

# The Single Plan for Student Achievement

**School:** Herndon-Barstow Elementary School  
**CDS Code:** 10-73965-6006654  
**District:** Central Unified School District  
**Principal:** Sandi Morehead  
**Revision Date:** 09/14/2016

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 December 8, 2015.**

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## School Vision and Mission

### Herndon-Barstow Elementary School's Vision and Mission Statements

Herndon-Barstow Elementary School's Vision and Mission is aligned with the Central Unified School District's Guiding Principles.

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.

Core Values: Character, leadership, innovation, and continuous Improvement

## School Profile

Herndon-Barstow (HB) Elementary School is located west of Highway 99 in northwest Fresno. It is part of Central Unified School District. The school's population is currently 637 students, 50.20% of whom are Socio-economically disadvantaged.

Herndon-Barstow Elementary School houses many special populations. Fresno County Office of Education operates two severely emotionally disturbed classrooms. These students are in kindergarten through sixth grade. Central Unified has one State preschool program on the campus for four-year-olds, which serves two groups of twenty-four students. Herndon Barstow also houses Central Unified's Elementary Opportunity Program.

The goals identified in this Single Plan were established after reviewing multiple measures (ie. District Benchmarks, Fountas and Pinnell, DIBELS, Accelerated Reader and ST Math data). The data reflects the students' current performance levels, the current instructional practices of the teachers, and the beliefs and behaviors of our population and community. An in-depth analysis was made by reviewing various multiple measures to review the progress of the significant subgroups results, focusing specifically on the English Learner (EL), Foster Youth (FY), and Socio-economically disadvantaged (SED) subgroup results in English Language Arts \*(ELA),and, Mathematics. We are currently in the fourth year of Program Improvement (PI) status. HB continues to work hard to ensure that all targets are met in order to pull HB out of PI status.

Our primary focus with staff development and professional growth is geared toward implementing "best first instruction." Instructional strategies include, but are not limited to, Common Core State Standards (CCSS) student engagement strategies, the 21st Century Skills, the 8th Math practices, Guided Reading, engaging students in rigorous, relevant, standards-based instruction, checking for understanding, using academic vocabulary, and the infusion of student tablets. This will be accomplished using core materials and assessing students for mastery.

The Single Plan for Student Achievement was created with the input of School Site Council, School Site Leadership, English Learner Advisory Committee, staff members, Student Council, and various other stakeholders. This input was extremely important as the categorical budget was formed to expend all of HB's funds: Title I Part A: Allocation; EAI/LEP; EIA/SCE; SLIP, LCFF-EL; LCFF-ED; and ASES funds. The current budget for Herndon-Barstow Elementary School is very healthy and will be expended for the purpose of improving student achievement, building teacher capacity and providing support for our beliefs and behaviors to ensure that "every student is prepared for success in college, career, and community" by ensuring that "every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning".

## 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).

Teacher Surveys are taken during the school year. Surveys this past year focused on individual goals set during PLCs, observations, consultations and meetings, and staff development surveys. Teachers at Herndon Barstow are working on a variety of skills and strategies based on their needs and the needs of the students. Hence, each teacher is working on his/her goals with the Instructional Support Coach (ISC), colleagues, and administration.

### Classroom Observations

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

Herndon Barstow has drop-in observations, scheduled observations, observations with demonstrations, co-planning, and co-teaching elements. These observations are clustered in time frames that work with a grade level simultaneously. HB is proud to follow a student-centered classroom as we provide rigorous instruction using the Common Core State Standards.

### 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)

Multiple measures are used to assess the needs of students at HB. Assessments utilized for program placement and instruction include: Smarter Balanced Assessment Consortium (SBAC), Kindergarten School Entrance Profile (KSEP), District benchmarks given in October, February, and May, in English Language Arts and Mathematics, California English Language Development Test (CELDT), curriculum embedded assessments, and common assessments.

STAR, A computer based reading inventory/assessment through Accelerated Reader (AR), is utilized to set Accelerated Reading levels, and as a trigger for other assessments.

Teachers also utilize Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Fountas and Pinnell (F & P), and Benchmark fluency tests, which are given school-wide three times per year with District Benchmark Assessments. Students who are identified as at-risk are progress monitored every three weeks. The progress monitoring data is analyzed for program effectiveness and movement/placement. ST Math is used weekly by all students on campus. Literacy Camp is offered on Saturdays to provide small group instruction for struggling readers.

Staff is refining the use of data to guide instruction. Additional time and training is allocated for Professional Learning Communities (PLCs) to establish and implement systems for data analysis and planned instruction. The addition of Teaching Fellows to support classroom teachers with differentiated instructional support will be implemented this school year for grades K - 5th.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (e.g. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC & CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

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

Herndon Barstow's staff is 100% highly qualified as defined by (ESEA).

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

Analysis of data, teacher data meetings, parent surveys, staff development surveys, as well as formal and informal observations were utilized to determine staff development needs for the school year.

HB will continue to align our goals with the Guiding Principles. The staff development plan for the school year includes a continued focus on interactive objectives, structured student interaction, and the pacing of instruction based on formal and informal observations, and assessment data.

Staff development and PLC time is being allocated to allow teachers to work in teams, to plan and prepare materials needed to provide small group instruction and support, as well as differentiating for the higher level students. This time allotted for collaboration is extensive during the site days and collaboration is strongly encouraged during the teacher prep time. Observations are being utilized in classrooms: Objectives using CCSS, academic vocabulary, direct explicit instruction, inquiry based lessons, student engagement strategies, and differentiated instruction.

Teachers will continue to meet in grade level PLC meetings this year, focusing on math practices and working with the ISC in our new math adoption. PCCs (Professional Collaborative Cohorts) have been formed at the district level consisting of certificated teachers from each site who meet together, receiving specific training and bringing back those practices to the site to share with staff.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

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

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 40 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time twice during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

### Teaching and Learning

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

All core and intervention curriculum is Central Unified School Board adopted, and meets the criteria established by the State of California. All materials are aligned to the content and performance standards.

There is evidence that the curriculum is being implemented as designed in most classrooms. Teachers have created and utilized curriculum maps, and use backwards mapping to ensure curriculum, instruction and materials are aligned to CCSS and performance standards.

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours  
R/LA Strategic---Grades K-6 30 minutes  
R/LA Intensive---Grades 4-6 2.5 hours  
ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour  
Mathematics Strategic---Grades K-6 15-30 minutes  
Mathematics Intensive---Grades 4-6 15-30 minutes

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

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the curriculum mapping ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

Backwards mapping is the foundation for the strategic support class. The teacher uses the backwards mapping guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

All students have access to standards-based core instructional materials. Full curriculum is available to each student in every grade level in the core content areas of English/language arts, mathematics, science, social studies and English/language development.

As per circulation records and reported on the recent Williams Settlement report, 100% of all of the students at Herndon-Barstow have all current State and District adopted core materials to address their standards-based curriculum.

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)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

Herndon-Barstow provides opportunities for all students to access the core curriculum. Within most classrooms, teachers use strategies including graphic organizers, realia, varied groupings for instruction and practice, and support materials from the core adoption.

Small groups, differentiated instruction, and daily intervention times are built into each day of instruction. This continues to be a focus for staff development and administrative observations.

Multiple assessment results are used to place students in interventions. Assessments used include SBAC, DIBELS, Fountas and Pinnel, CELDT, and program specific assessments.

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

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

#### Parental Involvement

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

In addition to the interventions available during the school day, Herndon-Barstow offers after school opportunities through the Kids Inc. Program. Parenting Partner classes are available to the family at various school sites throughout the district. Extended library hours at Herndon-Barstow offer access to the library and computer lab to students and parents. SES tutoring is also available to our students due to our PI status. Informational letters are sent to all qualified students in September. Additional SES tutoring opportunities in Math are available to our students in PI status based on summer school recommendation from the previous year and present levels on various instruments of measure in mathematics.

Although opportunities are available, less than 10% of the families are represented on committees or at parent meetings. HB has begun adding more information to our web page and we have added electronic flyers as well, posted through Peachjar. Parent informational events are also included, and all communication of such events is included in our weekly call home to all families.

#### 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)

Parents provide input into Herndon Barstow's Single Plan for Student Achievement (SPSA) and its allocated funds through the Parent Teacher Association (PTA), English Learner Advisory Council (ELAC), Annual Title I Meeting, English Learner Workshops, parent education events, and School Site Council (SSC).



## Funding

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

Herndon-Barstow provides opportunities for students who are performing below level to meet standards by participating in supplemental pull-out and push in flexible groups, some of which are categorically funded. All students receive access to core curriculum throughout the school day. This access is provided through flexible groupings, utilizing instructional strategies which foster understanding of the standard regardless of the student's ability to read the information. Some of the programs that students have access to are the Mind Institute Math and Music Program, Accelerated Reader, and Earobics. English Learners receive instruction each morning in flexible groups for the first 30 minutes of the day which utilize the Medallions for EL materials and Journeys from Houghton-Mifflin. Additionally, each student has a tablet (Grades TK - 2nd) or chrome book (Grades 3rd - 6th) to access technology through programs such as Google Classroom and Brain Rush.

EL students are provided extra support throughout the day by one classified bilingual aide who supports the development of English language skills.

Students with disabilities are supported by the IEP team who implements the information from the individualized education plan. In addition, students are using high frequency site words and materials designed to improve fluency and comprehension. Students in intensive intervention programs are progress monitored utilizing F&P and/or DIBELS and core curriculum embedded assessments.

