

The Single Plan for Student Achievement

School: Houghton-Kearney Elementary School
CDS Code: 10-73965-6006662
District: Central Unified School District
Principal: Robert Reyes, Interim Principal
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Houghton-Kearney Elementary School's Vision and Mission Statements

Houghton-Kearney's vision is that every student is prepared for success in college, career and community. The mission is for every student to engage in rigorous relevant standards-based instruction in every class every day to ensure student learning. The goal of our staff is to prepare our students for academic success and to foster our students' connection between school and home.

Goal 1: Learning for Academic Excellence - Academic goals are aligned to meet Federal and State expectations. Our state and district adopted academic programs are designed to meet the needs of each student with best practice interventions in place to monitor and promote academic progress and achievement. In addition, our Positive Behavior Intervention System is designed to provide social and emotional support, including character building and responsibility.

Goal #2: Staff recruitment and development for academic achievement. Houghton-Kearney employs highly qualified staff and is committed to continuous improvement to ensure student success and achievement.

Goal #3: Support system for academic excellence: Every support system, department and personnel resource is focused on promoting high student learning and achievement.

School Profile

Houghton-Kearney is a vibrant school and an exciting place to be. We strive for every student to be prepared for success in college, career, and community. Houghton-Kearney School, with an attendance area of approximately 40 square miles, lies in a rural setting. The school has an enrollment of approximately 224 students. Sixty-seven percent of our students are on free and reduced lunches. The area is fairly stable, with a small number of students coming from migrant farm labor. The transient population has approximately the same ethnic makeup as the regular school population. The school has always been the hub of the local community as there is not a town nearby. H-K is steeped with tradition with many children and grandchildren of former students attending. One of our major strengths is the involvement of parents in our educational system. The Houghton- Kearney Community Club, School Site Council, and English Learner Advisory Council are all very supportive, involved, and share the vision that each child is prepared for success.

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).

Each year a parent survey is done and the results analyzed. Modifications to programs and processes are made in response to concerns and interests noted from stakeholder input including that from the annual surveys that are in the best interests of the whole child. For instance, parent workshops are built around topics of interest, such as use of tablets and digital citizenship or support of literacy in the home. 87% of parents strongly agree that regular communication between school and home is in practice and is widely appreciated. Over 87% of participants strongly agree that HK uses high quality instructional materials and that the school has adequate access to technology. And approximately 92% believe their children go to school in a school that demonstrates a positive climate and safe environment.

Classroom Observations

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

Teachers are visited informally and with our drop-in protocol on a weekly basis. Every teacher is formally observed and evaluated at least every other year.

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)

Local assessments including classroom assessments, DIBELS testing, STAR Reading, Accelerated Reader Book Tests, Fountas & Pinnell, and District Benchmarks and Performance Tasks are used formatively to monitor and guide instruction. In addition, Interim comprehensive Assessments (ICA) will assist formative monitoring. SBAC Summative (Smarter Balance Assessment Consortium) Common Core standards testing will be used to look at summative student learning growth from year to year, but also to analyze specific strengths and weaknesses of instruction at each grade level. All testing results are analyzed and used by teachers and administration during Professional Learning Community meetings to plan and modify instruction to more effectively meet the continuing and changing learning needs of each student. Data from the SBAC Summative 2014-15 will serve as a baseline for grades 3 - 8 from which annual academic progress can be measured as it relates to state accountability.

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

The school uses Illuminate, the district's data collection system, to help staff formatively monitor all formal local and state common assessments results. Easy access to this data facilitates support for student learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas & Pinnell; progress monitoring such as DIBELS and ICA, including frequent formative and curriculum-embedded; and summative assessments such as S, CELDT) are used to inform teachers and principals on student placement, diagnosis, progress, and the planning 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)

100% of certified and classified staff are highly qualified.

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

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

Each teacher is provided professional development/training facilitated by expert Instructional Support Coaches and Instructional Administrators and experienced SBE-adopted basic core ELA/ELD and Mathematics programs and materials providers. This training is focused on the adopted instructional materials, including intensive and strategic intervention materials and pedagogy. Additionally, each teacher participates in ongoing district professional development, Teacher Collaboratives, to support the continuing training-to-practice implementation of these same programs and materials. Professional Development is differentiated as well and infuses training and support in the teaching of Gifted and Talented students, English Learners, and students with disabilities in all grade levels and programs. New teachers receive additional instructional support while participating in the district's two-year BTSA Induction program. Houghton-Kearney has also established a site professional learning community based on CUSD's Guiding Principles delineating learning for academic excellence and focusing on enhancing teacher competence and improved implementation of best practices.

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

Professional staff development opportunities are provided to all teachers in accordance with the goals outlined in the Single Plan for Student Achievement. Goals are aligned with the Common Core State standards, SBAC assessment expectations, assessed student performance, and instructional needs of a diverse student population and 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. In addition, new teachers participate in the district's BTSA Induction Program in which individualized instructional support is provided.

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

HK facilitates time for teachers to collaborate during structured and unstructured times as follows: one 40 minute weekly structured collaboration with a grade level PLC team, instructional coach and/or site administration, one 40 minute weekly informal individual collaboration with the instructional coach, two 2-hour unstructured times monthly for teachers to collaborate with PLC colleagues of their own choice, 1-2 two-hour structured staff meetings monthly focused on extending expertise on prior formal training, and 2 district Teacher Collaborative PLC days each year. Each opportunity offers adequate time for teacher collaboration, Data Teams Process to analyze data, differentiated learning, and instructional planning. Collaboration and training needs are based on analysis of instruction and student learning and performance.

Teaching and Learning

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

All instructional materials and core curriculum for grades K-8 are aligned to the Common Core State Standards and SBAC assessment expectations.. All curriculum is reviewed by the district's advisory council and approved by the governing board.

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 1-8 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-8 15-30 minutes

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

The district and school use district designed grade level content curriculum maps for Language Arts, Mathematics, and Literacy. The maps are aligned to Common Core State Standards and offer a common sequence of instruction and assessment that supports the basic core as well as strategic and intensive intervention programs.

Use of the pacing guide 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 as it related to differentiation.

The curriculum maps target all standards and an intensive focus on key standards allowing the use of adopted basic core curriculum and ancillary materials that embrace pre/re-teaching and differentiation for each student.

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

Instructional materials are standards based and checked out to the students in August by the Library technician and the teachers ensure each student receives the instructional materials appropriate to them. All supplementary materials are based upon the district approved list and targeted toward specific student deficits.

