

The Single Plan for Student Achievement

School: Magee Academy of Arts and Sciences
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District: El Rancho Unified School District
Principal: Gisela Castanon
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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.

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School Vision and Mission

Magee Academy of Arts and Sciences's Vision and Mission Statements

"Magee Brings Out the Best in Me!"

Mission Statement:

Magee Academy of Arts and Sciences is preparing all of our students for their future to be productive members of our society by developing every individual's desire to learn and achieve.

Vision Statement:

Magee Academy of Arts and Sciences is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students and our entire school community shares the belief that all children can and will learn. Magee provides students opportunities for enrichment, intervention, and remediation as necessary.

Magee Academy of Arts and Sciences utilizes research-based teaching and learning practices in reading, mathematics, science, technology and the arts. Students make interdisciplinary connections, engage in project-based learning, and work collaboratively as they develop and refine new skills. Instruction in core academic areas, as well as enriching learning opportunities in the arts and science, allow for extended learning and participation in live performances, with public showcases of student work. Magee provides students with challenging learning activities that develop their ability to demonstrate creativity, communicate effectively, collaborate with others, engage in critical thinking and assume leadership roles. Social justice and community development are integral themes throughout the grade levels, as we nurture and guide our students to be thoughtful and caring citizens.

We are committed to the following goals:

- * To teach all students not only how to read, but also to enjoy reading.
- * To make sure that all students gain an understanding of mathematical concepts and the role that math plays in all areas of life.
- * To appreciate history and the unique role it plays in informing today's decisions.
- * To develop an interest in and an understanding of science.
- * To write fluently for a variety of purposes.
- * To use technology as a tool to enhance all areas of the curriculum.
- * To develop learners whose curiosity about the world around them leads them to a fulfilling life.

We are guided in our strive to students' academic excellence because:

- * We believe collaboration and continuous dialogue promotes high achievement and academic success for all.
- * We believe that each child has a unique pathway to learning. We begin where they are and facilitate their academic progress toward reaching their fullest potential.
- * We believe open communication between staff, students and parents fosters connections critical to the success of all students.
- * We believe modeling, teaching, and applying the six character traits of CHARACTER COUNTS! (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) develops well-rounded, contributing citizens for the future through Positive Behavior Interventions System (PBIS).
- * We believe a positive school culture and climate embraces the joy of learning.

School Profile

Magee Academy of Arts and Sciences is dedicated to producing academically proficient students of strong character by engaging all stakeholders and establishing high expectations for all students. We value integrity and accountability and believe all students have the potential to learn and succeed in school.

Magee Academy of Arts and Sciences is located in the south end City of Pico Rivera. Pico Rivera is located in southeast Los Angeles County. Magee Academy serves as the heartbeat of our community. Magee is one of 8 elementary schools which make up the El Rancho Unified School District along with three middle schools, two comprehensive high school and one alternative placement high school.

Magee Academy currently serves 452 students in grades TK-5 and it is our mission to provide a nurturing and academically

challenging environment where students are best prepared to become responsible and conscientious intellectual and civic leaders of tomorrow. At Magee, our goal is to ensure that all of our students are prepared for personal and academic success in a global society.

Magee Academy is committed to creating an academic environment where student learning is dynamic and focused on critical thinking skills. Along with incorporating technology into our instruction, teachers, classified employees, administrators, and families work together for the betterment of students in an atmosphere of trust and commitment. Parents are equal partners and hold a position of responsibility in the education of our students.

Magee Academy has accepted the challenge of raising student achievement by providing our students with a comprehensive and rich educational setting. Magee staff members work in close collaborative teams in order to best meet the individual needs of students with specific focus on literacy skills, math skills, and English Language Development. Magee's academic goal is to ensure that each of our students reach grade level proficiency in Language Arts, Literacy, and Math as measured by our district benchmarks.

We are focused on:

Relationships: which provide students with an engaging, culturally responsive curriculum and instruction that families and our students communities in school culture.

Relevance: which provides opportunities to students to connect with peers and professionals in science, technology, arts, and humanities by making the classes taught at Magee relate to our students interests, backgrounds, and real life issues.

Rigor: which provides students with access to academic and social support services that provide a challenging academic curriculum to prepare students for college and careers.

Magee Academy students are instructed by highly qualified teachers. El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium.

Magee students are served by 15 Teachers, one Digital Learning Coach, a Resource Specialist Teacher, one part time Mental Health Counselor, one Speech Pathologist, a part-time School Psychologist, and a Library Media Clerk. Administration and support staff include one full time principal, one character development/community liaison consultant, an instructional aides, three special education instructional aides, and one college tutor. Magee Academy also has a State preschool housed on our campus and one Special Education Pre-School classrooms which provides readiness skills for pre-school aged students. This partnership with preschool assists Magee by better preparing students entering Kindergarten.

El Rancho Unified School District provides Transitional Kindergarten (TK), which is a bridge between preschool and kindergarten for children turning 5 years old between September 2nd and March 2nd of the 2017-2018 school year. It is a two-year program based on kindergarten standards and is designed to support young 4-5 year olds. Entering TK students are provided transitional support through a variety of activities and are taught by credentialed teachers from the K-12 system. TK provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures growth. Magee's student demographic data consists of 93% Hispanic/Latino, 2% White, 1% African-American. Additionally, 42% of our students are English Language Learners, with 78% of the Magee student population currently receiving free or reduced-price lunch. Parents at Magee report that 19% of our students' parents do not have a high school diploma, 39% of the Magee parents have graduated from college, 25% have completed "some college," and a combined 9% of our Magee parents have earned a bachelor's and/or graduate degree.

Magee operates on a traditional academic calendar. Approximately 90 Magee students participate in Recreation & Education Accelerating Children's Hope (REACH), a free after-school program which is coordinated and operated by the City of Pico Rivera on the Magee campus. REACH provides students quality after school care, a safe environment, homework assistance, literacy development, enriching activities and snack for students in grades TK-5.

Magee Academy has a Computer Lab with 30 computers and there are multiple mobile computer labs with laptop computers and Chromebooks available to students and staff members. Every Magee classroom is equipped with Internet access and the entire campus has recently been equipped with wireless internet access. In addition, there are full day library services for students in grades TK-5 with a large selection of Accelerated Reader books.

