 - Copia del Acuerdo entre Maestros, Estudiantes y Padres
 - Acerca de la participación escolar en Título I
 - Las juntas se llevarán a cabo en las tardes y mañanas para acomodar a todos los padres y motivar la participación de la comunidad.
 - La Política se distribuirá durante la Noche de Exhibición Escolar, Conferencias de Padres y Maestros, Noticieros Escolares, SSC, ELAC, Asociación de Padres y Maestros (PTA) y estará disponible en la oficina principal.
 - Los avisos de las juntas se enviarán a casa con los estudiantes por lo menos con 48 horas de anticipación para promover la participación de los padres.
 - También el sistema telefónico automatizado y la marquesina, serán usados para anunciar las fechas y horas de las juntas.
5. La Escuela Primaria Terrace tendrá un número flexible de juntas en horarios variables y proveerá transportación, cuidado para niños y/o visitas domiciliarias pagadas por los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
 - Se proveerá cuidado para niños en las juntas como disponible.
 - Juntas, talleres y entrenamientos serán llevados a cabo en la mañana y en la tarde para motivar la participación de todos los padres.
 - Se usará contacto especial, el sistema telefónico automatizado *Blackboard* y la marquesina con mensajes en inglés y español para notificar a los padres de juntas, entrenamientos y talleres.

- La Encuesta de Necesidades de Padres se utilizará para planear entrenamientos, juntas, talleres y otros eventos identificados de interés.
6. La Escuela Primaria Terrace proporcionará información de manera oportuna sobre programas de Título I a los padres de niños que participan:
- Los padres recibirán avisos y agendas de las juntas de ELAC, SSC y otras juntas con un mínimo de 72 horas de anticipación.
 - Los avisos y agendas de las juntas serán expuestos en el tablero de información frente a la oficina, 72 horas antes de las juntas.
 - Los resultados del examen anual del estado serán enviados a casa por correo oportunamente y también serán revisados por los maestros durante las Conferencias de Padres.
7. La Escuela Primaria Terrace proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los documentos de evaluación académica usados para medir el progreso del estudiante y los niveles de habilidad que se espera que logren.
- Los maestros revisarán los estándares de nivel de grado, currículo y evaluaciones usadas para monitorear el progreso de los estudiantes y también explicarán los niveles de competencia durante la Noche de Regreso a la Escuela.
 - Los maestros envían a casa carta de bienvenida en las cuales incluyen las expectativas de acuerdo al nivel de grado, estándares, currículo y evaluaciones usadas para monitorear el progreso de los estudiantes.
 - La Directora y la Coordinadora EL del Distrito, presentan y explican las expectativas del Estado en cuanto a nivel de grado y resultados actuales de los exámenes ELPAC, y SBAC.
 - Conferencias de Padres
 - Junta Anual Título I
 - Una revisión de los estándares de nivel de grado, currículo y evaluaciones usadas para monitorear el progreso de los estudiantes, así como explicación de los niveles de competencia durante las Juntas de Concilio para Padres (ejemplo: SSC, ELAC).
8. Si los padres de los niños que están participando lo solicitan, La Escuela Primaria Terrace proveerá oportunidades para juntas regulares para hacer formular sugerencias y participar, cuando sea adecuado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
- Opiniones informales continuas de los grupos de padres durante las juntas mensuales de ELAC y SSC.
 - Conferencias de la Asociación de Padres y Maestros (PTA)
 - Equipo de Acción para las Asociaciones Escolares (ATP)
9. La Escuela Primaria Terrace presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
- El Plan Escolar será compartido con los padres durante las juntas ELAC y SSC; los comentarios y sugerencias se anotan en las minutas y serán presentados al distrito.
 - Si algún padre comenta descontento relacionado al contenido del plan escolar, los comentarios serán dirigidos a la Oficina de Proyectos Especiales y al Superintendente Comisionado.
 - Se realizarán todos los esfuerzos de revisar el plan para lograr la satisfacción del padre que expresó descontento.
10. La Escuela Primaria Terrace tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
- Se proporcionará traductores en el idioma de los padres cuando lo soliciten para cualquier evento escolar, función o junta.

PARTE III.