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)

Grades TK-8: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, CCSS - aligned, basic core instructional programs, including ancillary materials for universal access, Reading/Language Arts/English Language Development and mathematics. The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades K-8 in mathematics. These programs are implemented as designed in every classroom with materials for every student. : 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)

The core curriculum adopted by Central Unified School District in the areas of Language Arts and Mathematics provide materials for remediation for students struggling to access the concepts presented at grade level. ST Math (K-8) and Mathia (Carnegie's 7/8th grade math intervention ancillary) is provided as a Response to Intervention (RtI) to individualize math support for struggling students. In addition, Houghton-Kearney provides a Tier 1 RtI Language Arts intervention. HK implements first best teaching practices to promote equal access to curriculum for all students.

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 Methods are identified as the primary models of teaching. Highly-effective instructional strategies employed include student engagement, setting of standards-based measureable objectives, explicit academic vocabulary instruction, strategic, use of higher cognitive questioning, and opportunities for problem solving and real world applications.. Learning environments are created that promote creativity, critical thinking, communication, collaboration and use of technology.

Parental Involvement

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

Students at Houghton-Kearney are provided with a number of resources to enhance their educational experience. Over one hundred students participate in the After School Program. This program begins with 45 minutes of homework help. Next students can choose from a variety of activities including breakdancing, art, drama, video production, sports, and cooking..

Students in grades 3 - 8 are provided with several opportunities to tryout for sports and cheer teams throughout the year.

Teachers and support staff meet with parents as needed in a Student Success Team to discuss individual students and their needs. Prior to that meeting students have classroom interventions and then are entered into a Response to Intervention (RtI) assistance in language arts if the classroom intervention if student progress is not shown. One reading intervention aide assists in providing individualized support for struggling students.

Teachers and support staff work with English Learner (EL) students using the core curriculum as well as the "Inside" program to assist students in learning English and being Redesignated - Fluent English Proficient (R-FEP), as measured by the California English Language Development Test (CELDT).

The parents in the surrounding community are actively involved in students' learning here at Houghton Kearney. The parents volunteer in the classroom, on educational field trips, and participate in our fundraisers. Parents also volunteer in the office, attend meetings of the Houghton-Kearney Community Club (HKCC), School Site Council (SSC), and English Learner Advisory Committee (ELAC). District and site parent workshops are also offered and focus on identified needs as noted from parent need survey data. Workshop topics include: parenting, support for reading, technology, ST Math, Accelerated Reader, and tablet use, etc.

An itinerant GATE teacher works with our identified GATE students in a pull out program once a week to enhance their critical thinking and problem solving skills, work on project based real work applications and to give them an additional opportunity to follow their interests and be innovative. HK boasts 4 teachers who have been GATE certified and one more beginning the process this year.

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)

All stakeholders, including parents, community representatives, teachers, support staff, and students, are involved in the planning, implementation, and evaluation of our instructional programs. Input is sought out and received about our programs through both well advertised formal meetings/workshops (Parent Workshops, ELAC, SSC, LCAP, GATE, Co-curricular Events and Competitions, Performing Arts Venues, Special Education, Migrant), informal settings, extra and co curricular events, surveys, and meeting/workshop evaluations.

Funding

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

Funding is set aside to purchase materials that will supplement the adopted curriculum to reach these students. ST Math and Accelerated Reader are two programs purchased because they provide individualized support for learning in mathematics and reading. Funds are made available for teacher professional development opportunities that improve teacher competence in making curriculum accessible to underperforming students while promoting student 21st Century Learning opportunities and at the same time improve their competence to reach underperforming students. All interventions are focused on closing the achievement gap and improving deficit skills and knowledge.

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 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 LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

There are students at Houghton-Kearney who may not choose to fully engage in the various opportunities offered on campus. We realize that these students need teachers to be aware of their unique needs. At Houghton-Kearney it is our vision that all students are provided with a comprehensive education and parents are given support so we can always be breaking down barriers that prevent students from reaching their full potential. This year each teacher in grades 2nd through 8th will individually meet with their students to set academic and personal goals that will help them achieve at a greater capacity.

The current programs in place at Houghton-Kearney focus on meeting the needs of many students at once. There is the possibility that some students will not fully engage in their learning and will struggle. Our charge is to overcome that struggle and continue to seek out innovative programs and strategies that support the state adopted curriculum and meet the needs of those students who are not making positive gains academically. We want every student to achieve at least one grade level of achievement in a year plus movement forward on State Assessments, CUSD Benchmarks, or CELDT. For those students already Advanced on these assessments we want them to move that year plus a little more as well. We will seek to remove the limitations that may prevent students from accomplishing this feat and communicate expectations and support with greater effectiveness this year.

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	25	19	24	19	23	19	96.0	100
Grade 4	23	28	22	28	22	28	95.7	100
Grade 5	24	22	24	22	24	22	100.0	100
Grade 6	33	25	32	25	32	25	97.0	100
Grade 7	21	35	21	34	21	34	100.0	97.1
Grade 8	22	20	22	20	22	20	100.0	100
All Grades	148	149	145	148	144	148	98.0	99.3

* 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	2397.7	2396.8	4	5	21	32	50	32	21	32
Grade 4	2409.1	2430.0	5	7	23	21	14	32	59	39
Grade 5	2452.8	2455.1	4	9	29	27	17	23	50	41
Grade 6	2483.8	2517.7	3	4	34	52	28	28	34	16
Grade 7	2486.5	2559.8	0	18	33	44	14	18	52	21
Grade 8	2544.8	2510.0	5	5	36	25	41	35	18	35
All Grades	N/A	N/A	3	9	30	34	28	27	39	30

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	13	11	48	32	39	58
Grade 4	18	4	27	50	55	46
Grade 5	4	9	38	32	58	59
Grade 6	3	4	47	56	50	40
Grade 7	19	15	29	56	52	29
Grade 8	18	5	55	45	27	50
All Grades	12	8	41	47	47	45

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	9	11	61	53	30	37
Grade 4	0	18	50	64	50	18
Grade 5	8	14	50	41	42	45
Grade 6	3	8	63	72	34	20
Grade 7	10	24	38	50	52	26
Grade 8	14	5	64	55	23	40
All Grades	7	14	55	56	38	30

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	0	16	83	47	17	37
Grade 4	0	11	68	68	32	21
Grade 5	8	9	67	68	25	23
Grade 6	6	0	69	84	25	16
Grade 7	14	18	48	74	38	9
Grade 8	9	10	73	50	18	40
All Grades	6	11	68	67	26	22

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	17	21	61	63	22	16
Grade 4	5	7	59	68	14	25
Grade 5	21	18	38	50	42	32
Grade 6	6	20	66	64	28	16
Grade 7	14	35	38	56	48	9
Grade 8	14	15	64	55	23	30
All Grades	13	20	55	59	29	20

Conclusions based on this data:

1. For all grades 3-8, 74% of students tested demonstrated effective ELA listening skills that were near, at or above grade level standards. However, only 52% of these students were near, at or above grade level standards for reading, with 62% scoring the same in writing. The focus on integration of reading and writing is required to increase student proficiency in literacy.
2. Students in grade 8 scored consistently higher than other grades in English Language Arts/Literacy overall with 77% achieving near, at or above grade level standards. In addition, while 82% of 8th graders scored near, at or above grade level standards as it relates to listening skills, 73% and 78% of these same students achieved near, at or above grade level standards in reading and writing, respectively. The focus on the integration of reading and writing is required to increase student proficiency in literacy.