Kinder students receive 41,300 minutes of instruction each year, 1st and 2nd grade students receive 52,700 instructional minutes, 3rd-5th grade students receive 55,600 instructional minutes. There are 36 modified days during the school year when students are dismissed early to allow for staff development activities in the afternoon. There are also 4 minimum days when both students and staff have an early release day. There are 185 school days in the 2017-2018 school year.

Strong, research based instructional methodologies are used throughout the school. The extended day program is available to identified at risk and identified English Learners through after school tutoring and English Language Literacy Support Classes (ELLSC). Grant programs at Magee are the REACH extended day program and Safe Schools/Healthy Students which provides mental health services for students and their families. Transitional Kindergarten through second grade students participate in Good Behavior Games (GBG). All students participate in the district adopted CHARACTER COUNTS!, Olweus Bullying Prevention Program, and Positive Behavior Intervention System (PBIS) that are also funded through the Safe Schools/Healthy Students Grant.

Our goal is for all Magee students to reach grade level proficiency in all academic areas according to district established goals and standards. Progress toward this goal is monitored through site and district benchmark assessments, California English Language Development Test (CELDT), and the English Learner reclassification rate. Monitoring progress indicators takes place on an on-going basis as data drives all instruction, programming, and extended day programs.

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).

The following are sample questions that parents were asked in a survey. These questions were asked to see how we could enhance communication between home and school and how we could increase parent participation.

- * What are the different methods by which you receive information about your child (i.e. academic and school activities)?
- * In an average week, how often do you and your child's teacher communicate?
- * To ensure your child's academic success, what topics would you like more information about?
- * How many times a week do you check your child's homework? (To ensure the monitoring of his/her academic progress)
- * How often do you volunteer at your child's school?
- * Please indicate which of the following events/meetings you have attended in the last two years?
- * What reasons, if any, prevent you from attending school functions such as Back to School Night, Open House, Preview the Standards, Parent Teacher Organization (PTO) meetings, School Site Council (SSC), etc.?
- * In order for you to participate in parent involvement programs at your child's school:
- * Is there anything else you would like us to know that would help increase parent involvement at our school?

429 surveys were sent out, 136 surveys were returned (32%)

74% of parents who answered the survey informed the school that, depending on the teacher, they receive information via flyers, texts, or emails. From school, they receive information via an automated phone calls or flyers.

92% of parents who answered the survey indicated they attended most of PTO sponsored events, such as Donuts with Dad, Lunch with Someone Special, or Muffins with Mom.

38% of parents who answered survey stated that they would volunteer if they didn't have to get fingerprinted or pay for fingerprinting so that they could be approved by district to help in classroom. *

(*This was discussed with different parent groups, and the concern regarding fingerprinting is immigration status and/or lack of social security number)

Classroom Observations

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

Classroom observations are conducted by the principal throughout the school year. Some visits are unannounced, while others are scheduled with the teacher, prior to the principal visiting the classroom.

The frequency of the observation by the principal varies by teacher experience and performance.

Feedback based on observations is given to teachers when they conference with principal and usually receive observation feedback in writing.

Formal teacher evaluations are conducted on a continuing basis. Permanent teachers are formally evaluated no less than once every two years, unless teachers have been employed by El Rancho for at least ten years and are deemed highly qualified, and whose recent evaluation met or exceeded standards, shall be evaluated no less than once every five years. Teachers are evaluated on the California Standards for the Teaching Profession.

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)

At Magee Academy, data from state and local assessments is used to drive our instruction. Data is used to assist in improving instructional delivery as it provides a clear analysis of student performance relating to specific standards and learning objectives. By incorporating the use of data derived from State and local assessments, the Magee staff is better able to ensure that all students achieve.

All federal, state, and local services and programs are coordinated and integrated at Magee as outlined throughout the SPSA plan.

Magee incorporates the use of EADMS where teachers administer grade-level benchmark assessments. Along with benchmark assessments, Magee teachers incorporate California Assessment of Student Performance and Progress (CASSPP) test results, CELDT, , Avenues Unit tests, Accelerated Reader tests, and EADMS district and site benchmark assessments.

Magee teachers are provided with data to identify strengths and weaknesses of student performance. Collaboration time is provided for teachers during modified days to meet with their grade-level team in order to enhance, modify, or adjust instruction in order to better meet the academic needs of each student. The following data is utilized:

- * California Science Standards Test and CAASPP
- * California English Language Development (CELDT)- Measures the English Language Development of students whose primary language is a language other than English. Includes assessments in English reading, speaking, and written skills.
- * District Assessments (EADMS) and the monitoring of all students
- * Avenues- District adopted English Language Development curriculum that is taught and used to assess student progress and fluency toward English fluency and proficiency.
- * Summative tests from the Houghton Mifflin English Language Arts (ELA) Program.
- * Chapter and Unit tests in Mathematics, Go Math
- * Writing samples to assess students' progress towards meeting standards for writing conventions and writing strategies.
- * Performance tasks
- * Project Based Learning (PBL)

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

Through staff discussions, data analysis, and observations, it was concluded that we will continue to focus on students that are not achieving grade level proficiency in language arts and mathematics, and monitor the progress of our English Learners. By focusing on Common Core standards and using EADMS to analyze data, teachers can focus on how to improve instruction to continue to strengthen student achievement and grade level proficiency.

Staffing and Professional Development

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

Magee Academy students are instructed by highly qualified teachers.

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

All teachers at Magee have the necessary credentials to teach the grade level they are teaching. Magee Academy students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by NCLB.

Professional Development is provided by the district and/or site administrators during scheduled professional development days and scheduled modified days. There are also opportunities for teachers to attend additional workshops and conferences.

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

Input from administration and certificated staff regarding staff development is gathered from analysis of California Standards Test scores and analysis of site and benchmark scores. All staff development is focused on raising student achievement through standards-based instruction and the implementation of common core standards. Due to the Program Improvement status of the district, much of the staff development is directed by the district through consultants, administration, and leadership training.

All teachers at Magee have received training on Project Based Learning (PBL) and student engagement and motivation. They have also received training on depth of knowledge questions and the "four C's" of common core, which are collaboration, creativity, critical thinking, and communication. Magee teachers work collaboratively to design academic lessons.

