2018-2019
School Plan for Student Achievement (SPSA)

Twinhill 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
D	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

Twinhill Elementary School

Alvord Unified School District

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
   [X] English Learner Advisory Committee: December 6, 2018
   [X] Leadership Team/Department Advisory Committee: October 29, 2018
   [ ] Other committees established by the school (LIST):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: February 21, 2019

Attested:

Typed Names:	Signature:	Date:
Principal: Mary McAllister-Parsons	Mary McAllister-Parsons	2.27.2019
SSC Chairperson: Kinima Ray	Kinima Ray	2/27/2019

School Profile (Elementary Schools)

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

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	2 (0.4%)	1 (0.2%)	0 (0%)
Asian	2 (0.4%)	2 (0.4%)	4 (0.9%)
Pacific Islander	2 (0.4%)	2 (0.4%)	0 (0%)
Filipino	6 (1.1%)	5 (1.0%)	5 (1.1%)
Hispanic or Latino	485 (90.5%)	469 (91.6%)	422 (91.9%)
African American	11 (2.0%)	9 (1.7%)	9 (2.0%)
White (not Hispanic)	24 (4.5%)	21 (4.1%)	19 (4.1%)
Multiple or No Response	4 (0.7%)	3 (0.6%)	0 (0%)
English Learners (EL)	327 (60.4%%)	287 (58.0%%)	227 (49.5%)
Socio-Economically Disadvantaged (SED)	507 (93.7%)	475 (92.8%)	400 (87.1%)
Students with Disabilities	28 (5.2%)	41 (8.0%)	54 (11.8%)
Total Enrollment	536	512	459

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

Twinhill Elementary sits in the center of a once-rural, now suburban community, on the outskirts of the city of Riverside, California. Twinhill, one of fourteen elementary schools in the Alvord Unified School District, services 462 students on a traditional school schedule. The students come from diverse backgrounds. The majority of the students participate in the National School Lunch Program (87%). Student ethnicity is predominantly Hispanic representing 91% of the student population. The parent education level consists of 41% of parents who are not high school graduates. While high school graduates consist of 34% of our school population.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	103	95	102	100	74
1	85	80	70	87	78
2	96	81	84	76	81
3	102	96	87	77	69
4	97	100	92	83	87
5	87	89	101	89	70

Facilities and Technology
Twinhill has 35 classrooms, including: one library/media center; 1-40 station computer lab and 4-35 station mobile computer labs; one classroom utilized by the Resource Specialist to provide indirect/direct special education related

services; one room is shared by the Speech Therapist and School Psychologist; one room serves as a Staff Development/Parent-Family Meeting and training room, one room is utilized by the counselor to provide character lessons and support for students and families, one room is utilized by the Early Literacy Intervention teacher two days per week and one room serves as an office for the Instructional Coach and Special Projects Clerk in addition to housing various meetings. Additionally, four portable classrooms are utilized daily for the After School Program at the end of the instructional day.

All classroom computers are loaded with software to support learning in English Language Arts and Mathematics. Classroom computers also have access to the district internet, including Earobics, Accelerated Reader and Moby Max programs. All transitional kindergarten (TK) through third grade classes utilize the computer lab every week and are able to access intervention software from classrooms for additional time. All second, third, fourth and fifth grade students utilize mobile computers on a weekly basis. All classrooms have SMARTboards, document cameras and student computers available to support the instructional program. The installation of equipment allowing for wireless internet access was established previously.

All students are able to access and regularly use the Accelerated Reader computer-based reading program in their classrooms, the library and the computer lab. This program is designed to facilitate students reading at their instructional level, support increased reading comprehension, and motivate students towards independent reading.

Twinhill's library/media center is accessible to all students and staff. It is also available for parent/family use and material check-out on a weekly basis. Our library houses approximately 11,000 books for check-out, in addition to a variety of supplemental materials for teacher check out to support the core curriculum and enhance student learning. There are five student computers available and one computer station used by the Library Assistant to track materials.

Twinhill's computer lab is accessible to all students and staff. Beginning in January 2019, it will also be available for parent/family use and learning opportunities under the direction of our computer lab instructional assistant on a weekly basis. Our computer lab currently has 40 computers houses with instructional programs to support the core curriculum and enhance student learning.

Instructional Minutes

Instructional Minutes

The total number of instructional minutes for each grade level span is as follows: 265 for Kindergarten, 320 for first through third grade; and 340 for fourth and fifth. The chart below indicates time allotments for English Language Arts, Mathematics, ELD, and Physical Education:

Core Program	TK-KINDERGARTEN	GRADES 1-3	GRADES 4 AND 5
LANGUAGE ARTS CORE	60 minutes	180 minutes	120 minutes
MATHEMATICS	60 minutes	60 minutes	60 minutes
DESIGNATED-ELD	30 minutes	30 minutes	30 minutes
PHYSICAL EDUCATION	200 minutes/10 days (ALL grades)		

There are seven district calendared minimum days, which includes five minimum days for parent-teacher conferences. Twinhill has minimum days scheduled every Tuesday to support the district-adopted Early Release day plan to provide opportunities for teacher collaboration and professional learning. The school day has been lengthened on Monday, Wednesday, Thursday, and Friday to accommodate the early release day on Tuesday. The Early Release Day schedule is as follows: 1st/3rd Tuesday-Staff Meeting/Professional Learning; 2nd/4th Tuesdays are teacher-directed Grade Level Collaboration for data analysis, lesson planning, etc.; 5th Tuesday-focus determined by district personnel and/or teachers.

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

* Twinhill Elementary School is one of 229 schools in the nation that belong to the No Excuses University (NEU) network, and the Principal and Instructional Coach presented at the NEU National Convention in October 2018.
* Student incentive programs are utliized as effective tools for motivation and positive reinforcement (i.e., Academic Awards, Student of the Month, Perfect 10 PE classes, Character Cash and Perfect Attendance Awards)
* Technology in classrooms is utilized to support students' academic achievement. All classrooms are equipped with a SmartBoard, projector and document camera and a laptop for instructional use by the classroom teacher. Four laptop carts are available for grades 2,
3, 4 and 5 and are utilized on a rotating basis within those grade levels.
* Family Education opportunities (i.e. Family Math Night, Family Reading Night, STEAM Family Night)
* School-wide focus on character development, growth mindset, college and career readiness and wellness-Twinhill received national recognition for its implementation of health and wellness practices (Silver Medal recipient from the Healthier Generation Alliance) and
Student Safety Valet program. Our Student Council visited City Hall and met with local civic leaders including the councilmember representing the Twinhill neighborhood. Supporting college and career readiness: Career Day, Gateway to College assembly.
* Common rules and expectations with a focus on positive behaviors; development of a schoolwide Behavior Standards and Incentive Plan to promote consistency and fairness for ALL students in the building of positive character traits.
* The SST process focuses on early interventions to assist students in increasing their progress toward meeting grade level standards
* Active parent involvement is a priority (i.e. PTO, ELAC, SSC, Breakfast in the Classroom)
* School wide Response to Instruction and Intervention focused on prevention
* Grade level intervention blocks provide targeted, skill-based instruction for all students along with afterschool extended learning opportunities
* Each classroom and staff member has adopted a university to promote the goal of academic achievement to prepare for the opportunity to attend college
* Academic and behavioral success are shared responsibilities between students, families and staff.
* On-going professional learning opportunities for certificated, classified and families are available.
*Home-school communication has increased through the use of electronic parent notification apps (i.e. Class Dojo, Remind), updated website and posting of announcements

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.

Twinhill's primary focus is to ensure all students are proficient in English Language Arts, Math and English Language Development (ELD) through the collaborative and cooperative work within a continuous improvement and growth model. To increase the effectiveness of the instructional program, the use of differentiated instruction, checking for understanding, cognitive student engagement, as well as the analysis of current student data have been identified as key elements to support the increase in student achievement and growth. Twinhill's central focus of school reform is supported by effective collaboration as evidenced by early release days, grade level articulation/cognitive planning days, daily school-wide intervention block, extended-day kindergarten intervention support, use of instructional coach, early literary teacher and full implementation of core curriculum. In addition, Twinhill receives Title I funding that is utilized school-wide to supplement the core instructional program and increase student achievement and growth. Title 1 funding is also used to support instructional practices through the use of a site based instructional coach.

Administration/leadership meets with classified staff throughout the year, providing professional learning and support on how to continue improving student achievement. Monthly leadership meetings, professional learning opportunities and grade level collaborations are utilized to provide opportunities for discussion and feedback and to develop and increase the effectiveness of the instructional program. The goals are supported through the on-going implementation of the Single Plan for Student Achievement.

Collaboration Process (EPC 5,6,8)
In recognition of the importance of teacher collaboration, every Tuesday is an early-release day for students. Dismissal is at 1:00 p.m. allowing for teacher collaboration and professional learning which includes, but not limited to:
* Training designed to improve and increase student achievement
* Cognitive Lesson Planning with Common Core State Standards
* Vertical Articulation
* Analysis of assessment data/student work
* Development of common assessments and evaluation of common assessments
* Development of goals based upon data analysis
* Review of educational literature and research including the ELA and ELD Framework and mathematical practices
* Review of material resources and future needs
* Opportunities for input in site/district policies and procedures

Collaboration is built into the master calendar and occurs regularly throughout the school year. Grade level collaboration time and ongoing staff development is cohesive and based upon data and needs assessment. On average, 2 hours per month of teacher-directed grade-level collaboration time is provided.

Additional grade level release days are provided to cognitively plan lessons in ELA, Math and D-ELD that support differentiated instruction for Common Core State Standards. During this time grade level teams are able to complete data analysis, development of common assessments, plan differentiated lessons including intervention support needed for struggling learners.

Cite Research/Resources for Central Focus on School Reform
* Action Research-The staff utilize student data to identify successful instructional practices that are increasing student achievement and growth.
* Ainsworth, Larry (2010)-Planning for Rigorous Curriculum Design
* Bender (2009), Beyond the RTI Pyramid: Solutions for the First Years of Implementation.
* Chenoweth, Karin (2010). "It's Being Done."
* Covey, Steven R. (1990). Seven Habits of Highly Effective People.
* DuFour, R., (2004), Whatever It Takes

* DuFour, DuFour, & Eaker (2008), Revisiting Professional Learning Communities
* Fisher & Frey (2015), Text-Dependent Questions
* Fisher, D., Frey, N. & Lapp, D. (2012)-Teaching Students to Read Like Detectives
* King & Lopez (2008), Turn Around Schools: Creating Cultures of Universal Achievement.
* Lemov, Doug (2010). Teach Like A Champion.
* Lopez, Damen (2009) No Excuses University
* Marzano, Pickering, and Pollack (2001). Classroom Instruction That Works.
* NAESP. Leading Learning Communities, Standards for What Principals Should Know and Be Able to Do. http://www.naesp.org
* National Institute for Literacy (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read.
* Owocki, Gretchen (2012). The Common Core Lesson Book K-5.
* Payne, R., (1996), Culture of Poverty.
* Riverside County Office of Education (2006). Show Me the Research: A Brief Review of the Underlying Factors in The Nine Essential Program Components.
* Shumway, Jessica, (2011). Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3.
* Shumway, Jessica, (2018). Number Sense Routines: Building Mathematical Understanding Every Day in Grades 3-5.
* Trelease, Jim (2006)-The Read-Aloud Handbook.
* Van de Walle, J., Lovin, L. H., Karp, K., & Bay-Williams, J. M. (2018). Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2 (Volume I, Edition 3).
* Van de Walle, J., Lovin, L. H., Karp, K., & Bay-Williams, J. M. (2018). Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades 3-5 (Volume II, Edition 3).

School Site Council Membership

2018-19 School Site Council					
Name of Members	**Principal**	**Classroom Teacher**	**Other School Staff**	**Parent or Community Member**	**Secondary Students**
Mary McAllister-Parsons	[X]	[ ]	[ ]	[ ]	[ ]
Dayana Hernandez	[ ]	X			
Dirk Upson	[ ]	X			
Andrea Villarinho	[ ]	X			
Michelle Rocha	[ ]		X		
Kinima Ray	[ ]			X	
Arely Hernandez	[ ]			X	
Melody Reyes	[ ]			X	
Vacant	[ ]			X	
Vacant	[ ]			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.

The Twinhill Leadership Team which meets monthly includes grade level leaders, Special Education Team member, Instructional Coach and school site administrators. The Twinhill Leadership Team works collaboratively to ensure consistent two-way communication between grade levels, support staff and school leadership. Monthly meetings include discussion and dialogue on current instructional practices, best practices, data analysis, feedback on current staff development, site needs assessment and educational activity planning.

2018-19 Leadership Team	
Name of Members	**Title**
Sheila Cuevas	Kindergarten Grade Level Lead
Malia Hernandez	1st Grade Level Lead
Shana Gutierrez	2nd Grade Level Lead
Felicia Lamadrid	3rd Grade Level Lead
Tawni Webster	4th Grade Level Lead
Dayana Hernandez	5th Grade Level Lead
Heather Robinson	Special Ed Lead
Jennifer D'Antoni	Instructional Coach
Erik Ramirez	Assistant Principal
Mary McAllister-Parsons	Principal

Comprehensive Needs Assessment Components

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

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

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

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

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

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

* Parent-Teacher conferences (formal/informal)
* Translation of home-school communication
* Interpreting services for meetings, conferences, parent engagement workshops, etc.
* Report Cards, Progress Reports and Deficiency Notices
* Phone calls, written communication and electronic communication (e.g. Class Dojo, Remind)
* CAASPP Test results mailed to parents or families
* SARC
* SSC and ELAC Meetings
* Pastries with Principal Parsons

Analysis of Site's Current Instructional Program

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

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

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

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

The Twinhill staff reviews the Elementary School APS and the level of implementation of the nine Essential Program Components (EPC's). In addition, parent input is received and included in the survey. During the 2008-2009 school year, three separate focus groups from Twinhill met with other sites to receive training and address the level of implementation of the EPC's at Twinhill. Each team identified focus areas to be addressed at the site and district levels. Based on the results of the three APS documents, it was determined that Twinhill needed to develop and implement a Pyramid of Interventions. The Leadership Team group developed and trained staff on the Pyramid of Interventions and its implementation to support access to all students. In 2011-2012, Leadership completed an Academic Program Survey specifically for English Language Learners. It was determined more tutoring services needed to be provided for English Learners to narrow the gap between language acquisition and ELA/Math proficiency. One after school tutoring group was designed for ELL's during the 2011-2012 school year. During the 2012-2013 school year there was an increase in time during the instructional day for English Language Development and intervention. Before and after school tutoring groups were formed based upon CST, Benchmark and CELDT data. During the 2013-2014 school year, the schoolwide daily TLC (intervention)/ELD Block continued with a focus on ELA/ELD standards utilizing Science and Social Studies content. Flexible student groups are formed based upon CST, Benchmark, CELDT, DIBELS and common assessment data. Before and after school tutoring groups were formed based upon CST, district Benchmark assessments, CELDT and DIBELS data. For the 2015-2016 school year, assessment data indicated the need to improve student achievement in Language Arts, Math and English Language proficiency. To address these needs, Twinhill staff participates in bi-monthly grade level collaboration and professional development. For the 2017-2018 school year, assessment data indicated student progress being made in English Language Arts, Math and English Language Development. To continue a culture of progress, administration, staff and parents addressed the need for continued grade level collaboration, professional learning opportunities and after school tutoring for students. For the 2018-2019 school year, assessment data indicated the need to improve student achievement in mathematics. To address this school wide need, the Twinhill teachers participate in professional learning with the instructional coach with a focus on number sense and grade level appropriate instructional strategies. Grade level collaboration, designated grade level TLC intervention block and D-ELD grade level block continue as well as three session of after school tutoring in reading, mathematics and English Language Development.