3. Students in grades 4 and 7 performed the lowest in English Language Arts/Literacy overall, with 42% of 4th graders and 48% of 7th graders scoring near, at or above grade level standards. Similarly, 45% and 50% of 4th graders and 48% and 48% of 7th graders performed near, at, or above grade level standards in reading and writing respectively. . The focus on the integration of reading and writing is required to increase student proficiency in literacy.

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	25	19	23	19	22	19	92.0	100
Grade 4	23	28	22	28	21	28	95.7	100
Grade 5	24	22	24	22	24	22	100.0	100
Grade 6	33	25	32	25	32	25	97.0	100
Grade 7	21	35	21	34	21	34	100.0	97.1
Grade 8	22	20	22	20	22	20	100.0	100
All Grades	148	149	144	148	142	148	97.3	99.3

* 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	2408.8	2421.4	9	5	26	42	30	21	30	32
Grade 4	2434.8	2432.8	5	7	23	7	27	54	41	32
Grade 5	2467.6	2461.1	4	0	21	18	33	27	42	55
Grade 6	2501.9	2520.2	9	8	25	24	25	44	41	24
Grade 7	2508.1	2567.0	10	26	14	29	43	26	33	18
Grade 8	2565.0	2546.6	14	10	23	20	45	35	18	35
All Grades	N/A	N/A	8	11	22	23	33	35	35	31

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	18	16	50	37	32	47
Grade 4	14	7	38	29	48	64
Grade 5	8	5	29	36	63	59
Grade 6	19	12	34	52	47	36
Grade 7	14	35	48	41	38	24
Grade 8	27	25	50	40	23	35
All Grades	17	18	41	39	42	43

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	9	16	59	58	32	26
Grade 4	5	11	52	39	43	50
Grade 5	8	14	38	41	54	45
Grade 6	19	12	50	56	31	32
Grade 7	10	29	67	53	24	18
Grade 8	23	20	55	50	23	30
All Grades	13	18	53	49	35	33

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	9	21	55	74	36	5
Grade 4	10	7	33	32	57	61
Grade 5	8	0	38	45	54	55
Grade 6	9	12	50	72	41	16
Grade 7	5	44	76	38	19	18
Grade 8	14	5	64	80	23	15
All Grades	9	17	52	54	39	29

Conclusions based on this data:

1. For grades 3-8, 65% of students scored near, at, or exceeding grade level standards in mathematics overall.
2. For grade 8, 82% of students scored near, at or exceeding grade level math standards, with about 58% of students in grades 4, 5, and 6 scoring near at or exceeding grade level standards. Differentiated instruction needs to be more targeted in grades 4, 5, and 6 in order to meet individual student needs.
3. Students in grades 7 and 8 are consistently scoring higher (average of 73% and 78% respectively) than students in grades 3-6 in all three components - concepts and procedures, problem solving, and communicating reasoning. State approved and common core aligned Curriculum materials used in middle school instruction promote problem solving, application, communication, and reasoning more readily and consistently than materials used by grades 3-6. Fast approaching adoption of common core materials for grades 3-6 will facilitate instruction more readily aligned with CAASPP.

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				***	***	25	***	***	50						25
1				75	71	***	25	29	***						
2						***		***		***	***				
3				20			60	***	***	20	***	***			***
4					***	80	25			25		20	50		
5				20	***	***	60	***		20	***				
6							80	***	***	20		***			
7				60	50		40	50	***						
8				***	75	***		25	***	***					
Total				30	48	45	45	42	32	18	9	14	6		9

Conclusions based on this data:

1. A large percentage of students remain at the intermediate stage and many of those students have been there longer than five years. Better practice in English Learner instruction should remain a focus.
2. 48% of students tested scored early advanced. Additional measures must be identified to assist reclassification.

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				8	8		25	25		33	42		33	25	
1				67	71		17	29					17		
2							***	***		***	***				
3				14	25		57	25		14	25		14	25	
4					***		40			20			40		
5				20	***		60	***		20	***				
6				14			71	***		14					
7				60	50		40	50							
8				***	60			20		***			***	20	
Total				23	37		40	35		19	17		17	11	

Conclusions based on this data:

1. No results

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	33	33	22
Percent with Prior Year Data	97.0%	100%	100.0%
Number in Cohort	32	33	22
Number Met	18	20	12
Percent Met	56.3%	60.6%	54.5%
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	34	15	29	17	26	5
Number Met	5	--	7	8	7	--
Percent Met	14.7%	--	24.1%	47.1%	26.9%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	No	Yes	--

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

Conclusions based on this data:

1. The number of students moving a band was almost where we should be but our true goal is that everyone move one band. And with AMAO 2 our percentage of students being re-designated is also below our target. As stated earlier our English Learner subgroups continues to be the subgroup in most need of focus.
2. The number of students participating more than 5 years in the EL program increased from 15 tot 17. The focus it to increase differentiation of services to these children to assist in their proficiency.

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
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

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:

SUBJECT: English Language Arts
LEA GOAL:
LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 4: Provide equity of access to educational opportunities and create an environment conducive to learning for all. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, 85% of all students will meet or exceed a minimum of one year's growth in Language Arts (reading and writing) as measured by state and local assessments.
Data Used to Form this Goal:
Smarter Balanced Assessment 2016 The following % of students tested met or exceeded English Language Arts standard mastery per Smarter Balanced Assessment: Grade Reading 3 40% 4 31% 5 42% 6 52% 7 67% 8 32%
F & P 2016 Class Level Needed % ON GRADE LEVEL K D 17/20 = 85% 1 J 15/15 = 100% 2 M 18/27 = 67%
Findings from the Analysis of this Data:
For grades 3-8, 52% of students overall, based on SBA, are not meeting grade level standards in English Language Arts.