Magee teachers meet every Wednesday. These modified days provide the Magee staff with weekly opportunities to collaborate, share ideas, design explicit direct instruction lessons, or to meet other academic planning needs, such as integrating technology into lessons. Professional development is also provided to staff on these days.

Through staff collaboration, teachers share assessment results, and formulate action plans to address standards where students are performing below grade level, plan interventions, and discuss successful instructional strategies. Teachers also use data gathered through analysis of district benchmark assessments to create a classroom assessment plan to direct teaching and lessons toward targeted students in each class.

As the budget allows, administration and teachers also attend conferences and workshops to keep up with current trends in education and instruction, receive training in methods to raise student achievement, see state of the art technology, review instructional materials, and network and share ideas with other educators.

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

El Rancho Unified School District continues to provide a variety of incentives to attract and maintain the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTS Consortium. Magee has a full time Digital Learning Coach (DLC). The DLC provides support for students and teachers through distribution and analysis of data, procurement of instructional materials, professional development, digital learning, and CAASPP training.

Our DLC professional responsibilities include the training and support to teachers and students so that the use of technology is integrated across all curriculum subject areas by bringing practices that have been studied using a variety of research methods

into classrooms by working with teachers. The DLC has set aside a significant portion of her time to offer classroom modeling, supportive feedback, and specific observations of individual teaching practices. In addition, she organizes, supports, and instructs students who are not meeting grade level proficiency during academic interventions that focus on literacy and math skills throughout the school day.

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

There are 36 modified days during the school year when students are dismissed early to allow for staff development activities and collaboration in the afternoon. There are also 4 district wide professional development days where teachers have the opportunity to meet with colleagues from other sites in the district to collaborate.

Teaching and Learning

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

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in language arts, math, social studies, science, and English language development (ELD) used in the elementary schools. All the core subjects taught at Magee Elementary have approved textbooks aligned to the State’s content and performance standards. Every student is assigned the necessary standards-based instructional textbook and workbook in the core subjects. Current educational practices follow all State and District prescribed guidelines. All students have equal access to programs, textbooks, and learning materials. Parents are part of the decision-making process and there is a philosophy of high expectations to ensure that every student can reach their fullest potential.

The following are the core textbooks:

English Language Arts: Houghton Mifflin, Reading

English Language Development (ELD): Hampton Brown, Avenues

Mathematics: Houghton Mifflin-Harcourt, Go Math

History/Social Studies: Scott Foresman, History-Social Science for California

Science: MacMillan/McGraw-Hill, California Science

Alignment of curriculum is an on-going process. Teachers collaborate in grade levels to review and revise classroom instruction in order to meet student needs and to ensure alignment state assessments blueprints. All grade levels administer standards-based benchmarks and analyze the results through the Educational Administrative Data Management System (EADMS) to identify areas of concern on assessed standards. An action plan is then developed to provide intervention for those students not meeting grade level standards. Instruction is also modified based on the analysis of benchmark results.

Through the use of classroom assessment plans that teachers complete for each class at the beginning of the school year, instruction is modified to meet student needs with a focus on students who are not meeting grade level standards.

As a result of professional development teachers have began to implement Project Based Learning (PBL), Depth of Knowledge questions, and student engagement strategies in order to successfully teach grade level standards daily. Teachers are also incorporating extensive English Learner strategies and cognitive strategies into daily lessons to improve content area literacy for all students. Teachers are also focusing in implanting creativity, critical thinking, collaboration, and communication among students to implement the rigor of Common Core in their classroom. During department meetings, teachers collaborate to develop lesson plans that incorporate the standards that need to be focused on into their curriculum in an effort to raise student achievement.

English Learners receive instruction in grade level standards through their standards-based English Language Arts class and ELD standards during their ELD class time.

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

Kinder students receive 42,905 minutes of instruction each year. 1st and 2nd grade students receive 52,700 instructional minutes, 3rd- 5th grade students receive 55,600 instructional minutes.

All classrooms exceed recommended instructional minutes.

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

Alignment of curriculum is an on-going process. Teachers collaborate in grade levels to review and revise classroom instruction in order to meet student needs and to ensure alignment with state assessments blueprints. All grade levels administer standards-based benchmarks and analyze the results through the Educational Administrative Data Management System (EADMS) to identify areas of concern on assessed standards. An action plan is then developed to provide intervention for those students not meeting grade level standards. Instruction is also modified based on the analysis of benchmark results.

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

Every student at Magee is provided with the core state adopted textbook appropriate for their grade level along with any accompanying consumable workbook, if appropriate. All adopted textbooks are aligned with California State Standards and supplemental material used in the classrooms that enhance district adopted curriculum and increase student achievement. Consumable workbooks are available in the area of Language Arts, Math, Social Studies, and Science. English Learners are provided with the appropriate textbook and supplemental material aligned to their instructional language level and in accordance with the parent language option choice. Students with Special Needs are provided with standards-based instructional materials to match their current Individual Education Plan (IEP) and it's associated learning goals and objectives.

English Learners (ELD): All English Learners have access to the state-adopted textbooks in the core subjects of the English Language Arts, Mathematics, Social Studies, and Science. All adopted textbooks are aligned with California State Standards. In addition to the state adopted textbooks, English Learners have access to material from the Avenues series purchased with district funds. Supplemental material for English Learners are purchased with site funds.

Special Education: All Special Education students have access to the state-adopted textbooks in the core subjects of the English Language Arts, Mathematics, Social Studies, and Science. All adopted textbooks are aligned with California State Standards.

Redesignatged Fluent English Proficient (RFEP): All RFEP students have access to the state-adopted texts in the core subjects of English Language Arts, Mathematics, Social Studies, and Science. All adopted texts are aligned with the California State Standards. Supplemental material in English Language Arts, and mathematics are provided to RFEP students through site funds.

Core textbooks are selected by district textbook committees. Supplemental instructional material for the site are selected through collaboration of teachers in the applicable needs of the students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in language arts, math, social studies, science, and English language development (ELD) used in the elementary schools. All the core subjects taught at Magee Elementary have approved textbooks aligned to the State's content and performance standards. Every student is assigned the necessary standards-based instructional textbook and workbook in the core subjects. Current educational practices follow all State and District prescribed guidelines. All students have equal access to programs, textbooks, and learning materials.