<u>Standards, Assessment, and Accountability</u>

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

   CAASPP, Benchmarks, DIBELS, CELDT, ELPAC and common assessments are used to modify instruction and increase student achievement.

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

Data is obtained from the standardized assessment results, common formative assessments, adopted curriculum assessments, and grade-level developed common assessments. The results of the data analysis completed by the district and site level staff are used to inform instructional practices and address the identified needs of students to ensure students receive core curriculum and increase achievement at Twinhill. Teachers meet with the principal and instructional coach to discuss student progress, appropriate instructional strategies and necessary intervention.

Staffing and Professional Development

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

100% of the Twinhill staff meet the ESEA highly qualifed requirements.

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

All teachers are fully credentialed and none are mis-assigned. Previously, teachers have received SB472 training in Language Arts utilizing the Houghton Mifflin curriculum and SB472 training in Mathematics utilizing the Harcourt School Publishers curriculum. Most recently teachers received training with the California Common Core State Standards through district and site staff development under the guidance of the site Instructional Leadership Team (ILT). Teachers have previously received training on the ELA-ELD Framework including The White Paper (Foundational Skills) and Designated ELD. During the 2017-2018 school year teachers and support staff receive professional development on ELPAC, Close Reading and Next Generation Science Standards. During the 2018-2019 school year, the teachers received training on mathematics instruction and social emotional learning.

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

Current staff development is based on data analysis of student performance, effective research-based instructional strategies and Common Core Standards.

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

Instructional Coach at Twinhill provides on-going support through staff development training, one-on-one interactive coaching, and demonstration lessons.

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

Our leadership team facilitates grade level or vertical collaboration for teachers to analyze student data, plan instruction and intervention to address student needs.

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 effective instruction to meet the state standards. Currently, the district is leading TK-5 teachers in the refinement of Rigorous Curriculum Design (RCD) Units of Study in English Language Arts and Mathematics.

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

Twinill adheres to the recommended instructional minutes for reading/language arts and mathematics.

See Instructional Minutes table above.

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

Pacing at Twinhill is guided through the alignment of grade level essential standards. Pacing guides have been developed by the district for Language Arts and Mathematics to ensure that all students receive the core curriculum for their grade level. In addition, Universal Access is in place to work with students who need further learning opportunities to access the core curriculum. Each grade level has a daily designated Targeted Learning for All Children (TLC) time. The TLC time is designed to meet targeted learning needs of students.
Differentiated instruction is built into the instructional day to meet the learning needs of students.
30 minutes of differentiated Designated-English Language Development is provided daily for all English Learners.

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

Twinhill has the required instructional materials which are appropriate for all students.

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)

Twinhill uses the California Common Core State Standards in Language Arts, Math and ELD. In addition, the McGraw-Hill Wonders Reading Language Arts and ELD, Harcourt School Publishers Mathematics, Harcourt Science, and McGraw-Hill Social Science are utilized to support the CCCSS.

<u>Opportunity and Equal Educational Access</u>

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

Universal Access is in place to differentiate learning opportunities and access the core curriculum. In addition, other services or personnel are provided to ensure all students meet standards (i.e., Resource Specialist; Language, Speech, and Hearing therapist; Adaptive Physical Education teacher; Psychologist; Early Literacy Intervention teacher and Student Study Team).

During the school day the following programs provided by the District and Regular Program help all students meet standards:
* Nurse, Health Assistant
* Intervention built into the core reading and math programs.
* P.E. teacher for 1-5 grade students
* Moby Max/Earobics/Starfall
* Accelerated Reader

After or Before School Programs or Services are the following:
* Before/After School tutoring taught by teachers/support staff as available
* Half-Time after school program which includes homework help, tutoring, and enrichment activities
* Groups organized for students to access intervention programs: Fastt Math, Leapster/Leap Track, and Read About – time as designated by the program.
* Teacher(s) paid to facilitate the after school program and identify students who need this program

Services provide by categorical funds to enable at risk students to meet standards:

14. Research-based educational practices to raise student achievement

Through the use of research-based practices Twinhill is a Professional Learning Community in which teacher collaboration and analysis of current student data informs instruction. Each collaborative meeting is designed to address the following questions:

* What do we want students to know?
* How will we know when they've learned it?
* What will we do when they don't?
* What will we do when they do get it?

Effective instructional and student engagement strategies, identified during the collaborative process, are implemented to increase student achievement. The results are utilized to assess the effectiveness of the strategies and to continue to develop an effective program for student success.

Parental Involvement

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

The Twinhill community provides multiple resources to assist under-achieving students (ESEA). Some of these resources include business support via donations, grants or scholarship opportunities. In addition, families provide resources to under-achieving students by volunteering in the classroom and/or becoming involved in family events before, during and after the school day. Lastly, the district provides resources to assist under-achieving students by aligning their resources to Twinhill site objectives and goals.

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.

The following are resources available from family, school, district, and community to assist underachieving students:
Parent/Teacher conferences (formal/informal)
Translations of home-school communication
School calendar (monthly)
Grade Reports/Deficiency Notices/Progress Reports
Phone calls/electronic communication (e.g. Class Dojo, Remind)
Back-to-School Night
Annual Title I meeting
Parent advisory meetings
Open House Night
Parent/Family Involvement Log Sheets
Suspension/Expulsion
Parent/Student School Handbook (available on school website)
Parent Resource Library & Materials
CAASPP Test results mailed to parents
Fliers to inform parents of trainings, events (available on school website)
Community Business Partners
Interpreters at meetings
Parent/Teacher Organization (PTO)
Family Activities (sponsored by PTO)
Family Ed Nights
Parent Involvement Policy/Parent-Student-School compact
Volunteer Recognition
SARC
SART/SARB
Half-Time/ Extended Learning Program/After School Program
Elementary School Counselor
Instructional Coach
Early Literacy Teacher (2 days per week)
Library and Computer Lab assistants
Bilingual Instructional assistants
School Resource Officer
Parks and Recreation
Interpreters and childcare for parents
BlackBoard Message Phone System
Kinder Camp/Incoming Kinder Parent Orientation

Funding

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

See 14, under Interventions-Opportunity and Equal Educational Access

18. Fiscal support (EPC)

The instructional program at Twinhill 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.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?
Goal 3: Highly Qualified Teachers--teachers and support staff continue to participate in ongoing professional learning related to Foundational Skills, interim assessments, ELD standards and differentiating instruction. The support of our Instructional Coach and Early Literacy Teacher have contributed to building teacher efficacy.
Goal 4: Decrease in character citations, increase in Caught Being Good--students participated in two Behavior Standards Assemblies, more staff members are involved in recognizing positive behavior and outstanding character. Development and implementation of school wide Discipline plan. Plan was communicated to students, staff and families. Posters displayed throughout the school.

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?
Currently, we have not met Goal 1.1 (RLA) or 1.2 (Mathematics); however, our students are making progress based upon current assessment data. Our teachers continue to participate in Professional Learning opportunities on site which is supported by our Instructional Coach and district content specialists. Each grade level has a designated Intervention time (TLC). Additionally, tutoring in English Language Arts, Math, ELD and Science are available after school for identified students.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?
Student achievement data was presented to SSC, ELAC and staff. Upon presentation of the student achievement data, discussions were held regarding student progress and steps currently being taken and next steps to continue a culture of progress. Development and evaluation of the SPSA were based upon student achievement data. Parent/family committees and staff provided input and suggestions for next steps.

How was the plan monitored during the school year?
Student achievement data is reviewed by staff and shared with parents/families. Discussion regarding the SPSA is a standing agenda item on our monthly SSC agenda.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Involvement and engagement need to continue to be ongoing and inclusive. One change to be made will be to conduct a needs assessment with Leadership team and other stakeholders at the conclusion of the current school year.

Description of Barriers and Related School Goals

Twinhill Elementary is committed to addressing the barriers which may impede student growth and proficiency both academically and socially. Barriers faced at Twinhill are:
* regular school attendance
* extended learning opportunities for students
* opportunities for parent, family and community involvement and engagement

Twinhill Elementary is committed to addressing the barriers which may impede student growth and proficiency both academically and socially. Collaboratively with parents and families, teachers, support staff and administration,Twinhill Elementary will:
* Create a consistent culture of universal achievement for all students that involves all stakeholders
* Build and support Character Education within classrooms and outside classrooms
* Implement and refine targeted intervention programs including grade level intervention blocks and extended learning opportunities (before, during and after school)

* Increase Home-School connection and communication and parent-family engagement opportunities (i.e. Family Ed Nights, Pastries w/Parsons)
* Provide Professional Learning opportunities to support the implementation of Common Core State Standards and ELD standards including foundational skills, D-ELD/I-ELD lessons, mathematics instruction, and social emotional learning
* Administer targeted assessment(s) which will identify and address learning gaps in student progress and achievement.

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	99	83	85	96	82	84	96	82	84	97	98.8	98.8
Grade 4	103	96	80	100	92	80	100	92	80	97.1	95.8	100
Grade 5	89	105	93	85	102	93	85	102	93	95.5	97.1	100
All Grades	291	284	258	281	276	257	281	276	257	96.6	97.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2379.2	2381.1	2380.0	4	7.32	13.10	20	21.95	13.10	32	18.29	29.76	44	52.44	44.05
Grade 4	2415.9	2451.2	2464.0	12	13.04	21.25	12	33.70	31.25	27	19.57	17.50	49	33.70	30.00
Grade 5	2482.1	2444.8	2478.8	7	7.84	7.53	38	22.55	37.63	24	22.55	18.28	32	47.06	36.56
All Grades	N/A	N/A	N/A	8	9.42	13.62	22	26.09	27.63	28	20.29	21.79	42	44.20	36.96

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	4	7.32	10.71	53	31.71	41.67	43	60.98	47.62
Grade 4	11	9.78	12.50	34	58.70	61.25	55	31.52	26.25
Grade 5	6	7.84	10.75	53	49.02	58.06	41	43.14	31.18
All Grades	7	8.33	11.28	46	47.10	53.70	47	44.57	35.02

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	8	12.20	11.90	38	39.02	39.29	54	48.78	48.81
Grade 4	11	18.48	20.00	45	46.74	51.25	44	34.78	28.75
Grade 5	21	11.76	20.43	51	47.06	43.01	28	41.18	36.56
All Grades	13	14.13	17.51	44	44.57	44.36	43	41.30	38.13

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	8	9.76	8.33	64	59.76	65.48	28	30.49	26.19
Grade 4	8	14.13	17.50	63	60.87	70.00	29	25.00	12.50
Grade 5	9	4.90	16.13	68	55.88	60.22	22	39.22	23.66
All Grades	9	9.42	14.01	65	58.70	64.98	27	31.88	21.01

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	15	14.63	16.67	52	54.88	52.38	33	30.49	30.95
Grade 4	14	20.65	21.25	52	58.70	63.75	34	20.65	15.00
Grade 5	24	11.76	26.88	64	42.16	44.09	13	46.08	29.03
All Grades	17	15.58	21.79	56	51.45	52.92	27	32.97	25.29

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	99	83	85	98	83	85	98	83	85	99	100	100
Grade 4	103	96	80	101	93	79	101	93	79	98.1	96.9	98.8
Grade 5	89	105	93	86	103	93	86	102	93	96.6	98.1	100
All Grades	291	284	258	285	279	257	285	278	257	97.9	98.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.2	2379.7	2375.1	2	1.20	2.35	16	21.69	18.82	30	22.89	32.94	52	54.22	45.88
Grade 4	2444.7	2454.5	2466.9	8	6.45	10.13	18	29.03	27.85	45	38.71	41.77	30	25.81	20.25
Grade 5	2457.4	2451.2	2451.8	5	7.84	5.38	14	10.78	11.83	27	26.47	32.26	55	54.90	50.54
All Grades	N/A	N/A	N/A	5	5.40	5.84	16	20.14	19.07	34	29.50	35.41	45	44.96	39.69

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	7	7.23	10.59	35	28.92	38.82	58	63.86	50.59
Grade 4	19	19.35	22.78	32	34.41	40.51	50	46.24	36.71
Grade 5	7	9.80	8.60	34	24.51	32.26	59	65.69	59.14
All Grades	11	12.23	13.62	33	29.14	36.96	55	58.63	49.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	2.41	5.88	39	44.58	38.82	54	53.01	55.29
Grade 4	10	9.68	15.19	40	51.61	50.63	50	38.71	34.18
Grade 5	3	5.88	5.38	35	36.27	34.41	62	57.84	60.22
All Grades	7	6.12	8.56	38	43.88	40.86	55	50.00	50.58

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	7	9.64	4.71	63	53.01	51.76	30	37.35	43.53
Grade 4	14	13.98	15.19	46	54.84	58.23	41	31.18	26.58
Grade 5	3	8.82	7.53	55	40.20	43.01	42	50.98	49.46
All Grades	8	10.79	8.95	54	48.92	50.58	37	40.29	40.47

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

The CAASPP results data for English-Language Arts/Literacy from 2017-18 as compared to 2016-17 results data indicate that Twinhill students continue to make progress toward grade level proficiency. There is an overall 4% increase in standard exceeded and an overall 1.5% increase in standard met. There is an overall 1% increase in standard nearly met and an overall 7% decrease in standard not met. There are increases (above standard) in the areas of Reading (3%), Writing (3%), Listening (5%) and Research/Inquiry (6%). There are also overall increases (at/near standard) in the areas of Reading (7%), Listening (6%) and Research/Inquiry (1%). There are overall decreases (below standard) in the areas of Reading (10%), Writing (3%), Listening (11%) and Research/Inquiry (8%). Significant improvement overall was demonstrated by 3rd grade (increase 6%) and 4th grade (increase 8%) in Standard Exceeded and 5th grade in standard met (15% increase). There were significant overall decreases in Standard Net Met by 3rd grade (8%) and 5th grade (11%).

Mathematics

All Students

The CAASPP results data for Mathematics from 2017-18 as compared to 2016-7 results data indicate that Twinhill students are making progress toward grade level proficiency. There is negligible change in Standard Exceeded and Standard Met and a 5% overall decrease in Standard Not Met. There are increases (standard exceeded) in the areas of Concepts and Procedures (1%) and Problem Solving and Modeling/Data Analysis (2%). There is an increase (at/near standard) in the area of Concepts and Procedures (8%) and Communicating Reasoning (2%). There was decrease (below standard) in the area of concepts and Procedures (9%). Significant improvement overall was demonstrated by 4th grade in standard exceeded (4% increase) and all grades with decreases in standard not met 3rd grade (8%), 4th grade (6%) and 5th grade (4%). The data indicates that mathematics is an area for improvement.