For grades K-2, 20% of students overall are not on grade level reading based on F & P.

Differentiation teaching of both reading and writing targeted to student and need must be implemented systematically on a daily basis to improve learning for each student. An accountability system to ensure instructional modifications based on progress monitoring will be employed in each classroom.

Means of evaluating progress & group data needed to measure gains:

Fountas & Pinnell Reading Inventory
 DIBELS
 Instructional Supervision documentation
 CAASPP/SBA - interim and summative

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Learning - Daily differentiated instruction via a variety of groupings and use of technology to support student needs in both reading and writing. Increase instructional opportunities for students to collaborate, critically think, and be creative.	08/10/16-06/08/17	Teachers PLC Team Instructional Coach GIA Principal	Instructional Aides	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14,300.00
			Instructional Aides - extra help	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4,410.05
			Library materials	4000-4999: Books And Supplies	LCFF-SLIP	580.10
			Instructional materials	5700-5799: Transfers Of Direct Costs	LCFF	700.00
			Technology support	4000-4999: Books And Supplies	LCFF	6000.00
Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach. Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development.	08/10/16-06/08/17	Teachers. PD experts Instructional Coach GIA Principal Teachers Instructional Coach Principal Assistant Literacy Director	Professional Development and Growth	1000-1999: Certificated Personnel Salaries	LCFF	404.88

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Learning - Participate in differentiation and instruction to support their literacy development	08/10/16-06/08/17	Teachers	Release time for administering and analyzing assessment data.	1000-1999: Certificated Personnel Salaries	LCFF	2880.00
Tier 2/ Tier 3 - Student Afterschool Intervention	10/01/2016-06/08/17	Student Nest	Student Nest Licenses for identified students in ELA	4000-4999: Books And Supplies	SES-Tutoring	50.00
		Teacher	Teacher to provide afterschool tutoring	1000-1999: Certificated Personnel Salaries	SES-Tutoring	2452.50

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:

SUBJECT: Mathematics			
LEA GOAL:			
<p>LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.</p> <p>LCAP Goal 4: PProvide equity of access to educational opportunities and create an environment conducive to learning for all.</p> <p>LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.</p>			
SCHOOL GOAL:			
By June 2017, 85% of all students will meet or exceed a minimum of one year's growth in mathematics proficiency as measured by state and local assessments.			
Data Used to Form this Goal:			
CAASPP 2016			
The following % of students overall tested met or exceeded Mathematics standards mastery per CAASPP:			
Grade	Mathematics		
3	50%		
4	15%		
5	26%		
6	30%		
7	55%		
8	26%		
The following % of students tested met or exceeded Mathematics standards mastery as it relates to Concepts & Procedures, Problem Solving, and Communicating Reasoning:			
Grade	Concepts/Procedures	Problem Solving	Communicating Reasoning
3	Above 20/Near 35	Above 1/ Near 60	Above 25/Near 70
4	Above 8/Near 31	Above 12/Near 42	Above 8/Near 35
5	Above 11/Near 37	Above 16/Near 42	Above 5/Near 47
6	Above 13/Near 48	Above 9/Near 57	Above 9/Near 78
7	Above 36/Near 42	Above 30/Near 48	Above 45/Near 33
8	Above 21/Near 42	Above 15/Near 52	Above 0/Near 84

Findings from the Analysis of this Data:

For grades 3-7, an average of 63% of students, based on CAASPP, are not meeting grade level standards in mathematics overall. However, an average of 58% of students are near or above proficiency in the understanding of concepts and procedures. An average of 67% are proficient in problem solving, and an average of 71% are proficient in communicating reasoning.

Differentiation of instruction emphasizing rigor (conceptual, procedural, fluency, and application) based on student need must be implemented systematically on a daily basis to improve learning of each student. An accountability system to ensure instructional modifications based on progress monitoring will be employed in each classroom.

Means of evaluating progress & group data needed to measure gains:

Interim and Summative CAASPP
Grade Level Class Assessments
ST Math
Instruction supervision documents

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Learning- Demonstrate understanding of concepts, skills, and application through increased opportunities to problem solve, investigate, collaborate in a variety of groupings, and communicate.	08/10/16-06/08/17	Teachers PLC Team Instructional Coach GIA Principal.	ST Math	4000-4999: Books And Supplies	LCFF	5,775.00
			Technology support	4000-4999: Books And Supplies	LCFF	4000.00
Student Learning - Daily differentiated instruction via a variety of groupings and use of technology to support student needs in both reading and writing. Increase instructional opportunities for students to collaborate, critically think, and be creative.	08/10/16-06/08/17	Teachers PLC Team Instructional Coach GIA Principal.	Instructional Aide	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2910.05
Tier 2 and Tier 3 Student Afterschool Intervention	10/01/2016-06/08/2016	Student Nest	Student Nest License for Math Intervention	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	50.00
		Teacher	Teacher to provide after school tutoring	1000-1999: Certificated Personnel Salaries	SES-Tutoring	2452.50

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:

SUBJECT: English Language Development
LEA GOAL:
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 English Learner (EL) student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By June 2017, all EL students will progress at least one EL proficiency level as measured by CELDT. By June 2017, 75% of EL students will at least meet proficiency on CAASPP English Language Arts assessments.
Data Used to Form this Goal:
CELDT 2016 AMAO 1: 61%: 1% below Target of 62% AMAO 2: 27.6% attaining English Proficient Level Target 25.5%
Findings from the Analysis of this Data:
English Learner students are not progressing at the expected rate and are in need of further growth in English language acquisition along with ELA and ELD standards.
Means of evaluating progress & group data needed to measure gains:
CELDT EL Benchmark Tests Classroom Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Learning - Participate in differentiation and instruction to support their language acquisition and literacy development.	08/10/16-06/08/17	Teachers PLC Team Instructional Coach GIA Principal.	Release time for administering and analyzing assessment data	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
Teacher Capacity - Participate in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners.	08/10/16-06/08/17	Teachers PLC Team Instructional Coach GIA Principal.	PD	4000-4999: Books And Supplies	Title I Part A: Allocation	1522.90

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:

SUBJECT: School Culture
LEA GOAL:
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.
SCHOOL GOAL
Strengthen and maintain a school culture of acceptance and achievement that promotes positive choices and increases student engagement and connection to school as measured by Co and Extra Curricular participation, PBIS data, and attendance data.
Data Used to Form this Goal:
Student Attendance Student Co and Extracurricular Involvement PBIS data
Findings from the Analysis of this Data:
Even though attendance remains constant, the number of students leaving school early each day has been increasing resulting in reduced instructional minutes and late assignments. Integration of co-curricular activities into daily instruction has become a site expectation to ensure application of Common Core practices and to expand interest and connection learning choices for students. Incidences of bullying and disrespect among students is increasing. PBIS will integrate additional strategies to guide students to making positive decisions and choices when interacting with others.
Means of evaluating progress & group data needed to measure gains:
Attendance Data Participation in "Tiger of the Month", "Fun Fitness Fridays", performing arts presentations and monthly school-wide rewards. AERIES and PBIS documentation of conflict resolution and discipline Student participation numbers in co and extracurricular activities.

