The Single Plan for Student Achievement

School: Ellen Ochoa Prep Academy

CDS Code: 19-64527-0133835

District: El Rancho Unified School District

Principal: Elias Vargas

Revision Date: September 15, 2017

The Single 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 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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       The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Ellen Ochoa Prep Academy's Vision and Mission Statements
Our Mission:
Ellen Ochoa Prep Academy is committed to developing the talents and knowledge of our students in order to be lifelong learners who can actively make a difference in a global society.

Our Vision:
100% of our students will be prepared for a 4 year university.

School Profile

Ellen Ochoa Prep Academy serves the community of Pico Rivera, California, where many teachers and classified staff grew up and/or currently reside. We have an attractive campus that meets the needs of students and staff. Ochoa Prep serves 176 ninth and tenth grade students, with 10 full time teachers, a counselor, and 5 support staff. We are the first magnet high school within the El Rancho Unified School District. Our school has been created to offer students a unique educational program designed to engage students in the learning process, and help them develop the necessary skills to be college and career ready. High school is a time of growth, change, and challenges. We want to assure you that our experienced staff is here to work alongside you to insure that your son or daughter takes full advantage of his or her educational opportunities.

With our magnet focus on STEAM - Science, Technology, Engineering, Arts and Mathematics - is the broad umbrella for how the curriculum in this new and innovative program is organized. Students will tackle high school concepts while incorporating the 4 Cs of 21st Century learning – critical thinking, communication, collaboration, and creativity. Our Magnet program supports and supplements the Common Core curriculum, providing a common lens through which children master knowledge while interdisciplinary teaching enables students to make important and long lasting connections across content areas. Teachers work in teams to design and develop lessons centered around Project Based Learning, which is a teaching method in which students gain the knowledge and skills by working for extended period of time to investigate and respond to a complex question, problem, or challenge.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys will be administered to gauge thoughts relating to technology, more professional development for teachers, and interactive and engaging classrooms. Surveys will be given out to parents, teachers, and ASB students in spring of 2018. Surveys will then be reviewed and discussion of a need for more professional development for teachers.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited weekly, teachers and administrators interact very frequently with ease, and constantly discuss classroom instruction, goals, and innovative approaches. This is an informal process that allows for the conversations about instruction to take place between administration and teachers. Formal observations also take place as part of the regular evaluation process.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable 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.

Standards, Assessment, and Accountability

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

   CAASPP
   Criterion referenced tests aligned to the state adopted Common Core standards describe what students should know and should be able to do at each grade level in each subject area. At the beginning of each year, the principal gives each staff member the most recent CAASPP results, which shows claims and targets with preliminary data. Also, parents annually receive copies of their child's results.

   California English Language Development (CELDT)
   Measures the English Language Development of students whose primary language is a language other than English. Includes assessments in English reading, speaking, listening, and writing skills. The counselor already identified students needing specific academic supports such as remedial instruction, ELD, special education, or differentiated instruction by screening all incoming 9th graders' standardized test scores, CELDT scores, teacher recommendations, and report cards. To anticipate the academic needs of incoming 9th grade students, teachers also utilize the information provided by feeder schools to identify strengths and weaknesses of each new student which includes a recent writing sample.

   California Alternate Assessment (CAA) in Science
   Tests to see if students with severe cognitive disabilities are making measurable progress. Special Education students, whose handicap precludes their taking the CAASPP, take the CAA as per their IEPs. CAA is given in the spring, and results are mailed home in the summer. Special Education students who are given the CAASPP are provided accommodations as indicated by their IEPs.

   District Assessments (EADMS)
   Tri-annually measure student progress on district specified state standards throughout the year. These benchmarks assess with test items that match state standards down to the specific item level. EADMS tests are given in November, February, and March. Results help teachers determine the standards that remain to be taught and each student's growth in mastering standards.

   English Language Development Progress Reports
   Tri-annually measures English Learner progress through district ELD program unit tests toward fluent English proficiency (re-designation). ELD students are tested three times yearly and must pass at 70% or higher to qualify for next level. Those results are turned over to the school counselor and used for programming for the upcoming year.