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	1419.7	1431.3	1392.4	49
Grade 1	1464.9	1464.9	1464.4	42
Grade 2	1488.6	1478.0	1498.5	47
Grade 3	1490.3	1477.4	1502.7	52
Grade 4	1510.2	1494.9	1525.1	34
Grade 5	1524.2	1507.9	1540.1	40
All Grades				264

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	*	*	15	30.61	16	32.65	*	*	49
Grade 1	19	45.24	*	*	11	26.19	*	*	42
Grade 2	18	38.30	23	48.94	*	*			47
Grade 3	*	*	18	34.62	21	40.38	*	*	52
Grade 4	*	*	17	50.00	*	*	*	*	34
Grade 5	13	32.50	22	55.00	*	*	*	*	40
All Grades	71	26.89	103	39.02	64	24.24	26	9.85	264

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	14	28.57	19	38.78	11	22.45	*	*	49
Grade 1	20	47.62	17	40.48	*	*	*	*	42
Grade 2	20	42.55	24	51.06	*	*			47
Grade 3	*	*	22	42.31	12	23.08	*	*	52
Grade 4	11	32.35	16	47.06	*	*	*	*	34
Grade 5	11	27.50	24	60.00	*	*			40
All Grades	86	32.58	122	46.21	38	14.39	18	6.82	264

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	*	*	*	*	21	42.86	12	24.49	49
Grade 1	18	42.86	*	*	*	*	11	26.19	42
Grade 2	21	44.68	13	27.66	11	23.40	*	*	47
Grade 3	*	*	15	28.85	21	40.38	13	25.00	52
Grade 4	*	*	14	41.18	*	*	*	*	34
Grade 5	13	32.50	16	40.00	*	*	*	*	40
All Grades	70	26.52	69	26.14	79	29.92	46	17.42	264

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	22	44.90	21	42.86	*	*	49
Grade 1	25	59.52	15	35.71	*	*	42
Grade 2	27	57.45	20	42.55			47
Grade 3	15	28.85	32	61.54	*	*	52
Grade 4	20	58.82	14	41.18			34
Grade 5	28	70.00	12	30.00			40
All Grades	137	51.89	114	43.18	13	4.92	264

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	*	*	36	73.47	*	*	49
Grade 1	16	38.10	25	59.52	*	*	42
Grade 2	15	31.91	32	68.09			47
Grade 3	13	25.00	29	55.77	*	*	52
Grade 4	*	*	19	55.88	*	*	34
Grade 5	11	27.50	27	67.50	*	*	40
All Grades	72	27.27	168	63.64	24	9.09	264

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	*	*	32	65.31	11	22.45	49
Grade 1	21	50.00	*	*	14	33.33	42
Grade 2	23	48.94	18	38.30	*	*	47
Grade 3	*	*	27	51.92	22	42.31	52
Grade 4	*	*	22	64.71	*	*	34
Grade 5	*	*	26	65.00	*	*	40
All Grades	70	26.52	132	50.00	62	23.48	264

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	18	36.73	18	36.73	13	26.53	49
Grade 1	14	33.33	22	52.38	*	*	42
Grade 2	19	40.43	27	57.45	*	*	47
Grade 3	14	26.92	29	55.77	*	*	52
Grade 4	*	*	23	67.65	*	*	34
Grade 5	18	45.00	21	52.50	*	*	40
All Grades	92	34.85	140	53.03	32	12.12	264

Conclusions indicated by the ELPAC data:

The summative ELPAC data results for English Language Learners from 2017-18 indicate that 27% are at level 4, 39% at Level 3, 24% at Level 2 and 10% at Level 1. For Oral Language, the results indicate 33% at Level 4, 46% at Level 3, 14% at Level 2 and 7% at Level 1. For Written Language, the results indicate 27% at Level 4, 26% at Level 3, 30% at Level 2 and 17% at Level 1. For Listening Domain, the results indicate 52% are Well Developed, 43% are Somewhat/Moderately Developed, 5% are Beginning. For Speaking Domain, the results indicate 27% are Well Developed, 64% are Somewhat/Moderately Developed, 9% are Beginning. For Reading Domain, the results indicate 27% are Well Developed, 50% are Somewhat/Moderately Developed, 23% are Beginning. For Writing Domain, the results indicate 35% are Well Developed, 53% are Somewhat/Moderately Developed, 12% are Beginning. Overall the Listening Domain is an area of achievement for grades K-5. Overall the Reading and Writing Domains are areas for improvement for grades K-5.

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

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

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019, all grade levels will increase the percentage of At or Above Benchmark students as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Reading Language Arts by 5% as compared to 2017-18 Benchmark 3 (End of year) DIBELS Composite Score. Additionally, by June 2019, all grade levels will decrease the percentage of Well Below Benchmark students as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Reading Language Arts by 10% as compared to 2017-18 Benchmark 3 (End of year) DIBELS Composite Score. In addition, the Transitional Kindergarten students Preschool Early Literacy Indicator (PELI) students in Reading Foundational skills increase by 10% as measured by the Benchmark 3 PELI score. Lastly, students in grades 3-5 will continue to demonstrate progress on the CAASPP in the area of English Language Arts and Literacy by increasing the percentage of students exceeding or meeting standard and decreasing the percentage of students nearly meeting or not meeting standard.

Data Used to Form this Goal:

PELI, DIBELS, CAASPP results in English-Language Arts/Literacy and student work.

Findings from the Analysis of this Data:

Our Spring 2018 CAASPP data for grades 3, 4 and 5 indicated that 11% are above standard, 54% are at or near standard and 35% are below standard in Reading. These findings are indicative of student progress in the area of Reading. Our schoolwide 2017-18 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-45% (N=214), Middle of the Year-49% (N=241), End of the Year-52% (N=249). As compared to 2016-17 end of the year data, there was a 1% increase.

How the School will Evaluate the Progress of this Goal:

The school will monitor through the analysis of results from CAASPP, common formative assessments, DIBELS monitoring, accelerated reader (AR), student work and anecdotal notes from teachers and support staff.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	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	106327
	9 - Learning organization	Classified staff will differentiate access to core RLA instruction- Instructional Computer Assistant- district LCFF funded	July 2018	June 2019			
	9 - Learning organization	Classified staff will differentiate access to core RLA instruction- Instructional Library Assistant-district LCFF funded	July 2018	June 2019			
	9 - Learning organization	Classified staff will differentiate access to core RLA instruction- Bilingual Assistants-district Title I/III funded	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	9 - Learning organization	Classified staff will provide intervention support for at risk learners (during the school day)	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	
	9 - Learning organization	Certificated staff will provide extended learning opportunities for at risk learners (cost-additional hours)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	10400
	4 - Communicate effectively	Classified staff to assist with various categorical program compliance tasks in order to accurately share information with stakeholders (Additional Hours- SPO clerk)	August 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	2500
	3 - Comprehensive PreK-12 program	Materials, supplies and equipment to support and enhance student learning in RLA. (i.e. projectors, bulbs, student technology devices)	August 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF-LI LCFF-LI	26273 7000 1668
	3 - Comprehensive PreK-12 program	Early Literacy Intervention teacher will provide extended learning opportunities for at risk learners two days per week (no cost to site-district funded position)	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	School counselor will provide support for students to reduce barriers to learning through classroom character lessons. (no cost to site)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Certificated and classified staff will collaborate and develop an action plan for using AR to support and enhance RLA instruction (cost-additional hours)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I	2000
	3 - Comprehensive PreK-12 program	Supplemental materials and supplies to support at-risk students RLA (cost-JIT/ Southwest)	August 2018	June 2019	4000-4999: Books And Supplies	Title I	8000
	3 - Comprehensive PreK-12 program	Materials, supplies and equipment to support and enhance student learning in RLA through the use of technology (i.e. ipads, tablets, student laptops, etc.)	August 2018	June 2019	4000-4999: Books And Supplies	Title I	17675

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Equipment, materials, and supplies will be available to support and enhance instruction (i.e. lamination supplies/maintenance)	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	2000
	3 - Comprehensive PreK-12 program	Supplemental software license to support and enhance CCCSS instruction for at-risk students in RLA (district-funded System 44)	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Equipment, materials, and supplies will be available to support and enhance instruction (i.e.Duplo Contract and supplies)	July 2018	June 2019	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF-LI LCFF-LI	2400 1270
	3 - Comprehensive PreK-12 program	Materials and supplies to support and enhance RLA during Kinder Camp for incoming TK and Kinder (Teacher costs-see Focus Area Family Engagement)	Februa ry 2019	May 2019	4000-4999: Books And Supplies	Title I	500
	9 - Learning organization	Equipment and supplies to support instruction for at-risk students (misc. materials for tutoring)	July 2018	June 2019	4000-4999: Books And Supplies	Title I	1000
	3 - Comprehensive PreK-12 program	Supplemental software license to support and enhance CCCSS instruction for at-risk students in RLA (i.e. Moby Max)	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	3995
	3 - Comprehensive PreK-12 program	Supplemental software license and/or reading intervention program to support and enhance RLA instruction (i.e. Starfall-$270, Accelerated Reader-) (renewal costs)	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I Title I	270 11000
	3 - Comprehensive PreK-12 program	Literacy activities focused on writing process (i.e. Imagination Machine) grant monies also used			5800: Professional/Consulting Services And Operating Expenditures	Title I	375
Targeted Professional Development	6 - Support exemplary staff	Certificated staff will support and enhance RLA instruction for students (Teachers sub cost)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	
	6 - Support exemplary staff	Certificated staff will support and enhance RLA instruction for students (Additional Hours-beyond instructional work day)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	
	9 - Learning organization	Supplemental materials and supplies to support full implementation of CCCSS for at-risk students RLA (i.e. PD JIT-Southwest)	July 2018	June 2019	4000-4999: Books And Supplies	Title I	4000

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	6 - Support exemplary staff	Certificated staff will support and enhance RLA instruction for students (Cost-sub for new teacher cognitive planning w/coach)	August 2018	May 2019	1000-1999: Certificated Personnel Salaries	Title I	
	6 - Support exemplary staff	Release time for Leadership Team planning for 2019-20 school year including Coach, Principal and Asst. Principal (Data analysis, assessment, goal setting, etc.) (Cost-subs/refreshments)	February 2019	June 2019	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	1050 200
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Early Literacy and Intervention teacher will support at risk students during instructional day-two days per week (cost-district funded)	August 2018	June 2019			
	4 - Communicate effectively	Operational cost and services to support full implementation of CCCSS RLA (copier lease/ maintenance)	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	6000
Academic-Centered Family and Community Engagement	7 - Family engagement	Certificated staff will support and enhance RLA Home-School Connection (Additional Hours- Parent Engagement, Family Literacy Night/supplies)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	2000
	7 - Family engagement	Certificated staff and classified staff will support and enhance TK-Kindergarten Home-School Connection (Additional Hours for 4 teachers, 1 counselor NTE 14 hours total- Parent Engagement, TK-Kindergarten Camp/classified staff-interpreting NTE 3 hours)	February 2019	May2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	1400 100
	7 - Family engagement	Equipment, materials and supplies will be available to parents to increase support at home in RLA (TK-Kinder Camp)	August 2018	June 2019	4000-4999: Books And Supplies	Title I	300
	7 - Family engagement	Materials and supplies to support and enhance Home-School connection in RLA (materials and supplies for Academic Family Nights)	August 2018	June 2019	4000-4999: Books And Supplies	Title I	550
	7 - Family engagement	Home-School communication regarding progress towards RLA proficiency will be provided in a variety of ways (Newsletters, CCCSS parents info, student progress reports)	July 2018	June 2019	4000-4999: Books And Supplies	Title I	
	7 - Family engagement	Home-School communication folders used by students to support organization of school work and timely school information distribution. (cost to site for 2018-20)	July 2018	June 2019	4000-4999: Books And Supplies	Title I	2000
	7 - Family engagement	Classified staff will support and enhance RLA Home-School Connection (Additional Hours-Instructional Library Assistant Weekly Family Library time and Family Tech Time-NTE 1 hour each/week) Family Tech Time-half year due to late start	August 2018	May 2019	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	885 420

Planned Improvements in Student Performance
Performance Goal 1.2: Mathematics

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

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019, all grade levels will continue to demonstrate growth in the area of Mathematics as measured by common formative assessments, student work and CAASPP results.

Data Used to Form this Goal:

Common formative assessments and CAASPP

Findings from the Analysis of this Data:

Our Spring 2018 CAASPP data for grades 3, 4 and 5 indicate that 6% exceeded the standard, 19% met the standard, 35% nearly met the standard and 40% did not meet the standard. This data is indicative of student progress in the area of Mathematics. There was overall improvement in Concepts and Procedures.

How the School will Evaluate the Progress of this Goal:

The school will monitor student progress through the analysis of results from common formative assessments, CAASPP data, student work and anecdotal notes from teachers and support staff.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	Certificated instructional coach will support teachers in lesson design, instructional strategies, and cognitive planning. (See program descriptions/See Goal 1.1 for cost)	July 2018	June 2019			
	6 - Support exemplary staff	Classified staff will differentiate access to core Math instruction.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Certificated staff will support and enhance Math instruction for students	July 2018	June 2019			
	4 - Communicate effectively	Classified staff to assist with various categorical programs (Additional Hours-SPO clerk/see Goal 1.1 for cost)	July 2018	June 2019			
	9 - Learning organization	Supplemental software license to support and enhance CCCSS instruction in Math (see goal 1.1 for cost-Moby Max)	July 2018	June 2019			
	9 - Learning organization	Books, supplies, and equipment will be available to support and enhance instruction and assessment in Math (see Goal 1.1 for cost)	July 2018	June 2019			
	4 - Communicate effectively	Operational cost and services to support full implementation of CCCSS Math (copier lease/ maintenance) (see goal 1.1 for cost)	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Materials, supplies and equipment to support and enhance student learning in Math. (student computers) (see Goal 1.1 for cost)	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	School counselor will provide support for students to reduce barriers to learning through classroom character lessons. (no cost to site)	August 2018	June 2019			
Targeted Professional Development	6 - Support exemplary staff	Certificated instructional coach will support teachers in lesson design, instructional strategies, and cognitive planning to improve student achievement in mathematics. (See Goal 1.1 for cost)	July 2018	June 2019			
	6 - Support exemplary staff	Certificated staff will support and enhance Math instruction for students; District Math instructional specialist will support teachers' professional learning (No Cost, Structured Collaboration)	July 2018	June 2019			
	6 - Support exemplary staff	Certificated staff will participate in appropriate professional learning in order to support student learning and progress in mathematics. (Sub costs-3 /books)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	8000 1000
	6 - Support exemplary staff	Classified staff will participate in appropriate professional learning in order to support student learning and progress. (No cost)	July 2018	June 2019			
	8 - Learning environment to achieve excellence	Classified staff will support student learning by preparing web based learning programs for student	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		use. (No cost-Moby Max set up)					
	9 - Learning organization	Books, supplies, and equipment will be available to support and enhance instruction and assessment in Math (i.e. Math PD books)	July 2018	June 2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Certificated staff will support and enhance Math instruction for students (Cost-additional hours for extended learning-see Goal 1.1 for cost)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	
	4 - Communicate effectively	Classified staff to assist with various categorical programs to ensure program compliance (see Goal 1.1 for cost)	July 2018	June 2019	2000-2999: Classified Personnel Salaries	Title I	
Academic-Centered Family and Community Engagement	7 - Family engagement	Certificated staff will support and enhance Math Home-School Connection (Additional Hours-Parent Engagement/Family STEAM Night) see Goal 1.1 for cost	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	
	7 - Family engagement	Students, families and staff will participate in the California Math Festival (Student Festival-$2000, Family Festival $700, Consultant fee $147)	September 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	2847
	7 - Family engagement	Home-School Communication regarding progress towards Math proficiency will be promoted in a variety of ways. (Newsletters, CCCSS information, etc.) (see Goal 1.1 for cost)	July 2018	June 2019			
	7 - Family engagement	Equipment, materials and supplies will be available to parents to increase support at home in Math (TK-Kinder Camp) See goal 1.1 for cost	February 2018	May 2018	4000-4999: Books And Supplies	Title I	
	7 - Family engagement	Materials and supplies to support and enhance Home-School Connections in Math (See Goal 1.1 for cost)	July 2017	June 2018	4000-4999: Books And Supplies	Title I	

Planned Improvements in Student Performance
Performance Goal 2: English Learners

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

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019, Twinhill will increase the number of English Learner students as Redesignated Fluent English Proficient (RFEP).