RESPONSABILIDADES COMPARTIDAS PARA QUE LOS ESTUDIANTES OBTENGAN ALTOS LOGROS ACADÉMICOS

1. La Escuela Primaria Terrace aumentará la capacidad de los padres y alumnos para tener una fuerte participación escolar de los padres la cual asegure su participación y apoyo a una sociedad compuesta por la escuela, padres y comunidad para mejorar los logros académicos de los estudiantes a través de las siguientes actividades específicamente descritas a continuación:
 - Noches Familiares
 - Instituto para Padres cada mes
 - Camp Kindergarten
 - Conferencias de Padres y Maestros
 - Calendario de eventos y sitio web escolar
 - Reportes de Progreso
 - Noche de Regreso a la Escuela
 - Juntas para Padres SSC, ELAC
 - Acuerdo entre 3 partes (estudiantes, padres y maestros)
 - Junta Anual de Título I
 - Noche de Exhibición Escolar
 - Traductor disponible antes y después de clases para ayudar a los padres a comunicarse con los maestros
2. La escuela incorporará el Acuerdo entre Escuela-Padres, como componente de su Política de Participación de Padres.
 - Los padres opinarán a través de una encuesta de necesidades, ELAC y SSC.
 - El Acuerdo entre 3 partes será compartido durante la Noche de Regreso a la Escuela y se revisará y firmará en las Conferencias de Padres durante el 1^{er} trimestre; se revisará durante la junta anual de Título I y 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, comprometiéndose con las acciones descritas en este párrafo.
 - Los estándares del estado para el contenido académico
 - Los estándares del estado para el logro académico de los estudiantes
 - Las evaluaciones estatales y locales incluyendo las evaluaciones alternativas.
 - Los requisitos de Título I
 - Cómo monitorear del progreso de su hijo/a, y
 - Cómo trabajar con el personal docente:
 - *Talleres y Entrenamiento para Padres*
 - *Conferencias para Padres*
 - *Junta Anual de Título I*
 - *Presentaciones durante la Noche de Regreso a la Escuela*
 - *CABE, tanto local como a nivel del estado*
 - *Juntas de ELAC y SSC*
 - Equipo: Cámara para documentación, computadoras portátiles, hojas con información traducida.
4. Con ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: entrenamiento en alfabetización y el uso apropiado de tecnología para fomentar la participación escolar de los padres por medio de:
 - Temas de la Universidad para Padres incluyen pero no son limitadas a:
 - *Haciendo lo Máximo de las Conferencias Entre Padres y Maestros*
 - *Que es una Universidad No Excuses?*
 - *Foro con el Superintendente*
 - *Comprendiendo los Estandares*
 - *Taller de Tecnología*
 - *Criando Metas*
 - *Prevención de la Intimidación*
 - *El Buen Carácter Cuenta*
 - *Proyecto de Lectoescritura para la Familia Latina*
 - *Clases de Nutrición Familiar*
 - *6 Tipos de Participación de Padres (PELI)*
 - Recursos para Padres en la Biblioteca

- *Camp Kindergarten*
 - Noches Familiares
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 atraer, comunicarse y trabajar junto con los padres como socios equitativos 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:
 - Entrenamiento acerca de la Cultura de la Pobreza
 - Colaboración de equipos de nivel de grado en como hacer que los padres participen más activamente en la educación de sus hijos
 - Entrenamiento en el Desarrollo de Talentos y Cualidades
 - Desarrollo Profesional para Maestros y Semiprofesionales en como comunicarse efectivamente con los padres
 - PBIS
 - Hábitos de un Erudito
 6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación escolar de padres en programas y actividades con los programas *Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program*, escuelas preescolares públicas y otros programas así como conducir otras actividades tales como centros de recursos para padres que los motiven y apoyen para que participen más profundamente en la educación de sus hijos con:
 - *Camp Kindergarten* se realiza en primavera para los padres de estudiantes de nuevo ingreso al Kinder, para que se familiaricen con los estándares y expectativas.
 - Entrenamientos para padres en el diseño de instrucción al nivel de grado basada en la investigación; Líderes por nivel de grado presentes durante las juntas de padres.
 7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, juntas y otras actividades, sea enviada a los padres de los alumnos participantes en un formato uniforme y comprensible, incluyendo, si son solicitados, formatos alternativos y cuando sea posible en el idioma que los padres puedan entender:
 - Todos los avisos de eventos se enviarán a los hogares en inglés y español
 - Los avisos serán desplegados en la marquesina electrónica escolar y en los tableros de noticias dentro de la oficina escolar. Los avisos se escribirán en inglés y español.
 - Los futuros eventos se mencionarán durante los avisos matutinos para estudiantes y padres. Se motivará a los estudiantes para que les recuerden a sus padres de los eventos por venir.

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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 de las juntas de Concilio Escolar.