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

   Formative assessments are used weekly to determine instructional needs and students current ability levels. Daily checking for understanding strategies are used as well in conjunction with data to help drive instruction. Summative assessments are used as well to develop curriculum and instruction. EADMS: EADMS benchmark testing is performed two times per year. This year's benchmark assessments will be focused on the Common Core standards, using Constructed Response questions, along with Selected Response. The results of these tests are accessed online by the teachers so that they may better assess and address student deficits and strengths in the areas of reading, math, and language arts. Teachers not only examine data for their individual classes, but also take the time to collaborate with other teachers and examine what strategies work for them and how

to possibly adopt effective strategies for use in their own classrooms.

<u>Staffing and Professional Development</u>

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

     100% of teachers are highly qualified.

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

     All teachers are properly credentialed and receive professional development every Monday. Specialized professional development also takes place as needed.

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

     The Professional Development Cycle at Ellen Ochoa Prep Academy consists of assessment, assessment data analysis, staff development, and the modification of practices and procedures.

     The following are the types of assessments used:
     EADMS Benchmark Exams, CAASPP, CELDT, CAPA, STAR, core class grades, portfolios, standardized tests, and end of chapter tests.

     Teachers are continually trained. Staff development consists of sending teacher experts to workshops and conferences; experts then adapt and deliver a presentation for the Ochoa Prep staff. Such workshops may include the MCC or ELACC, and "Response to Intervention". Ellen Ochoa Prep Academy teacher experts participate in, or have participated in, Computer Using Educators (CUE) conferences, Bilingual Teacher Training Program (BTTP), California Association of Bilingual Educators (CABE), California Math Council (CMC), as both participants and presenters, the California Association for the Gifted (CAG),and LACOE trainings/seminars.

     Teachers use the knowledge gained from staff development days and other outside seminars and learning tools to develop new techniques to be used in their classrooms.

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

     Teachers meet regularly with each other and share and support ideas and innovative ideas. When needed, coaches or models are brought in to support their development. Contract with Buck Institute of Education (BIE) for PBL support and training. Two teachers also are a part of the BTSA program and receiving on going teacher training thru that program. Math and ELA teachers also work with district coaches and train teachers on site.

7.   Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

     Once a month, we have Modified Monday, were we conduct school wide training. During grade level meetings - teachers develop and plan lessons, discuss best strategies, and develop intervention plans for struggling students. Teachers develop and work thru instructional strategies, best practices, and share professional findings with each other. In addition, modified days are used for school wide professional development in the areas of technology and instruction, Project Based Learning, and other current strategies.

<u>Teaching and Learning</u>

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

     Each student has a core textbook for every core content area. The textbook adoptions are displayed and described in the accompanying attachment. Only textbooks that are approved by the state are considered for adoption. The curriculum,

instruction, and materials are aligned with the state's content and performance standards by making appropriate textbook adoptions and using the following strategies.

Planning Sessions: The school aligns curriculum, instruction, and materials by having grade level and department meetings targeting articulation on standards and strategies. Standards are reflected in lesson plans. We display the academic standards in classrooms, develop and use Learning Objectives with Language,(LOL's) use standards-based rubrics, 3B4ME strategy to enhance critical thinking skills, employ reciprocal teaching, and use SDAIE strategies. Graphic organizers stair-stepping the standards provide access to grade level standards in many subjects. Much of the current focus will revolve around Common Core transition and planning.

Instructional Strategies: Method of delivery is cross-content, with heavy emphasis on Project Based Learning (PBL). Teachers are able to deliver their lessons in a variety of modalities that address different learning styles. A focus has been placed on explicit direct instruction. Additional emphasis placed on Collaboration, Communication, Critical Thinking, and Creativity.

Program Structure: The base program at Ellen Ochoa Prep Academy emphasizes basic skills, state grade-level standards, and core curriculum, as established by the California Common Core Standards, and advanced courses in Career and Technical Education.

Modified and School Improvement Plan Days: An emphasis will be placed on staff development in all areas of the curriculum. A school-based coordinated plan has been utilized to provide the Ochoa Prep staff with three Staff Development days and 10 modified days to establish an effective in-service program that will help our teachers serve the needs of our students. These days provide ample quality release time for our staff.

Instructional Minutes: Ellen Ochoa Prep Academy has 6 class periods per school day and we primarily operate on a 2 hour block, where students attend 3 classes per day.

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

    Our instructional minutes meet the legal requirements for all subjects.