Data Used to Form this Goal:

CELDT and ELPAC summative scores, report card grades, student packets for EL re-designation

Findings from the Analysis of this Data:

Currently, 53% (N=244) of Twinhill's student population are designated as English Learner, and 6% (N=29) are designated as Fluent (RFEP) or Initial Fluent (IFEP). In 2017-18, 56%(N=287) of Twinhill's student population was designated as English Learner. Based upon 2017-18 ELPAC data, 27% (N=71) are Level 4, 39% (N=103) are Level 3, 24% (N=64) are Level 2, and 10% (N=26) are Level 1. Based upon 2016-17 CELDT data, 10% are Advanced, 27% are Early Advanced, 30% are Intermediate, 17% are Early Intermediate and 16% are Beginning. In 2017-18, 11 students were identified as Fluent English Proficient (FEP) and 17 students were redesignated as Fluent English Proficient (RFEP). The 2017-18 RFEP data indicates EL students are making progress in English language proficiency.

How the School will Evaluate the Progress of this Goal:

Progress in English acquisition will be monitored using DIBELs, CAASPP results and student work as demonstrated through Reading fluency and comprehension. Growth from 2013 to 2017 on CELDT scores will provide summative assessment data.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	6 - Support exemplary staff	Certificated instructional coach will support teachers in lesson design, instructional strategies, and cognitive planning for EL students. (See goal 1.1 for cost)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries		
	3 - Comprehensive PreK-12 program	Certificated staff will utilize district adopted curriculum for Designated ELD and Integrated ELD instruction and will be based on ELD standards (No Cost)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Bilingual Instructional Assistants will provide primary language support for EL students. (District funded Title I/Title III)	August 2018	June 2019	2000-2999: Classified Personnel Salaries		
Research-based Strategy Instruction/ Supplemental Instruction	9 - Learning organization	EL Facilitator will attend monthly meetings, assist with federal program monitoring and reclassification of EL students (stipend)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3,116
	3 - Comprehensive PreK-12 program	Certificated staff will provide 30 minutes daily of differentiated Designated-ELD instruction using district adopted curriculum and supplemental materials.	August 2018	June 2019	2000-2999: Classified Personnel Salaries		
	8 - Learning environment to achieve excellence	Books, supplies, and equipment will be available to support and enhance instruction and assessment in Designated-ELD/Integrated-ELD (e.g. computers/cart for SEI classroom, JIT supplies)	July 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-EL LCFF-EL LCFF-EL	8621 4256 1179
Targeted Professional Development	6 - Support exemplary staff	Certificated professional learning to support EL students provided by District EL Instructional Specialist and site Instructional Coach (teacher sub costs-1 day-planning for language centers/additional hours for planning)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	515
	4 - Communicate effectively	Classified staff to assist with compliance for various categorical programs including EL program.	July 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	
	9 - Learning organization	Books, supplies, and equipment will be available to support and enhance instruction and assessment in ELD	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	
	6 - Support exemplary staff	Classified para-professional learning to support EL students.	August 2018	June 2019	2000-2999: Classified Personnel Salaries		
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Release time given to TK-1 Certificated staff for ELPAC administration (No cost to site for 2019-district paid)	Januar y 2019	June 2019			
	7 - Family engagement	Materials and supplies for ELAC meetings (refreshments) (No cost to site for 2018-19)	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	9 - Learning organization	Books, supplies, and equipment will be available to support and enhance instruction and assessment in ELD	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	
	3 - Comprehensive PreK-12 program	School counselor will provide support for students to reduce barriers to learning through classroom character lessons.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Certificated and classified staff will provide extended learning opportunities for EL students after school. (Additional hours/materials)	August 2018	June 2019	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF-EL LCFF-EL	3366 1200
Academic-Centered Family and Community Engagement	7 - Family engagement	Classified staff to assist with interpreting/translation during parent/family meetings and/or parent-teacher conferences.	August 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	1000
	7 - Family engagement	EL Parents to attend outside training/ conferences for PD to support home-school connection (CABE Conference)	January 2019	May 2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1500
	7 - Family engagement	Monthly ELAC meetings held for parents of EL students to provide opportunities for input on our instructional programs and receive training on instructional programs	July 2018	June 2019			
	7 - Family engagement	Home-School Communication regarding parent/family meetings, academic progress will be promoted in a variety of ways. (Newsletter, CCCSS information, student progress reports, school calendar)	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	
	9 - Learning organization	Books, supplies, and equipment will be available to support and enhance instruction and assessment in ELD (e.g. Kinder Camp) see Goal 1.1 for cost	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	

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

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

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)

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

By June 2019, Twinhill students will comply with school rules, will practice the Six Pillars of Character (i.e. Respect, Responsibility, Caring, Trustworthiness, Fairness, Citizenship) and participate in two Behavior Standards Assemblies and Character Education as evidenced by an increase in the number of Caught Being Good slips and students participating in CIA (Character in Action) incentive, as well as a decrease in the number of suspensions, character citations and character reflection time. All staff will implement the School Wide Discipline plan, review it with students and families, and post it in classrooms and other campus spaces utilized by students.

Data Used to Form this Goal:

Suspension/expulsion data and attendance data; Brag Tag distribution data (monthly perfect attendance); Behavior Standards assembly sign in sheets; Counselor presentations on Character and study skills.

Findings from the Analysis of this Data:

Twinhill's attendance rate for 2017-18 was 95.36%, 2016-17 was 95.6%, for 2015-16 was 95.7%, for 2014-15-95.6% and 2013-14-95.6%. As of February 2019, Twinhill's attendance rate is 95.25%.

As of January 2019, Twinhill has 0 expulsions and 5 suspensions. Twinhill continues to support proactive and positive interventions. In 2017-18 Twinhill had 1 expulsions and 6 suspensions. In 2016-17, Twinhill had 0 expulsions and 9 suspensions. In 2015-16, Twinhill had 0 expulsions and 2 suspensions. Through the collaborative efforts of site and district personnel and families, positive behavior supports including behavior support plans and incentives have been implemented to decrease out of school suspension.

How the School will Evaluate the Progress of this Goal:

Review of monthly attendance data, completed "We Are ALL Here On Time!" classroom charts and monthly distribution of Attendance Brag Tags. Monitoring and recording of incidents.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment							
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Teachers and students will participate in behavior standards assemblies (minimum of one assembly per year) (No Cost)	July 2018	June 2019			
	5 - Develop character of students	Teachers and students participate in character building presentations with school counselor (No cost)	July 2018	June 2019			
	9 - Learning organization	Materials and supplies to support and enhance elementary counseling program	September 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	400
	5 - Develop character of students	Materials and supplies to support students in becoming college and career ready (NEU Connect)	August 2018	November 2018	4000-4999: Books And Supplies	LCFF-LI	129
Targeted Professional Development	5 - Develop character of students	The principal or designee will review suspension and expulsion information with staff to assist with instructional decisions (No Cost)	July 2018	June 2019	1000-1999: Certificated Personnel Salaries		
	5 - Develop character of students	The principal or designee will review gender equity issues, universal precautions, child abuse reporting and disaster procedures with staff (No Cost)	August 2018	November 2018	1000-1999: Certificated Personnel Salaries		
	6 - Support exemplary staff	Counselor to participate in outside professional development conference. (i.e. registration, mileage)	September 2018	May 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	115
Achievement/Data Driven Structure and Support	4 - Communicate effectively	The Principal and head custodian will meet as needed to discuss safety concerns and Williams Compliance (No Additional Cost)	July 2018	June 2019			
	5 - Develop character of students	Outside support may be used create and maintain a safe and positive learning environment if needed (e.g. Centralized services, Wylie Center)	July 2018	June 2019			
	7 - Family engagement	Monthly Twinhill Newsletter, flyers and Blackboard messages sent out announcing good news, upcoming events, awards, etc. (Cost for supplies-award maker)	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	1000
Academic-Centered Family and Community Engagement	2 - Collaborate with partners	Certificated and classified staff will support and enhance ELA, Math, Home-School Connection and Health Fair (Additional Hours and Refreshments-Parent Involvement)	January 2019	June 2019	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-LI LCFF-LI LCFF-LI	550 90 200
	7 - Family engagement	Certificated and classified staff will support and enhance a safe and drug-free learning environment through a Health and Wellness Family Night	January 2019	June 2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	5 - Develop character of students	Certificated Staff-Counselor (Full time) (no additional cost)	July 2018	June 2019			
	7 - Family engagement	Communication banners (minimum day, parent-teacher conferences, family ed night, etc.) (No cost for 2018-19)	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	
	5 - Develop character of students	Students will have opportunities to participate in Running Club, Drama Club, choir, safety valet program, Student Council and other activities/clubs.	July 2018	June 2019			
	7 - Family engagement	Positive Parenting Workshops will be presented by counselor and Family Engagement Office Instructional Specialist (no cost to site)	August 2018	May 2019			
	7 - Family engagement	Parents and families will attend and participate in Pastries with Parsons, a parent/family forum for parents/families to meet, share ideas/concerns and learn (No cost for 2018-19)	August 2018	May 2019			
	7 - Family engagement	Home-school communication-newsletters, notices, TWH folders, etc. (see Goal 1.1 for cost)	August 2018	May 2019			

Planned Improvements in Student Performance
Performance Goal 4: High School Graduation and College Readiness

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

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.
LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019 Twinhill will demonstrate Math progress as measured by student progress on CAASPP in grades 3, 4 and 5.

Data Used to Form this Goal:

CAASPP data.

Findings from the Analysis of this Data:

Our Spring 2018 CAASPP data for grades 3, 4 and 5 indicate that 6% exceeded the standard, 19% met the standard, 35% nearly met the standard and 40% did not meet the standard. This data is indicative of student progress in the area of Mathematics. There was overall improvement in Concepts and Procedures. Our 2016-2017 CAASPP data for grades 3, 4 and 5 indicate that 44.96% did not meet the standard and 29.5% nearly met the standard in Math. Our 2015-2016 CAASPP data for grades 3, 4 and 5 indicate that 45.0% did not meet the standard and 34.0% nearly met the standard in Math.

How the School will Evaluate the Progress of this Goal:

The school will monitor progress through student work, grade level math assessments and CAASPP results.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment							
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Equipment, materials, and supplies will be available to support high school graduation and college readiness. (Gateway to College, College and Career Day/refreshments)	August 2018	June 2019	4000-4999: Books And Supplies	Title I	300
	5 - Develop character of students	Materials and supplies to support students in becoming college and career ready (NEU Connect) (see Goal 3 for cost)	August 2018	November 2018	4000-4999: Books And Supplies		
Targeted Professional Development	8 - Learning environment to achieve excellence	Use of District instructional specialist support (no cost to sites; district funded partner)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Grade Level Articulations (see Goals 1.1,1.2 and 2 for costs)	August 2018	June 2019			
	6 - Support exemplary staff	Principal and Instructional Coach will attend and present at 2018 NEU National Convention to focus on equitable learning opportunities for student progress and achievement. (cost for meals, lodging, mileage) no cost for registration due to principal and coach presenting	September 2018	October 2018	5000-5999: Services And Other Operating Expenditures	Title I	2000
	6 - Support exemplary staff	Counselor will attend conference to support students in becoming college and career ready (see Goal 3 for cost)	September 2018	March 2019			
Achievement/Data Driven Structure and Support	5 - Develop character of students	Certificated staff will support and enhance Science and Math Home-School Connection Gateway to College (see Goal 1.2 for related costs)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Certificated staff will support and enhance student achievement and progress with Math Family Night and Science Fair preview night (see Goal 1.2 for related costs)	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Certificated staff will support and enhance student achievement and progress with a STEM Club extended learning opportunity (see Goal 1.2 for related costs/additional hours for certificated staff, materials)	August 2018	June 2019			
Academic-Centered Family and Community	7 - Family engagement	Students and families will participate in Math Family Night (see Goal 1.2 for related costs)	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Engagement	5 - Develop character of students	Students will participate in College and Career Day (funded by grants, speakers donated time)	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100
	7 - Family engagement	Parents and families will attend and participate in Pastries with Parsons, a parent/family forum for parents/families to meet, share ideas/concerns and learn (see Goals 1.1, 1.2 and 2 for related costs)	August 2018	June 2019			
	4 - Communicate effectively	School website will be used to communicate and celebrate school events and accomplishments.	August 2018	June 2019			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF-EL	24,753	0.00
LCFF-LI	20,917	0.00
Title I	219,372	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	24,753.00
LCFF-LI	20,917.00
Title I	219,372.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	6,997.00
2000-2999: Classified Personnel	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-EL	15,256.00
5000-5999: Services And Other	LCFF-EL	1,500.00
1000-1999: Certificated Personnel	LCFF-LI	550.00
2000-2999: Classified Personnel	LCFF-LI	90.00
4000-4999: Books And Supplies	LCFF-LI	14,897.00
5000-5999: Services And Other	LCFF-LI	5,380.00
1000-1999: Certificated Personnel	Title I	131,177.00
2000-2999: Classified Personnel	Title I	3,905.00
4000-4999: Books And Supplies	Title I	61,798.00
5000-5999: Services And Other	Title I	22,117.00
5800: Professional/Consulting Services	Title I	375.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	138,724.00
2000-2999: Classified Personnel Salaries	4,995.00
4000-4999: Books And Supplies	91,951.00
5000-5999: Services And Other Operating Expenditures	28,997.00
5800: Professional/Consulting Services And Operating	375.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	223,558.00
Mathematics	11,847.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	24,753.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	2,484.00
High School Graduation/College Readiness	2,400.00

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:

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

Objectives
The needs for Twinhill Elementary School within the School Based Coordinated Program (SBCP) include:
Academic support and intervention including mathematics curriculum
Behavioral support and intervention
Professional Learning opportunities for administration, certificated staff (teachers and support staff) and classified staff
School safety
Technology/Software support

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:

- 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;
- 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.
- Instruction by highly qualified teachers.
- 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.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.

- 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
Title I is designed to improve the academic performance of students with educational disadvantages which may impede state and district grade level proficiency. Title I funds are used to encourage shared responsibility of student achievement. At school, Title I funds are used to supplement and strengthen core curriculum with effective instructional strategies and additional educational resources. Targeted professional development is intended to support the teachers and support staff in working with children who may be at-risk of failing to meet state and district adopted performance standards. Twinhill has a parent-school compact and parent involvement policy to promote the sharing of responsibility for improved student achievement. Title I funds are used to purchase a variety of services, materials, equipment, technology, and resources to assist with students' academic achievement of the standards.

Services or programs provided by Title I may include, but are not limited to:
Instructional Coach
Parent/family workshops, trainings and supplies
Extended Learning opportunities for at risk learners
Instructional materials and supplies to supplement Common Core State Standards
Classroom subscriptions to supplement core instruction
Educational software and technology (e.g. Moby Max, Starfall, Accelerated Reader)
Student Progress conferences with principal and teachers
Kindergarten Camp/Parent Academy
Staff professional learning (administration, certificated and classified)
Research-based Resources (professional books, etc.)

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)
Instructional Coach: 100% Title I Site ($143,530)

Title	Description

Title	Description
Instructional Coach	The purpose of the IC position is to 2) provide instructional support to teachers with educationally disadvantaged students. Specifically, the coach will provide ongoing supports to teachers and support staff with the implementation of core curriculum with supplemental materials, instructional strategies, intervention, and assessment.