The following are the core textbooks:

English Language Arts: Houghton Mifflin, Reading

English Language Development (ELD): Hampton Brown, Avenues

Mathematics: Houghton Mifflin-Harcourt, Go Math

History/Social Studies: Scott Foresman, History-Social Science for California

Science: MacMillan/McGraw-Hill, California Science

Opportunity and Equal Educational Access

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

Teachers at Magee use a variety of strategies to meet the educational needs of all students such as, but not limited to: whole and small group instruction, heterogeneous and homogeneous grouping, hands on activities, guided reading groups, writer's workshop, word walls, print-rich environments, differentiated instruction, primary language instruction, primary language support, extended day learning opportunities, learning centers, and grade level teaming.

Instructional practices focus in incorporating English Language Arts and Mathematics State Content Standards across the curriculum. Teachers meet during district SIP days and modified days to analyze data and plan effective strategies such as, but not limited to, SDAIE, use of technology in the classroom, application of textual reading skills, and strategies for academic vocabulary instruction. All students have access to district-funded textbooks and workbooks which are aligned with State Content Standards.

English Learners are given instruction during standards based English Language Arts and an appropriate level ELD instruction. During ELD, students use Avenues, the district adopted ELD program.

EADMS is consistently available for teachers. With benchmark data readily available, teachers have had greater opportunities to review current data. Valuable instructional planning is used to address teacher instructional strategies and student learning.

A Student Success Team (SST) may also be held for students who are not meeting grade level proficiency. The SST is made up of the regular classroom teacher, the RSP teacher, speech pathologist, school psychologist, two other general education teachers, our character consultant/parent liaison, mental health counselor (when applicable), parent, and principal. Meetings are scheduled as needed and referrals can be made by administration, teachers, and parents. Discussions revolve around possible academic modifications, behavior interventions, and possible testing for special education services.

Magee teachers also incorporate the use of District provided common core guidelines and a Curriculum Guide in Language Arts and Mathematics in order to provide a systematic approach to achieve state standards.

14. Research-based educational practices to raise student achievement

Teachers at Magee use a variety of strategies to meet the educational needs of all students such as, but not limited to: whole and small group instruction, heterogeneous and homogeneous grouping, hands on activities, guided reading groups, writer's workshop, word walls, print-rich environments, differentiated instruction, primary language instruction, primary language support, extended day learning opportunities, learning centers, and grade level teaming. Practices include ongoing professional development sessions to address Common Core State Standards curriculum alignment and instructional planning by discussing how to integrate technology in all curriculum areas. Additional teacher support is provided through the DLC.

Instructional practices focus in incorporating English Language Arts and Mathematics State content Standards across the curriculum. Teachers meet during district SIP days and modified days to analyze data and plan effective strategies such as, but not limited to, SDAIE, use of technology in the classroom, application of textual reading skills, and strategies for academic vocabulary instruction. All students have access to district-funded textbooks and workbooks which are aligned with State Content Standards. In addition, teachers have been trained in PBL to engage students in learning and increase content knowledge and grade level proficiency.

English Learners are given instruction during standards based English Language Arts and appropriate level ELD instruction. During ELD, students use Avenues, the district adopted ELD program.

A Student Success Team (SST) may also be held for students who are not meeting grade level proficiency. The SST is made up of the regular classroom teacher, the RSP teacher, speech pathologist, school psychologist, two other general education teachers, the character consultant, parent, and principal. Meetings are scheduled and referrals can be made by administration, teachers, and parents. Discussions revolve around possible academic modifications, behavior interventions, and possible testing for special education services.

Mental Health Counseling Referrals are available to provide students with on-site counseling services that provide support for students and families that focus on the physical and mental wellness in order to support an environment that is conducive to

supporting the mental well being of students, which in turn, support student academic achievement. Support ranges from behavior to academic issues.

Magee teachers also incorporate the use of District provided common core guidelines and a Curriculum Guide in Language Arts, Mathematics, and Science in order to provide a systematic approach to achieve state standards.

Parental Involvement

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

Magee, the families they service, the district and our community provide support by providing after school tutoring offered by teachers at our site, and academic support through the REACH program.

All programs special projects and general activities are designed to involve more parents in the education of their children at Magee. Magee's parent involvement policy unifies our singular focus, student achievement, by providing a strong school-to-home communication system. Some of the resources available:

- * Parent Teacher Organization (PTO)
- * School Site Council (SSC)
- * English Learners Advisory Committee
- * Monthly calendar and resources available on-line through our website
- * Accelerate Reader (AR) program used in all grades to increase reading fluency and comprehension
- * Trimester Awards to recognize students academic achievements and progress
- * SSTs
- * Site-based counseling through ALMA Mental Health Services and an on-site Mental Health Counselor
- * Automated messages to communicate as necessary with parents
- * Parent workshops in ELA, Math, and Technology
- * School Smarts Parent Engagement Program

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)

Magee teachers fully understand that an effective home-school relationship is critical if students are to attain academic, social, and emotional success. The Magee parent community is very hard-working and dedicated to do what is necessary for students to be successful. Magee parents are kept informed of school events and needs by way of a monthly calendar, fliers, the school marquee, TeleParent, and classroom notices.

Parents are allotted the opportunity to involve themselves in the activities of the El Rancho Unified School District and Magee by participating in the District Advisory Council, School Site Council, District English Learner Advisory Council, English Learner Advisory Council, our Parent Teacher Organization, and parent workshops such as School Smarts Parent Engagement Program.

Many students are provided with after or before school academic support in the areas of Language Arts, Math, and English Language Development. These additional instructional opportunities are provided in order to assist them in attaining grade level proficiency. Saturday school will also be available for some Magee students. An after-school "Recreation & Education Accelerating Children's Hopes" (REACH) program is also provided for many students through the City of Pico Rivera.

School Site Council (SSC) meets at least six times a year to analyze student data and make decisions regarding school programs, policies, activities, and the categorical budget as it relates to student achievement. The SSC also reviews and revises the Single Plan for Student Achievement (SPSA) each year. The English Learner Advisory Council (ELAC) advises the school staff on issues about programs and services for English Learners.

The District Advisory Council (DAC) and the English Learner Advisory Council (DELAC) meet monthly with representatives from each of the district school's SSC's and ELAC's. The representatives act as liasons between the district and site councils.