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

    With the 6 period day and a small staff, our master schedule currently has little flexibility and we are able to provide the proper college prep courses. Program Scheduling
    In January, Ellen Ochoa Prep Academy administrator and counselor review, revise, and plan the Master Schedule in compliance with the requirements of the state, ERUSD, and the specific learning needs of students. Flexibility in the Master Schedule eliminates tracking and keeps the educational program based on meeting students' needs, raising student performance to grade-level standards, and enhancing the learning experience of all learners.

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

    English Learners (ELD level):
    Within 30 days of their initial enrollment, students who are identified upon enrollment as having a primary language other than English shall be assessed in English proficiency in comprehension, speaking, reading and writing.

    Within 90 days of initial enrollment, students identified as being of limited-English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee develops criteria for determining, on the basis of these assessments, which students will require academic instruction through their primary language. (Education Code 52164.1, 62002; Code of Regulations, Title 5, 4304)

    English Learners are provided with an English Language Development (ELD) program that is based on the California ELD standards. The ELD differentiates instruction according to proficiency levels:
    • Beginning
    • Early Intermediate

- Intermediate
- Early Advanced
- Advanced

ELD students use the textbooks, as designated by the district, in their English Language Development courses.

Special Education
A Student Study Team made up of counselors, teachers, and a school psychologist recommends that a student be assessed for a disability. A parent must then give their consent so that the assessments may be performed. The assessments may be performed by the school psychologist, the special ed teacher, the speech and language specialist, an occupational therapist, and others. An initial IEP meeting is held in order to discuss the results of the assessments by the different parties. Eligibility for special education services is determined by the IEP team during this meeting. If it is determined that the student qualifies for special education services, then goals for that student are determined and written up as part of their IEP.

The Special Education program provides special needs students with equal access to the curriculum provided for all students, and an opportunity to participate and benefit from extra-curricular activities. The special services received by these students provides support and extension activities which enhance their participation in the regular classroom. The lesson and assignments received by the students with special needs are rigorous and challenging for their diagnosed levels. Special Education includes:
- Resource Specialist Program
- Communication Program
- Health Screening
- Student Study Team – including appropriate representatives
- Other designated instructional services as dictated by each student's IEP

Migrant Education
Upon entering Ellen Ochoa Prep Academy., the counselor identifies any children who require additional support due to interruptions in their schooling because of the mobility pattern of the family unit. Children in the Migrant Education Program receive additional services such as dental, hearing, and vision screenings. The Los Angeles County Office of Education provides all necessary services.

Gifted & Talented (GATE)
High achieving students are programmed by report card grades, teacher recommendation, and assessment scores. The GATE program is designed to provide an intellectually stimulating learning environment that enables gifted students to master content standards via differentiated instruction. The differentiated curriculum is geared towards depth and complexity. All students are eligible for nomination. They are identified GATE from a variety of sources. Guidance and counseling appropriate for gifted students are available and used. Staff development enables teachers to learn recent teaching techniques and how to apply differentiated instruction

Redesignated Fluent English Proficient –RFEP
In order for an English Learner to be reclassified as a FEP, the student must receive a minimum score of 325 in English Language Arts on the California Standards Test or California Modified Assessment OR CST of 300-325 for 2 consecutive years in ELA on the California Standards Test or California Modified Assessment. They must also have a C or better in ELD OR a C or better on 3 consecutive or 4 nonconsecutive on-level units in High Point (Level B or above for 6th grade, Level C or above for 7th and 8th grades). Student academic performance must be C or better in ELA or basic or better on ELA benchmark exams. Parent are also provided notice of their right to participate in the reclassification process.

Re-designated Fluent Proficient (RFEP) students are provided with a standards based program. It includes a six-month follow-up, after re-designation, in order to review their progress and provide a smooth transition into the regular mainstream. RFEP students within the regular program who are not achieving at a proficient level will benefit from the tutoring program.

The text selection process for both core and supplemental instructional materials is done by a committee which is comprised of district and site personnel. The process involves reviewing current textbooks that are on the state adoption list. Input is received and a consensus is reached before any textbooks or supplemental materials are adopted.

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)

All core classes use the standards aligned instructional materials, along with supplemental materials as well.

Opportunity and Equal Educational Access

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

Program Scheduling
In January, Ellen Ochoa Prep Academy administrators and counselors review, revise, and plan the Master Schedule in compliance with the requirements of the state, ERUSD, and the specific learning needs of students. Flexibility in the Master Schedule eliminates tracking and keeps the educational program based on meeting students' needs, raising student performance to grade-level standards, and enhancing the learning experience of all learners.