Objectives

Twinhill's central focus is to increase student achievement in Language Arts and Math. As a professional learning community, teachers and support staff work collaboratively to continually improve the effectiveness of all programs for all students.

Title I provides the necessary resources to implement the following:
Data Analysis
School-wide model of Prevention and Intervention (Academic and Behavioral)
Professional Learning opportunities for teachers, support staff, administration and the school community
Integration of technology
Collaboration of all staff members
Effective, research-based teaching and learning strategies
Master scheduling to ensure access for all students to achieve proficiency of or demonstrate growth towards grade-level standards
Meaningful Parent and Family Engagement
In order to increase the effectiveness of the instructional program, Twinhill has identified key elements designed to support student achievement: the use of explicit direct instruction and cooperative, checking for understanding, cognitive student engagement, and the analysis of current student data. These key elements are utilized to meet the needs of all students in accessing the core curriculum and achievement of grade level standards.

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:

- 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.
- 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.
- 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:

- 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
- 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.
- 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:

- use of EL assessment data
- collaborative EL lesson planning
- administrator supervision of differentiated instruction
- implementation of EL differentiated professional development strategies
- improved EL access to core, intervention and advanced materials and courses
- increased EL parent/advisory training to understand/assist their own children's educational needs

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

Description of Site Program

Program Goal:

Twinhill provides a comprehensive program for English Learners to develop proficiency and fluency in English. Twinhill utilizes the district's core curriculum and Common Core state standards and ELD standards to ensure that proficiency occurs as rapidly and effectively as possible in an established English-language classroom. To eliminate achievement gaps, Twinhill's program provides equal access to the core curriculum and all other school activities so all English Language Learners achieve at the same academic level as their English–proficient peers.

Program Model:

Twinhill implements a program for English Language Learners in conformity with State and District guidelines for English Language Learners, where achievement and progress is strongly emphasized. Twinhill has a program model that emphasizes quality instruction, assessment, grouping and parent/family involvement.

INSTRUCTION

Instruction includes differentiation of strategies to meet language acquisition and proficiency needs of all students. Twinhill's quality instruction includes:

o Grade-level academic Common Core state standards
o Grade-level/Proficiency ELD state standards
o District adopted core curriculum
o District adopted core ELD curriculum
o Explicit use of language objectives
o 30 minutes minimum of English Language Development daily
o SDAIE (Specifically Designed Academic Instruction in English)
o Primary language support
o Instruction designed to address multiple learning modalities
o Materials and supplies
o Technology specifically designed to increase language proficiency
o Teachers authorizations include BCC, BCLAD, LDS, or CLAD

ASEESSMENT

Assessment is essential to appropriate grouping and implementation of instructional strategies to ensure the highest level of academic achievement. Assessments include:

o Initial placement through LAC

o IPT to measure primary language proficiency (Spanish)
o ELPAC initial and summative assessments
o Formative and Summative teacher assessments
o Monitoring students who have reached language proficiency (Reclassified, IFEP, FEP, RFEP)

GROUPING
Grouping provides an appropriate educational setting to enhance all English Learners language proficiency development. Grouping includes:
o Structured English Immersion
o English Language Mainstream
o Alternative bilingual program as needed
o Homogeneous groups English Language Development based on language proficiency

PARENT/FAMILY INVOLVEMENT
Twinhill has a strong core of Bilingual parents, dedicated to ensure the academic success of all students. Parent/family involvement opportunities include:
o Monthly meetings (ELAC)
o Parent/family workshops offered on and off site
o Parent communication of student progress
o Parent communication of school programs, resources and activities
o Opportunities to provide input regarding school priorities and values
o Multiple volunteer opportunities (classroom, PTO, SSC, ELAC)
o Communication via BlackBoard Broadcast phone system in English and Spanish, electronic communication with teachers (e.g. Class dojo, Remind)

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-$7,173, $7,829, $9,100) and (TIII-$7,173, $7,829, $9,100)
English Learner Facilitator Stipend: 100% LCFF-EL Site ($2,755)

Title	Description
Bilingual Assistant	Three bilingual assistants as primary language support in the core curriculum to improve student achievement.
English Learner Facilitator	Assists with ELAC meetings, attends district meetings, plans professional learning for teachers to support implementation of EL program, assists with redesignation process and maintains EL paperwork.

Objectives

- Support English Learners (EL) through high levels of instruction, assessment, grouping and parent/family involvement.
- Additional training for teachers in the area of ELD instruction.
- Increase the Instructional Coach calendar to allow for more time to serve as a coach in the RLA, ELD, and Math Curriculum to embed effective instructional strategies specific to English Language Learners.
- Extend instructional time with bilingual assistants.
- Increase the number of Bilingual Instructional Assistants. This will provide students with emerging, expanding and bridging levels of English proficiency with additional support in the primary language support in the core curriculum.

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:

- Differentiated opportunities for learning commensurate with abilities and talents of individuals
- Development of sensitivity and responsibility to others
- Assistance in developing self-generating problem-solving abilities
- Support in developing a realistic and healthy self-concept
- 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 are planned and organized as an integrated differentiated learning experience within the regular school day within the regular classroom. Differentiated opportunities will be provided for students based on individual needs and interests as determined through appropriate program assessment.

Objectives
Provide a program based on high and challenging standards where all GATE students demonstrate an increase in academic achievement. This includes:

- Appropriate and challenging activities to extend and supplement the regular curriculum
- Equal access and opportunity for all students to be identified and served in programs for gifted and talented students including under-served populations within the school community.
- Appropriate professional learning to increase awareness of the characteristics of GATE students, multiple intelligences and ways to differentiate instruction in heterogeneous classrooms.
- Increase parent/family involvement.
- Purchase of additional supplemental materials (e.g. Books, software, etc.) that extend depth and complexity in grade level subjects.

Program Descriptions
Special Education Program

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

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

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

Objectives
- All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- 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.
- Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services
Special Education ensures all individuals with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs. A continuum of program options for special education and related services is available to meet the educational and service needs of these students including general education, Related Services, Indirect Special Education Services and Direct Education Services as well as transportation if needed. 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 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/family involvement and Individualized Education Programs are clearly defined, consistently used and documented through the SELPA.

Twinhill's Special Education program includes a cohesive special services team that collaborates with general education teachers to coordinate instruction and curriculum. The special services team consists of a Resource Specialist, Language and Speech Specialist, School Psychologist, Adaptive Physical Education teacher, and one 5.5 hour Special Education instructional assistant. Our Language and Speech Specialist also provides services to pre-school age students that qualify and reside within the Twinhill boundaries. Additionally, the Student Study Team (SST) provides a forum for the articulation of students' special needs regarding instruction, curriculum and behavior modification. Together, Twinhill's special education staff and general education staff work to ensure that all students with identified needs have the opportunity to progress and succeed. From the beginning of the year, teachers implement interventions for students who are not yet meeting grade level standards. Grade level collaboration provides opportunities for student data to be analyzed and identify appropriate interventions that will support students in making progress and improving their academic achievement .

Objectives

o All individuals with exceptional needs are appropriately identified, assessed and provided with services to meet their unique needs.
o Increase collaboration between the Resource Specialist, Language and Speech Specialist, support staff and general education teachers in order to best support students.
o Continue Grade Level articulations
o Use assessments and progress monitoring to track progress of students.
o Use grade-level developed and district assessments to monitor progress of students.
o Implement the use of mathematics intervention.

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:

- Using technology to improve teaching and learning
- Assisting students acquire technology and information literacy skills
- Utilizing technology that ensures appropriate access to all students
- Using technology for efficient student record keeping and assessment
- Making teachers and administrators more accessible to parents via utilizing technology
- 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
Technology is highly encouraged in and outside of the classroom to analyze data, manage school inventory, and provide instructional resources.
School Inventory/Management
All library media centers use Follett software. The Galenet Resources set of online reference databases is available to all students, including home access, providing resources for students, parents, and teachers and reinforcement for information literacy skills instruction.
All staff members have district email accounts. The district Intranet is available to all employees; it focuses on administrative and personnel matters, including internal forms and Board policies. Aeries is the student information system and used to enter attendance, discipline, intervention supports and counseling information.

Document cameras, projectors, DVD Players, CD Players, Digital Camera, Scanners, DVD burner, and IFlip video camera have been purchased to enhance the delivery of instruction to all students.
Data Analysis
EADMS/INSPECT/AERIES are used to record, maintain, and report student assessment data and prepare standards-based tests. In addition, EADMS is used to develop appropriate short cycle assessments in measuring the students standards have yet to master and identify additional intervention needed to implement.

Instructional Resources
Twinhill currently has a computer lab with forty-seven PCs and four mobile carts equipped with laptops that have Internet access, school server access and appropriate learning programs for students. Get Set for Reading (Houghton-Mifflin) is loaded for student access at the appropriate grade level. Destinations and Earobics are available to all students. It is used mainly in labs and classrooms with targeted groups (at risk learners, Special Education and English Learners) for reading and math. Destinations is also available for home use. Use of Accelerated Reader across the grade levels supports reading comprehension. Web based word processing and typing/keyboarding programs are used for technology

skills development. The lab is available for all students, each transitional kindergarten through fifth grade class is scheduled for forty time blocks throughout the week, with additional time designated for students identified as needing additional intervention, allowing at-risk students additional computer access throughout the week On-line benchmark testing and CAASPP assessment is completed in the computer lab or mobile carts. Additional time is available for classes to do Internet research to support the core curriculum. The lab is utilized for tutoring students after school in the Half Time program.

The lab is supervised by an instructional computer assistant who provides support during class lab time and services and repairs most of the computers on campus. The computer lab assistant also helps integrate technology into the classrooms to support the core curriculum. The classroom computers are networked with Internet access, have appropriate learning programs installed and are connected to the school server which provides access to programs such as Houghton Mifflin's Get Set to Read. Every computer on campus is connected to a printer, either locally or via local network.

Additional technology will be utilized and/or purchased to support the identified needs based on current student data.

Objectives

- Replace older technology with new equipment which can better provide the system requirements of all adopted intervention programs.
- Empower learners (faculty, staff, and students) by providing them with the technological skills to acquire, analyze and present information.
- Integrate the use of technology throughout the curriculum and identify additional software and hardware to purchase.
- Increase use of EADMS with training and development of Short Cycle Assessments and Data Management.
- Ensure students and staff have an understanding of the ethical use, function, impact, and possibilities of technology by providing training and support.

* Provide Family Tech Time for parents and families to develop an understanding of the ethical use, function, impact and possibilities of technology.

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
Twinhill students receive support from the school counselor through classroom lessons, small group and individual services. The focus is to reduce barriers to learning and build resiliency leading to student success both academically and socially. Students also participate in activities throughout the year including Red Ribbon Week, The Great Kindness Challenge, Jump Rope for Heart, NEU charity and a variety of activities that promote a healthy life style.

A school-wide discipline plan has been developed and implemented. The three school-wide rules are: Be Ready, Be Respectful, Be Responsible. The student participate in two behavior standards assemblies in which they are made aware of the rules and how they apply to situations in which they may encounter the need to implement positive problem solving. In addition, Twinhill operates on the idea of preparing all students both academically and socially. Emphasis of positive character traits: trustworthiness, fairness, respect, responsibility, citizenship, and caring which are communicated via visual representations, monthly awards, daily announcements and classroom discussions.

Small student groups are developed to focus on improving student's ability to positively resolve conflicts, based on their needs. The group discussions include building a positive self-esteem, making smart choices, and peer-relations.

Alternative recess activities are provided for students to assist them with appropriate use their time in a productive manner.

Objectives
- Increase the social messages of Character Development.
- Develop school-wide classroom management system.
- Support positive character development.
- Support positive conflict resolution.
- Increase student safety on campus.
- Support academic achievement.
- Support students in doing their best and view college as an option for their future.
- Continue to support the Half-time program offered after school at Twinhill.

Support and increase student involvement activities (i.e. Student Council, ABC club, Safety valets, BIC helpers, etc.)

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 teaches 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
Twinhill parents and families are encouraged to be active participants in the education of their children. Twinhill teachers, support staff and administration along with community partners work together to support parents and families. Parents and families are afforded the opportunity to participate in Family Education Nights, PTA-sponsored Family Fun Nights, parent/family trainings (i.e. computer use class, nutrition class), Family Library Time, extra-curricular activities and volunteer within the classroom as well as outside the classroom.

Objectives
- Support and provide parent/family involvement and engagement with workshops, communication and volunteer opportunities
- Work with community partners to support parent/family involvement and engagement
- Maintain two-way communication/consistently maintain a bilingual monthly school newsletter
- Utilize counselor as a parent/family resource

- Continue Pastries with Parsons -parent/family forum
- Increase parent/family involvement and engagement
- Increase parent/family knowledge of college and career with preparation

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 Socci, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Socci, 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 $20,917.

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 $24,753.

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 $219,372. There is a carryover of 0 for a total allocation of 219,372

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

Categorical Budget Narrative		
Object Code	**Description**	**Narrative**
1110	Teacher's Salaries - Extra Duty	• 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
TWINHILL ELEMENTARY SCHOOL
School Parental Involvement Policy
2018-2019

Receipt of Parental Involvement Policy 2018-2019

Recibo de la notificacion Politica de Participacion de Padres

I acknowledge with my signature the receipt of Twinhill's Parental Involvement Policy on behalf of my student/s attending Twinhill.

Confirmo, por medio de mi firma, recibe la notificacion Politica de Participacion de Padres a nombre de mi estudiante/s en Twinhill.

Parent/Guardian Signature – Firma de Padres/Guardianes	Date / Fecha

Student Name / Nombre de Estudiante	Grade / Grado	Teacher / Maestra
Sibling Name / Nombre de hermano/a	Grade / Grado	Teacher / Maestra
Sibling Name / Nombre de hermano/a	Grade / Grado	Teacher / Maestra

Alvord Unified School District
TWINHILL ELEMENTARY SCHOOL
School Parental Involvement Policy
2018-2020

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement policy is to create an environment in which the staff, parents, and students work cooperatively to implement strategies and programs to support student success in mastering the grade level standard and positive character development.

Twinhill Elementary agrees to implement the following statutory requirements:

- Twinhill Elementary will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that Twinhill Elementary and parents of participating children agree on.
- Twinhill Elementary will notify parents about Twinhill Elementary Parental Involvement Policy in an understandable and uniform format and, to the extent practical, will distribute this policy to parents in a language the parents can understand.
- Twinhill Elementary will follow the Alvord Volunteer Board Policy as outlined.
- Twinhill Elementary will make Twinhill Elementary Parental Involvement Policy available to the local community.
- Twinhill Elementary will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- Twinhill Elementary will periodically update Twinhill Elementary Parental Involvement Policy to meet the changing needs of parents and Twinhill Elementary.

Distrito Escolar Unificado Alvord
ESCUELA PRIMARIA TWINHILL
Política Escolar de Participación de Padres
2018-2020

PARTE I. EXPECTATIVAS GENERALES

La meta de la política de participación de padres es crear un ambiente en el que el personal, padres y alumnos trabajen cooperativamente en la implementación de estrategias y programas para apoyar el éxito de los alumnos en el dominio de los estándares por nivel de grado y en el desarrollo de una personalidad positiva.