Strategic students (within two levels of grade level) receive assistance in the classroom, as well as through flexible grouping opportunities within the grade level. Instructional strategies are employed by the classroom teachers which give students greater opportunity to access core and to conceptually engage with grade level standards. Common assessments are analyzed by grade levels every three to six weeks for movement in and out of the intervention.

### 18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LCAP / LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LCAP / LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

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

Limitations of the current HB program to enable under performing students to meet standards are the following:

Time and teacher capacity are two barriers to improving student achievement. Teacher capacity is consistently being built through participation in staff development including analysis of data, lesson planning and effective instructional strategies, and support by Admin and the ISC.

Site & District level Collaboration, data analysis, technology use, and planning for differentiated instruction continues to take place at Herndon Barstow to address the needs of all of our students.

Time and staffing levels create limitations to the school's ability to progress the students towards meeting standards. Providing the instructional staff the skill set to maximize best first teaching is critical. Adding our intervention block to our daily routine, and adding the Teaching Fellows for added support continues to provide opportunities for growth to those students in need of acceleration and compacting, as well as those those who need extra support in the core program. Reallocating personnel, flexible

grouping among grade levels, parent volunteers, and extended day opportunities are all being utilized to maximize the benefit of all towards meeting goals.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	76	99	76	97	76	97	100.0	98
Grade 4	83	77	83	76	83	76	100.0	98.7
Grade 5	82	82	79	82	79	82	96.3	100
Grade 6	52	84	52	81	52	81	100.0	96.4
All Grades	293	342	290	336	290	336	99.0	98.2

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2406.1	2426.9	13	25	25	26	32	25	30	25
Grade 4	2452.0	2487.6	13	29	31	30	19	24	36	17
Grade 5	2456.4	2519.5	10	26	16	32	25	29	48	13
Grade 6	2498.6	2522.4	8	14	31	33	29	32	33	21
All Grades	N/A	N/A	11	23	26	30	26	27	37	19

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	18	46	54	39	29
Grade 4	16	24	41	47	43	29
Grade 5	11	18	35	55	53	27
Grade 6	4	10	44	53	52	37
All Grades	12	17	41	52	47	30

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	33	47	40	37	27
Grade 4	20	32	48	57	31	12
Grade 5	16	34	41	49	43	17
Grade 6	10	27	52	48	38	25
All Grades	16	32	47	48	37	21

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	12	68	70	22	18
Grade 4	10	14	59	72	31	13
Grade 5	3	22	65	66	33	12
Grade 6	15	9	60	77	25	15
All Grades	9	14	63	71	28	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	28	66	51	21	22
Grade 4	23	30	52	61	25	9
Grade 5	16	37	53	56	30	7
Grade 6	25	32	54	58	21	10
All Grades	19	32	56	56	25	13

**Conclusions based on this data:**

1. School wide targets were met.
2. Students have stronger skills in reading, however a continued focus on writing and research/inquiry must be implemented to ensure that students meet performance targets.
3. It is imperative that students At or Near Standard Mastery and Below Standard be conferenced with to assist them with meeting their goals.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	76	98	76	96	76	96	100.0	98
Grade 4	83	77	83	76	83	76	100.0	98.7
Grade 5	82	81	79	81	79	81	96.3	100
Grade 6	52	84	52	81	52	81	100.0	96.4
All Grades	293	340	290	334	290	334	99.0	98.2

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2440.5	2426.2	14	15	39	33	34	26	12	26
Grade 4	2470.6	2484.7	17	16	23	37	42	34	18	13
Grade 5	2465.5	2495.7	11	19	15	14	27	36	47	32
Grade 6	2473.2	2519.3	6	15	15	27	31	26	48	32
All Grades	N/A	N/A	13	16	24	28	34	30	30	26

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	31	41	34	25	34
Grade 4	27	25	33	45	41	30
Grade 5	13	26	29	20	58	54
Grade 6	8	17	25	33	67	49
All Grades	21	25	32	33	46	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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	20	54	51	21	29
Grade 4	17	20	58	58	25	22
Grade 5	13	21	34	36	53	43
Grade 6	10	21	40	46	50	33
All Grades	17	20	47	48	36	32

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	28	63	56	11	16
Grade 4	30	32	39	57	31	12
Grade 5	11	15	46	53	43	32
Grade 6	8	15	50	63	42	22
All Grades	20	22	49	57	31	20

**Conclusions based on this data:**

1. School wide targets increased and improvement was made.
2. Students have stronger skills in English than in Math.
3. A school wide focus on communicating reasoning and problem solving addressing student deficiencies will be implemented to increase student learning in this area.

## 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		17	33		33	17	***	33	50		17				
1	10	16	12	38	47	35	33	21	35	5	16	18	14		
2				27	21		45	43	50	27	29	50		7	
3				25	29	8	50	57	42	25	14	33			17
4				25	50	14	38	40	71	13			25	10	14
5					25	***	60	50		40				25	
6					40	17	50	20	50	25		17	25	40	17
<b>Total</b>	3	6	7	26	36	23	43	36	44	17	13	19	10	9	7

#### Conclusions based on this data:

1. After reviewing the data on the long term EL students, we will be focusing on developing academic language so that they can be re-classified, reviewing students in time and program making one years growth.
2. After reviewing the data on Intermediate and Early Advanced EL students, we will be goal setting with those students on the particular domain(s) that they need support in to ensure that they are making adequate progress and making one years growth in those areas.

## 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		3		4	16		19	38		38	19		38	25	
1	8	15		33	50		42	20		4	15		13		
2				25	18		50	35		25	29			18	
3				18	25		55	63		27	13				
4				22	45		33	36		11			33	18	
5					22		60	44		40				33	
6					33		50	33		25			25	33	
<b>Total</b>	2	4		18	28		38	36		23	15		19	17	

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	58	69	57
Percent with Prior Year Data	98.3%	100%	100.0%
Number in Cohort	57	69	57
Number Met	25	47	31
Percent Met	43.9%	68.1%	54.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	79	9	85	13	76	9
Number Met	16	--	22	4	13	--
Percent Met	20.3%	--	25.9%	30.8%	17.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	Yes	No	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. It is imperative that students are conferenced with to assist them in reaching their goals.
2. Annual EL Parent Workshop must include CELDT strategies and take place in the Spring or in August prior to the next CELDT administration so that students and parents know the expectations.
3. Teachers need to assess their own students on the CELDT to reduce anxiety of the students in order for them to perform at their best on the assessment.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. EL instructional aide assists in providing services that benefit our English Learners.
2. Herndon Barstow performs above average in many of the measurements. EL instruction and implementation of 2016 Title III Year 5 Plan is a focus in the District
3. EL aide provides support in the core through a push-in/pull-out type service.

## Planned Improvements in Student Performance

### Goal: English Language Arts

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
By June 2017, TK-6 students will demonstrate one years academic growth in reading and the use of standard academic language development through oral and written language as measured by instructional supervision, performance tasks, SBAC, and written language samples in multiple content areas.
<b>Data Used to Form this Goal:</b>
Spring 2016 SBAC data, District Benchmark/Performance Task results, Fountas and Pinnell information and DIBELS information from 2016, and common assessments, teacher observation, progress & report card grades
<b>Findings from the Analysis of this Data:</b>
Herndon Barstow students have increased in proficiency in English Language Arts as measured by District assessments. Students need direct instruction in their particular area of weakness. Teachers need support in lesson design using Common Core State Standards (CCSS). Teachers need training in practices to increase student learning and create critical thinkers in their students. HB needs to continue support & provide multiple opportunities for technology mastery using tablets.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: To determine effectiveness of program and progress towards goal, the following will be used for all interventions and regular classes: Fountas & Pinnell - Beginning scores will be compared to mid and end of year scores DIBELS - Beginning scores will be compared to mid and end of year scores Performance Tasks - Word Analysis and Comprehension cluster percent results will increase from previous benchmarks  Group data needed to measure gains: Fountas & Pinnell - All TK, Kindergarten through second grade students' beginning, semester and end of year benchmark  DIBELS - All third through sixth grade students' beginning, semester and end of year benchmark SBAC - All third through sixth grade students end of year results

Performance Tasks - All Kindergarten through sixth grade students' beginning and semester benchmarks

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Staff development will be implemented through on-and off-site trainings by:</p> <ul style="list-style-type: none"> <li>• Observations of teaching practices of others through release time and coaching</li> <li>• Professional Learning Communities with a focus on Common Core State Standards</li> <li>• Instructional Support Coach to improve instruction of the curriculum using research-based instructional practices</li> <li>• Individual feedback on individual goals regarding quality of instruction provided by administration both informal and formal observations</li> <li>• Conference and training participation</li> <li>• Flexible grouping for differentiated instruction opportunities</li> <li>• Daily intervention block for all students</li> <li>• Intensive strategies enabling all learners to access core curriculum</li> <li>• Analysis of student work samples in English Language Arts to be used to plan instructional opportunities for all</li> <li>• The creation and utilization of an assessment continuum identifying benchmark, strategic and intensive levels for all grades</li> </ul>	8/10/2016 - 6/8/2017	Administration, Site Leadership members, conference/training participants, GATE Coach, Instructional Support Coach (ISC), psychologist, classified personnel, special education staff, and teachers	Certificated salaries and benefits for substitutes (PLCs, planning, and conferences)	1000-1999: Certificated Personnel Salaries	LCFF	500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Employ a classified instructional aide and/or a Tier III intervention teacher in the area of reading to assist more students with basic skills so that they can better access core curriculum</p> <p>Provide individual and small group opportunities for:</p> <ul style="list-style-type: none"> <li>intervention</li> <li>reteaching</li> <li>alternative or supported practice materials</li> <li>extended learning opportunities (after school)</li> </ul>	8/10/2016 - 6/8/2017	Administration	Classified instructional aide salaries and benefits (N. Anderson)	2000-2999: Classified Personnel Salaries	LCFF	20,563.00
<p>Employ Teaching Fellows in the area of reading intervention to assist more students with basic skills so that they can better access core curriculum</p> <p>Provide small group opportunities for:</p> <ul style="list-style-type: none"> <li>intervention</li> <li>alternative or supported practice materials</li> <li>extending learning opportunities (after school)</li> </ul>	8/10/2016 - 6/8/2017	Administration	FCOE Contract	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	19,010.91
			FCOE Contract	5800: Professional/Consulting Services And Operating Expenditures	LCFF	25,647.99
<p>Provide instructional materials as needed to support small group instruction, and concept attainment</p> <ul style="list-style-type: none"> <li>Materials to include but not be limited to: fictional and expository leveled readers, library books, center materials, teacher resources, materials for compacting and accelerating,</li> </ul>	8/10/2016 - 6/8/2017	Administration, ISC and Teachers	Materials and supplies; books	4000-4999: Books And Supplies	LCFF	615.75