Instructional Practices
Ellen Ochoa Prep Academy is committed to academic excellence for all students with a solid academic curriculum and high quality instructional practices.

English Language Development
English Language Development (ELD) courses provide opportunities for on-going monitoring and evaluation. The ELD program uses High Point by Hampton-Brown. EL success is also coordinated between the school and district with the English Learner Support Class (ELLSC), California English Language Development Test (CELDT) results, and teacher opportunities for collaboration and planning. The collaboration and planning activities include monthly district EL program contact teacher meetings, school site ELD staff meetings, and School Site Council (SSC) meetings comprised of EL parents, teachers, and administrators. ERUSD Categorical Programs Office coordinates these and other federally funded programs; the EL program contact teacher attends district meetings to articulate ELD issues.

Student Study Team (SST)
Ellen Ochoa Prep Academy teachers are observant of student progress and are quick to intervene at the first sign of trouble. When teachers' efforts fail to resolve an issue, they promptly contact the school counselor to schedule an SST. All members of the Student Study Team cooperatively develop a plan of action to assist the student in reaching grade level proficiency. If problems persist, students are referred to Special Education for teaching.

These interventions align with the identified student deficit in the areas of English Learners, Language Arts, and Math.

14. Research-based educational practices to raise student achievement

The base program at Ellen Ochoa Prep Academy emphasizes basic skills, state grade-level standards, and core curriculum, as established by the California Common Core Standards, and advanced courses in Career and Technical Education. Through the latest curriculum planning, Ochoa Prep staff are familiar with the latest research from Buck Institute of Education, Marzano, Schmoker, Dr. Zhao, and Sir Ken Robinson. Through the use of direct instruction, clear objectives, environments that foster creativity and promote collaboration. We are constantly using the latest best practices that are research based in order to increase learning.

Parental Involvement

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

SSC - School Site Council
Council presents opportunities for parents, teachers, students, and support staff to articulate and disaggregate data from assessment and instruction. Council then approves expenditures from Title I budget for school needs.
ELAC - English Learner Advisory Council - Meets to discuss the needs of English Learners and discuss ways to support.

Community Partnerships

District-wide, Ellen Ochoa Prep Academy works in partnership with the Hispanic Scholarship Fund. The partnership with HSF is to help create awareness about scholarship opportunities and the necessary requirements for a 4-year university. Each year, students and parents attend informational meetings about supporting and reaching academic goals. Student participants attend field trips and presentations geared towards preparation for post-secondary education. Multiple scholarships are available to students as they move through high school and into post-secondary education.

Our school has built close partnerships with many service providers in the community to prevent substance abuse. For example, students from Ellen Ochoa Prep Academy receive counseling from ALMA Family Services. We facilitate, promote, and hosts community events and activities with ERUSD and the City of Pico Rivera. Activities focus on concrete ways students can support their community. Each holiday season, MECha atg EOPA has a Canned Food Drive; food baskets are donated to needy families in a food distribution program facilitated by the Pico Rivera Women's Club. "Christmas in Baja" is an opportunity for students and staff to donate gifts that local community members take to children in Mexico. Other community involvement opportunities include: City of Pico Rivera March for Peace, American Cancer Society's Relay for Life at El Rancho High School, Every day, at the beginning of second period, announcements are made notifying students of activities. These announcements are kept at a minimum in order not to disrupt the learning environment. Teachers also take a proactive role in establishing community connections.

DAC – District Advisory Council
This council is the same as the School site council, but on a district level.

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)

SSC - School Site Council
Council presents opportunities for parents, teachers, students, and support staff to articulate and disaggregate data from assessment and instruction. Council then approves expenditures from Title I budget for school needs.

Funding

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

Intervention programs (Before, during, and after school)
Under-performing students are also highly encouraged to attend after-school math tutoring, Homework Club. After-school math tutoring targets the students that need to be brought up to grade level. Math intervention using after school math tutoring and math intervention lessons is in place in order to address the identified student deficit in mathematics. Currently, math lessons addressing key standards are being taught during the first half of the math tutoring hour. Both the math tutoring program and Homework Club are each run by three qualified teachers who are paid stipends.