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

- La Primaria Twinhill desarrollará junto con los padres y distribuirá a los padres de alumnos participantes una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los estudiantes participantes.
- La Primaria Twinhill 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 de los padres.
- La Primaria Twinhill seguirá la Política de Voluntarios de la Mesa Directiva de Alvord como se indica.
- La Primaria Twinhill tendrá disponible para la comunidad la Política de Participación de Padres.
- La escuela Twinhill proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La Primaria Twinhill periódicamente actualizará la Política de Participación de Padres para cubrir las necesidades cambiantes de los padres y de la escuela.
- La Primaria Twinhill adoptará el Acuerdo Maestro-Estudiante-Padre como un componente de su Política Escolar de Participación de Padres.
- La Primaria Twinhill está de acuerdo en ser regida por los requisitos legales de la definición de la participación de los padres y realizará programas, actividades y procedimientos de acuerdo con esta definición:

  La participación de padres significa, su colaboración teniendo una comunicación de manera regular, recíproca y significativa relacionada con el aprendizaje

- Twinhill Elementary will adopt Twinhill Elementary school-parent compact as a component of its School Parental Involvement Policy.

- Twinhill Elementary 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 TWINHILL ELEMENTARY WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Twinhill Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

   - *Input from parents will be solicited during SSC, ELAC, and Principal's Coffee meetings throughout Twinhill Elementary year*
   - *On-going informal input during monthly parent meetings*
   - *Revised policy will be shared by the principal at Back To School Night and at the Annual Title I meeting*

académico de los alumnos y otras actividades escolares, incluyendo el asegurar que:

- *los padres tengan un papel fundamental ayudando al aprendizaje de sus hijos;*
- *se anime a los padres a participar activamente en la educación de sus hijos en la escuela;*
- *los padres tienen pleno derecho 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;*
- *se sigue adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

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

1) La Primaria Twinhill realizará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política Escolar de Participación de Padres y del plan escolar, cuando sea aplicable, de manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:

- *A través del año en la Primaria Twinhill, los padres darán sus opiniones en las juntas del Concilio Escolar (SSC), Comité Consejero para Aprendices del Idioma Inglés (ELAC) y Café con la Directora.*
- *Continúas recomendaciones informales durante las juntas mensuales para padres.*
- *Las revisiones de la política serán compartidas por la directora durante la Noche de Regreso a Clase y en la Junta Anual de Título I.*
- *Los maestros compartirán las revisiones de la política con los padres durante las conferencias de padres*
- *Las revisiones de la Política de Participación de Padres también serán compartidas con los padres a través de nuestro boletín informativo.*

- *Teachers will share the revised policy with parents during parent conferences*
- *Revisions of the Parent Involvement Policy will also be shared with parents through our newsletter*

2. Twinhill Elementary will take the following actions to distribute to parents of participating children and the local community, Twinhill Elementary Parental Involvement Policy:

    - *The Parent Involvement Policy will be distributed at the beginning of the school year with registration packets including parent signature form acknowledging receipt of the policy.*
    - *Copies of the Parent Involvement Policy will be available in the main office*

3. Twinhill Elementary will update annually its School Parental Involvement Policy to meet the changing needs of parents and Twinhill Elementary:

    - *The Parent Involvement Policy will be reviewed and revised as needed*
    - *Review of academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy*

4. Twinhill Elementary will convene an annual meeting to inform parents of the following:

    - That their child's school participates in Title I,
    - About the requirements of Title I,
    - Of their rights to be involved,
        - *Parent Notices*
        - *Distribution of Parent Involvement Policy*
        - *Copy of School's three-way compact*
    - About their school's participation in Title I:

2) La Primaria Twinhill tomará las siguientes acciones para distribuir copias de la Política Escolar de Participación de Padres para los padres con hijos participantes y a la comunidad local:

- *La Política de Participación de Padres será distribuida en los paquetes de inscripción de principios de año con un comprobante de firma de los padres reconociendo haberla recibido.*
- *Copias de la Política de Participación de Padres estarán disponibles en la oficina.*

3) La Primaria Twinhill actualizará anualmente la Política de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la Primaria Twinhill:

- *La Política de Participación de Padres será revisada y modificada según sea necesario*
- *El repaso de logros académicos, preocupaciones de padres y asuntos de seguridad serán las actividades que ayudarán al inicio la revisión de la Política de Participación de Padres*

4) La Primaria Twinhill conducirá una junta anual para informar a los padres de lo siguiente:

- *Que la escuela de sus hijos participa en el programa Título I*
- *Acerca de los requisitos de Título I*
- *De su derecho de participar*
- *Avisos para padres*
- *Distribución de la Política de Participación de Padres*
- *Copia del Acuerdo Trilateral*
- *Acerca de la participación de la escuela en Título I*
    - *La junta anual se realizará en la tarde y en la mañana para acomodar a todos los padres y motivar la participación de la comunidad.*
    - *Los avisos de la junta se enviarán a casa con los estudiantes con por lo menos 48 horas de anticipación para que estén enterados y motivar su participación*

- *Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement*
- *Meeting notices will be sent home with students at least 48 hours in advance to provide notice and encourage parent involvement*
- *The policy will be distributed during Back To School Night, Parent Conferences, Newsletter, SSC, ELAC, PTA, and will be available in the office*

5. Twinhill Elementary will hold a flexible number of meetings at varying times, and 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 if requested prior to meeting*
   - *Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement*
   - *Special contact (telephone call or written) will be made to invite parents of English learners*
   - *Parents will be notified of meetings through the use of automated telephone parent system, marquee, and monthly school event calendar.*
   - *Parent Needs Survey will be utilized to plan trainings, meetings, workshops, or other events of interest identified*
   - *Additional trainings provided based on parent recommendations through parent council meetings (SSC, ELAC, and PTA)*

6. Twinhill Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:

   - *Parents will receive notice and agenda of SSC, ELAC, and other meetings a minimum of 72 hours in advance*
   - *Notices and agendas will be posted on front office bulletin board 72 hours in advance*
   - *Results of annual state testing will be mailed home in a timely manner.*

- *La Política se distribuirá en la Noche de Regreso a Clases, Conferencias de Padres, Boletines Informativos, SSC, ELAC, PTA y estará disponible en la oficina.*

5) La Primaria Twinhill tendrá un número flexible de juntas en horarios variables y proveerá cuidado para niños y/o visitas a hogares pagado por los fondos de Título I mientras que este servicio se relacione a la participación de los padres:

- *Cuando sea solicitado, se proveerá cuidado para niños en las juntas.*
- *Las juntas, talleres y entrenamientos se llevarán a cabo en la mañana y en la tarde para motivar la participación de los padres*
- *Se hará contacto especial (por teléfono o por escrito) para invitar a los padres de alumnos que están en proceso de aprender inglés.*
- *Los padres serán notificados de las juntas a través del uso del sistema automatizado de llamadas por teléfono, marquesina y calendario escolar de eventos mensuales*
- *La Encuesta de Necesidades de Padres será utilizada para planear capacitaciones, juntas, talleres u otros eventos identificados de interés*
- *Se considerarán entrenamientos adicionales en base a las recomendaciones de los padres en las juntas de padres (SSC, ELAC, y PTA)*

6) La Primaria Twinhill proporcionará información oportuna acerca de programas de Título I a los padres de niños que participan:

- *Los padres recibirán el aviso y agenda de SSC, ELAC y otras juntas, con un mínimo de 72 horas de anticipación*
- *Se exhibirán los avisos y agendas a la entrada de la oficina escolar, con por lo menos 72 horas de anticipación*
- *Los resultados de los exámenes estatales anuales serán puntualmente enviados a casa por correo y serán revisados por los maestros durante las conferencias de padres y maestros.*

7) La Primaria Twinhill proporcionará a los padres cuyos hijos participan, una descripción y explicación del currículo utilizado en la Primaria Twinhill, los documentos de evaluación académica utilizados para medir el progreso del estudiante y los niveles de habilidad que se espera que logren:

7. Twinhill Elementary will provide to parents of participating children a description and explanation of the curriculum in use at Twinhill Elementary, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

    - *Teachers review grade level standards, curriculum, and assessments used to monitor student progress as well as explain proficiency levels during Back To School Night*
    - *Teachers send home Welcome Letters which include grade level expectations, standards, curriculum, and assessment used to monitor student progress*
    - *Parent Conferences*
    - *Annual Title I Meeting*
    - *Principal will present and explain State level expectations, current District and Site data on CAASPP - SA, ELPAC and CAST*
    - *A review of grade level standards, curriculum, and assessments used to monitor student progress as well an explanation of proficiency levels during Parent Council Meetings (i.e. SSC, ELAC)*

8. Twinhill 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 possible:

    - *Parent Council Meetings (i.e. SSC, ELAC)*
    - *Principal Coffees*
    - *Parent Teacher Association (PTA) Meetings*

9. Twinhill Elementary will submit to the district any parent comments if Twinhill Elementary-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 any unsatisfactory comment in regards to the plan will be forwarded to the district*

- *Los maestros revisan los estándares por nivel de grado, currículo y evaluaciones usadas para monitorear el progreso y explican los niveles de competencia durante la Noche de Regreso a la Escuela*
- *Los maestros envían a los hogares, cartas de bienvenida incluyendo las expectativas, estándares, currículo y evaluaciones usadas para monitorear el progreso de los alumnos*
- *Conferencias de Padres*
- *Junta Anual de Título I*
- *La Directora presentará y explicará el nivel de expectativas del estado, datos actuales del distrito y escuela acerca de los resultados en CAASPP-SA, ELPAC, y CAST*
- *Durante las juntas del concilio, se presentará la revisión de estándares por nivel de grado, currículo y evaluaciones usadas para monitorear el progreso de los alumnos al igual que explicación de los niveles de dominio (es decir SSC, ELAC)*

8) La Primaria Twinhill proveerá para los padres cuyos hijos participan, si lo solicitan, oportunidades para juntas regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:

- *Juntas de Concilio de Padres (Tales como: SSC, ELAC)*
- *Café con la Directora*
- *Juntas de la Asociación de Padres y Maestros (PTA)*

9) La Primaria Twinhill presentará al distrito cualquier cometario de los padres si el plan escolar de la Primaria Twinhill bajo la sección (1114)(b)(2) no es satisfactorio para los padres cuyos hijos participan:

- *El plan escolar será compartido con los padres durante las juntas de padres SSC, ELAC; los comentarios y sugerencias son anotados en la minuta y cualquier comentario insatisfactorio en relación con el palan se enviará al distrito.*
- *Si hay algún comentario de los padres que indique descontento con el contenido del plan escolar, será enviado a Programas Estatales y Federales y al Director de enseñanza y aprendizaje.*

- *If any parent comments demonstrate dissatisfaction in Twinhill Elementary School wide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Director of Elementary Teaching and Learning*

- *All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments*

10. Twinhill 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:

    - *Interpreters during any related school event/function/meeting will be provided in Spanish and other languages if requested*

    - *Spanish translation of all materials*

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

    - *Teacher conferences*
    - *Access to teachers and administration*
    - *School newsletter with calendar of events*
    - *Progress Reports*
    - *Back To School Night*
    - *SSC, ELAC, and Principal Coffee parent meetings*
    - *Weekly Family Library Time*
    - *Fliers to inform parents of trainings, events, and programs*
    - *PTA*
    - *Parent Involvement/Family Nights/ Parent University*
    - *Three-Way Compact*
    - *Phone Calls*
    - *Notes home and other communications to parents as appropriate*

- *Se harán todos los esfuerzos para revisar el plan de manera que sea de la satisfacción de todos los padres*

10) La Primaria Twinhill tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:

- *Se proveerán intérpretes durante cualquier evento, función o junta escolar para español y cualquier otro idioma que sea solicitado*
- *Todos los materiales serán traducidos al español*

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA LOGROS DE ALTO NIVEL ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Twinhill desarrollará la capacidad de los padres y de la escuela para lograr una sólida participación de padres, para asegurar la participación efectiva de padres y para apoyar una sociedad entre la Primaria Twinhill, los padres y la comunidad para mejorar los logros académicos estudiantiles, por medio de las siguientes actividades específicas descritas a continuación:

- *Conferencias de maestros*
- *Acceso a maestros y administración*
- *Boletines informativos escolares con calendario de eventos*
- *Reportes de progreso*
- *Noche de Regreso a la Escuela*
- *Juntas de SSC, ELAC y Café con la Directora*
- *Espacio familiar semanal en la biblioteca*
- *Circulares para informar a los padres de capacitaciones, eventos y programas*
- *PTA*
- *Participación de Padres, Noches Familiares, Universidad para Padres*
- *Acuerdo Trilateral*
- *Llamadas telefónicas*
- *Envío de notas y otros tipos de comunicación con los padres según sea necesario*
- *Tiempo razonable para responder a preocupaciones de los padres*

- *Timely response to parent concerns*
- *Annual Title I meeting*
- *Open House Night*
- *Parent Institute*
- *Multiple and varied opportunities for parents to volunteer on campus*
- *Aeries Parent Portal*

2. Twinhill Elementary will incorporate Twinhill Elementary-parent compact as a component of its School Parental Involvement Policy:

    - *Parent input through Parent Needs Survey, ELAC, and SSC*
    - *Three-Way Compact will be shared during Back To School Night, reviewed and signed at the parent conferences held in the first semester of the school year, and revisited in the Annual Title I Meeting.*

3. Twinhill Elementary will, with the assistance of its district, provide assistance to parents of children served by Twinhill Elementary in understanding topics such as the following:

    - the State's academic common core standards,
    - the State's student academic achievement standards,
    - the State and local academic assessments including alternate assessments,
    - the requirements of Title I,
    - how to monitor their child's progress, and
    - how to work with educators
    - *Parent workshops and trainings*
    - *Parent Conferences*
    - *Annual Title I Meeting*
    - *Back To School Night Presentations*
    - *Conference Attendance (i.e. CABE, etc.)*

4. Twinhill Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their

- *Junta Anual de Título I*
- *Noche de Exhibición Escolar*
- *Instituto para Padres*
- *Múltiples y variadas oportunidades para que los padres sean voluntarios dentro del campo escolar*
- *Aeries Portal de padres*

2. La Primaria Twinhill incorporará su Acuerdo Maestro-Estudiante-Padre, como componente de su Política Escolar de Participación de Padres:

    - *Recomendaciones de los padres a través de la Encuesta de Necesidades de Padres, ELAC y SSC*
    - *El Acuerdo Maestro-Estudiante-Padre será compartido durante la Noche de Regreso a la Escuela, revisado y firmado en la junta de padres y maestros realizada el primer semestre del año escolar y revisada en la junta anual de Título I y Noche.*

3. La Primaria Twinhill Con la ayuda del distrito, proveerá asistencia a los padres de los niños atendidos por la escuela Primaria Twinhill para que entiendan temas tales como los siguientes:

    - *Los Estándares Académicos Básicos Comunes*
    - *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 el progreso de sus hijos*
    - *Cómo trabajar con el personal docente*
    - *Talleres y capacitación para padres*
    - *Conferencias de Padres*
    - *Junta Anual de Título I*
    - *Presentaciones de la Noche de Regreso a la Escuela*
    - *Participación en Conferencias (es decir: CABE, etc.)*

4. La Primaria Twinhill con la ayuda del distrito, proveerá materiales y capacitaciones para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos

children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- *TK/ Kindergarten Camp*
- *Parent University*
- *Family Nights*

5. Twinhill Elementary will, with the assistance of its district and parents, educate its teachers, pupil support services, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

    - *Professional Development trainings regarding parent involvements and partnerships*
    - *Paraprofessional Training*
    - *Training for teaching in effective utilization of paraprofessional services*
    - *Training for staff in establishing communication and building partnerships with parents to support student achievement*