Funding

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

At Magee, Categorical funds provide College Tutors for under-performing students, supplemental instructional materials, and the necessary technologies to ensure that every student is successful.

Many under-performing students are also provided with an extended instructional day/week (before or after school and Saturday school) where explicit supplemental instruction is provided at their appropriate instructional level. Extended learning opportunities are designed to assist our students in achieving grade-level proficiency.

ELLSC, English Learner Literacy Support Classes, are funded by the district. English Learners who have had no increase in their CELDT level for 2 years or more may be considered to attend the after school program that meet twice a week.

Accelerated Reader (AR) is a literacy program designed to improve the reading fluency and comprehension skills of students. Magee's library houses books that support the program. Data indicates a substantial increase in personal reading by students. The AR program uses categorical monies for the purchase of additional readers, hardware, and software.

Students have access to technology through the computer lab and classroom and library computers. Teachers use iPads, computers, and LCD projectors to effectively deliver curriculum to students. Technology is purchased with categorical funds.

Intervention programs, which include after school and Saturday school, offer targeted intervention classes for students who are not meeting grade level proficiency according to district benchmarks, that are administered three times a year. The intervention programs rely heavily on the use of categorical funding for both staffing and materials.

Supplemental instructional materials and supplies for ELA, math, and ELD are purchased through categorical funds. These supplies and materials are used to support delivery of core curriculum and enrich the instructional program and the use of technology across the curriculum.

A part time character consultant provides character development lessons and activities to students who have had difficulty or particular concerns with issues in school, home and/or their personal lives, as well as classroom support to identified ELs who are not meeting grade level proficiency during RTI.

The clerical staff supports student achievement through parent outreach, monitoring students in extended day programs, maintenance of student achievement records, preparation of data reports, maintenance of EL records, and CELDT and state testing.

Field trips provide activities to link classroom instruction to real life experiences to motivate students to learn and engage in instruction.

18. Fiscal support (EPC)

Fiscal support is provided through categorical and general funds.

All federal, state, and local services and programs are coordinated and integrated at Magee School as outlined throughout the SPSA plan.

Description of Barriers and Related School Goals

The following school, district, and community barriers to improvement in student achievement were identified:

School Barriers:

- Large class sizes
- Limited funding for additional resources and teacher support
- Limited community and parent involvement
- Student absences
- Student engagement
- Undetected or unaddressed learning disabilities
- Language barriers for teachers to communicate with parents/guardians
- Need of ongoing and consistent mental health support and counseling

District Barriers:

- Large class sizes
- Reduced financial resources
- Limited district lead staff development and on-going support of new programs
- Lack of sufficient substitute teachers to cover classrooms
- Limited opportunities for staff development and teacher participation to workshops/conferences
- Properly trained instructional aides to support students in the classroom
- Limited support of mental health counselor to meet high demands of students' daily needs at the school site

Community Barriers:

- Lack of parent support and involvement in academic progress/student behavior
- Lack of parental ability to help with school work
- Social problems such as abuse, poverty, drug/alcohol abuse, etc.
- Foster students and impacts of absences due to court hearings, counseling sessions, etc.
- Excessive absences and tardies, excused and unexcused
- Students raised by guardians other than parents
- Lack of consistent and regular medical, dental, and visual care for students and families (mobile clinic vs. primary care physicians)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	69	89	78	66	87	78	66	87	96.3	95.7	97.8
Grade 4	74	85	70	69	84	69	69	84	69	93.2	98.8	98.6
Grade 5	82	71	84	81	71	83	81	70	83	98.8	100	98.8
All Grades	237	225	243	228	221	239	228	220	239	96.2	98.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2352.4	2408.9	2391.5	3	14	14.94	13	20	17.24	24	42	26.44	60	24	41.38
Grade 4	2407.6	2403.4	2456.4	3	13	14.49	22	4	24.64	25	20	30.43	51	63	30.43
Grade 5	2433.0	2486.2	2451.1	2	7	7.23	14	43	22.89	31	23	27.71	53	27	42.17
All Grades	N/A	N/A	N/A	3	11	12.13	16	21	21.34	27	28	28.03	55	40	38.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	12	12.79	36	47	34.88	56	41	52.33
Grade 4	3	8	18.84	48	29	52.17	49	63	28.99
Grade 5	5	10	8.43	37	59	53.01	58	31	38.55
All Grades	5	10	13.03	40	44	46.22	55	46	40.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	15	18.60	28	50	40.70	71	35	40.70
Grade 4	6	8	17.39	49	40	55.07	45	51	27.54
Grade 5	4	20	15.66	40	49	48.19	57	31	36.14
All Grades	4	14	17.23	39	46	47.48	58	40	35.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	11	10.47	58	74	65.12	37	15	24.42
Grade 4	7	6	13.04	68	65	66.67	25	29	20.29
Grade 5	7	7	3.61	53	73	66.27	40	20	30.12
All Grades	7	8	8.82	59	70	65.97	34	22	25.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	18	13.95	53	56	58.14	45	26	27.91
Grade 4	4	10	17.39	42	45	56.52	35	45	26.09
Grade 5	9	23	10.84	54	61	40.96	37	16	48.19
All Grades	5	16	13.87	50	54	51.68	39	30	34.45

Conclusions based on this data:

1. The majority of students in 3rd-5th grade are Below Standard in Language Arts/Literacy (38.49%). The majority of 3rd-5th grade students are At or Near Standard in Reading (46.22%), Writing (47.48%), Listening (65.97%) and Research/Inquiry (51.68%).
2. All students in 3rd-5th grade will increase 5 percentage points in Reading, Writing, Listening and Research/Inquiry to be at or above standard met categories.
3. Intervention and differentiated teaching strategies will be provided to support students in ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	69	89	76	67	89	76	67	89	93.8	97.1	100
Grade 4	74	85	70	69	84	69	69	84	69	93.2	98.8	98.6
Grade 5	82	71	84	81	71	84	81	71	84	98.8	100	100
All Grades	237	225	243	226	222	242	226	222	242	95.4	98.7	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2365.1	2408.7	2385.2	0	7	3.37	16	34	17.98	28	30	31.46	57	28	47.19
Grade 4	2420.9	2410.2	2458.2	0	0	13.04	17	10	26.09	39	43	31.88	43	48	28.99
Grade 5	2427.3	2465.1	2447.4	0	3	2.38	4	13	7.14	30	42	41.67	67	42	48.81
All Grades	N/A	N/A	N/A	0	3	5.79	12	18	16.53	32	39	35.12	56	40	42.56