Esta política fue adoptada por La Escuela Primaria Terrace el 17 de mayo del 2018, y estará en efecto durante el período 2018-2019. La escuela distribuirá ésta política a todos los padres de niños que participan en Título I, Parte A en o antes de septiembre del 2018. Estará disponible para la comunidad local antes septiembre del 2017. La Escuela Primaria Terrace 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.



2018-2019 TERRACE ELEMENTARY SCHOOL TITLE I TEACHER-STUDENT-PARENT COMPACT



Parents, teachers, and students need to work together to accomplish this. We ask that you promise to do this by signing the part of the agreement that belongs to you.

The Teacher's Pledge

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 to the best of my ability:

- I will provide high-quality curriculum and instruction.
- I will teach all of the grade level standards.
- I will maintain home to school communication through progress reports and notes/calls home, and during parent-teacher conferences where this compact will be discussed.
- I will teach all areas of disciplines, taking into account individual strengths of children.
- I will provide a safe, positive, healthy learning environment at Terrace.
- I will communicate in a timely manner.
- I will help parents with how to assist their child at home and provide opportunities for you to observe in my classroom if requested.
- Homework will reflect concepts taught in class.

The Student's Pledge

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:

- I will be
**RESPECTFUL,
RESPONSIBLE,
SAFE, AND
COLLEGE READY!**



The Parent/Guardian's Pledge

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:

- I will attend Parent Conferences, Back-to-School Night, Open House and other school events pertaining to my child's education.
- I will monitor and assist with the completion of daily schoolwork and homework including read to my child or have my child read to me every day for a minimum of 15 minutes.
- I will sign and return all papers requiring a parent/guardian signature.
- I will provide appropriate materials and a quiet place for my child to study every night.
- I will communicate with teachers and/or administrators.
- My child will attend school on time each day and be prepared for a full day of learning
- I am aware of and have access to grade level standards for my child.
- I understand the opportunities to become involved in ELAC, PTA, SSC, attend parent workshops, and volunteer in my child's classroom.
- I will obey all traffic laws to ensure the safety of all students.



2018-2019 ESCUELA PRIMARIA TERRACE-CONTRATO ENTRE MAESTROS/ESTUDIANTES/PADRES – TITULO I



Los padres, maestros y estudiantes tienen que trabajar juntos para lograr esto. Le pedimos que se comprometa a hacer esto mediante la firma de la parte del acuerdo que le pertenece a usted

Compromiso de maestros

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

- Proveeré un currículo e instrucción de alta calidad.
- Enseñaré todos los estándares de nivel de grado.
- Mantendré la comunicación con el hogar mediante informes de progreso y notas/llamadas a casa y durante conferencias con los padres donde se explicará este contrato.
- Enseñaré todas las materias, teniendo en cuenta las destrezas individuales de los niños.
- Proveeré un ambiente de aprendizaje sano, seguro y saludable en Terrace.
- Voy a comunicar de manera oportuna.
- Le ayudaré a los padres para decirles cómo ayudarle a sus niños y proveeré oportunidades para que observen en el salón de clase si así lo desean.
- La tarea reflejará los conceptos enseñados en el salón de clase

Compromiso del Estudiante

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

- Yo seré
**¡RESPETOSO,
RESPONSABLE,
SEGURO, Y
PREPARADO
PARA LA
UNIVERSIDAD!**



Compromiso de Padres/Guardianes

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

- Asistiré a las Conferencias para padres, Noche de Regreso a la Escuela, Noche de Exhibición Escolar y otros eventos escolares relacionados con la educación de mi hijo/a.
- Monitorearé y le ayudaré a mi hijo a completar el trabajo diario en la escuela y la tarea incluyendo el leerle a mi hijo/a o que mi hijo/a lea por 15 minutos todos los días.
- Firmaré y regresaré todos los papeles que requieran la firma del padre/guardián.
- Proveeré los materiales apropiados y un lugar tranquilo en donde mi hijo/a pueda estudiar cada noche.
- Me comunicaré con los maestros y/o los administradores.
- Mi hijo/a asistirá puntualmente a clases diariamente y estará preparado para un día completo de aprendizaje.
- Conozco y tengo acceso a los estándares de nivel de grado para mi hijo/a.
- Entiendo las oportunidades de participar en ELAC, PTA, SSC y asistir a los talleres y ser voluntario en el salón de clase de mi hijo/a
- Obedeceré todas las leyes de tránsito para garantizar la seguridad de todos los estudiantes.