6. Twinhill Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

    - *Provide parents training in regard to research based reading instruction by grade levels during Parent Council Meetings*
    - *TK/ Kindergarten Camp to be held in the spring for incoming TK/kindergarten students and their parents/caregivers to provide them an overview of Preschool Foundations, and kindergarten common core standards and expectations*

7. Twinhill Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to Twinhill Elementary and parent- programs, meetings, and other activities, is sent to the parents

tales como: capacitación en lectoescritura y el uso de tecnología según sea apropiado para fomentar la participación de los padres con:

- *Campamento de TK/Kindergarten*
- *Universidad de Padres*
- *Noches Familiares*

5. La Primaria Twinhill con ayuda del distrito y de los padres, educará a sus maestros, servicios de apoyo estudiantiles, directores y demás personal escolar, en cómo alcanzar, 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:

   - *Capacitaciones de Desarrollo Profesional relacionadas con la participación y colaboración de padres*
   - *Capacitación de paradocentes*
   - *Capacitación para la enseñanza del uso efectivo de los servicios de un paradocente*
   - *Capacitación para el personal en el establecimiento de comunicación y desarrollo de una colaboración con padres para apoyar el rendimiento estudiantil.*

6. La Primaria Twinhill hasta donde sea posible y apropiado, coordinará e integrará la participación escolar de padres con programas y actividades con *Head Start, Home Instruction Programs for Preschool Youngsters y* escuelas preescolares públicas y otros programas así como conducir otras actividades, que motiven y apoyen a los padres más ampliamente en la sus participación en la educación de sus hijos con:

   - *Proporcionar durante las juntas de concilio para padres, capacitaciones en relación a instrucciones de lectura basadas en investigación, por nivel de grado.*
   - *Transición a Kindergarten y Kindergarten Camp, el cual tendrá lugar cada primavera para los estudiantes de nuevo ingreso y sus padres/tutores para proporcionarles una visión general de las bases preescolares, los estándares y expectativas de TK/Kindergarten.*

7. La Primaria Twinhill hasta donde sea posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada con la escuela Primaria Twinhill y los programas para padres, juntas y otras actividades, sea enviada a los padres de

of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent feasible, in a language the parents can understand:

- *All event notices will be sent home in English and Spanish*
- *Parents will be notified of events in English and Spanish using the automated telephone system.*
- *School events will be noted on Twinhill Elementary marquee.*
- *Announcements will be posted in school office in English and Spanish*
- *Upcoming events will be stated verbally during the announcements for students and parents. Students will be encouraged to remind their parents of upcoming events*

PART IV. ADOPTION

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

This policy was adopted by the Twinhill Elementary School Site on April 19, 2018 and will be in effect for the period of 2018-2020. Twinhill Elementary will distribute this policy to all parents of participating Title I, Part A children on or before November 20, 2018. It will be made available to the local community on or before November 20, 2018. The Twinhill Elementary notification to parents of this policy will be in an understandable and uniform format and, to the extent feasible, provide a copy of this policy to parents in a language the parents can understand.

los estudiantes participantes en un formato uniforme y comprensible, incluyendo, si son solicitados, formatos alternativos y cuando sea posible en el idioma de los padres:

- *Todas las notificaciones de eventos serán enviadas a casa en inglés y en español*
- *Se notificará de los eventos a los padres en inglés y español usando el sistema automatizado de llamadas*
- *Los eventos escolares serán expuestos en la marquesina de la Primaria Twinhill*
- *Los avisos serán publicados en inglés y español en el la oficina escolar*
- *Próximos eventos serán publicados durante los avisos para estudiantes y padres. Se animará a los alumnos para que recuerden a sus padres los próximos eventos.*

PARTE IV. ADOPCIÓN

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

Esta Política fue aprobada por la Escuela Primaria Twinhill el 19 de abril del 2018 y estará vigente durante los años escolares 2018-2020. La escuela Primaria Twinhill distribuirá ésta Política a todos los padres de niños que participan en Título I, Parte A en o antes del 20 de noviembre de 2018. Estará disponible para la comunidad local en o antes del 20 de noviembre de 2018. La Escuela Primaria Twinhill hará la notificación de la Política en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma de los padres.

Twinhill Elementary
Commitment to UNIVERSAL ACHIEVEMENT

We are building a **CULTURE OF UNIVERSAL ACHIEVEMENT at TWINHILL ELEMENTARY SCHOOL.** This culture is based upon the fundamental belief that each child is capable of meeting academic standards in reading, language arts, and math, AND that the school has the power to make that opportunity a reality. We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend. We believe in a mutual respect between all stakeholders of the NEU at Twinhill community.

Let's work together to prepare our students for a happy and successful life so they can realize their unlimited potential!

STUDENT NAME:_____

2018 - 2019 GRADE LEVEL:_____

COLLEGE GRADUATION YEAR:_____

(TK 2036 K:2035 1st:2034 2nd:2033 3rd:2032 4th:2031 5th:2030)

CLASSROOM TEACHER:_____

STAFF Commitment	FAMILY Commitment	STUDENT Commitment
I, staff of Twinhill Elementary, am committed to providing high quality curriculum and instruction for all students. I will hold high expectations for all students and provide a supportive learning environment that utilizes student engagement strategies to ensure all students meet the CA Common Core standards. I will provide meaningful homework activities that reinforce grade level standards and classroom learning and continue to encourage families to read every day with their children. I will provide information to families about CA Common Core standards and how families can help their child achieve the standards. I will provide opportunities for families to volunteer in their child's classroom if requested.	I, as part of the Twinhill Elementary family, am committed to my child's education. I will ensure my child arrives at school every day prepared and on time. I will know the CA Common Core standards my child is expected to learn and will contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments. I will set aside a specific time for homework and provide a quiet place to look over it to check for understanding and completion. I will encourage my child to read daily. I will sign and return all papers that require a parent signature by the due date. When possible, I will volunteer in the classroom/school, attend parent workshops, and/or become involved in parent groups. I will focus on activities at home that continue my child's classroom learning. I will limit my child's use of electronics.	I, as a Twinhill Elementary student, am committed to learning. I will attend school every day, on time, and prepared to learn. I will complete all homework and classroom assignments and will ask for clarification if I don't understand. I will read daily. I will show good character in and out of the classroom as well as follow the "Be R Best" rules: Be Ready, Be Respectful, Be Responsible. I will return papers that require a parent signature by the due date. I will know the CA Common Core standards for my grade level. I will limit my time watching TV and playing video games in order to focus on being physically active and participating in other learning activities.
Twinhill Elementary: Commitment to UNIVERSAL ACHIEVEMENT 2018-2019		
STAFF Signatures Teacher: _____ Principal: _____	**FAMILY Signatures** Parent/Guardian: _____ Parent/Guardian: _____	**STUDENT Signature** Student: _____

Approved 4/19/2018

OFFICE USE: *Cut signatures section and provide parent top copy of Commitment*

Escuela Primaria Twinhill

Compromiso para LOGROS UNIVERSALES

En **LA ESCUELA PRIMARIA TWINHILL** estamos construyendo una **CULTURA DE LOGROS UNIVERSALES**. Esta cultura está basada en la creencia fundamental de que cada niño es capaz de lograr los estándares académicos en lectura, artes de lenguaje y matemáticas Y que la escuela tiene el poder para hacer que esta oportunidad sea una realidad. Creemos que cada alumno merece la oportunidad de ser educado de manera que esté preparado para la universidad en caso de que decidan asistir. Creemos en el respeto mutuo entre todas las partes interesadas de NEU* dentro la comunidad de Twinhill.

¡Trabajemos juntos para preparar a nuestros alumnos para una vida feliz y exitosa para que puedan descubrir su ilimitado potencial!

NOMBRE DE ALUMNO: _____

AÑO DE GRADUACIÓN DE LA UNIVERSIDAD: _____
(TK 2036 K: 2035, 1°: 2034, 2°: 2033, 3°: 2032, 4°: 2031 Y 5°:2030)

NIVEL DE GRADO 2018 - 2019: _____

MAESTRO/A: _____

Compromiso del PERSONAL ESCOLAR	Compromiso de la FAMILIA	Compromiso del ALUMNO
Nosotros, el personal de la Escuela Primaria Twinhill, nos comprometemos a proporcionar un currículo de instrucción de alta calidad para todos los alumnos. Tendremos altas expectativas para todos los alumnos y proporcionaremos un ambiente de aprendizaje con apoyo que utilice estrategias para interesar a los alumnos para asegurar que todos cumplan con los Estándares Básicos del Estado de California. Proporcionaremos actividades significativas de tarea que refuercen los estándares del nivel de grado, el aprendizaje en el salón de clase y que continúen motivando a las familias para que lean todos los días con sus hijos. Proporcionaré información a las familias en cuanto a los Estándares Básicos Comunes de California y de cómo pueden ayudar a que sus hijos los logren. Si las familias lo solicitan, proporcionaremos oportunidades para que sean voluntarios en el salón de clases de sus hijos.	Como parte de la familia de la Escuela Primaria Twinhill, estamos comprometidos con la educación de nuestro hijo/a. Nos aseguraremos de que llegue preparado y puntualmente a la escuela todos los días. Conoceremos los Estándares Básicos Comunes de California que se espera que nuestro hijo/a aprenda y contactaremos a su maestro/a cuando tengamos alguna preocupación en cuanto a su progreso, en relación a los estándares o tareas. Programaremos una hora específica y proporcionaremos un lugar tranquilo para hacer la tarea, revisarla, verificar que se entiende y está completa. Motivaremos a nuestro hijo para que lea diariamente. Firmaremos y regresaremos antes de la fecha límite, todos los papeles que requieran nuestra firma. Cuando sea posible seremos voluntarios en el salón de clase/escuela, asistiremos a talleres para padres y/o participaremos en grupos para padres. En el hogar nos concentraremos en actividades guiadas a continuar con lo aprendido en el salón de clase. Limitaremos a nuestro hijo/a en el uso de aparatos electrónicos.	Yo, como alumno de la Escuela Primaria Twinhill, estoy comprometido a aprender. Asistiré a la escuela todos los días, preparado para aprender y llegaré puntualmente. Terminaré toda la tarea, trabajos asignados en el salón de clases y pediré aclaración si no entiendo algo. Leeré todas las noches. Mostraré buen carácter dentro y fuera del salón de clases al igual que seguiré las reglas de "*Be R Best*:" "*Be Ready*" (estar preparado), "*Be Respectful* (ser respetuoso/a) y "*Be Responsible*" (ser responsable). Regresaré antes de la fecha límite cualquier documento que requiera de la firma de mis padres. Sabré los Estándares Básicos Comunes de California correspondientes a mi nivel de grado. Limitaré mí tiempo viendo la televisión y jugando juegos con el fin de concentrarme en la actividad física y la participación de otras actividades de aprendizaje.

Escuela Primaria Twinhill: Compromiso para LOGROS UNIVERSALES 2018-2019

Firmas del PERSONAL Escolar	Firmas de la FAMILIA	Firma de ALUMNO
Maestro(a): _____	Padre/Tutor: _____	Alumno: _____
Director(a): _____	Madre/Tutora: _____	

Approved 4/19/2018

OFFICE USE: *Cut signatures section and provide parent top copy of Commitment*

Twinhill Elementary School

ALL Students will realize their unlimited potential
SCHOOL SITE COUNCIL
AGENDA
February 21, 2019
2:30pm in Room 7

I. Introductory Procedures

1. Call to Order

Meeting was called to order by Andrea Villarhino at 2:45p.m.

2. Establishment of Quórum

A quórum of 6 was established with the following people in attendance:

Mrs. Parsons	-	Principal
Dirk Upson	-	Teacher
Dayana Hernandez	-	Teacher
Andrea Villarinho	-	Teacher
Michelle Rocha	-	Other
Arely Hernandez	-	Parent

3. Pledge of Allegiance

All members stood and recited the pledge.

II. Action Items

1. Minutes of Meeting held 1.10.19

This item was tabled due to the minutes not being received back from translation yet.

2. Expenditure Requests (T-I, LCFF-LI, LCFF-EL)

LCFF-LI

Vendor	Item Requested	Description	Quantity	Price	SPSA Page #	Justification - How Supplemental
No Excuses University	Student Planners	School Planners for 5th grade students	104	$410.80	Goal 1.1,1.2: Research-based strategy instruction / supplemental instruction	5th grade students will use academic daily planners to record homework assignments and important class information. This process will familiarize students and get them prepared for middle school entry. It will also support at-risk students in organizational skills and increase the home school connection.

Subtotal - $410.80
8.75% tax - $35.95
S/H – 61.62
Subtotal LCFF-LI -$508.37

The 5th grade teachers would like to have planners for their students. Students used planners this year and were successful at filling it in each day with assignments. It was motioned/seconded/carried to approve school planners for the 5th graders using LCFF-LI funds for a total of $508.37 (Upson/Hernandez) (6-0-0)

3. Approve District Set Aside: 2018-2019 Title I, Part A Reservations, Required

- **Parent Involvement (1%) - $55,339**

Mrs. Parsons explained that Alvord receives Title I funding, and since it is a federal program we have to set aside a certain amount for parent involvement expenses which totals $55,339. Parent Involvement provides programs which are built around parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. It also increases parent and family involvement. As a Title I school, it is a federal requirement to approve the funds needed to provide parent involvement to our families.

- **Transportation:NCLB Program Improvement School Transfers - $65,000**

Under the No Child Left Behind Act, program improvement schools offer parents/guardians of eligible students Public School Choice, which is the option of transferring to an available school in the district that has not been identified as a Program Improvement school. The amount of $65,000 has been set aside by the district to offer this service.

- **Homeless Services - $12,128**

The district sets aside money to provide services to homeless children and youths for services such as transportation and nutrition. There are more services available, but these are just a few. The amount set aside for these services is $12,128.

No further discussion was need for the above items. It was motioned/seconded/carried to approve the District Set Aside: 2018-2019 Title I, Part A Reservations, Required which includes Parent Involvement $55,339, Transportation $65,000, and Homeless Services $12,128. (Hernandez/Upson) (6-0-0)

4. **Approve 2018-2019 Title I, Part A Reservations, Allowed**

- **Centralized Staffing (ELT's, District Instructional Specialists, BIA's) - $1,745,581**

Mrs. Parsons explained to council that when the district receives their funding, a percentage is taken directly off the top before it is divided and distributed among all the school sites. This amount goes directly to Centralized Staffing to provide sites with additional support. Salaries paid for by the district may include Elementary Literacy Teachers, District Instructional Specialists, and Bilingual Assistants. The amount set aside for Centralized Staffing for the 2018-2019 school year is $1,745,581.

- **Summer Extended Learning Opportunities - $320,000**

Alvord offers students the Summer Extended Learning Opportunities Program. This is another name for summer school. This gives students in need the opportunity to attend an instructional program during the summer. To make this program more affordable, Alvord has made the high school program an online program in which students work from home. Funding is needed to pay teachers, and any costs associated with having campuses open during the summer months. The amount needed to fund the Summer Extended Learning Opportunities Program is $320,000.