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Learning - Provide opportunities for students to build capacity to build character, and promote a healthy, safe and positive school culture.	08/10/16-06/08/17	Students Teachers PBIS Teams Instructional Coach GIA Principal.	Motivational materials for Overall Learning, competitions, and Character Recognition.	4000-4999: Books And Supplies	LCFF	300.00
Enhancing and improving Tier 1-Tier 2 positive behavior supports (PBIS)	08/10/16-06/08/17	PBIS Team Principal GIA	Data collection and disaggregation	5000-5999: Services And Other Operating Expenditures	LCFF	420.00

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:

SUBJECT: Parent Engagement
LEA GOAL:
LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
Increase by 10% parent opportunities of interest to acquire information, knowledge and skills as it relates to literacy to build parent capacity to support student learning at home and at school.
Data Used to Form this Goal:
2014-15 Parent Engagement Participation documentation 2014-15 Workshop and Meeting Schedules June 2015 Parent Survey
Findings from the Analysis of this Data:
Although participation started off strong with 22 families attending the first workshop, participation fell to 2 families by the end of the year. The connection between home and school can be strengthened if parent involvement opportunities are of interest and coupled with student performance activities.
Means of evaluating progress & group data needed to measure gains:
2015-16 Schedule of Parent Workshops and Meetings 2015-16 Parent survey 2015-16 Parent Workshop/Meeting evaluations 2015-16 Workshop/Meeting sign-in documentations 2015-16 Meeting/Workshop Minutes

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Learning - Provide parent engagement and literacy support events of interest to build parent capacity to support student learning at school and at home.	08/10/16-06/08/17	Teachers Instructional Coach GIA Principal.	Parent Engagement Resources	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	539.00
			Support at -home math and literacy materials for parent-student engagement	4000-4999: Books And Supplies	LCFF	300.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	20,779.88	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	580.10	0.00
Title I Part A: Allocation	24,143.00	0.00
Title I Parent Involvement	539.00	0.00
SES-Tutoring	5005.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	20,779.88
LCFF-SLIP	580.10
SES-Tutoring	5,005.00
Title I Part A: Allocation	24,143.00
Title I Parent Involvement	539.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	9,189.88
2000-2999: Classified Personnel Salaries	21,620.10
4000-4999: Books And Supplies	18,528.00
5000-5999: Services And Other Operating Expenditures	1,009.00
5700-5799: Transfers Of Direct Costs	700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	3,284.88
4000-4999: Books And Supplies	LCFF	16,375.00
5000-5999: Services And Other Operating	LCFF	420.00
5700-5799: Transfers Of Direct Costs	LCFF	700.00
4000-4999: Books And Supplies	LCFF-SLIP	580.10
1000-1999: Certificated Personnel Salaries	SES-Tutoring	4,905.00
4000-4999: Books And Supplies	SES-Tutoring	50.00
5000-5999: Services And Other Operating	SES-Tutoring	50.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	21,620.10
4000-4999: Books And Supplies	Title I Part A: Allocation	1,522.90
5000-5999: Services And Other Operating	Title I Parent Involvement	539.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	31,777.53
Goal: Mathematics	15,187.55
Goal: English Language Development	2,522.90
Goal: School Culture	720.00
Goal: Parent Engagement	839.00

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
Katie Sullivan		X			
Loan Pratt		X			
Julie Smith	X				
Rick Huntress		X			
Sovi Rosas			X		
Kimberly Ambrosini				X	
Jennifer Brown				X	
Yvette Vaz				X	
Liz Latham				X	
Alex Balenger				X	
				X	
Numbers of members of each category:	1	3	1	5	

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

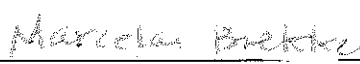


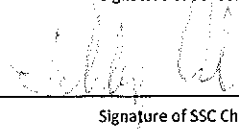
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

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 10/6/2016.

Attested:

 _____ Typed Name of School Principal	 _____ Signature of School Principal	10/06/2016 _____ Date
 _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	10/06/2016 _____ Date

Budget By Expenditures

Houghton-Kearney Elementary School

Funding Source: LCFF

\$20,779.88 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional materials	5700-5799: Transfers Of Direct Costs	\$700.00	English Language Arts	Student Learning - Daily differentiated instruction via a variety
Technology support	4000-4999: Books And Supplies	\$6,000.00	English Language Arts	Student Learning - Daily differentiated instruction via a variety
Professional Development and Growth	1000-1999: Certificated Personnel Salaries	\$404.88	English Language Arts	Teacher Capacity - Professional Development focused on
Release time for administering and analyzing assessment data.	1000-1999: Certificated Personnel Salaries	\$2,880.00	English Language Arts	Student Learning - Participate in differentiation and instruction to support their literacy development
ST Math	4000-4999: Books And Supplies	\$5,775.00	Mathematics	Student Learning- Demonstrate understanding of concepts, skills, and application through increased opportunities to problem solve, investigate, collaborate in a variety of groupings, and communicate.
Technology support	4000-4999: Books And Supplies	\$4,000.00	Mathematics	Student Learning- Demonstrate understanding of concepts, skills, and application through increased opportunities to problem solve, investigate, collaborate in a variety of groupings, and communicate.
Motivational materials for Overall Learning, competitions, and Character Recognition.	4000-4999: Books And Supplies	\$300.00	School Culture	Student Learning - Provide opportunities for students to build capacity to build character, and promote a healthy, safe and positive school culture.
Data collection and disaggregation	5000-5999: Services And Other Operating Expenditures	\$420.00	School Culture	Enhancing and improving Tier 1-Tier 2 positive behavior supports (PBIS)
Support at -home math and literacy materials for parent-student engagement	4000-4999: Books And Supplies	\$300.00		Student Learning - Provide parent engagement and literacy support events of interest to build parent capacity to support student learning at school and at home.