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
etc.						
Continue to increase the availability of books in the library by adding new titles for all levels of reader	8/10/2016 - 6/8/2017	Administration, Teachers and the school library technician	Library books	4000-4999: Books And Supplies	LCFF-SLIP	1278.10
Provide access to supplemental technology including computers, computer programs, and audio/visual equipment to: <ul style="list-style-type: none"> <li>provide alternatives for student response options</li> <li>provide engagement opportunities and motivation</li> <li>to support instruction with the use of technology in each classroom</li> </ul>	8/10/16 - 6/8/17	Administration, District Technology Supervisor, IT Department, and Teachers	Computers, supplemental computer programs, and equipment	4000-4999: Books And Supplies	LCFF	500.00
			Computers, computer programs, and equipment over \$500 (44000)	4000-4999: Books And Supplies	LCFF	1,000.00
Using F&P and DIBELS data, students will be provided on-going individual, small group instruction daily to support their reading, oral and written language development.	8/10/2016 - 6/8/2017	Admin, Teachers, ISC				
Staff development will be implemented through on and off site training by: Observations of teacher practices of others through release time and coaching PLCs Focusing on CCSS ISC to support instruction of the curriculum using researched based instructional practices. Provide instructional materials as needed to support small group instruction and concept attainment;	8/10/2016 - 6/8/2017	Admin, ISC, Teachers				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide access to technology including tablets, computers, computer programs, and audio visual equipment.						
Provide after school tutoring opportunities for at-risk students of poverty support in ELA	10/31/2016 - 6/8/2017	Teachers	Certificated Teachers on staff at HB	1000-1999: Certificated Personnel Salaries	SES-Tutoring	2,835.00
			STUDENT NEST License (@\$2 per student) for 45 students for ELA component	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	45.00
			Live Tutoring		SES-Tutoring	3,350.00

## Planned Improvements in Student Performance

### Goal: Mathematics

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
By June 2017, K-6th students will demonstrate one year of academic growth in conceptual understanding and critical thinking of mathematics as measured by instructional supervision, performance tasks, SBAC, and math journals.
<b>Data Used to Form this Goal:</b>
Spring 2016 SBAC data, District Benchmark results, progress and report cards, and common assessments
<b>Findings from the Analysis of this Data:</b>
Herndon Barstow students continue to improve on District Benchmark assessments in mathematics. Hispanic, SPED and SES subgroups did NOT meet their target White subgroup met the Annual Measurable Objectives (AMOs) in Math; all other groups did not meet the targets School is in Program Improvement (PI) Year 4 Students have weaker skills in mathematics than English Language Arts
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: ST Math Reports District Mathematics Benchmark Assessments Curriculum Embedded Assessments Reteaching/Reassessing documentation  Group data needed to measure gains: District Benchmarks Common Grade Level Assessments



Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide after school tutoring opportunities for at-risk students of poverty support in mathematics.	10/31/2016 - 6/8/2017	Teachers	Certificated Teachers on staff at HB	1000-1999: Certificated Personnel Salaries	SES-Tutoring	2,835.00
			STUDENT NEST License (@\$2 per student) for 45 students for Math component	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	45.00
			Live Tutoring		SES-Tutoring	3,350.00
Provide opportunity for Staff Development to support: Individual goal setting; whole class, small-group differentiated instruction, and flexible grouping opportunities for intervention and remediation, preteaching and reteaching through on-site trainings by staff, district personnel or consultants, observations, off-site visitations, trainings and/or collaborative opportunities. <ul style="list-style-type: none"> <li>8 Math Practices</li> <li>Common Core</li> </ul>	8/10/2016 - 6/8/2017	Administration, Data Team members, ISC, staff presenters, conference/training participants, Chief Academic Officer, EL Coach, and GATE coach Principal, GIA, Instructional Support Coach, teachers, presenters, conference/training participants, and district office staff	ISC and Admin			
Staff will participate in Professional Learning Communities with the goal of collaborating on supporting best first instruction and supplementing with remediation and interventions for continued support	8/10/2016 - 6/8/2017	Administration, ISC, teachers, and PE instructor	ISC and PE instructor			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide educational materials and supplies identified to meet the needs of all students including computer and audio/visual equipment to: <ul style="list-style-type: none"> <li>utilize support materials</li> <li>provide alternatives for student response options</li> <li>provide engagement opportunities and motivation</li> <li>alternative supplemental instructional supplies and materials; and extended learning opportunities-ensure students have a minimum of 75% completion of grade level modules in ST Math before State and Federal spring assessments</li> <li>students will utilize home instruction in ST Math – Home Connect</li> <li>duplication of materials</li> </ul>	8/10/2016 - 6/8/2017	Principal, ISC, GIA, support staff, and classroom teachers	Supplemental materials and supplies including ST Math Contract Renewals	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,750.50
Provide educational materials and supplies identified to meet the needs of all students including technology and technology based programs.	8/10/16 - 6/8/17	Principal, GIA, ISC, support staff and classroom teachers	Supplemental materials and supplies; including classroom teachers	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	0.00
Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.	8/10/16 - 6/8/17	District, principal, ISC, GIA, staff, and classroom teachers				
Staff will participate in PLCs with the goal of collaborating on supporting best first instruction and supplementing with remediation and intervention for continued support for at-risk students, students of poverty, homeless and foster youth, and EL students.	8/10/16 - 6/8/17	Staff				



## Planned Improvements in Student Performance

### Goal: English Language Development

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL</b>
By June 2017, Herndon Barstow will meet all of the States AMAO goals. Further, all English Learners K-6 will increase one level in their English Language Development skills as measured by writing samples, CELDT and ELD Benchmarks.
<b>Data Used to Form this Goal:</b>
CELDT data, ELA support materials and assessments, common assessments, data collected by classroom teachers and classified bilingual instructional aide
<b>Findings from the Analysis of this Data:</b>
Herndon Barstow English Learner students did not meet AMAO goals
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
CELDT assessments, AMAOs, student portfolios, classroom observations, and ELD performance data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide quality English Language Development instruction for all identified English Learners, delivered by classroom teachers, supported by classified bilingual instructional aide, and monitored by administration	8/10/16 - 6/8/17	Administration Classroom teachers Bilingual instructional aides	Classified Salaries and benefits (G. Aguilar)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	39,465.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide needed support materials for English Language Development	8/10/16 - 6/8/17	Adminstration Classroom teachers Bilingual instructional aides	Materials and Supplies (4300)	4000-4999: Books And Supplies	LCFF	307.87
			Materials and Supplies (4200-Books)	4000-4999: Books And Supplies	LCFF	307.88
Using CELDT domain information, students will be provided specific small group instruction daily to target need and progress.	8/10/16 - 6/8/17	Administration, ISC, BIAs, and classroom teachers				
Provide for every teacher Professional Development in best first teaching practices using SDAIE strategies across the curriculum throughout the school day.	8/10/16 - 6/8/17	Admin, ISC, staff, classroom teachers				

## Planned Improvements in Student Performance

### Goal: School Culture

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
Goal: 80% of all fourth through sixth grade students and 50% of all first through third grade students will participate in multiple co- or extra-curricular events as measured by event logs, schedules, lesson plans, and individual student records. <ul style="list-style-type: none"><li>• 100% of all students will prepare for and perform in a performing arts event as measured by group attendance rosters. (Winter program, music schedules, school-wide production, Peach Blossom, band, keyboard)</li><li>• 85% of all students in first through sixth grade will participate in site level, district level or county level academic events. (Spelling Bee, Young Author's Fair, Science Fair, History Day)</li><li>• 30% of all fourth through sixth grade students will participate in at least one athletic event/team.</li></ul>
<b>Data Used to Form this Goal:</b>
Sign-in sheets from parent, school and community events, Central Unified School District - 2016 Parent Survey
<b>Findings from the Analysis of this Data:</b>
92.8% stated "My child feels safe when he/she is at school." 79.3% stated "My child's teacher and/or Principal provide me with ideas on how I can help my child at home." 90.9% stated "My child's school has adequate access to technology (classrooms, library, computer lab, etc.)." 84.3% stated "I believe the principal and staff are effective in managing student behavior on the campus."
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: Individual group rosters Lesson plans

School-wide performance/participation records

Group data needed to measure gains:

Event/team rosters

Participation logs

Performance logs

Music schedules

Teacher/Classroom records

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent education nights for families with students not meeting standards during the school year for the purpose of providing challenging and appropriate learning opportunities: <ul style="list-style-type: none"> <li>engaging parents with the curriculum being used in the classroom</li> <li>providing strategies to parents to be used with assisting students with homework</li> <li>providing parents with alternative learning opportunities to be utilized/implemented/accessed at home</li> <li>building a strong relationship between parents and school personnel, encouraging students to participate in extra-curricular activities, music, sports, and the arts</li> <li>provide child care and snacks for evening parent events (when possible)to boost parent participation</li> <li>EL Workshop</li> <li>ST Math Parent Night</li> </ul>	8/10/2016 - 6/8/2017	Staff Principal GIA ISC	Child Care for Family Events	2000-2999: Classified Personnel Salaries	LCFF	125.00
			Materials for Family Nights (4300)	4000-4999: Books And Supplies	LCFF	125.00
			Supplemental pay for Family Nights (110001 - EWAs)	1000-1999: Certificated Personnel Salaries	LCFF	125.00
			Interpretation for EL Workshop Family Night (EWA for Interpreter)	2000-2999: Classified Personnel Salaries	LCFF	125.00
			Marquee for communication	5900: Communications		0.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<ul style="list-style-type: none"> <li>AR Parent Night</li> <li>Student Success Parent Education Night</li> <li>Partner with PTA to purchase and install marquee in on Grantland</li> </ul>						
License for SWIS PBIS Data Management System	8/10/2016 - 6/8/2017	Admin	TSL (Tiered Support Learning); Positive Behavior Interventions and Supports	5800: Professional/Consulting Services And Operating Expenditures		460.00



## Planned Improvements in Student Performance

### Goal: Parent Engagement

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
Parent engagement will increase by 25% as measured by volunteer logs, event sign in sheets, and parent surveys.
<b>Data Used to Form this Goal:</b>
2016 Parent Input Survey
<b>Findings from the Analysis of this Data:</b>
91.4% I feel welcomed at my son's/daughter's school. 80.8% We receive regular communication from my child's teacher and/or principal. 79.3% My child's teacher and/or principal provide me with ideas on how I can help my child at home.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Event sign in sheets, visitor/volunteer logs, and Spring 2016 parent survey

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent education nights for all Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities	8/10/2016 - 6/8/2017	Admin, classified staff, teachers	Child care for family events	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	343.00
			Materials for family events	4000-4999: Books And Supplies	Title I Parent Involvement	500.00
			Supplemental pay for family events	1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	500.00
Provide parent education nights for Title I Herndon-Barstow families	8/10/2016 - 6/8/2017	Admin, classified staff, teachers	Child care for family events	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	100.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities with support			Materials for family events	4000-4999: Books And Supplies	Title I Part A: Allocation	86.09
			Supplemental pay for family events	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	100.00

## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	53,692.99	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,278.10	0.00
Title I Part A: Allocation	58762.00	0.00
Title I Parent Involvement	1,343.00	0.00
SES-Tutoring	12460.00	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	53,692.99
LCFF-SLIP	1,278.10
SES-Tutoring	12,460.00
Title I Part A: Allocation	58,762.00
Title I Parent Involvement	1,343.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	6,895.00
2000-2999: Classified Personnel Salaries	60,721.00
4000-4999: Books And Supplies	4,720.69
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating	48,959.40
5900: Communications	0.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And		460.00
5900: Communications		0.00
1000-1999: Certificated Personnel Salaries	LCFF	625.00
2000-2999: Classified Personnel Salaries	LCFF	20,813.00
4000-4999: Books And Supplies	LCFF	2,856.50
5800: Professional/Consulting Services And	LCFF	29,398.49
4000-4999: Books And Supplies	LCFF-SLIP	1,278.10
	SES-Tutoring	6,700.00
1000-1999: Certificated Personnel Salaries	SES-Tutoring	5,670.00
5800: Professional/Consulting Services And	SES-Tutoring	90.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	100.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	39,565.00
4000-4999: Books And Supplies	Title I Part A: Allocation	86.09
5000-5999: Services And Other Operating	Title I Part A: Allocation	0.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	19,010.91
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	343.00
4000-4999: Books And Supplies	Title I Parent Involvement	500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Section</b>	<b>Total Expenditures</b>
<b>Goal: English Language Arts</b>	75,345.75
<b>Goal: Mathematics</b>	9,980.50
<b>Goal: English Language Development</b>	40,080.75
<b>Goal: School Culture</b>	960.00
<b>Goal: Parent Engagement</b>	1,629.09

## School Site Council Members

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
Sandi Morehead	X				
Anna Rivas		X			
Anna Fikes		X			
Joyce Davis		X			
Christine Maldonado				X	
Rosa Pineda				X	
Sonia Flores				X	
Nancy Anderson			X		
Isabel Montoya				X	
Amy Valdovinos				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

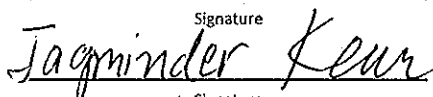
At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented 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) 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

Signature  
  
 Signature

English Learner Advisory Committee

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

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 10/20/2016.

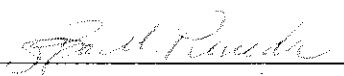
Attested:

Sandi Morehead  
 \_\_\_\_\_  
 Typed Name of School Principal

  
 Signature of School Principal

10/20/16  
 \_\_\_\_\_  
 Date

Rosa Pineda  
 \_\_\_\_\_  
 Typed Name of SSC Chairperson

  
 Signature of SSC Chairperson

10/20/16  
 \_\_\_\_\_  
 Date



# Budget By Expenditures

## Herndon-Barstow Elementary School

**Funding Source:**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Marquee for communication	5900: Communications	\$0.00	School Culture	Provide parent education nights for families with students not meeting standards during the school year for the purpose of providing challenging and appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- providing strategies to parents to be used with assisting students with homework- providing parents with alternative learning opportunities to be utilized/implemented/accessed at home- building a strong relationship between parents and school personnel,
TSL (Tiered Support Learning); Positive Behavior Interventions and Supports	5800: Professional/Consulting Services And Operating Expenditures	\$460.00	School Culture	License for SWIS PBIS Data Management System
Total Expenditures:		\$460.00		
Allocation Balance:		\$0.00		

**Funding Source: LCFF**

**\$53,692.99 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Herndon-Barstow Elementary School

Supplemental materials and supplies including ST Math Contract Renewals	5800: Professional/Consulting Services And Operating Expenditures	\$3,750.50	Mathematics	Provide educational materials and supplies identified to meet the needs of all students including computer and audio/visual equipment to: - utilize support materials- provide alternatives for student response options - provide engagement opportunities and motivation-alternative supplemental instructional supplies and materials; and extended learning opportunities-ensure students have a minimum of 75% completion of grade level modules in ST Math before State and Federal spring assessments -students will utilize home instruction in ST Math – Home Connect -duplication of materials Provide access to supplemental technology including
Computers, supplemental computer programs, and equipment	4000-4999: Books And Supplies	\$500.00	English Language Arts	Provide access to supplemental technology including
Computers, computer programs, and equipment over \$500(44000)	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Provide access to supplemental technology including
Certificated salaries and benefits for substitutes (PLCs, planning, and conferences)	1000-1999: Certificated Personnel Salaries	\$500.00	English Language Arts	Staff development will be implemented through on-and off-site trainings by:- Observations of teaching practices of others through release time and coaching - Professional Learning Communities with a focus on Common Core State Standards - Instructional Support Coach to improve instruction of the curriculum using research-based instructional practices - Individual feedback on individual goals regarding quality of instruction provided by administration both informal and formal observations-Conference and training participation - Flexible grouping for differentiated instruction opportunities - Daily
Classified instructional aide salaries and benefits (N. Anderson)	2000-2999: Classified Personnel Salaries	\$20,563.00	English Language Arts	Employ a classified instructional aide and/or a Tier III intervention teacher in the area of reading to assist more students with basic skills so that they can better access core curriculumProvide individual and small group opportunities for: - intervention - reteaching- alternative or supported practice materials - extended learning opportunities (after school)

## Herndon-Barstow Elementary School

FCOE Contract	5800: Professional/Consulting Services And Operating Expenditures	\$25,647.99	English Language Arts	Employ Teaching Fellows in the area of reading intervention to assist more students with basic skills so that they can better access core curriculum Provide small group opportunities for:- intervention-alternative or supported practice materials- extending learning opportunities (after school)
Materials and supplies; books	4000-4999: Books And Supplies	\$615.75	English Language Arts	Provide instructional materials as needed to support small
Materials and Supplies (4300)	4000-4999: Books And Supplies	\$307.87	English Language Development	Provide needed support materials for English Language Development
Materials and Supplies (4200-Books)	4000-4999: Books And Supplies	\$307.88	English Language Development	Provide needed support materials for English Language Development
Child Care for Family Events	2000-2999: Classified Personnel Salaries	\$125.00	School Culture	Provide parent education nights for families with students not meeting standards during the school year for the purpose of providing challenging and appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- providing strategies to parents to be used with assisting students with homework- providing parents with alternative learning opportunities to be utilized/implemented/accessed at home- building a strong relationship between parents and school personnel,

## Herndon-Barstow Elementary School

Materials for Family Nights (4300)	4000-4999: Books And Supplies	\$125.00	School Culture	Provide parent education nights for families with students not meeting standards during the school year for the purpose of providing challenging and appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- providing strategies to parents to be used with assisting students with homework- providing parents with alternative learning opportunities to be utilized/implemented/accessed at home- building a strong relationship between parents and school personnel,
Supplemental pay for Family Nights (110001 - EWAs)	1000-1999: Certificated Personnel Salaries	\$125.00	School Culture	Provide parent education nights for families with students not meeting standards during the school year for the purpose of providing challenging and appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- providing strategies to parents to be used with assisting students with homework- providing parents with alternative learning opportunities to be utilized/implemented/accessed at home- building a strong relationship between parents and school personnel,