No further discussion was needed for the above items. It was motioned/seconded/carried to approve the 2018-2019 Title I, Part A Reservations, Allowed for Centralized Staffing (ELT's, District Instructional Specialists, BIA's) - $1,745,581 and for the Summer Extended Learning Opportunities - $320,000 (Hernandez/Upson) (6-0-0)

5. **Approval of participation in a Title I School Wide Program**

Mrs. Parsons explained that SSC must agree to allow Twinhill to be part of a Title I program. This means that we will abide by the rules when using Federal funds. Title I funding is used to improve the teaching and learning of children who are at risk. In order to meet this requirement, everyone must do their part in the decision-making process which including teachers, staff and parents. Twinhill has developed a school plan called the SPSA. The SPSA is a plan which represents the coordination of multiple resources to support student achievement. The SPSA also ensures that the site is providing opportunities for all students to meet academic achievement as defined by the requirements of the state. It was motioned/ seconded/ carried to approve Twinhill's participation in a Title I School Wide Program. (Upson/D.Hernandez) (6-0-0)

6. **Approval of Site Categorical Budgets for 2018-2019**

Mrs. Parsons reviewed with council the final site budget allocations for 2018-2019 with the totals being as follows: Title I - $219,372, LCFF-EL - $24,753, and LCFF-LI $20,917. There was no further questions or discussion regarding the final site budget allocations for 2018-2019. It was motioned/ seconded/ carried to approve the site categorical budgets for 2018-2019 (Parsons/Rocha) (6-0-0)

7. **Approve School Safety Plan for 2018-2019**

Mrs. Parsons explained that the intent of the School Safety Plan is to provide services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence. The main focus is to reduce suspensions and/or expulsions. Twinhill has developed a school wide classroom management system which supports positive conflict resolution. We also promote positive character development and student involvement activities such as: Student Council, Safety Valets etc. Mrs. Parsons explained that changes have been made to the safety plan and members of SSC are considered members of the safety committee. All members in attendance today have electronically signed the Twinhill Safety Plan online. It was motioned/ seconded/ carried to approve the Twinhill School Safety Plan for 2018-2019. (Upson/D.Hernandez) (6-0-0)

8. **Approval of 2018-2019 Single Plan for Student Achievement (SPSA**

The SPSA is created with the help of multiple stakeholder groups such as SSC, ELAC and Leadership. Mrs. Parsons informed council that all stakeholders were encouraged to place their input on any changes needed to update the Twinhill SPSA. Stakeholders addressed some of the actions in the SPSA and revised items to bring this document to completion. Mrs. Parsons thanked everyone involved for their input and was proud to announce that updating of the SPSA was finally completed and ready to submit to district by next week. Mrs. Rocha will begin working on the SSC minutes which will reflect the approval of the SPSA so they can be uploaded. Once it is approved by district, a copy of the new updated SPSA will be made available to all council members. Due to unforeseen circumstances, Kinima Ray could not make it to this meeting. Mrs. Parsons will be meeting with her, and they will go over the meeting agenda, handouts, and the meeting minutes. Mrs. Ray will then proceed to sign the assurances page for the 2018-2019 SPSA. There were no further questions or discussion. It was motioned/ seconded/ carried to approve the 2018-2019 SPSA (D.Hernandez/Rocha) (6-0-0)

III. Discussion/ Information

1. Budget Reports

All three budgets were distributed to council. Mrs. Rocha explained them briefly. At this time next month, Twinhill will have extinguished all funds from all 3 budgets. There was no questions or further discussion needed.

2. LCAP Summary

The LCAP Plan Summary was distributed to council. This document was provided by the State and Federal Programs Department and is a brief overview of what LCAP is and how it meets the needs of our district. Council is familiar with the LCAP after going over it during January's SSC meeting. Another handout that was distributed to council was the Thought Exchange flier. Mrs. Parsons stated that everyone is encouraged to participate and give feedback. Alvord would like to receive input on areas that need to be improved and or changed. The district will use the feedback received to inform the development of the LCAP for next year. Alvord will be sending out calls to parents, and also putting a link on the district website to make sure that a tremendous amount of feedback is received. Twinhill will send out a ½ page flier to parents informing them of this platform. Alvord will accept input from participants until Friday, March 1, 2019.

3. SPSA Input

Items A through C will not be discussed at this time due to the 2018-2019 SPSA being finalized and approved. Mrs. Parsons stated that she is finished with the entire process and will be ready to submit the required SPSA documents by the deadline next week.

a. Review/Analyze Achievement Data

b. Finish evaluating effectiveness of last year's SPSA actions

c. Review and update SPSA goals / actions

d. Input from Members

Mrs. Parsons stated that the council will begin the process of updating the SPSA for next school year very soon. One of the additions she is excited about, is a new math assessment that Twinhill will pilot. The council will evaluate if this would be a great addition to Twinhill with the use of categorical funds. More information is soon to come.

4. Reports From Parent Committees

a. ELAC Report

- **Minutes from 12.6.18**

The minutes for the ELAC meeting from December 6, 2018 was handed out to council. Council read briefly, and no discussion was needed.

b. Parent Advisory Committee (PAC)

Council was given the PAC minutes from the November 28, 2018 meeting. Council read briefly and had no questions.

5. **Program Reports**
   a. **Professional Development Opportunities (Paraprofessionals, Teachers)**
   Teachers will begin a math PD soon. Mrs. D'Antoni is busy preparing materials for this Professional Learning opportunity for teachers. Date to be decided. Teachers will also undergo Cognitive Planning for the 2019-2020 school year. This collaboration will take place once we are finished with testing. Paraprofessionals just finished ELPAC training. This type of training gives them an insight as to the logistics of the ELPAC test that will begin in early MArch
   b. **Parent Training Opportunities**
   Twinhill will have its 4th annual Health and Safety Fair in March. Families love this event as it offers free resources that families can use to better their healthy lifestyle. This event will be in conjunction to Open House. We expect a great turnout. Twinhill will also offer a Parent Wellness workshop. The dates will soon be decided. Ms. Robinson is currently looking for an outside agency to host this event for parents. More information about all events are soon to come.
   c. **Interventions**
   Teachers are entering their 3rd and final round of afterschool tutoring. Tutoring will run until we go off on spring break.

6. **Principal's Reports**
   An attendance challenge has begun in the district which is offered by Student Services. Twinhill's numbers has went down to 95.25%. Our low enrollment greatly effects attendance rates. Testing season is finally here. Twinhill will begin LCAP and SBAC very soon. Mrs. D'Antoni has already began the process of scheduling classes.

IV. Hearing Session

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

V. Adjournment

1. **Agenda building for next meeting**
   Mrs. Parsons asked about placing 2 items on the agenda. #1- discussion about a potential math assessment, and #2 – Vote to approve removal of parent member for missing 3 consecutive meeting.

2. **The next SSC meeting is scheduled for March 14, 2019 at 2:30 p.m**

3. **Adjournment: Action Item**
   The meeting was adjourned at 3:14pm by Ms. Villarinho. It was motioned/seconded/carried to adjourn the meeting. (Rocha/Upson) (6-0-0)

4. **Meeting Handouts**
   - Expenditure Requests 2.21.19
   - Budget Reports (Title I, LCFF-EL, LCFF-LI)
   - LCAP Summary
   - Thought Exchange Flier
   - ELAC Minutes 12.6.18
   - PAC Minutes 11.28.18

Twinhill Elementary
School Site Council
February 21, 2019
Sign In Sheet

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Mary McAllister-Parsons		Principal	
Andrea Villarinho		Teacher	Vice - Chair
Dirk Upson		Teacher	
Dayana Hernandez		Teacher	
Michelle Rocha		Other/Classified	Secretary
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Arely Hernandez		Parent	Alternate PAC Rep
Melody Reyes		Parent	PAC Rep
Kinima Ray		Parent	Chair
OTHERS (NON-MEMBERS)			
		Visitor	
		Visitor	
		Visitor	
		Visitor	
		Visitor	
		Guest	

Alvord Unified School District

Twinhill Elementary School

English Learners Advisory Committee

Date**: December 6, 2018**

8:15 a.m. Room 7

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-in (#2b)
3. Pledge of Allegiance:

II. Action Items

1. Agenda
   a. Election of New ELAC members (monthly) - EL4a *
   b. DELAC Report for: **November 14, 2018**
   c. Approval of Minutes of Meeting from **November 15, 2018**

III. Discussion/Information

Training

1. Needs Assessment for EL programs – EL4c**: ELPAC**
2. School Wide Plan (SPSA) Parent Input:
3. School Attendance – EL4c2:
4. LCFF EL Budget:
5. School Site Council Meeting Notes:
6. CABE

IV. Hearing Session

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

V. Adjournment

1. Next Meeting: **January17, 2019 at 8:15 a.m. in room 7**
2. Adjournment:

* indicates an action item

Alvord Unified School District

Twinhill Elementary School

English Learners Advisory Committee

Date: **December 6, 2018**

8:15 a.m. Room 7

I Introductory Procedures

1. Call to Order **The meeting was called to order at 8:25 a.m. by Mr. Ramirez.**
2. Welcome/Sign-in (#2b) **Mr. Ramirez welcomed al members present and reminded them to please sign in. Members present were Catalina Rojas, Antonia Martinez, Evangelina Valderrama, Irma Castrejon, Maria Villegas, and Maria Morales.**
3. Pledge of Allegiance: **The pledge was led by Mr. Ramirez and the members present.**

II. Action Items

1. Agenda
   a. Election of New ELAC members (monthly) - EL4a * **Maria Villegas nominated Evenglina Valderrama to join ELAC and the motion was seconded by Irma Catrejon. Evangelina Valderrama made a motion to elect Maria Morales as a member of ELAC and the motion was seconded by Catalina Rojas. Both the ELAC president and vice president have been absent from the last three meetings and per by laws members nominated candidates to fulfill those positions. Evangelina Valderram nominated Irma Castrejon as ELAC president no other member was nominated and Antonia Martinez seconded the motion. Catalina Rojas nominated Maria Villegas as vice president no other member was nominated and Evangelina Valderrama seconded the motion. All members unanimously approved the nominees.**
   b. DELAC Report for: **November 14, 2018 report was tabled since DELAC representative was absent from this meeting.**
   c. Approval of Minutes of Meeting from: **November 15, 2018 were unanimously approved by members present.**

III. Discussion/Information

Training

1. Needs Assessment for EL programs – EL4c: **ELPAC**
   Parents were shown a video from the CDE website on how to interpret the scores. Parents were also given a handout with a list of frequently asked questions and the ELPAC website they can visit to find out even more information on what ELPAC is, who takes the assessment, when the assessment takes place, and why the assessment is given. Mr. Ramirez and the parents looked at the summative ELPAC results for Twinhill. Our performance overall is 10% at the beginning stage, 24% is at a somewhat developed stage, 39% is at a moderately developed stage and 27% of the school is as at a well-developed stage in English acquisition.

2. School Wide Plan (SPSA) Parent Input: **In this section of the meeting parents were presented with a handout of Goal 2: Planned improvements in Student Performance for English learners section of Twinhill's SPSA plan. Parents were invited to look over the plan and make suggestions about items that need to be changed, kept, modified, or eliminated. Parents suggested that there should be a parent and child computer lab time set aside in order to work along with their child so parents can see what technology is being used and how it is used in their child's learning. Evengelina Valderrama suggested that Fridays should be set aside for family workshops. It was also stated that in our next ELAC meeting the director of college and career readiness will talk about programs that parents can use to help their child in their academic path. Mrs. Parsons also suggested that perhaps 6th grade should be relocated back at Twinhill. Parents were also informed that School Site Council will also be invited to make suggestions and modifications to our SPSA.**
3. School Attendance – EL4c2: **Mr. Ramirez spoke about the importance of being at school. In January there is a contest to see who has the best attendance.**
4. LCFF EL Budget: **Parents were handed the budget report which was last updated on November 7, 2018. Parents can see how monies are being spent. There were no questions or concerns from the members.**
5. School Site Council Meeting Notes: **This item was unavailable and will be handed out in the next ELAC meeting. SSC meeting notes had not returned in time from translations so it was tabled.**
6. CABE **parents were informed that this year's CABE will be held on March 20 through the 23, 2018 in the city of Long Beach, California. However, our parents will attend the regional CABE which will be held in May 2019 and more information will be coming soon. Parents will later discuss who will attend and how they will chose who goes.**

IV. Hearing Session

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

V. Adjournment

1. Next Meeting: **January 17, 2019 at 8:15 a.m. in room 7**
2. Adjournment: **Meeting was called to an end by Maria Villegas at 10:20 a.m. and it was seconded by Evangelina Valderrama.**

* indicates an action item

Twinhill Elementary
English Learner Advisory Committee
Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet
December 6, 2018
Registro de Asistencia
Dicembre 6, 2018

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	**Brenda Iraburo**	**Dibanhi Iraburo**	**3**	**EL**	
Vice President Vice Presidente	**Edith Ayala**	**Javier Zamora III**	**3**	**EL**	
Secretary Secretaria	**Catalina Rojas**	**Brandon Santillan** **Bruno Santillan**	**2** **K**	**EL**	
DELAC Rep Representante de DELAC	**Brenda Iraburo**	**Dibanhi Iraburo**	**3**	**EL**	
Alternative DELAC Rep Representante Alterno de DELAC	**Irma Castrejon**	**Cellerina Pena**	**5**	**EL**	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Catalina Rojas	Brandon Santillan Bruno Santillan	2 K	EL	
Antonia Martinez	Kaori Martinez	4	el	
Evangelina Valdemar	Julian Valdem	5th		
Irma Castrejon	Celerina Peña	5th		Irma Castrejón
Maria Villegas	Aimee Villegas	5th.		
ERIC RAMIREZ			AP	
Maria Morales	Kassandra Morales	3th		Maria Morales

Twinhill Elementary School
Leadership Team Meeting
Room 7
Monday, October 29, 2018
2:30-4:00 pm

Sign-In

Our Alvord Promise: All students will realize their unlimited potential.

Objective:	**We will identify needs for math instruction. Where are we at? Where are we going? How will we get there?**	
Grade	**Teacher Name**	**Signature**
Kindergarten	Sheila Cuevas	Sheila Cuevas
1st Grade	Malia Hernandez	Malia Hernandez
2nd Grade	Shana Gutierrez	
3rd Grade	Felicia Payne	Tutoring
4th Grade	Tawni Webster	Tawni Webster
5th Grade	Dayana Hernandez	Dayana Hernandez.
Special Ed Lead	Heather Robinson	absent
Instructional Coach	Jennifer D'Antoni	D'Ant
Assistant Principal (50%)	Erik Ramirez	@ STK
Principal	Mary McAllister- Parsons	Mary McAllister-Parsons
Guest		
Guest		
Guest		

"Coming together is a beginning; keeping together is progress; working together is success."
Henry Ford

Twinhill Elementary School
Leadership Team Meeting
AGENDA

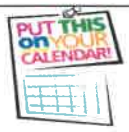
Monday, October 29, 2018
2:30-4:00 pm
Staff Development Room 7

Our Alvord Promise: All students will realize their unlimited potential.

Objective:	We will identify our actions for instruction and student achievement. Where are we at? Where are we going? How will we get there?

Topics	Presenter(s)	Notes/To Do List
Welcome/Check in	Mary McAllister-Parsons	
Norms of Professionalism	ALL	
School Plan for Student Achievement (SPSA) • Review data • Set goals for 18.19 • Actions: what's working/not working?/new actions	Leadership Team	
Parking Lot	Leadership Team	
Handouts: SPSA Goal 1.1 and 17.18 actions		

✓ Review the *Weekly Bulletin* each week.



➢ Leadership Team meeting dates-11/26; 1/28; 2/25; 3/18; 4/29; 5/20

Coming together is a beginning, keeping together is progress and working together is success.
Henry Ford

"Quality teaching, quality leadership focused on students, teachers and instructional content."

Sid Salazar, Ed.D., Superintendent of Schools