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	3	15	8.99	34	54	31.46	63	31	59.55	
Grade 4	4	7	18.84	33	21	39.13	62	71	42.03	
Grade 5	1	6	3.57	20	38	33.33	79	56	63.10	
All Grades	3	9	9.92	29	36	34.30	69	55	55.79	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	10	10.11	38	52	47.19	58	37	42.70
Grade 4	9	4	13.04	33	42	47.83	58	55	39.13
Grade 5	1	3	2.38	28	48	41.67	70	49	55.95
All Grades	4	5	8.26	33	47	45.45	62	48	46.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	21	13.48	47	58	46.07	47	21	40.45
Grade 4	3	1	23.19	46	45	39.13	51	54	37.68
Grade 5	0	4	5.95	40	54	48.81	60	42	45.24
All Grades	3	8	13.64	44	52	45.04	53	40	41.32

Conclusions based on this data:

1. The majority of students in 3rd-5th grade are below standard in Mathematics (42.56%); The majority of 3rd-5th grade are Below Standard in Concepts and Procedures (42.56%), Problem Solving and Modeling/Data Analysis (46.28%), and Communicating Reasoning (45.04%).
2. All students in 3rd-5th grade will increase 5 percentage points in all Mathematical areas to be at or above standard.
3. Intervention and differentiated teaching strategies will be implemented to support student achievement in mathematics.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				50	25		50	50	64		25	36			
1	3	4	16	16	50	47	57	42	32	22	4	5	3		
2			7	11	16	14	67	62	43	15	22	36	7		
3		8		5	12	4	64	44	52	23	28	44	9	8	
4	9	5	9	55	30	43	27	50	43	9	15	4			
5	22	13	9	59	50	45	19	25	32		13	9			5
Total	7	4	7	29	27	28	47	49	43	13	18	21	4	2	1

Conclusions based on this data:

1. The majority of our English Language Learner (ELL) Students are performing as Intermediate English Language Learners, 43%.
2. Thirty four percent of our ELL students are performing as Advanced or Early Advanced.
3. Annually, ELL will have expected performance gains in meeting grade level proficiency by advancing a minimum of one English Language Development Proficiency Level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	3			6	16		44	31		34	38		13	16	
1	5	8		16	48		55	40		21	4		3		
2		3		11	16		67	61		15	21		7		
3		7		4	15		65	41		22	26		9	11	
4	9	10		55	29		27	48		9	14				
5	24	13		58	50		18	25			13				
Total	8	5		24	25		46	44		17	21		5	5	

Conclusions based on this data:

1. Forty four percent of our English Language Students are performing as Intermediate English Language Learners.
2. The majority of our English Language Learners (ELL), 70% are not performing as Advance or Early Advanced ELL. Twenty five percent of ELL students are performing at an Early Advanced Level and 5% are advanced.
3. ELL will have expected performance gains in meeting grade level proficiency by advancing a minimum of one English Language Development Proficiency Level.

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
To increase school-wide ELA proficiency as measured by CAASPP Smarter Balanced Assessments by 5% and reduce the number of students not meeting the standard by 10%.
Data Used to Form this Goal:
The data that was used to measure academic gains for all students K-5th grade were the results of the 2016 CAASPP Smarter Balanced results and 2016-2017 EADMS district benchmark assessments in English Language Arts.
Findings from the Analysis of this Data:
Finding from the data of subgroups that need improvement are English Language Learners (ELL) and Socially Economically Disadvantaged (SED) need to improve by 5% points as measured by the CAASPP and district benchmark.
How the School will Evaluate the Progress of this Goal:
The following means will be utilized to evaluate Magee's progress towards attaining our expected performance gains: <ul style="list-style-type: none"> • EADMS District and Site Benchmark tests • Local Assessments • STAR Placement/Accelerated Reader assessments • CAASPP Results * Teacher observation and student work samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To improve student achievement for identified students who are not meeting the standard on the ELA section of the CAASPP and EADMS benchmark assessments, with the necessary resources, materials, and	07/01/17 - 6/30/2018	Teachers College Tutor Principal	Instructional Materials and Supplies that enhance integration of technology	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
planning time to fully implement effective interventions in the classroom.						
To support the classroom teacher's instruction during Language Arts and work effectively with identified students who are not meeting grade level proficiency in ELA and Literacy to help them meet grade level proficiency as measured by CAASPP and EADMS benchmark assessments.	07/01/17 - 6/30/2018	Character Consultant/Parent Liaison College Tutor Classroom Teacher Principal	Character Consultant/Parent Liaison, support in classroom during ELA	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,000.00
			College Tutor Salary and Benefits	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	4,937.00
Principal and teachers can attend conferences and workshops that will improve students achievement through instructional strategies and/or technology that is received from identified conferences and workshops.	07/01/17-6/30/2018	Principal K-5th grade teachers	Professional Development, attendance to conferences and workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1,146.00
Monitor and ensure that Accelerated Reader is being implemented and monitored systematically in every classroom from 1st through 5th grade. Develop a library schedule to equitably meet the needs of all students in K through 5th grade. Purchase additional library books and resources in order for students to have access to needed materials to increase literacy.	07/01/17 - 6/30/2018	Classroom Teachers Library Media Technician Principal	Supplementary material to support AR	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3,100.00
Obtain supplementary supplies, materials and resources for students in K through 5th grade that enable them to meet grade level standards and enhance the implementation of district adopted ELA curriculum. These resources, supplies, and materials enhance district adopted	07/01/17-6/30/2018	Principal Classroom Teachers Instructional Coach	Supplemental Materials and Supplies; materials to enhance integration of technology	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum and/or technology that can be integrated across the curriculum may be purchased so that teachers and principal can meet the needs of low performing students and increase student achievement in language arts.						
Identify Magee students that require additional instructional support in order to meet grade level standards.	07/01/17-6/30/2018	Teachers Instructional Coach Principal	Academic Support (extra duty, extra pay)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	6,910.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
To increase school-wide Mathematics proficiency as measured by CAASPP Smarter Balanced Assessment by 5% and reduce the percentage of students not meeting the standards by 10%.
Data Used to Form this Goal:
The data that was used to measure academic gains for all students K-5th grade were the results of the CAASPP Smarter Balanced and 2016-2017 district benchmark assessments in Mathematics.
Findings from the Analysis of this Data:
Finding from the data of subgroups that need improvement are English Language Learners (EL) and Socially Economically Disadvantaged (SED) need to improve by 10% points as measured by CAASPP and the district benchmark.
How the School will Evaluate the Progress of this Goal:
To measure progress toward achieving this goal, we will utilize the following measures: <ul style="list-style-type: none"> • EADMS Benchmark test • CAASPP results • Teachers generated tests/assessments • Teacher Observation of Math Manipulative usage • Formative assessments • Report card grades • Harcourt Math chapter and unit test • Student work samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide tutoring and academic support for students who are not meeting grade level proficiency 	07/01/16 - 6/30/2018	Principal Classroom Teachers	Materials and supplies to supplement instruction	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>in mathematics</p> <ul style="list-style-type: none"> Purchase necessary supplementary math resources, manipulatives, supplies, materials, and technologies that support the district adopted math curriculum 			Extra-duty, extra pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00
Principal, teachers, and staff can attend conferences and workshops that will improve student achievement through instructional strategies and practices and/or technology that is received from identified conferences and workshops.	07/01/17-6/30/2018	Principal Instructional Coach K-5th grade teachers	Professional Development, conferences and workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
Identify resources, supplies and material that enhance district adopted curriculum and/or technology that can be integrated across the curriculum that can be purchased so that teachers and principal can meet the needs of low performing students and increase student achievement in mathematics.	07/01/17 - 6/30/2018	K-5th grade teachers Digital Learning Coach Principal	Supplemental materials and supplies; supplies to enhance technology across the curriculum	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,500.00
To support the classroom teacher's instruction during Math and work effectively with identified students who are not meeting grade level proficiency in mathematics to help them meet grade level proficiency as measured by CAASPP and EADMS benchmark assessments.	07/01/17-6/30/18	K-5th grade teacher College Tutor Principal	College Tutor Salary and Benefits Consultant/Liaison	2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	4,000.00 1,000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Development
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
To increase English Language Learners' proficiency in ELA and Mathematics as measured by CAASPP Smarter Balanced by 5% and reduce the percentage of students not meeting grade level proficiency by 10%. English Language Development proficiency will also be increased by 10% and the the number of students who are reclassified will also increase by 10%.
Data Used to Form this Goal:
The group data that was needed to measure academic gains for the K-5th grade ELL students were the results of the following assessments: <ul style="list-style-type: none">• CELDT scores• Avenues scores• CAASPP Results• EADMS scores
Findings from the Analysis of this Data:
The data indicates that primary grades need to improve at least one proficiency level in the 2016-2017 school year. Data analysis with teachers will be conducted to review and discuss Avenues Unit Scores.