## Herndon-Barstow Elementary School

Interpretation for EL Workshop Family Night (EWA for Interpreter)	2000-2999: Classified Personnel Salaries	\$125.00	School Culture	Provide parent education nights for families with students not meeting standards during the school year for the purpose of providing challenging and appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- providing strategies to parents to be used with assisting students with homework- providing parents with alternative learning opportunities to be utilized/implemented/accessed at home- building a strong relationship between parents and school personnel,
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LCFF Total Expenditures: \$53,692.99

LCFF Allocation Balance: \$0.00

### Funding Source: LCFF-SLIP

**\$1,278.10 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Library books	4000-4999: Books And Supplies	\$1,278.10	English Language Arts	Continue to increase the availability of books in the library by adding new titles for all levels of reader

LCFF-SLIP Total Expenditures: \$1,278.10

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: SES-Tutoring

**\$12,460.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Herndon-Barstow Elementary School

Certificated Teachers on staff at HB	1000-1999: Certificated Personnel Salaries	\$2,835.00	English Language Arts	Provide after school tutoring opportunities for at-risk students of poverty support in ELA
STUDENT NEST License (@\$2 per student) for 45 students for ELA component	5800: Professional/Consulting Services And Operating Expenditures	\$45.00	English Language Arts	Provide after school tutoring opportunities for at-risk students of poverty support in ELA
Live Tutoring		\$3,350.00	English Language Arts	Provide after school tutoring opportunities for at-risk students of poverty support in ELA
Certificated Teachers on staff at HB	1000-1999: Certificated Personnel Salaries	\$2,835.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in mathematics.
STUDENT NEST License (@\$2 per student) for 45 students for Math component	5800: Professional/Consulting Services And Operating Expenditures	\$45.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in mathematics.
Live Tutoring		\$3,350.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in mathematics.

SES-Tutoring Total Expenditures: \$12,460.00

SES-Tutoring Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$58,762.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
FCOE Contract	5800: Professional/Consulting Services And Operating Expenditures	\$19,010.91	English Language Arts	Employ Teaching Fellows in the area of reading intervention to assist more students with basic skills so that they can better access core curriculum Provide small group opportunities for:- intervention-alternative or supported practice materials- extending learning opportunities (after school)
Supplemental materials and supplies; including classroom teachers	5000-5999: Services And Other Operating Expenditures	\$0.00	Mathematics	Provide educational materials and supplies identified to meet the needs of all students including technology and technology based programs.
Classified Salaries and benefits (G. Aguilar)	2000-2999: Classified Personnel Salaries	\$39,465.00	English Language Development	Provide quality English Language Development instruction for all identified English Learners, delivered by classroom teachers, supported by classified bilingual instructional aide, and monitored by administration

## Herndon-Barstow Elementary School

Child care for family events	2000-2999: Classified Personnel Salaries	\$100.00	Provide parent education nights for Title I Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities with support
Materials for family events	4000-4999: Books And Supplies	\$86.09	Provide parent education nights for Title I Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities with support
Supplemental pay for family events	1000-1999: Certificated Personnel Salaries	\$100.00	Provide parent education nights for Title I Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities with support

Title I Part A: Allocation Total Expenditures: \$58,762.00

Title I Part A: Allocation Allocation Balance: \$0.00

### Funding Source: Title I Parent Involvement

**\$1,343.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Child care for family events	2000-2999: Classified Personnel Salaries	\$343.00		Provide parent education nights for all Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities
Materials for family events	4000-4999: Books And Supplies	\$500.00		Provide parent education nights for all Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities
Supplemental pay for family events	1000-1999: Certificated Personnel Salaries	\$500.00		Provide parent education nights for all Herndon-Barstow families during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities

Title I Parent Involvement Total Expenditures: \$1,343.00

Title I Parent Involvement Allocation Balance: \$0.00

## Herndon-Barstow Elementary School

Herndon-Barstow Elementary School Total Expenditures: \$127,996.09



## Herndon Barstow Elementary School

### Title I School-Level Parental Involvement Policy

High Achieving Herndon Barstow Elementary has developed a written Title I parent involvement policy with input from Title I, School Site Council, and English Language Advisory Council parents. In preparation for the new school year and the development of the following year's Single Plan for Student Achievement (SPSA), in the spring, the previous year's policy is reviewed by School Site Council (SSC) members, staff, and the English Learner Advisory Committee (ELAC) members for revisions. The School Site Council consists of parents representing Title I and other students. The parents and other school site members are asked to preview the policy prior to the SSC meeting and to come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed in both English and Spanish to be distributed to all students the first day of the new school year. At the annual fall Title I parent meeting, copies are again given to parents attending the meeting. The Herndon Barstow Elementary policy describes the means for carrying out the following Title I parental involvement requirements. [*Title I Parental Involvement, 20 USC 6318 (a)-(f)*]

#### Involvement of Parents in the Title I Program

High Achieving Herndon Barstow Elementary School does the following:

1. In late September or October an annual meeting is held to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program.
  - Students are identified as Title I using district criteria by site personnel.
  - Prior to the scheduled annual Title I Parent Meeting, the staff mails a letter to the parents of identified Title I students notifying them that their child has been identified as a Title I student and invites them to attend the first Title I meeting of the school year. This letter states the date, place, and time of the annual Title I meeting. In addition, a reminder flyer is given to the parents of Title I students at the first parent-teacher conference. At this conference, teachers discuss the *Standards Mastery Success Plan* which identifies the accommodations and support the teacher plans to provide for their child throughout the school year. The *Standards Mastery Success Plan* is reviewed and updated, if needed, at each parent conference
  - At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the SSC meetings to further learn about Herndon Barstow's programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher with concerns about their child's progress.
  - The Title I parent survey results are used to assist in the planning of the Title I parent meetings.
2. Offers a flexible number of meetings
  - All parents are invited to attend the School Site Council meetings which are held four times throughout the school year. The meetings are announced in the monthly school newsletter and on the District-wide Blackboard Connect telephone communication system. The agenda is posted in the school office at least 72 hours in advance of the meeting.
  - Title I parents are encouraged to request a Title I meeting. This is announced at the annual Title I parent meeting.
  - There will be 3 scheduled Title I parent meetings each school year, one in the morning, one at lunch time, and one in the evening.
3. The planning, review, and improvement of Title I programs is discussed at the SSC meetings which are held five to six times throughout the school year. The posted SSC agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council which includes representation of Title I students are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

4. Parents of Title I students are provided timely information about Title I programs at:
  - Back to School Night
  - Parent Teacher Conferences
  - Title I Parent Meetings
  - School Site Council Meetings
  - English Learner Advisory Council Meetings
  
5. Parents of Title I students are informed of the curriculum, assessments, and proficiency levels students are expected to meet at:
  - Back to School Night
  - Parent Conferences
  - Herndon Barstow Webpage
  - Student Success Team Meetings
  - School Site Council Meetings
  - English Learner Advisory Council Meetings
  - Single Plan for Student Achievement
  - At the first parent-teacher conference all parents are personally given the list of content standards that are taught at each grade level in English Language Arts, Mathematics, and Science. This district-provided information is printed in both English and Spanish.
  - Parents are notified of Benchmark Testing and Smarter Balance testing via email and the Blackboard Connect phone communication system.
  - A calendar of the year's events and assessment dates is included in the packet of materials given to the students on the first day of the new school year and when new students enroll.
  
6. Parents of Title I students, if requested, are given opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Teachers are expected to request a meeting with parents any time they deem necessary. These requests can be generated via the telephone, the student agenda, email, or a letter. Parent-teacher communication is of the highest priority at Herndon Barstow Elementary.
  - All parents are welcome and invited to attend the School Site Council meetings which are held 5-6 times throughout the year, and announced in the Herndon Barstow monthly newsletter and on the Blackboard Connect phone communication system.
  - All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via letter, email, or phone call.
  - Parent conferences are especially designed to address student needs of Title I students. Formal parent conferences occur two times per school year. A least one week prior to the scheduled conferences, a notice is given to each student to give to their parents indicating a scheduled time and date. These notices are provided in Spanish and English. On the notice, parents can request an alternate date and a translator if needed. Parents are to have their child return the notice to the teacher. If a notice is not returned, teachers are required to make a call home to discuss a conference date. If the parent cannot attend a meeting, a phone conference is held. On some occasions, parents are provided with a ride to school in order to attend a meeting. Spanish, Hmong, and Punjabi translators are hired for parent conferences.
  - Herndon Barstow staff and parents can request a Student Success Team meeting to discuss student concerns.
  - Scheduled meetings are planned for students with an Individual Education Plan (IEP).

## **School-Parent-Student Compact**

High Achieving Herndon Barstow Elementary has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the Common Core State Standards (CCSS).

The School-Parent Compact is signed by all participating parties by the end of the first Parent-Teacher Conference which is held 6-10 weeks into the new school year. The teacher has the responsibility of assuring that all compacts have been signed by all parties. The parent keeps one copy, the teacher keeps a copy in the student profile binder and the third copy is given to the Office to be filed for Categorical Program Monitoring.