ALVORD UNIFIED SCHOOL DISTRICT
TERRACE ELEMENTARY SCHOOL



AGENDA—February 19, 2019

School Site Council

I. Introductory Procedure

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

II. Action Items

1. Approve meeting Minutes from *January 2018*
2. Approve Categorical Expenditures \$500 and over
3. Approve Parent/Teacher/Student Compact
4. Approve Parent Involvement Policy
5. 2018-2019 Title 1, Part A District Reservations, Required
 - a. Parent Involvement (1%) \$55,339
 - b. Transportation: NCLB Program Improvement Schools Transfers \$65,000
 - c. Homeless Services \$12,128
6. 2018-2019 Title I, Part A District Reservations, Allowable
 - a. Centralized Staffing \$1,745,581
 - b. Summer Extended Learning Opportunities \$320,000
7. Approval of Participating in Title I School Wide Program
8. Approve Site Categorical Budgets (2018-2019 Budget)
9. Approval of School Safety Plan
10. Approval of Single Plan for Student Achievement 2018 - 2019

III. Discussion/Information

1. Budget Report
2. DIBELS mid-year data and input for next steps
3. ELAC/DELAC Report
4. PAC (Parent Advisory Committee)
5. ATP (Action Team for Partnership)
6. Program Reports
 - a. Professional Development Opportunities
 - b. Parent Training Opportunities
 - c. Interventions
7. Principal's Report

IV. Hearing Session/Public Comments

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

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for **March 21, 2019 at 2:30 p.m.**
3. Adjournment: Action Item

Meeting dates 2018-2019

April 18, May 16



ALVORD UNIFIED SCHOOL DISTRICT
TERRACE ELEMENTARY SCHOOL



MINUTES—February 19, 2019

School Site Council

I. Introductory Procedure

1. **Call to Order:** Meeting was called to order at 2:35 p.m.
2. **Establishment of Quorum**
Quorum was established 7 with members:
3 Parents- Erika Ontiveros-Mata, Lisa Gardner, Cruz Cervantes
3 teachers- Christine Ledesma, Judy Garcia, Doug Allen
1 other staff- Carla Calderon
1 administrator-Emily M. Devor, Ed.D.
3. **Pledge of Allegiance:** Pledge recited
4. **Welcome:** All members welcomed

II. Action Items

1. **Approve meeting Minutes from January 2018**
It was motioned/seconded/carried to approve *January* minutes
(Ledesma/Allen) 7-0-0
2. **Approve Categorical Expenditures \$500 and over**
It was motioned/seconded/carried to approve Title 1 expenditures NTE \$3000
(Ontiveros/Allen) 7-0-0
It was motioned/seconded/carried to approve LCFF-EL expenditures NTE \$4000
(Cervantes/Garcia) 7-0-0
It was motioned/seconded/carried to approve LCFF-LI expenditures NTE \$2500
(Ledesma/Cervantes) 7-0-0
3. **Approve Parent/Teacher/Student Compact**
Ledesma suggested that we add the "our kids vs. my kids" mentality to the teacher pledge
Team agreed to add "I will embrace all students as my students."
Calderon suggested adding Class Dojo. Team agreed to add that staff may also communicate electronically.

It was motioned/seconded/carried to approve Parent/Teacher/Student Compact
(Devor/Ledesma) 7-0-0
4. **Approve Parent Involvement Policy**
Allen asked for clarification regarding Parent Advisory Committee. Dr. Devor said that is at district level.
Ontiveros asked for clarification regarding pre-school. Dr. Devor stated that we have Kamp Kinder, but not pre-school at this time.

It was motioned/seconded/carried to approve Parent Involvement Policy (Ontiveros/Cervantes) 7-0-0

5. 2018-2019 Title 1, Part A District Reservations, Required

a. Parent Involvement (1%) \$55,339

b. Transportation: NCLB Program Improvement Schools Transfers \$65,000

c. Homeless Services \$12,128

It was motioned/seconded/carried to approve Title 1, Part A District Reservations, Required (Gardner/Allen) 7-0-0

6. 2018-2019 Title I, Part A District Reservations, Allowable

a. Centralized Staffing \$1,745,581

b. Summer Extended Learning Opportunities \$320,000

It was motioned/seconded/carried to approve Title 1, Part A District Reservations, Allowable (Ledesma/Garcia) 7-0-0

7. Approval of Participating in Title I School Wide Program

It was motioned/seconded/carried to approve Title 1 School Wide Program (Gardner/Cervantes) 7-0-0

8. Approve Site Categorical Budgets (2018-2019 Budget)

It was motioned/seconded/carried to approve 2018-2019 Final Budget (Garcia/Ledesma) 7-0-0

9. Approval of School Safety Plan

It was motioned/seconded/carried to approve the School Safety Plan (Gardner/Cervantes) 7-0-0

10. Approval of School Plan for Student Achievement 2018 - 2019

It was motioned/seconded/carried to approve the 2018-2019 School Plan for Student Achievement (Gardner/Cervantes) 7-0-0

III. Discussion/Information

1. Budget Report

No new information regarding budget.