How the School will Evaluate the Progress of this Goal:

ELL achievement will be measured by student performance on the 2016-2017 CAASPP results.

ELL achievement will also be measured by student performance on the California English Language Development Test (CELDT).

The following means will also be utilized to evaluate progress of ELLs towards meeting the goal:

- Avenues assessments
- CAASPP results
- Accelerated Reader (AR) assessments
- Classroom Performance
- Math chapter and unit tests
- CELDT scores
- Teacher Observations/Assessments
- Report card grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal, teachers and staff can attend conferences and workshops that will improve student achievement through instructional strategies and practices and/or technology that is received from identified conferences and workshops.	07/01/17-6/30/2018	K-5 Teachers, including BCLAD teachers working with Option 1 and/or 3 ELL. Principal	Conference and workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	800.00
Identify resources, supplies and material that enhance district adopted curriculum and/or technology that can be integrated across the curriculum that can be purchased so that teachers and principal can meet the needs of low performing EL students and increase student achievement in academic areas including language arts and mathematics.	07/01/17 - 6/30/2018	K-5 teachers, including BCLAD teachers working with identified Option 1 & 3 students Principal	Supplementary supplies and materials to enhance technology use in classroom and supplement district adopted curriculum	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,500.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Other
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
To promote a healthy and safe school environment, all students will take responsibility for their personal behavior, as well as to establish standards of behavior for others, ensuring success for all. To improve student daily attendance. To provide students services from a character consultant/parent liaison so that referred and identified students can strengthen social skills that may impact their academic achievement.
Data Used to Form this Goal:
The group data that was analyzed for individual and group advancement is the following: * monthly attendance data and behavior documentation * number of behavior referrals
Findings from the Analysis of this Data:
When all students participate in the district adopted Positive Behavior Intervention System (PBIS) CHARACTER COUNTS! and Olweus Bullying Prevention Program, bullying and related behaviors are reduced, students feel safe, and there has been an increase in students' attendance. A healthy and safe school environment where students and staff work together to increase daily attendance and promote character development and where students can develop and strengthen social skill to promote positive peer relationships and self-esteem. With support for these programs, Magee promotes a safe school environment free of bullying for all students.
How the School will Evaluate the Progress of this Goal:
The following means will be utilized to evaluate progress towards the goal: * attendance records * behavior documentation, such as student behavior referrals to the office, detentions, bullying referrals, on-campus suspensions, and off campus suspensions * parent surveys * teacher feedback * student feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Character consultant will provide character development lessons and activities to students at Magee Elementary who have had difficulty or particular concerns with issues in school, home and/or their personal lives that may effect their performance in school. This service provides students with the opportunity to strengthen their character and values so that they can develop the character traits of trustworthiness, respect, responsibility, citizenship, caring and fairness.	07/01/17 - 6/30/2018	Character Consultant/Parent Liaison Principal	Consultant to be liaison between home and school to improve communication between home and school	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,324.00
To provide students to have real-world experiences outside the classroom by illustrating and enhancing information taught by the curriculum.	07/01/17 - 6/30/2018	K-5 teachers Principal	Field Trips & transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4,500.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Parental Involvement
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
To enhance and increase parent involvement at Magee to impact student achievement by 5%.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Parent sign-in sheets• Numbers of parents volunteering ("Cleared" through Human Resources)• Parent participation and attendance to parent workshops, ie: CABE, Hispanic Outreach Task force conference (HOT), School Smarts Parent Engagement Program, Conferences for parents, etc.• Student achievement from district and school assessments• Parent surveys

Findings from the Analysis of this Data:

We have observed that there are positive effects when parents are involved at Magee Elementary. Research also supports that. According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

- * Create a home environment that encourages learning
- * Express high (but not unrealistic) expectations for their children's achievement and future careers
- * Become involved in their children's education at school and in the community

Benefits for the Students:

Students tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level and generally achieve better grades, test scores, and attendance.