18. Fiscal support (EPC)

Ellen Ochoa Prep Academy receives base money, Title I money, and Parent Involvement money

Description of Barriers and Related School Goals

The major barrier that exist to our educational goals is the professional development or professional expertise of the teachers. Research has shown the single most important factor to increase student achievement is the teacher in the classroom. Traditionally, schools will speak of demographic factors such as socio economic levels, as a major barrier to student achievement, however research has shown that with highly effective and skilled teachers that can establish meaningful relationships with students, those factors are not barriers, just demographic facts. We will continue to strive to support teachers in any way possible, and seek creative ways to use our time more effectively, and seek funding to further develop our teachers.

School, district, and community barriers to improvements in student achievement include the following:

• School absences
*Absences are a barrier especially when students are removed from school for various personal reasons and are removed to travel for extended periods of time.
• Teachers are removed from classrooms to attend trainings, workshops and conferences.
• Transience concerns
• Parent support and involvement in monitoring their child's progress.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Conclusions based on this data:

1.

School and Student Performance Data

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**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

* 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**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

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**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9						38			38			13			13
Total						38			38			13			13

Conclusions based on this data:

1. We need to continue to provide interventions for ELD students

2. Implementation of ELLSC this school year

3. Provide on going professional development for teachers

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Conclusions based on this data:

1. We need to continue to provide interventions for ELD students

2. Implementation of ELLSC this year

3. Provide on going professional development for teachers of EL students

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

<u>School Goal #1</u>

The School Site Council 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 student performance 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:

SUBJECT: LIteracy Development
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
Upon graduation students will demonstrate literacy skills using both literary and informational texts. English Language Arts Goal: Ensure 100% of 9th and 10th grade students have successfully completed their English classes in order to receive their A-G credit by June 2017.
Data Used to Form this Goal:
1st and 2nd Semester Grades
Findings from the Analysis of this Data:
Professional development is continuously needed to support teachers' implementation of the CCSS and to provide more literacy and writing strategies for teachers.
How the School will Evaluate the Progress of this Goal:
Ongoing progress toward goal objectives will be measured by: 1)Quarter and Semester Grades 2)Formative Assesments 3)Summative Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1)Identify staff for program by 8/30/2016, communicate with all parties involved, and begin to implement tutoring program. 2)Administer formative and summative assessments. 3)Review results. 4)Adjustment of curriculum and/or	8/30/2017 - 6/1/2018	Bibi Martinez and Nadia Garcia		1000-1999: Certificated Personnel Salaries	LCFF - Base	15,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction. 5)Identify students through test scores, grades, and staff recommendation 6)Contact students and parents to encourage attendance at after school and tutoring programs.						
Materials, supplies, and equipment are needed in addition to regular district wide adoptions. The materials are proven to increase student mastery of the standards. The materials will be used as part of the regular school day as well as part of the after school program. 1)Assess need for materials and alignment with school plan goals. 2)Determine cost. 3)Process purchasing paperwork.	8/30/2017 - 6/1/2018	Elias Vargas		4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Base Title I	40,250.00 2,041.35
Staff will attend professional development both inside and outside the school site. The goal of the PD is to improve instructional practices in order to help students meet the CCSS. 1) Identify training sessions, conferences, seminars that would aid in the professional development of current staff members. 2)Identify and use research based books to help improve the professional practice. 3)Schedule time on modified days for teachers to share learning with entire staff. 4)Monitor implementation of practices. 5)Provide release time for	8/30/2017 - 6/1/2018	Elias Vargas		5000-5999: Services And Other Operating Expenditures	LCFF - Base	31,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
collaboration.						

Planned Improvements in Student Performance

<p style="text-align:center"><u>School Goal #2</u></p>

The School Site Council 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 student performance 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:

SUBJECT: Mathematics and Problem Solving
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
Upon graduation, Ellen Ochoa Prep Academy students will demonstrate mathematical skills required to be an astute problem-solver. Mathematics Goal: Ensure 100% of 9th and 10th grade students have successfully completed their English classes in order to receive their A-G credit by June 2017.
Data Used to Form this Goal:
1st and 2nd Semester Grades
Findings from the Analysis of this Data:
Professional development is continuously needed to support teachers' implementation of the CCSS and to provide more literacy and writing strategies for teachers.
How the School will Evaluate the Progress of this Goal:
Ongoing progress toward goal objectives will be measured by: 1)Quarter and Semester Grades 2)Formative Assesments 3)Summative Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1)Identify staff for program by 8/30/2016, communicate with all parties involved, and begin to implement tutoring program. 2)Administer formative and summative assessments. 3)Review results. 4)Adjustment of curriculum and/or	8/30/17-6/1/2018	Bibi Martinez and Esmeralda Montoya		1000-1999: Certificated Personnel Salaries	LCFF - Base	15,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction. 5)Identify students through test scores, grades, and staff recommendation 6)Contact students and parents to encourage attendance at after school and tutoring programs.						
Materials, supplies, and equipment are needed in addition to regular district wide adoptions. The materials are proven to increase student mastery of the standards. The materials will be used as part of the regular school day as well as part of the after school program. 1)Assess need for materials and alignment with school plan goals. 2)Determine cost. 3)Process purchasing paperwork.	8/30/17-6/1/2018	Elias Vargas		4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Base Title I	50,000.00 1,000.00
Staff will attend professional development both inside and outside the school site. The goal of the PD is to improve instructional practices in order to help students meet the CCSS. 1) Identify training sessions, conferences, seminars that would aid in the professional development of current staff members. 2)Identify and use research based books to help improve the professional practice. 3)Schedule time on modified days for teachers to share learning with entire staff. 4)Monitor implementation of practices. 5)Provide release time for	8/30/17-6/1/2018	Elias Vargas		5000-5999: Services And Other Operating Expenditures	LCFF - Base	19,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
collaboration.						

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

The School Site Council 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 student performance 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:

SUBJECT: College and Career Readiness
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
Ellen Ochoa Prep Students will successfully complete their A-G requirements upon graduation.
Data Used to Form this Goal:
Course offerings and semester grades
Findings from the Analysis of this Data:
All courses offered meet the A-G requirements
How the School will Evaluate the Progress of this Goal:
To measure progress toward achieving this goal, we will use the following evaluation tools: Quarter and Semester Grades.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Monitoring of student progress 2. Academic and Teacher driven Counseling 3. Tutoring and after school support	10/14/2017-5/1/2018	Bibi Martinez				

Planned Improvements in Student Performance

School Goal #4

The School Site Council 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 student performance 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:

SUBJECT: School Safety
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
Ellen Ochoa Prep Academy will invest resources to ensure a safe and productive 21st century learning environment for all students.
Data Used to Form this Goal:
Surveys done through PBIS team. Surveys will be administered in the spring
Findings from the Analysis of this Data:
Through informal conversations with students and parents, they feel safe and secure.
How the School will Evaluate the Progress of this Goal:
To measure progress toward this goal, we will continue to utilize data from student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Positive Behavior Intervention System 1)Selection of a PBIS Site Coach 2)Selection of a PBIS Site Team 3)Coordinate training for coach and site team. 4)Schedule collaboration time for PBIS team. 5)Schedule training sessions for PBIS team to train staff. 6)Monitor implementation of PBIS.	8/30/17-6/1/2018	Bibi Martinez and Santos Zuniga				
Safe Dating Program 1)Develop lessons.	8/30/16-6/1/2017	Bibi Martinez				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2)Deliver lessons to students bi-monthly during PE period. 3)Have class meetings during the lesson sessions. 4)Monitor implementation of program.						

Planned Improvements in Student Performance

<u>School Goal #5</u>

The School Site Council 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 student performance 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:

SUBJECT: Parent Engagement
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
Ellen Ochoa Prep Academy will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities. Goal: To provide opportunities for parent education and increase level of parental involvement in school sponsored activities by 10%
Data Used to Form this Goal:
*Parent Conference and Back to School Night sign in sheets *Teacher input on number of students having their parents sign their agendas on a regular basis *Use of parent portal.
Findings from the Analysis of this Data:
Our consistent community outreach and use of social media has been extremely beneficial, however, all stakeholders would benefit from an increase in parent communication and involvement.
How the School will Evaluate the Progress of this Goal:
*Attendance at parent conferences *Attendance at Back to School Night *Number of parents signing student agendas on a daily basis *Increased contact with parents via phone, email, website, and social media

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continuous production and monitoring of media to include newsletters, blackboard messages, social media, fliers, emails, etc. These will be provided by the school	8/16/2017-6/7/2018	Elias Vargas		5000-5999: Services And Other Operating Expenditures	LCFF - Base	20,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and in some cases may incur no cost at all. 1)Communicate with parents via home mailers. 2)Communicate with parents via Blackboard Connect. 3)Communicate with parents via student agendas. 4)Communicate with parents via school website and social media. 5)Communicate with parents via newsletters.				5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	400.00