Houghton-Kearney Elementary School

LCFF Total Expenditures: \$20,779.88

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$580.10 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library materials	4000-4999: Books And Supplies	\$580.10	English Language Arts	Student Learning - Daily differentiated instruction via a variety

LCFF-SLIP Total Expenditures: \$580.10

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$5,005.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Nest License for Math Intervention	5000-5999: Services And Other Operating Expenditures	\$50.00	Mathematics	Tier 2 and Tier 3 Student Afterschool Intervention
Teacher to provide after school tutoring	1000-1999: Certificated Personnel Salaries	\$2,452.50	Mathematics	Tier 2 and Tier 3 Student Afterschool Intervention
Student Nest Licenses for identified students in ELA	4000-4999: Books And Supplies	\$50.00	English Language Arts	Tier 2/ Tier 3 - Student Afterschool Intervention
Teacher to provide afterschool tutoring	1000-1999: Certificated Personnel Salaries	\$2,452.50	English Language Arts	Tier 2/ Tier 3 - Student Afterschool Intervention

Houghton-Kearney Elementary School

SES-Tutoring Total Expenditures: \$5,005.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation \$24,143.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional Aide	2000-2999: Classified Personnel Salaries	\$2,910.05	Mathematics	Student Learning - Daily differentiated instruction via a variety
Instructional Aides	2000-2999: Classified Personnel Salaries	\$14,300.00	English Language Arts	Student Learning - Daily differentiated instruction via a variety
Instructional Aides - extra help	2000-2999: Classified Personnel Salaries	\$4,410.05	English Language Arts	Student Learning - Daily differentiated instruction via a variety
Release time for administering and analyzing assessment data	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Development	Student Learning - Participate in differentiation and instruction to support their language acquisition and literacy development.
PD	4000-4999: Books And Supplies	\$1,522.90	English Language Development	Teacher Capacity - Participate in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners.

Title I Part A: Allocation Total Expenditures: \$24,143.00

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

Funding Source: Title I Parent Involvement \$539.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Houghton-Kearney Elementary School

Parent Engagement Resources	5000-5999: Services And Other Operating Expenditures	\$539.00	Student Learning - Provide parent engagement and literacy support events of interest to build parent capacity to support student learning at school and at home.
Title I Parent Involvement Total Expenditures:		\$539.00	
Title I Parent Involvement Allocation Balance:		\$0.00	
Houghton-Kearney Elementary School Total Expenditures:		\$51,046.98	

Title I School-Level Parental Involvement

Title I School-Level Parental Involvement Policy Houghton Kearney K-8 School

Houghton Kearney K-8 School has developed a written Title I parental involvement policy with input from Title I parents. The School Site Council along with teachers and input from ELAC parents has designed the policy. At the initial parent conferences Title I parents are given the policy along with a description of the Individual Learning plan for each student. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Houghton Kearney, the following practices have been established:

1. An annual meeting to inform parents of Title I students about Title I policy, requirements, programs, and about the right of parents to be involved in the Title I program. An agenda is posted at the site and parents are notified via an Ed Connect message by phone and email. In addition, written flyers are sent home with students in both English and Spanish. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ELAC meetings are Tuesday evenings, SSC meetings are at 7:45 am Friday mornings.

The agenda of the meeting is as follows:

Purpose of Annual Meeting

Purpose of Title I

Title I Law and CUSD Policies

Title I Part A: Parent Involvement

CUSD Board Policy: Parent Involvement

CUSD Policy: Uniform Complaint Procedures - Programs

Title I Program Services at HK

Criteria for Selecting Participants

Title I Program Services and Budget

Title I Parent Involvement Budget (1%)

Annual Student Review Process (At Risk or Retention/Title I Forms and parent conferences)

School-Home Compact

Parent Input

Parent Input/Questions and Answers

2. Title I parents are given timely information about the programs when meeting with teachers at initial conference time, at any time their students are in need of an unplanned conference, and at the at-risk conference time in the spring.
3. Parents of Title I students are encouraged and given opportunities to discuss, question, review, and improve Title I programs and parent involvement at the following scheduled meeting times throughout the school year: Title I, English Learner Advisory Committee, School Site Council, HK Community Club, Local Control Accountability Plan and parent workshops. In addition, input deemed appropriate on the programs that have impact on their children is encouraged at any time.
4. Houghton Kearney provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress; and the proficiency levels students are expected to meet.
5. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children.

School-Parent Compact

Houghton Kearney distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction
2. The ways parents will be responsible for supporting their children's learning
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Houghton-Kearney School
SCHOOL – PARENT COMPACT
Three-Way School Pledge

Staff Pledge:

Houghton-Kearney 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:

- Provide parents with grade level Common Core State Standards to be taught and mastered for the school year;
- Create a partnership with every family in my class - including opportunities to volunteer;
- Monitor student progress in all subjects and report progress to parents every nine weeks;
- Communicate with parents via weekly correspondence, website access, and/or conferences;
- Provide assistance to students as soon as it is needed and call home with specific concerns as needed;
- Continually implement best instructional strategies and procedures so that I can successfully teach *all* children;
- Assign work that is relevant and make sure students understand the assignment and what they'll learn from it, and grade it promptly;
- Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community; and
- Promote CUSD's Guiding Principles – Belief, Vision, Mission, and Core Values.
- Respect the school, students, staff and families.

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:

- Report to class on time every day and be prepared for class by having the materials I need;
- Take all communication home to my parent(s)/guardian;
- Read independently at least 20 minutes every day;
- Let my teacher and family know if I need help;
- Do my homework every day, and turn it in when it is due;
- Display Tiger PRIDE behavior that could earn the Tiger of the Month award;
- Be responsible for my own behavior and school property (i.e. library and classroom books, tablets, electronic devices);
- Know and follow school and class rules;
- Participate in classroom activities and try to participate in at least one extra-curricular opportunity; and
- Respect the school, classmates, staff and families.

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:

- Make sure my child gets to school on time every day, remains at school until the end of instruction, gets enough sleep, is provided proper nutrition, and receives medical attention as needed;
- Provide a quiet time/place for my child to complete homework;
- Retrieve and review all school communications daily;
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events;
- Read with my child at least 20 minutes a day or provide a time/place for my child to read at least 20 minutes a day;
- Monitor my child's homework assignments and child's use of tablet and other electronic devices;
- Let the teacher know if my child has any problems with learning;
- Support the school's/district's homework, discipline, dress code and attendance policies;
- Communicate the importance of education and learning to my child;
- Volunteer when possible; and
- Respect the school, staff, students, and families;

Parent/Guardian Signature

Date

Building Capacity for Involvement

Houghton Kearney 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 has established the following practices.