2. DIBELS/IDEL mid-year data and input for next steps

Carla Calderon, Instructional Coach, shared DIBELS/IDEL mid-year data. The following input was provided by the council:

Kindergarten: Blue/Green scores doubled – Red was about half from beginning of year

Kindergarten DLI: Significant decrease of red (does not include a composite score)

1st grade: More blue shown in middle of year data

1st grade DLI: Significant amount of green shown in middle of year data

2nd grade: Beginning already had lot of blue, but red stayed the same

2nd grade DLI: Oral production is showing some difficulties

3rd grade: Not much changed from beginning of the year to middle of the year

3rd grade DLI: Council would like to see a comparison of DIBELS vs. IDEL data know that 3rd grade is assessed in both.

4th/5th: Similar scores in beginning of year and middle of year. Scholars appear to be having a difficult time catching up to the increasing target as they progress through the years.

3. ELAC/DELAC Report

Carla Calderon said Mr. Navarro discussed ELPAC and levels used to measure. Also discussed how it is aligned to report card. Parents confused report card scores and ELPAC scores.

PAC (Parent Advisory Committee)

Erika Ontiveros, parent, shared the PAC explained about the Uniform Complaint Procedures and the CA Dashboard. In addition, Susanna Lopez reviewed the LCAP. The next meeting will be in March.

4. Action Team for Partnership

Action Team for Partnership is hosting a Candy Land STEAM night, Wednesday @ 5 p.m. Families are encouraged to attend with their scholar on supporting science, technology, engineering, arts, and mathematics.

5. Program Reports

- a. Professional Development Opportunities:** Google Classroom Training 2/19/19, AVID training provided for 6 staff members, Google Gang Training provided to support staff in google implementation. Release Days scheduled for March.
- b. Parent Training Opportunities:** Parent University on 2/5/19 "Embracing/Accepting Differences"
- c. Interventions:** Language Arts Intervention (fluid groupings) & After-school Math Intervention

6. Principal's Report

Dr. Devor, Principal, provided infographics on the LCAP 2018-2019. Council was asked to provide input via a Thought Exchange link. Council also signed the safety plan during this time.

IV. Hearing Session/Public Comments

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

V. Adjournment

- 1. Agenda building for next meeting
Review DIBELS vs. IDEL data for Dual Language Immersion classes
- 2. The next SSC meeting is scheduled for **March 21 @ 2:30 p.m.**
- 3. Adjournment: Action Item
Meeting was adjourned at 3:40 p.m. (Hildebrandt/Cruz) 9-0-0

Meeting dates 2018-2019

April 18, May 16

ALVORD UNIFIED SCHOOL DISTRICT



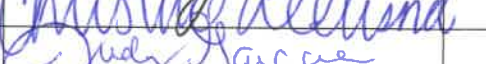
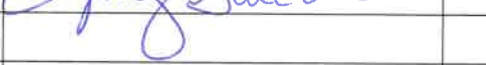
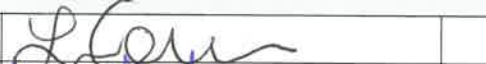


TERRACE ELEMENTARY SCHOOL

School Site Council

SIGN IN

February 19, 2019

Conference Room, 2:30 p.m.

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Emily Devor		Principal	
Doug Allen		Teacher	
Christine Ledesma		Teacher	
Judy Garcia		Teacher	
Kim Hildebrandt		Other	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lisa Black		Parent	
Cruz Cervantes		Parent	
Yuri Moreno		Parent	
Erika Ontiveros		Parent	PAC member.
Noemi Ortega		Parent	
OTHERS (NON-MEMBERS)			
Carla Calderon		Projects Specialist/Inst. Coach	



ALVORD UNIFIED SCHOOL DISTRICT
TERRACE ELEMENTARY SCHOOL
ENGLISH LEARNERS ADVISORY COMMITTEE
AGENDA— October 31, 2018



Dr. Emily Devor
Principal

Mr. James Navarro
Assistant Principal

1. Introduction/ Procedures

- a) Call to order
- b) Welcome/Sign In (EL4b)
- c) Pledge of Allegiance

2. Action Items

- a) Approval of Meeting Minutes from September 26, 2018
- b) Election of New ELAC Members (EL4a)