Planned Improvements in Student Performance

<u>**School Goal #6**</u>

The School Site Council 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 student performance 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:

SUBJECT: Enrichment
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
Ellen Ochoa Prep Academy will provide differentiated learning options for students above and beyond the core program. Ellen Ochoa Prep Academy will provide enrichment opportunities after school.
Data Used to Form this Goal:
Grades and student surveys.
Findings from the Analysis of this Data:
Students need enrichment opportunities throughout high school
How the School will Evaluate the Progress of this Goal:
Grades, Attendance, Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Develop additional clubs and after school activities in various areas	8/16/2017-6/7/2018	Elias Vargas, Bibi Martinez, and Esmeralda Montoya		4000-4999: Books And Supplies	LCFF - Base	30,000
Field Trips, College Trips, Out of School Learning Experiences	8/16/2017-6/7/2018	All Staff		5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000

El Rancho Unified School District

Title I Program Improvement (PI)
Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are
addressed in the Ellen Ochoa Prep Academy School
Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. **Scientifically-based research**: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	N/A
X	2. **Successful Policies & Practices:** Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	N/A
X	3. **Professional Development (PD):**	N/A
	X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	N/A
	X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	N/A
	X	Meets the requirement for professional development activities under section 1119	N/A
	X	Is provided in a manner that affords increased opportunity for participating in that professional development	N/A
X	4. **10% Title I Reservation:** Specify how the funds described above in (3) will be used to remove the school from school improvement status.	N/A
X	5. **Specific Annual, Measurable Objectives**: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	N/A
X	6. **Parent Notification:** Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	N/A
X	7. **Shared Responsibility for Improvement:** Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	N/A
X	8. **Parent Involvement**: Include strategies to promote effective parental involvement in the school.	N/A

X	9. **Extended Learning**: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	N/A
X	10. **Incorporation of a teacher mentoring program:** Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	N/A

El Rancho Unified School District

Title I School Wide Plan
Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Ellen Ochoa Prep Academy School
Single Plan for Student Achievement as indicated below.

	Required SWP Plan Components	SPSA Reference Page(s)
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	12-17

X	2. Schoolwide reform strategies that:
	■ provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
	■ use effective methods and instructional strategies that are based on scientifically based research that –
	  1. strengthen the core academic program;
	  2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day;
	  3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)
	■ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children
		18-27

X	3. Instruction by highly qualified teachers	3,6
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	19,22
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	3
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	22,26
	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	NA
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	18-27
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	18-27
X	10. Coordination and integration of federal, state, and local services and programs	4-10

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 - Base	230,250.00	0.00
Title I	3,041.35	0.00
Title I Part A: Parent Involvement	400.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	230,250.00
Title I	3,041.35
Title I Part A: Parent Involvement	400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,000.00
4000-4999: Books And Supplies	123,291.35
5000-5999: Services And Other Operating Expenditures	80,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	30,000.00
4000-4999: Books And Supplies	LCFF - Base	120,250.00
5000-5999: Services And Other Operating	LCFF - Base	80,000.00
4000-4999: Books And Supplies	Title I	3,041.35
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	88,291.35
Goal 2	85,000.00
Goal 5	20,400.00
Goal 6	40,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Elias Vargas	X				
Bibiana Martinez			X		
Michael Trujillo					X
Susana Rodarte				X	
Claudia Villasenor				X	
Diana Wu		X			
Santos Zuniga		X			
Jose Castillo				X	
Martha Ayala					X
Delany Moreno					X
Stacey Gomez		X			
Nadia Garcia		X			
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school 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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC 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 Single 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 **(Check those that apply):**

    State Compensatory Education Advisory Committee

<div style="text-align:right">_____
Signature</div>

    English Learner Advisory Committee

<div style="text-align:right">_____
Signature</div>

    Special Education Advisory Committee

<div style="text-align:right">_____
Signature</div>

    Gifted and Talented Education Program Advisory Committee

<div style="text-align:right">_____
Signature</div>

    District/School Liaison Team for schools in Program Improvement

<div style="text-align:right">_____
Signature</div>

    Compensatory Education Advisory Committee

<div style="text-align:right">_____
Signature</div>

    Departmental Advisory Committee (secondary)

<div style="text-align:right">_____
Signature</div>

    Other committees established by the school or district (list):

<div style="text-align:right">_____
Signature</div>

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.