The school-parent-student compact describes the following items which includes items added by parents of benchmark and Title I students, by staff, and by students:

Name \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

Herndon Barstow Elementary  
**SCHOOL – PARENT COMPACT**  
Three–Way School Pledge

**Staff Pledge:**

Herndon Barstow Elementary understands its responsibility to provide high quality curriculum and instruction. Therefore, as your child’s teacher, I agree to carry out the following responsibilities to the best of my ability:

- monitor student progress in reading, language arts, and math and maintain timely communication with parents regarding individual student needs and any concerns regarding student performance
- use data analysis on an ongoing basis to determine and assign appropriate, interventions in reading, language arts, and/or math as needed for each student
- recommend to parents appropriate learning materials and strategies tailored to meet individual student needs, maximize student performance, and extend learning to the home environment
- make every effort to be in class daily in order to provide a positive role model
- good communication with parents regarding frequent student absences in order to motivate and encourage positive attendance and higher student performance
- ensure that students behave properly by enforcing all school rules
- provide level appropriate work to be completed at home that supports class learning
- enforce all school rules consistently
- clearly communicate my behavioral and academic expectations

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Teacher’s Signature

Date

**Student Pledge:**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- read independently, or with my family, daily for a minimum of 20 minutes
- ask my teacher and family for help when I need it
- work on my reading, language arts, and math skills daily using the materials my teacher provides
- do my best on all assignments and turn my work in on time
- come to school daily on time with all necessary materials
- behave properly by following all school rules
- maintain my agenda and/or homework folder

---

Student’s Signature

Date

**Family/Parent Pledge:**

I understand that my participation in my child’s education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- inform the teacher immediately of any observed or suspected learning difficulties that are affecting my child’s performance
- use the provided materials that are sent home to help my child achieve his/her individual academic goals
- ensure that my child reads, or is read to, for a minimum of 20 minutes daily
- maintain open lines of communication at all times between home and school
- ensure that my child attends school daily and completes all assigned homework
- ensure that my child behaves by holding him/her accountable for following all school rules
- support 10 minutes per grade of daily homework in addition to the daily 20 minutes of grade level appropriate reading that is required

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Parent’s/ Guardian’s Signature

Date

Written in agreement with the parent involvement sections of the Single Plan for School Achievement.  
Approved by School Site Council with input from the ELAC on September 18, 2014

App at SSC 02/11/2016

## Building Capacity for Involvement

1. High Achieving Herndon Barstow School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:
  - At Back-to-School Night, held the first week of school, parents are given the Common Core State Standards during the teacher presentation. The purpose of the standards are discussed and parents are informed that the school-wide benchmarks are designed to measure each student's level of proficiency with the standards.
  - Teachers explain that they pace their instruction to align with the benchmark testing to prepare their child for the benchmark measurements.
  - Parents receive the results of the first benchmark measurements on report cards or via individual letters sent home with child. This report identifies the particular standards in which the student shows mastery and those that have not been mastered.
  - Teachers provide weekly feedback to parents if there are missing assignments that may help their child be more successful.
  - Progress reports are sent home every 9 weeks to inform parents of their child's progress.
  - The first formal parent conferences are held the 6<sup>th</sup> to 10<sup>th</sup> week of the school year. The 3<sup>rd</sup> quarter parent-teacher conferences are especially designed for students who are at-risk. This conference focuses on the standards the student is both achieving and needing to achieve.
  - Teachers provide parents with ideas to help their child master standards at parent-teacher conferences, Parent Portal, through phone calls, and during Student Success Team meetings.
  - Parents are invited to participate in school activities through involvement:
    - as parent volunteers in the classroom,
    - assisting with field trips,
    - serving on School Site Council and/or the English Language Advisory Council,
    - supporting the Parent Teacher Association (PTA), and
    - attending Back-School-Night, Conferences, and Open House.
2. Herndon Barstow Elementary provides materials and training to help Title I parents work with their children to improve their child's achievement in the following ways:
  - During the annual Title I Parent meeting, parents are informed of the programs and teaching strategies that are provided to help their child succeed. Handouts are discussed that address:
    - *Categorical Funding Sources and Expenditures*
    - *AYP, & AMAO's, Smarter Balance scores*
    - *Parenting Skills*
    - *Information on District provided parenting classes*
  - At the English Language Advisory Council meetings, parents are provided a brochure in Spanish listing the grade level standards and the importance of the standards is discussed.
  - Handouts to support parents that have been provided at School Site Council meetings include:
    - *Parent How To's*
3. The Herndon Barstow staff are guided as to the value of parent contributions and how to work with parents as equal partners:
  - at staff meetings,
  - teachers are provided guidelines for parent conferences in the Herndon Barstow Teacher Handbook, and
  - new teachers are mentored by veteran teachers on this topic through the BTSA program.
4. Information that is provided to parents in languages other than English are:

- Spoken:
  - Blackboard Connect – messages that are sent via the phone are in the student’s primary language
- Written:
  - Grade-level Common Core State Standards
  - California English Language Development Testing results
  - Primary Language Testing Results
  - ELAC Parent meeting agendas and minutes
  - DELAC Parent meeting agendas and minutes
  - Conference Notices
  - Parent Involvement Policy
  - Parent-Home Compact
  - Student Progress Reports

5. Support for parent involvement is provided with:

- child care and refreshments at parent trainings and meetings,
- transportation is provided for parent-teacher conferences when needed,
- Spanish, Hmong, and Punjabi translators are provided as needed during parent-teacher conferences, Student Study Team meetings, IEP meetings, and any other parent teacher meetings,
- translators are provided for ELAC meetings, and
- translators for Spanish speaking parents and makes calls home for teachers.

### **Accessibility**

High Achieving Herndon Barstow School provides the following opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. When parents have special physical needs, every effort is made to keep them informed and to accommodate their ability to participate in school activities by providing:

- handicap parking and restrooms,
- ramps have been constructed for our portable classrooms,
- utilizing special phone accommodations for deaf parents,
- translators in the office and translators for meetings and parent-teacher conferences, and
- student progress reports in Spanish and English, parent-conference notices in Spanish and English, parent involvement policy and school-parent compact in Spanish and English, parent CELDT and primary language results in Spanish, Punjabi, and Hmong, registration forms in Spanish and English, Home Language Surveys in many languages, English Language Advisory Committee notices and minutes in Spanish and English, and Blackboard Connect messages in the student’s primary language.

## **Parent Information and Resource Centers (PIRCs)**

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRC: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA. The Web site is located at <http://www.nationalpirc.org/directory/CA-7.html> (Outside Source).

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at [http://www.bilingualeducation.org/programs\\_parent.php](http://www.bilingualeducation.org/programs_parent.php) (Outside Source). Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong located at <http://www.calpirc.org/> (Outside Source).

## Escuela Primaria de Herndon Barstow

### Política de Participación de Padres a Nivel Escolar del Título I

La Escuela Primaria de Herndon Barstow alto rendimiento desarrolló una política de participación de padres del Título I con aportes de los padres del Título I y de las pruebas de referencias. Como preparación para el nuevo ciclo escolar y el desarrollo del Plan Escolar para el Aprovechamiento Estudiantil (Single Plan for Student Achievement, SPSA) del próximo año, en primavera, la política del año pasado es revisada por los miembros del consejo escolar y con el consejo del Comité de los padres de lo aprendices de ingles. El Consejo Escolar (School Site Council, SSC) está conformado por padres representantes tanto de las pruebas de referencia como del Título I. Se solicita a los padres y otros miembros del consejo escolar revisar la política en forma previa a la reunión del consejo escolar y venir preparados para realizar aportes sobre las revisiones de la política. Luego de la aprobación del Consejo Escolar (SSC), la política es impresa tanto en inglés como en español y a continuación es distribuida a todos los estudiantes el primer día del nuevo ciclo escolar. En la reunión anual de padres del Titulo I realizada en otoño, se entregan nuevamente copias a los padres que asisten a la reunión. La política de Herndon Barstow Elementary describe los medios para reunir los siguientes requisitos de participación de padres del Título I. [*Participación de Padres en el Título I, 20 USC 6318 (a)-(f)*]

#### Participación de Padres en el Programa Título I

Escuela Primaria de Herndon Barstow posee altos niveles de logro y realiza lo siguiente:

1. A fines de septiembre o comienzos de octubre, se realiza una reunión anual a fin de informar a los padres de los estudiantes del Título I sobre los requisitos y sus derechos de participación en este programa.
  - El maestro de recursos escolares identifica a los estudiantes del Título I, utilizando criterios del distrito.
  - En forma previa a la Reunión de Padres del Título I programada en forma anual, la maestra de recursos envía por correo una carta a los padres de estudiantes identificados del Título I, notificándoles que sus hijos fueron identificados por estudiantes del Título I y los invita a asistir a la primera reunión del programa del ciclo escolar. En esta carta figura la fecha, lugar y horario de la reunión anual del Título I. Además, se entrega un anuncio como recordatorio a los padres de los estudiantes del Título I en la primera conferencia de padres y maestros. En dicha conferencia, los maestros hablan sobre el *Plan de Standards Mastery Success*, que identifica las ubicaciones y apoyo que el maestro planea brindar a su hijo durante el ciclo escolar. Este plan es revisado y actualizado, si es necesario, en cada conferencia para padres.
  - En la Reunión de Padres anual del Título I, se invita a los padres a solicitar más reuniones para padres del Título I. Se establecen las fechas y horarios. Además, se alienta a los padres a asistir a las reuniones del Consejo Escolar (School Site Council) para aprender más sobre los programas de Herndon Barstow y para que los padres expresen sus opiniones de forma continua con relación a los programas académicos. También se alienta a los padres a sentir la confianza para comunicarse con los maestros con relación al progreso de sus hijos.
  - Los resultados de las encuestas para padres del Título I se usan para ayudar a planificar reuniones para padres del Título I.
2. Ofrece un número flexible de reuniones
  - Se invita a todos los padres a asistir a las reuniones del Consejo Escolar, que se realizan cinco o seis veces durante el año. Las reuniones se anuncian a través del boletín informativo escolar y en comunicación del telefono de Connect ED. La agenda se publica en la oficina escolar por lo menos 72 horas antes de la reunión.
  - Se alienta a los padres del Título I a solicitar una reunión sobre el programa. Esto se anuncia en la reunión de padres anual del Título I.