3. Training/ Presentation

- a) Needs Assessment
 - i. We would like Martha Martinez, Director of English Language Support Services, to train us on how the DLI program is structured to ensure our students are receiving English Language Development support so they could meet reclassification requirements.
- b) SPSA Input

4. Discussion/ Information

- a) Needs Assessment for EL programs (EL4c)
- b) School Attendance (EL4c2)
- c) DELAC Report
- d) SSC Report
- e) ATP Report
- f) LCFF-EL Budget Report (EL 4d & 4d2 & 9)
- g) CAFE – May 10, 2019

5. Reminders

- a) November 13 – Parent University: Social Media (8:30am in SPO)
- b) November 14 – Literacy Night (6-7pm in the MPR)
- c) November 17 – Reading Club (2:30-3:30 in Room 204)

6. Adjournment

- a) Next Meeting – November 28, 2018 at 8:30 a.m. / Special Projects Room
- b) Adjournment



DISTRITO ESCOLAR UNIFICADO ALVORD
ESCUELA PRIMARIA TERRACE
COMITÉ CONSEJERO PARA APRENDICES DEL IDIOMA INGLÉS
AGENDA— 31 de octubre del 2018



Dra. Emily Devor
Directora

Sr. James Navarro
Director Auxiliar

1. Introducción/ Procedimientos

- a) Llamar al Orden
- b) Bienvenida/Registro de Asistencia (EL4b)
- c) Saludo a la Bandera

2. Asuntos de Acción

- a) Aprobación de las Minutas de la Reunión del 26 de septiembre, 2018
- b) Elección de Nuevos Miembros (EL4a)

3. Entrenamiento/Presentación

- a) Necesidades
 - i. ***Nos gustaría que Martha Martínez, Directora de Servicios de Apoyo en el Idioma Inglés, nos capacite sobre cómo está estructurado el programa DLI para garantizar que nuestros estudiantes reciban apoyo de Desarrollo del Idioma Inglés para que puedan cumplir con los requisitos de reclasificación.***
- b) Descripción general del plan escolar (SPSA) y recomendaciones.

4. Diálogo/ Información

- a) Encuesta de Necesidades para Programas EL (EL4c)
- b) Asistencia Escolar (EL 4c2 & 9)
- c) Reporte de DELAC
- d) Reporte de Concilio Escolar (SSC)
- e) Reporte ATP
- f) LCFF-EL Presupuesto
- g) CABE – 10 de mayo del 2019

5. Recordatorios

- a) 13 de noviembre – *Universidad de Padres: Medios de Comunicación Social (8:30 de la mañana en el salón de Special Projects)*
- b) 14 de noviembre – *Noche de alfabetización (6-7 de la tarde en la cafetería)*
- c) 17 de noviembre – *Club de Lectura (2:30-3:30 en salón 204)*

6. Clausura

- a) *Próxima Reunión – 28 de noviembre, 2018 a las 8:15 a.m./ Salón Special Projects*



DISTRITO ESCOLAR UNIFICADO ALVORD
ESCUELA PRIMARIA TERRACE
COMITÉ CONSEJERO PARA APRENDICES DEL IDIOMA INGLÉS
AGENDA— 31 de octubre del 2018



Dra. Emily Devor
Directora

Sr. James Navarro
Director Auxiliar

b) Clausura



ALVORD UNIFIED SCHOOL DISTRICT
TERRACE ELEMENTARY SCHOOL
ENGLISH LEARNERS ADVISORY COMMITTEE
Minutes— October 31, 2018



Dr. Emily Devor
Principal

Mr. James Navarro
Assistant Principal

1. Introduction/ Procedures

- a) Call to order
Meeting was called to order at 8:30 a.m
- b) Welcome/Sign In (EL4b)
All were welcomed and new members introduced themselves.
- c) Pledge of Allegiance-Diana, President of ELAC, led the pledge.
Pledge of Allegiance was led in Spanish by Diana Coronado, President of ELAC.