5. This SPSA is based on 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. This SPSA was adopted by the SSC at a public meeting on 9/27/2017.

Attested:

Elias Vargas
_____   _____   _____
    Typed Name of School Principal   Signature of School Principal   Date

Elias Vargas
_____   _____   _____
    Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date
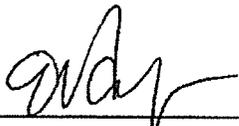
Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 (Check those that apply):

.

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

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Attested:

Elias Vargas
_____
Typed Name of School Principal

_____
Signature of School Principal

9/27/17
_____
Date

Elias Vargas
_____
Typed Name of SSC Chairperson
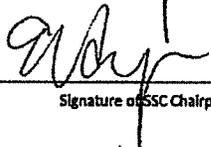
_____
Signature of SSC Chairperson

9/27/17
_____
Date

Ellen Ochoa Prep Academy
Student-Parent-Teacher Compact

As a student I pledge to;

Believe that I can learn and work hard on all my school assignments
Read for at least 30 minutes, five days a week.
Come to class on time, ready to learn and with assignments completed.
Set aside time every day to complete my homework.
Follow the school's uniform dress code and follow school and classroom rules.
Regularly talk to my parents and my teachers about my progress in school.
Respect my school, classmates, staff, and family.
Ask for help when I need it.

_____
Student's signature

As a parent I pledge to:

- Talk to my child regularly about the value of education and monitor his/her progress and encourage good study habits.

- Communicate with the school when I have a concern by calling and conferencing with the teachers.

- Monitor TV viewing and make sure that my child reads every day and has a quiet study time at home

- Make sure that my child attends school every day, on time, and with homework completed.

- Support the school's discipline and uniform dress code by reinforcing the school rules and respecting the school staff, students, and families.

- Make every effort to participate in and attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.

_____
Parent's signature

As a teacher I pledge to:

- Provide high-quality curriculum and instruction and communicate high expectations for every student.

- To motivate my students to learn and instruct and involve students in an interesting and challenging manner.

- Enforce rules equitably and involve students in creating a warm and caring learning environment.

- Communicate regularly with families about their child's progress in school and assist parents in helping their child at home

  Respect the school, staff, students, and families and be prepared for each day.

_____
Teacher's signature

As Administrators we pledge to:

Create a welcoming environment for students and parents
Ensure a safe and orderly learning environment
Reinforce partnership between parent, student and staff
Be an instructional leader as well as a role model
Respect the school, staff, and students

_____
Principal's signature

Ellen ochoa Prep Academy

Parent Involvement Policy

GENERAL EXPECTATIONS

We agree to implement the following:

- We will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.

- We will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

- We will make the Parental Involvement Policy available to the local community.

- We will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.

- We will adopt the school-parent compact as a component of its Parental Involvement Policy.

- We agree 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—
  - That parents play an integral role in assisting their child's learning;
  - That parents are encouraged to be actively involved in their child's education at school; 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;

DESCRIPTION OF HOW WE WILL IMPLEMENT SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

   - *Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy and, the school-parent compact.*
   - *These materials will be disseminated to parents at regular parent meetings, School Site Council meetings, and parent/teacher conferences.*
   - *Written and oral input from parents will be solicited through parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.*

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

   - *The policy will be posted on the school web site.*
   - *Parents of new participating students will receive the policy upon registration.*

3. We will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

   - *monthly PAC meetings*
   - *general school meetings*

4. We will provide timely information about our programs to parents of participating children in a timely manner through:

   - *automated phone systems, newsletters, memos, and the school website*

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

   - *regular parent/teacher conferences*
   - *PAC meetings and Family Nights throughout the year*

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

   - *Parent training and workshops*

- *Family Nights*
- *Parent access to Parent Resource Library and other resources such as websites and parent organizations*

2. We will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

   - *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
   - *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
   - *As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.*

3. We will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

   - *Holding regular meetings, Family Nights, and encouraging parental participation*

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

   - *Staff will attend parental involvement workshops and conferences to improve communication and collaboration with parents.*

Ellen Ochoa Prep Academy recognizes that when the school, parents, and community form a strong partnership, our children's potential for educational success improves significantly. With this in mind, every effort is made to promote involvement from all the stakeholders that make up our school community.

Parents are provided with various opportunities to participate in school activities such as Back-to-School Night, Parent Conferences, MEChA, Lunch with your Hawk, and other activities throughout the year.