- Se programarán 3 reuniones de padres del Título I durante cada ciclo escolar, una por la mañana, una durante el almuerzo y una por la tarde.
3. En las reuniones del Consejo Escolar (SSC), se habla sobre la planificación, revisión y mejoramiento de los programas del Título I, que se realizan cinco o seis veces durante el ciclo escolar. La publicación de la agenda del Consejo Escolar notifica a los padres cuándo se hablará sobre los programas del Título I y cuándo se realizarán las revisiones de la política de participación de padres. Los miembros del Consejo Escolar (SSC), que incluyen la representación de los estudiantes del Título I y de pruebas de referencia reciben una copia de la política actual para su revisión y se solicita que vengan preparados con sugerencias para mejorar la política.
  4. Se brinda a los padres de los estudiantes del Título I información puntual sobre los programas del Título I en:
    - Tarde de Regreso a la Escuela
    - Conferencias de Padres y Maestros
    - Reuniones de Padres del Título I
    - Reuniones de la Junta Escolar
    - Reuniones del Comité Asesor de Estudiantes del Inglés
  5. Los padres de los estudiantes del Título I son informados sobre el plan de estudios, evaluaciones y niveles de dominio que se espera que los estudiantes logren en:
    - Tarde de Regreso a la Escuela
    - Conferencias para Padres
    - Boletines Informativos Mensuales de Roosevelt
    - Reuniones de Estudiantes que Estudian en Equipo
    - Reuniones de la Junta Escolar
    - Reuniones del Comité Asesor de Estudiantes del Inglés
    - Plan Individual para el Logro del Estudiante
    - En la primera conferencia de padres y maestros, todos los padres reciben en forma personalizada la lista de los estándares de contenidos que se dictan en cada nivel de grado en artes del idioma inglés, matemática y ciencia. La información provista por el distrito es impresa en inglés y español.
    - Se notifica a los padres sobre las Evaluaciones de Referencia (Benchmark Testing) y de Smarter Balance a través del boletín informativo mensual y del sistema de comunicación telefónica Blackboard Connect.
    - Un calendario de eventos y fechas de evaluaciones del año es incluido en el paquete de materiales entregado a los estudiantes el primer día de clases del nuevo ciclo escolar y cuando los estudiantes nuevos son inscriptos.
  6. Si se solicita, los padres de los estudiantes del Título I acceden a oportunidades de reuniones regulares para participar en la toma de decisiones relacionadas con la educación de sus hijos.
    - Se espera que los maestros soliciten una reunión con los padres en cualquier momento que consideren necesario. Estas solicitudes se pueden generar por teléfono, la agenda estudiantil, correo electrónico o por carta. La comunicación entre padres y maestros es de extrema prioridad en Herndon Barstow Elementary.
    - Se invita a todos los padres a asistir a las reuniones del Consejo Escolar (SSC), las cuales se realizan cinco o seis veces durante el año, y se anuncian en el boletín informativo de Herndon Barstow y por del sistemas comunicación telefonica Blackboard Connect..
    - Se alienta a todos los padres a solicitar una reunión con el maestro de su hijo en cualquier momento durante el ciclo escolar. Se puede solicitar una reunión a través de la agenda, por carta, correo electrónico o telefónicamente.

- Las conferencias para padres son diseñadas especialmente para tratar las necesidades de los estudiantes del Título I. Las conferencias formales para padres se realizan dos veces por ciclo escolar. Por lo menos una semana antes de las conferencias programadas, se da un aviso a cada estudiante para que a su vez avise a sus padres, indicando una fecha y horario programados. Estos avisos se dan en español e inglés. En dicho aviso, los padres pueden solicitar una fecha alternativa y un traductor, si es necesario. Los padres deberán entregar el aviso al maestro a través de sus hijos. Si un aviso no es entregado, se solicita a los maestros realizar una llamada telefónica al hogar a fin de establecer la fecha de la conferencia. Si el padre no puede asistir a la reunión, se realiza una conferencia por teléfono. En algunas ocasiones, se lleva a los padres a la escuela a fin de que puedan asistir a la reunión. Para las conferencias de padres se contratan traductores de español, hmong y Punjabi.
- El personal y los padres de Herndon Barstow pueden solicitar una reunión del Equipo de Estudio del Estudiante (Student Success Team) a fin de hablar sobre las preocupaciones de los estudiantes.
- Se planifican reuniones programadas para los estudiantes con un Plan de Educación Individual (Individual Education Plan, IEP).

### **Acuerdo entre la Escuela, los Padres y el Estudiante**

La Escuela Primaria Herndon Barstow de alto rendimiento desarrolló en forma conjunta con y distribuyó entre los padres de los estudiantes del Título I un acuerdo entre la escuela y los padres donde se detalla cómo los padres, todo el personal escolar y los estudiantes compartirán su responsabilidad para mejorar el nivel de aprovechamiento académico de los estudiantes. También describe cómo la escuela y los padres desarrollarán una alianza para ayudar a los niños a lograr el dominio en los estándares de contenido académico de California.

El Acuerdo entre la Escuela y los Padres será firmado por todas las partes participantes al finalizar la primera Conferencia de Padres y Maestros, la cual se realizará 6 -10 semanas luego del comienzo del nuevo ciclo escolar. El maestro tiene la responsabilidad de asegurar que todos los acuerdos hayan sido firmados por todas las partes. Los padres conservan una copia, el maestro conserva una copia en la carpeta del perfil del estudiante y la tercera copia es entregada al Maestro de Recursos, de modo que sea archivada para el Monitoreo del Programa Categórico (Categorical Program Monitoring).

El acuerdo entre la escuela, los padres y los estudiantes describe los siguientes ítems, los cuales incluyen ítems agregados por los padres de los estudiantes del Título I y de referencia y el personal:

Nombre \_\_\_\_\_ Grado \_\_\_\_\_ Fecha \_\_\_\_\_

Herndon Barstow Elementary  
**ACUERDO ENTRE LA ESCUELA Y LOS PADRES**  
Promesa Escolar de Tres Partes

**Promesa Escolar:**

La escuela Primaria de Herndon Barstow entiende su responsabilidad de brindar un plan de estudios e instrucción de gran calidad. Por lo tanto, como maestro de su hijo, estoy de acuerdo en asumir las siguientes responsabilidades hasta donde sea posible para mí:

- supervise el progreso del estudiante en la lectura, artes de la lengua y matemáticas y mantenga la comunicación oportuna con los padres con respecto a necesidades individuales del estudiante y cualquier preocupación con respecto a funcionamiento del estudiante
- utiliza análisis de datos sobre una base en curso para determinar y para asignar intervenciones apropiadas, individualizadas en la lectura, artes de la lengua, y/o matemáticas como necesitado para cada estudiante
- recomiende a los materiales que aprenden apropiados de los padres y las estrategias adaptadas para resolver necesidades individuales del estudiante, para maximizar funcionamiento del estudiante, y para ampliar aprender a la ambiente familiar
- hacen cada esfuerzo de ser en la clase diaria para proporcionar un modelo positivo del papel
- se comunican con los padres con respecto a frecuente para motivar y animar la atención positiva y un funcionamiento más alto del estudiante
- se aseguran de que los estudiantes se comporten correctamente haciendo cumplir todo las reglas de la escuela
- proporcionan el trabajo apropiado llano que se terminará en el país que apoya la clase
- que el aprender hace cumplir todas las reglas de la escuela
- las reglas de la escuela comunica constantemente claramente mis expectativas del comportamiento y académicas.

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Firma del Maestro

Fecha

**Compromiso de la Familia/Padres**

Entiendo que mi participación en la educación de mi hijo contribuirá a sus logros y actitudes. Por lo tanto, continuaré asumiendo las siguientes responsabilidades hasta donde sea posible para mí:

- informar al profesor inmediatamente observado o las dificultades que aprenden sospechadas que están afectando
- el uso del funcionamiento de mi niño los materiales proporcionados que se envían a casa semanalmente a la ayuda mi niño alcanzan su metas académicas individuales
- asegurar de que mi niño lee, o se leen a, porque un mínimo de diario de 20 minutos
- mantener líneas abiertas de la comunicación siempre entre el hogar y la escuela
- asegurar de que mi niño atienda al diario de la escuela y termine toda la preparación asignada
- asegurar de que mi niño se comporta sosteniendo lo/la responsables de seguir toda la ayuda de las reglas de la escuela
- soportar 10 minutos por grado de la preparación diaria además del diario 20 minutos de la lectura apropiada del nivel del grado que estipula la escuela

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Firma del Estudiante

Fecha

**Promesa del Estudiante:**

Me doy cuenta de que mi educación es importante. Sé que soy el responsable de mis propios éxitos. Por lo tanto, estoy de acuerdo en asumir las siguientes responsabilidades hasta donde sea posible para mí:

- leer independientemente, o con mi familia, diariamente para un mínimo de 20 minuto
- preguntar a mi profesor y la familia para la ayuda cuando la necesito
- trabajar en mi lectura, artes de la lengua, y habilidades de la matemáticas que usan diariamente los materiales mi profesor proporciona
- hacer mi mejor en todas las asignaciones y da vuelta a mi trabajo adentro el tiempo
- venir enseñar el diario el tiempo con todos los materiales necesario
- comportarme siguiendo todas las reglas de la escuela
- mantener correctamente mi carpeta de la agenda y/o de la preparació

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Firma del Padre/Tutor

Fecha

## Construyendo la Capacidad de Mejorar

1. La Escuela Primaria Herndon Barstow de alto rendimiento involucra a los padres del Título I en interacciones significativas con la escuela. Apoyan las alianzas entre el personal, los padres y la comunidad para mejorar el nivel de aprovechamiento de los estudiantes. A fin de ayudar a lograr estas metas, la escuela realiza lo siguiente:
  - En la Tarde de Regreso a la Escuela (Back-to-School Night), realizada la primera semana de clases, se entrega a los padres los estándares del nivel de grado de California durante la presentación de los maestros. Se habla sobre el propósito de los estándares y se informa a los padres que las evaluaciones de referencia a nivel escolar son diseñadas para medir el nivel de dominio de cada estudiante con relación a los estándares.
  - Los maestros explican que programan el ritmo de la instrucción a fin de que esté alineada con la evaluación de referencia, con la finalidad de preparar al niño para las mediciones de referencia.
  - Además, los maestros controlan el progreso estudiantil cada 2 o 3 semanas, brindando a los estudiantes mediciones de calificaciones menores a fin de evaluar su dominio de los estándares. Los estudiantes que no obtienen calificaciones del 75% o más en las mediciones de calificaciones menores reciben instrucción adicional como ayuda para lograr la comprensión, a través de la instrucción en grupos pequeños o en forma individual.
  - Los padres reciben los resultados de las primeras mediciones de referencia por correo y más tarde en los boletines de calificaciones. Este informe identifica los estándares específicos en los cuales el estudiante demuestra dominio y aquellos que no fueron dominados.
  - Los maestros brindan informes semanales a los padres, en caso de haber tareas faltantes que pueden ayudar a su hijo a tener más éxito.
  - Los informes de progreso se envían al hogar cada 9 semanas a fin de informar a los padres sobre su progreso estudiantil.
  - Las primeras conferencias formales para padres se realizan durante el seis hasta el diez semana del ciclo escolar. Las conferencias de padres y maestros del segundo semestre son especialmente diseñadas para aquellos estudiantes que están en riesgo. Esta conferencia se concentra en los estándares que el estudiante está logrando y en aquellos que necesita mejorar.
  - Los maestros brindan a los padres ideas para ayudar al niño a dominar los estándares en las conferencias de padres y maestros, en las agendas, en paquetes semanales, durante llamadas telefónicas y durante las reuniones del Equipo de Estudio del Estudiante (Student Study Team).
  - Se invita a los padres a participar en las actividades escolares a través de su participación:
    - Como padres voluntarios en el aula,
    - Asistiendo a viajes educativos,
    - Brindando servicios en el Consejo Escolar (SSC) y/o en el Comité Asesor del Idioma Inglés (English Language Advisory Council, ELAC),
    - Apoyando el Club de Padres y
    - Asistiendo a la Tarde de Regreso a la Escuela, Conferencias y Open House.
2. La Escuela Primaria de Herndon Barstow brinda materiales y capacitación para ayudar a los padres del Título I a trabajar con sus hijos a fin de mejorar su nivel de aprovechamiento de las siguientes formas:
  - Durante la reunión anual de Padres del Título I, se informa a los padres sobre los programas y estrategias de enseñanzas que son provistas para ayudar a su hijo a tener éxito. Se habla sobre anuncios que tratan sobre:
    - *Procedimientos y Rutinas – Para Padres*
    - *Terminación del Fastidio en las Tareas para el Hogar*
  - En las reuniones el Comité Asesor del Idioma Inglés (English Language Advisory Committee, ELAC), se brinda a los padres un catálogo en español con la lista de los estándares por nivel de grado y se habla sobre la importancia de los mismos.
  - Se dio a los padres de estudiantes que hablan inglés y español la oportunidad de participar en una capacitación de ocho semanas, brindada por el Instituto de Padres para una Educación de Calidad

(Parent Institute for Quality Education). Las clases fueron ofrecidas dos veces por semana, una clase por la mañana y una por la tarde.

Los anuncios de apoyo a los padres que se entregaron en las reuniones del Consejo Escolar son:

2. *Consejos para Padres sobre los “Cómo”*
  3. *Tareas para el Hogar – Cómo Motivar a su Hijo- autor del Centro para una Paternidad Efectiva*
  4. *Manejo del Estrés para Padres*
  5. *Diez Cosas Importantes que los Padres Deben Saber sobre la Ley Que Ningún Niño Se quede Atrás (NCLB) de 2001*
- El boletín informativo mensual cuenta con consejos para ayudar a los estudiantes a tener éxito.
  - El personal de Herndon Barstow es guiado sobre el valor de las contribuciones de los padres y sobre cómo trabajar con estos de igual a igual:
    - En reuniones de personal,
    - Los maestros reciben pautas para las conferencias de padres a través de la Guía de Maestros de Herndon Barstow (Herndon Barstow Teacher handbook) y
    - Nuevos maestros reciben orientación por parte de maestros veteranos sobre este tema a través del programa BTSA.
  - Información que es provista a los padres en idiomas que no son el inglés son:
    - Hablado:
      - Connect-Ed – mensajes enviados por teléfono en la lengua materna del estudiante
    - Escrito:
      - Estándares de nivel de grado de California
      - Resultados de Evaluaciones de Desarrollo del Idioma Inglés de California
      - Resultados de la Evaluación de la Lengua Materna
      - Agendas y actas de reuniones de padres de ELAC
      - Agendas y actas de reuniones de padres de DELAC
      - Avisos de Conferencias
      - Política de Participación de Padres
      - Acuerdo de Padres y el Hogar
      - Informes de Progreso de los Estudiantes
  - El apoyo para la participación de los padres es provista por:
    - Cuidado infantil y refrescos en las capacitaciones y reuniones de padres,
    - Se brinda transporte para las conferencias de padres y maestros cuando es necesario,
    - Se brindan servicios de traductores de español, hmong y punjabi durante las conferencias de padres y maestros, en reuniones del Equipo de Estudio del Estudiante (Student Study Team), en reuniones del IEP y en cualquier otra reunión de padres y maestros,
    - Se brindan servicios de traductores en las reuniones de ELAC, y
    - La sub-directora y la secretaria de la oficina traduce para los padres que hablan español y hace llamadas a los hogares por los maestros.

## Accesibilidad

La Escuela Primaria Herndon Barstow de alto rendimiento brinda las siguientes oportunidades a todos los padres del Título I de participar, incluyendo padres con dominio limitado del inglés, padres con incapacidades y padres de estudiantes migratorios. Cuando los padres tienen necesidades físicas especiales, se hace el mayor esfuerzo posible para mantenerlos informados y ubicarlos de acuerdo a sus habilidades de participación en las actividades escolares, brindando:

- Estacionamiento y sanitarios para personas con incapacidades,
- Se construyeron rampas para los salones móviles,
- Utilización de ubicaciones especiales telefónicas para padres sordos,
- Traductores en la oficina y en reuniones y conferencias de padres y maestros e
- Informes de progreso estudiantil en español e inglés, avisos de conferencias para padres en español e inglés, política de participación de padres y acuerdo entre la escuela y los padres en español e inglés, CELDT para padres y resultados en la lengua principal en español, punjabi y hmong, formularios de inscripción en español e inglés, Encuestas para el Hogar sobre Idioma (Home Language Surveys) en muchos idiomas, avisos del Comité Asesor del Idioma Inglés (English Language Advisory Committee) y actas en español e inglés y mensajes de EdConnect en la lengua materna del estudiante.

## Centros de Información y Recursos para Padres (PIRC)

Los PIRC son financiados por el Departamento de Educación de EE.UU. Brindan servicios tanto a nivel local como estatal. California cuenta con dos PIRC: PIRC1, Proyecto de Inspiración (Project Inspire) en la Asociación de Educación Bilingüe de California (California Association of Bilingual Education), Covina, CA y PIRC2, Cal-PIRC en las Academias de Cambridge (Cambridge Academies), Modesto, CA. Su sitio web es <http://www.nationalpirc.org/directory/CA-7.html> (Fuente Externa).

PIRC 1, Project Inspire es el resultado de una alianza entre la Asociación de Educación Bilingüe de California, el Superintendente de Escuelas de Condado de San Bernardino y la Oficina de Educación del Condado de Alameda. Project Inspire brinda talleres de capacitación para padres y recibirá financiamiento hasta el año 2011. Una lista de temas de los talleres y un catálogo en inglés y español que describen los servicios están disponibles en [http://www.bilingualeducation.org/programs\\_parent.php](http://www.bilingualeducation.org/programs_parent.php) (Fuente Externa). Los talleres están disponibles en diferentes idiomas.

PIRC2, Cal-PIRC estableció en tres ubicaciones Centros de Recursos e Información para Padres en el norte y centro de California. CalPIRC brinda servicios directamente a los padres y escuelas en comunidades seleccionadas dentro de los Condados de Merced y Stanislaus y en las áreas de Sacramento Occidental. Además brinda apoyo en todo el estado a través de conferencias, talleres y un sitio web. Cal-PIRC será financiado hasta el año 2011. Cuando están disponibles, los recursos son publicados en inglés, español, ruso, chino, árabe y hmong en <http://www.calpirc.org/> (Fuente Externa).