1. Assists Title I parents in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Through conferences, progress reports, newsletters, report cards and periodic contact with individual teachers. School-wide information is also given at School Site Council, English Learner Advisory Committee, Local Control Accountability Plan, and HKCC meetings to provide parents with a comprehensive view of the overall school achievement and programs.
2. Provides Title I parents with materials (handbook) and training to help them work with their children to improve their children's achievement.
3. Educates staff, with the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parents and staff are encouraged to maintain frequent communication, both formal and informal.
4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Closing the achievement gap in improving the student learning for all students underlies the overall emphasis of our vision and mission at HK. Every student achieving at high levels naturally means that Title I students will be given particular focus and interventions.
5. The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
6. The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Houghton Kearney provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

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

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> are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC 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 posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>

Escuela Primaria de Houghton-Kearney Póliza de Participación de Padres a Nivel Escolar del Título I

La escuela primaria de Houghton-Kearney desarrollo un título 1 escrito que la política de participación con aportes de los padres del Título I. El Consejo Escolar junto con los maestros/a diseñado la política. En los originales conferencias de padres de título 1 los padres reciben la política junto con una descripción del Plan de aprendizaje Individual para cada estudiante. La política de la escuela primaria de Houghton-Kearney describe los medios para realizar los siguiente requisitos de participación parentales de título I. [participación parental del título I, 20 USC 6318 (a) - (f)]

Participación de Padres en el Programa Titulo I

Houghton-Kearney realiza lo siguiente:

1. Una junta anual para informar a padres de estudiantes del título I sobre los requisitos del título I y sus derechos de participación en el programa del título I. El programa se encuentra publicada en el sitio web y los padres son notificados por medio y el mensaje de conexión por teléfono y correo electrónico. En adicional folletos escritos son enviados a casa con los estudiantes, tanto en Inglés y Español. La escuela ofrece varias juntas disponibles para los padres de Título I, por ejemplo juntas por las mañanas o en las Tardes. Juntas ELAC son los martes en la tarde, juntas SSC son a las 7:45am los viernes.

La agenda de la junta es lo siguiente:

Propósito de la Junta Anual

Propósito del programa Titulo I

Ley del Título I y Políticas de CUSD

- Parte A del título I: Participación del padre
- Junta Directiva de CUSD: participación de los padres
- Política de CUSD: Procedimientos uniformes de queja – programas.

Servicios del programa del título I en la escuela de Houghton-Kearney

- Servicios y presupuesto del programa de Título I
- Presupuesto de participación de los padres del Título I (1%)
- Proceso de Revisión Anual de Estudiante (en Riesgo o Retención / formas de Título I y conferencias con los padres)
- Acuerdo de Escuela-Hogar
- Aportes de padres

Aportes de Padres/Preguntas y Respuestas

2. Los padres de título I se reúnen en las conferencias originales de padres/maestros, cualquier momento que sus estudiantes están en necesidad de una Conferencia no planificada y Conferencia de riesgo, esta conferencia se realiza en la primavera...

3. Padres de los estudiantes del título 1 se anima y les da oportunidad para discutir, cuestionar, revisar y mejorar los programas de Título 1 y participación de los padres en los siguientes horarios de reuniones programadas durante el año escolar: Título 1, el comité de aprendizaje de Inglés, y el club de la comunidad, Plan de Control Local y Rendimiento de Cuentas, y Talleres de Padres. Además, para agregar aportes según se considere adecuado sobre los programas que tienen impacto en sus hijos se anima en todo momento.

4. La información del título I se da a los padres y a los estudiantes apropiados en la conferencia original y según lo necesitado después de eso. La aprobación del plan se hace en el Consejo Escolar de la escuela y una junta anual del padre del título 1.

5. La escuela Primaria de Houghton-Kearney ofrece a los padres de estudiantes del Título I con una explicación del plan de estudios, evaluaciones, y niveles de dominio se espera que los estudiantes se reúnen en la conferencia original y a lo largo de la manera según lo necesitado basado en el logro y progreso del estudiante.

Acuerdo de Escuela-Hogar

La escuela primaria de Houghton-Kearney ha desarrollado conjuntamente y distribuido a los padres de los estudiantes del Título I un acuerdo entre la escuela y los padres que describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad para mejorar el logro académico de los estudiantes. También se describe cómo la escuela y los padres desarrollarán una asociación para ayudar a los niños a alcanzar competencia en los estándares de contenido de California. El contrato entre la escuela y los padres describen los elementos siguientes, además de los elementos agregados por los padres de estudiantes Título I:

1. Responsabilidad de la de la escuela para proporcionar currículo Instrucción de alta calidad
2. Responsabilidad de los padres para apoyar el aprendizaje de sus hijos
3. La importancia de la comunicación

Approved ELAC 5.3.16

SSC 5.6.16

3. La importancia de la comunicación en curso entre los padres y profesores a través de, las conferencias anuales, los Informes sobre el progreso del estudiante, el acceso al personal, y las oportunidades para ser voluntario y observar y participar en el programa educativo.

En la junta anual de Título I se les dio a los padres la oportunidad de discutir y de dar aportes en el acuerdo del padre del título I y las políticas del Título I de la escuela primaria de Houghton-Kearney.

Escuela de Houghton-Kearney
ACUERDO ENTRE LA ESCUELA Y LOS PADRES
Promesa Escolar de Tres Partes

Compromiso de personal:

Houghton-Kearney entiende su responsabilidad de proporcionar currículo e instrucción de alta calidad. Por lo tanto, como profesor de su hijo, estoy de acuerdo para llevar a cabo las siguientes responsabilidades con lo mejor de mi capacidad:

- Proporcionar los padres los Estándares Estatales Comunes que se enseñarán y dominados por el año escolar;
- Crear una asociación con todas las familias de mi clase - Incluyendo las oportunidades para ser voluntario;
- Observar el progreso del estudiante en todas las temas de aprendizaje y reportar el progreso a los padres cada nueve semanas;
- Comunicarse con los padres o correspondencia semanal acceso a página web/o conferencias;
- Proporcionar asistencia a los estudiantes tan pronto como sea necesario y llamar a casa con preocupaciones específicas según sea necesario;
- continuamente implementar las mejores estrategias de enseñanza y los procedimientos para que yo pueda enseñar con éxito a todos los niños;
- Tarea que sea relevante y asegurarse de que los estudiantes entienden la tarea y lo que van a aprender de él, y el grado puntualmente;;
- Participar en las oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje, y apoyar la formación de asociaciones con las familias y la comunidad;
- Promover Rectores de CUSD Principios- Creencia, Visión, Misión, y Valores Fundamentales.
- Respetar la escuela, estudiantes, personal y familias.