2. Action Items

- a) Approval of Meeting Minutes from September 26, 2018
September 26, 2018 minutes were reviewed by all present. Motion to approve the September minutes was made by Fabiola Becerra. Seconded by Graciela Mercado. All were in favor. Motion Carried.
- b) Election of New ELAC Members (EL4a)
Karen Ayala and Cynthia Martinez, introduced themselves. Motion made by Laura Jauregui to approve new parents as ELAC members. Seconded by Eva Garcia. All were in favor. Motion Carried,

3. Training/ Presentation

- a) Needs Assessment
 - i. We would like Martha Martinez, Director of English Language Support Services, to train us on how the DLI program is structured to ensure our students are receiving English Language Development support so they could meet reclassification requirements.
Catalina Marquez, Instructional Specialist, presented an overview about DLI program. Martha Martinez, Director of EL Services, answered the needs assessment question through a presentation and followed it up answering questions from parents. She presented a study done by the RAND Corporation showing how bilingual students are more successful than English Learners in mainstream classes on state assessments.
- b) SPSA Input
Parents would like the school to consider the following:



ALVORD UNIFIED SCHOOL DISTRICT
TERRACE ELEMENTARY SCHOOL
ENGLISH LEARNERS ADVISORY COMMITTEE
Minutes— October 31, 2018



Dr. Emily Devor
Principal

Mr. James Navarro
Assistant Principal

- **Hire a Bilingual Literacy Teacher so services could be provided to DLI students.**
- **Provide Spanish Language Arts tutoring**
- **Hire additional supervisors during for recess because there are too many students for the supervisors to catch all the hitting and bullying that is occurring.**
- **We are happy with the current lunch lady, Denise, can we hire her permanently?**

4. Discussion/ Information

- a) School Attendance (EL4c2)
James Navarro updated parents about school attendance. He discussed incentives, and that we are not the last in the district anymore.
- b) DELAC Report
Tabled
- c) SSC Report
Tabled
- d) ATP Report
Tabled
- e) LCFF-EL Budget Report (EL 4d & 4d2 & 9)
Tabled
- f) CAFE – May 10, 2019
Tabled

5. Reminders

- a) November 13 – Parent University: Social Media (8:30am in SPO)
- b) November 14 – Literacy Night (6-7pm in the MPR)
- c) November 17 – Reading Club (2:30-3:30 in Room 204)

6. Adjournment

- a) Next Meeting – November 28, 2018 at 8:30 a.m. / Special Projects Room
- b) Adjournment 10:50
Motion made by Veronica Gonzalez to adjourn the meeting. Graciela Mercado seconded the motion. Meeting adjourned at 10:50am.



ALVORD UNIFIED SCHOOL DISTRICT
Terrace Elementary School
We SUCCEED because We BELIEVE
ENGLISH LEARNERS ADVISORY COMMITTEE



Dr. Emily Devor
Principal/ Directora

James Navarro
Sub Director

ELAC Sign-In (4b)
October 31, 2018

Position/ Posición	Parent name/ Nombre de Padre	Parent Signature/ Firma de Padre
President/ Presidente	Diana Coronado	Diana Coronado
Vice President/ Vice Presidente	Eva Garcia	Eva Garcia
Secretary/ Secretaria	Laura Avila	Laura Avila
DELAC Rep/ Representante de DELAC	Fabiola Becerra	Fabiola Becerra
Alternative DELAC Rep/ Representante Alterno de DELAC	Laura Jauregui	Laura Jauregui

Parent name/ Nombre de Padre	Student Name/ Nombre Del Estudiante	Parent Signature/ Firma de Padre	EL Level
1. Marilu Jimenez	Jacqueline Jimenez Javier Jr Jimenez	[Signature]	
2. Graciela Mercado	Andres Espaner	[Signature]	3
3. Karen Ayala	Sofia Evelyn Pacheco	[Signature]	3 & K
4. Cynthia Martinez	Marcos Juarez	[Signature]	
5. Eva Govea	Joanna Ramos	[Signature]	1
6. Juana Rangel	Mister Hong	[Signature]	3
7. Alejandra Magallanes	Natasha Rodriguez	[Signature]	3
8. Laura Avila	Edgar Polanco	Laura Avila	4
9. Claudia Sanchez	Noe Miranda Rincón	[Signature]	3-K
10. Veronica Gonzalez	Destiny SoSa	[Signature]	K
11.			
12.			
13.			
14.			
15.			



Terrace Elementary School

WE SUCCEED because WE BELIEVE



Staff Meeting – Room 208
December 4, 2018
1:15 p.m. – 2:15 p.m.

Item	Details	Connections
AVID Essential #1 By the end of 2018-2019, all teachers will employ developmentally appropriate Costa's Levels of Thinking in one or more content areas.	Bring evidence of Costa's Levels of Thinking	
Action Team for Partnership	Presented by Christina Powers	
Single Plan for Student Achievement Input		
Grade Level Preferences 2019-2020		
Dates and Things to Remember:		

***"Oh, the places you'll go! There is fun to be done!
There are points to be scored. There are games to be won."***

Dr. Emily M. Devor, Principal
Telephone (951) 358-1660
6601 Rutland Avenue

Mr. James Navarro, Assistant Principal
Fax (951) 358-1661
Riverside, Ca. 92503

www.alvordschools.org/terrace

• high expectations TK-12

- college + shirts
- Parent University
- planners

- Common Core Standards
- college conversations
- Habits of a scholar

- career day
- Homecoming
- college partnerships

• DLI

- college vocabulary

HS Graduation and College Readiness

- N.E.U.
- college symbolism (Flags)

• A.V.I.D.

• *members

- Study trips to universities
- S.M.A.R.T goals - long-term career goals
- academic goals
- attendance incentives

• Gateway to college
pep rally

• college charts

Our kids
are
happy

Drills

Closed
Campus

Calming
part
social-emotional
training

Red Ribbon
Week

Child Welfare
Check
(CWC)

Supervision
Duties

Kindness
Week

Discipline
Assembly

Parent
University

Habits of
a Scholar

Staff
School
Events

Recognition
for
students
and
staff

Training
for
campus
supervisors

Flag
Ceremony

Math
movies

Breakfast
Program

Conspiracy
Lessons
social
emotional

Visitor
tags
(?)
name
tag
(parent)
(grandparent)

PBIS

Family
Nights

Safe /
Drug Free
School

SPSA (Single Plan for Student Achievement) School

Teaching Conferences

Math Game

Math Mat

Math Club

After school
tutoring

Lesson Study

Thinking Maps

Vocabulary

UPD study

Unit Plan

MATH

MATH DIBELS

Parent
Training

interactive notebooks

Math Night

manipulatives

technology
- Khan Academy

Math Olympics

Small
Group
intervention

1:1 devices (that work)

- headphones w/microphone

PPST

AR

Tutoring

Intervention

Literacy
specialist

Imagine
Learning

Dibels
IDEL

Depth of
complexity

ELA

Classroom
libraries

Wonders
multiple
SSR

Google
Classroom

Lessons
that supplement
main curriculum

Thinking
Maps

Student
Development

Smarty Ants

AVID
strategies

Activate 3000

Read Naturally

Library books

HM LRA



TERRACE ELEMENTARY

Staff Meeting - Room #208

Tuesday, December 4th, 2018

Sign-in Sheet

Did you talk
about
COLLEGE
today?

ALLEN, Doug
BARTH, Kristie
BROWN, Laura
CALDERON, Carla
CASTANEDA, Wendy
CERVANTES, Becky
CEVALLOS, Michelle
CRUM, Brandi
DITTA, Alana
GARCIA, Judy
GHARIBIAN, Arsho
GOMEZ, Raul
GONZALEZ, Leticia
IRVINE, Tara
KELLY, Melodee
KEYES, Tracy
LEDESMA, Christine
LOPEZ, Tameka
LOZOYA, Elena
MEDINA, Tracy
MORALES, Mariela
NAJARRO, America
NAVARRO, James
OCAMPO, Jennifer
PETRY, Tina
POOLE, Grace
POWERS, Christina
RIOS, Jessica
ROLSTON, Annette
RUIZ, Janell
THOMPSON, Dennis

[Handwritten signatures in blue and purple ink]
D. Allen
Kristie Barth
Laura Brown
Carla Calderon
Wendy Castaneda
Becky Cervantes
Michelle Cevallos

[Handwritten signatures in black, orange, and green ink]
Brandi Crum
Alana Ditta
Judy Garcia
Arsho Gharibian
Raul Gomez
Leticia Gonzalez
Tara Irvine
Melodee Kelly
Tracy Keyes
Christine Ledesma
Tameka Lopez

[Handwritten signatures in black and purple ink]
Elena Lozoya
Tracy Medina
Mariela Morales
America Najarro
James Navarro

[Handwritten signatures in black and purple ink]
Jennifer Ocampo
Tina Petry
Grace Poole
Christina Powers
Jessica Rios
Annette Rolston
Janell Ruiz
Dennis Thompson

VALENTINE, Aimee

VANDERVEEN, Jaclyn

WESTOVER, Erin

ZALDIVAR, Hector

Aimee Valentine
Jaclyn Vanderveen
Erin Westover
Hector Zaldivar