Firma de Maestro/a

Fecha

Compromiso del Estudiante

Me doy cuenta que mi educación es importante. Sé que soy el responsable de mis propios éxitos. Por lo tanto, estoy de acuerdo para llevar a cabo las siguientes responsabilidades con lo mejor de mi capacidad:

- Llegar a clase puntual todo los días y venir preparado con todo los materiales necesarios;
- Entregar todas las comunicaciones para el hogar a mis padres/guardián;
- Leer independiente por lo menos 20 minutos cada día;
- Permitir que mi maestro/a y mi familia sepan si necesito ayuda;
- Hacer mi tarea todos los días, y entregarlo cuando es debido;
- Visualizar el comportamiento del tigre ORGULLO que podría ganar el premio del tigre del mes demostrando;
- Ser responsable de mi propio comportamiento y propiedad de la escuela (los libros de texto de la biblioteca y salón de clases, tabletas, dispositivos electrónicos);
- Conocer y seguir las reglas de la escuela y de clase;
- Participar en las actividades de clase y tratar de participar en al menos una oportunidad extra-curriculares, Respetar la escuela, a los estudiantes, al personal y a las familias;

Firma del Estudiante

Fecha

Compromiso de la familia/Padres

Approved ELAC 5.3.16
SSC 5.6.16

Entiendo que mi participación en la educación de mi hijo ayudará a su logro y actitud. Por lo tanto, continuaré llevar a cabo las responsabilidades siguientes al mejor de mi capacidad.

- Asegúrese de que mi hijo llegue a la escuela a tiempo todos los días, permanece en la escuela hasta el final de la instrucción, duerma lo suficiente, se proporciona una nutrición adecuada, y recibe la atención médica cuando sea necesario;
- Proporcionar un lugar/tiempo tranquilo para que mi niño/a haga la tarea;
- Recuperar y revisar todas las comunicaciones escolares diariamente;
- Asistir a Noche de Regreso a la escuela, conferencias de padres y maestros, casa abierta y otros eventos escolares;
- Leer con mi hijo por lo menos 20 minutos al día, o proporcionar un tiempo / lugar para que mi hijo lea por lo menos 20 minutos al día;
- Supervisar la tarea de mi niño misiones y utilización de niños de Tablet y otros dispositivos electrónicos;
- Permitir que el maestro/a sepa si mi hijo tiene problemas de aprendizaje;
- Apoyar las políticas de la escuela / distrito la tarea, la disciplina, código de vestimenta y asistencia;
- Comunicar la importancia de la educación y el aprendizaje de a hijo;
- Ser voluntario cuando sea posible;
- Respetar la escuela, personal, estudiantes y sus familias;

Firma del Padre/Guardián

Fecha

Construyendo la Capacidad de participación

La escuela primaria de Houghton-Kearney compromete a los padres del Título I en las Interacciones significativas con la escuela. También apoya una asociación entre el personal, los padres, y la comunidad para mejorar el logro académico del estudiante. Para ayudar a alcanzar estos objetivos, la escuela hace lo siguiente:

1: Asistir a los padres del Título I en la comprensión de los estándares de contenido académico, evaluaciones, y la forma de supervisar y mejorar el rendimiento de sus hijos. A través de conferencias, informes de progreso, boletines informativos, boletines de calificaciones y el contacto periódico con maestro/a. La información de Schoolwide también es dada en SSC, ELAC, y reuniones de HKCC a proporcionar a padres con una visión comprensiva del rendimiento escolar y los programas.

2. Proporciona materiales y capacitación para ayudar a los padres del Título I trabajar con sus hijos para mejorar el rendimiento de sus hijos. Dando a los padres un manual sobre el Título I y la información del estudiante individual que puede ser útil para los padres.

3. Educar al personal, con el apoyo de los padres del Título I en el valor relativo de las contribuciones y cómo trabajar con los padres como socios iguales. Participación de los padres en Houghton-Kearney está en niveles muy altos. Los padres frecuentemente se comunican con maestros y personal de manera formal e Informal.

4. Coordinar e integrar la participación del Programa Título I para padres con otros programas y realiza actividades de otros, tal como centros de recursos para padres, que animan y apoyan a familias en participar más plenamente en la educación de sus hijos. Cerrando la diferencia de logro en el mejoramiento del estudiante que aprende para todos los estudiantes es la base de importancia de nuestra visión y misión de H-K

Todos los estudiantes que han alcanzado altos niveles, naturalmente, significa que los estudiantes del Título I se dará atención especial y intervenciones.

5. A los padres de Título I se les distribuye información relacionada con los programas escolares y juntas y otras actividades en una forma y lenguaje que los padres puedan entender. Esto se lleva a cabo en las conferencias, el Consejo Escolar, y la junta Anual de Título I.

6. Se proporciona apoyo para actividades de participación paternales solicitadas por padres de Título I en una base en curso.

Accesibilidad

La Escuela Primaria de Houghton-Kearney ofrece oportunidades para todos los padres del Título I para participar, incluyendo a los padres con dominio limitado del Idioma Inglés, los padres con incapacidades, y padres de estudiantes migratorios. Esto incluye proporcionar información y reportes escolares en una forma y lenguaje que los padres entienden.

Centros de información y Recursos para Padres (PIRC)

Los PIRC son financiados por el Departamento de Educación de EE.UU. Proporcionan servicios tanto a nivel local como estatal. California cuenta con dos PIRC: PIRCI, Proyecto de Inspiración (Project Inspire) en la Asociación de Educación Bilingüe de California

Approved ELAC 5.3.16

SSC 5.6.16

(California Asociación of Bilingüe Educación), Cován, CA y PIRC2, Cal-PIRC en las Academias de Cambridge (Cambridge Academias), Modesto, CA. Sitio de web es <http://www.nationalpirc.org/directory/CA-7.html>

PIRC1, Proyecto de Inspiración 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. Proyecto de Inspiración proporciona 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. Los talleres están disponibles en diferentes idiomas.

PIRC2, Cal-PIRC estableció en tres Centros de Recursos e Información para Padres en el norte y centro de California. Carpir proporciona servicios directamente a los padres y escuelas en comunidades seleccionadas dentro de los Condados de Merced y Stanislaus y en las área del Oeste de Sacramento. También proporciona 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/>