Students consistently complete their homework.

Students have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.

Students positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.

Benefits for the Parents:

Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.

Parents are more confident in their parenting and decision-making skills.

Parents have a better understanding of the teacher's job and school curriculum.

When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.

Benefits for Teachers and Principal:

When schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.

Teachers and principals often earn greater respect for their profession from the parents.

Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.

How the School will Evaluate the Progress of this Goal:

Parent education and involvement will be observed and measured by improvement in completion of homework assignments being turned in by students, increase in student attendance and family participation and attendance in school sponsored events and parent surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Improve parental education at Magee by educating and provide parents training with the volunteer process and protocol. • Provide the Magee parent community with research-based instruction and support 	07/01/17 - 6/30/2018	College Tutor Teachers Digital Learning Coach Principal Character consultant	Materials and supplies to enhance parent support	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
			Child care attendants	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	157.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Promote an effective Home-School Partnership by enhancing parent communication and providing parent education workshops. Provide childcare and snacks to encourage parent participation 		Office Staff	Extra-duty, extra-pay for teachers to provide workshops	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT: Differentiated Instruction for High Achieving students (GATE) and Students not meeting grade level proficiency
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
To provide students with relevant and meaningful activities to meet the needs of students while integrating student choice, different levels of thinking and multiple intelligences.
Data Used to Form this Goal:
<ul style="list-style-type: none"> * District Benchmarks * CAASPP Results * Summative and formative assessment * CELDT Results * EADMS
Findings from the Analysis of this Data:
High achieving students must be provided differentiated learning and instructional opportunities to exceed academically, while students who are not meeting grade level proficiency need instructional opportunities to increase proficiency in Mathematics and English Language Arts.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> * CAASPP results * District Benchmark Assessment Data * Textbook chapter and unit tests * Student work samples * Report Cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide differentiated instruction to identified students to support students who are not meeting grade level standards.	07/01/17-6/30/2018	Teachers Digital Learning Coach Principal	Extra Duty-extra pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies to supplement district adopted curriculum and enhance student performance and achievement in all academic areas.	07/01/17 - 6/30/2018	Teachers Digital Learning Coach Principal	Supplementary supplies and materials to enhance technology use in classroom and supplement district adopted curriculum	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	250.00



El Rancho Unified School District

Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the Magee Academy of Arts and Sciences School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. Scientifically-based research: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	7, 9-10
X	2. Successful Policies & Practices: Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	7-10
X	3. Professional Development (PD):	
X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	21-22,24-27
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	14-17, 21, 24, 26
X	Meets the requirement for professional development activities under section 1119	7, 25-27
X	Is provided in a manner that affords increased opportunity for participating in that professional development	7, 25-27
X	4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.	6-8
X	5. Specific Annual, Measurable Objectives: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	
X	6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	11-12
X	7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	3-6
X	8. Parent Involvement: Include strategies to promote effective parental involvement in the school.	11, 13, 30-32

X	9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	33-34
X	10. Incorporation of a teacher mentoring program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	7-10



El Rancho Unified School District

Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Magee Academy of Arts and Sciences School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components		SPSA Reference Page(s)
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	6, 14-17
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> ▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement ▪ use effective methods and instructional strategies that are based on scientifically based research that – <ol style="list-style-type: none"> 1. strengthen the core academic program; 2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; 3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) ▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	6-12, 21, 24, 26-27, 33-34
X	3. Instruction by highly qualified teachers	4, 7
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	7-8, 21-22, 24-27
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	7-8
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	11, 30-32
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	3-4
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	8-12
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	12, 22-23, 25
X	10. Coordination and integration of federal, state, and local services and programs	11-12, 38-41

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	47,667	0.00
Title I Part A: Parent Involvement	1,057	0.00
General Fund	70,394	70,394.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Basic Grants Low-Income and Neglected	47,667.00
Title I Part A: Parent Involvement	1,057.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	13,310.00
2000-2999: Classified Personnel Salaries	9,094.00
4000-4999: Books And Supplies	11,550.00
5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating	10,270.00

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	Title I Part A: Basic Grants Low-Income and	12,910.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	8,937.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	11,050.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	4,500.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	10,270.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	157.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,593.00
Goal 2	12,700.00
Goal 3	3,300.00
Goal 4	7,824.00
Goal 5	1,057.00
Goal 6	2,250.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maria Gutierrez				X	
Gisela Castanon	X				
Jose Castillo				X	
Beatriz Estrada				X	
Martha Richards		X			
Angelica Gonzalez			X		
Elisabet Gomez				X	
Jennifer Palomino		X			
Imelda McDaniel		X			
Diana Palmerin				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 10/05/17.

Attested:

Gisela Castanon

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

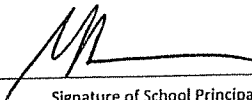
Signature

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Attested:

Gisela Castanon

Typed Name of School Principal

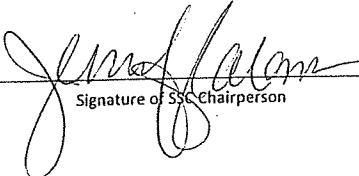


Signature of School Principal

10/5/17

Date

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/5/17

Date



Magee Academy of Arts and Sciences PARENT INVOLVEMENT POLICY

Magee Academy is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary that a strong partnership be established with parents and guardians so that they will become an integral part of their children's learning experiences. Therefore, it is the policy of Magee Academy to involve parents in the following ways:

Communication and Participation

- Communicating with parents as often as necessary
- Sending home regularly scheduled progress reports and informational flyers
- Welcoming parents to visit classrooms
- Offering parents opportunities to volunteer in the classrooms and with special activities
- Encouraging parents to attend Back to School night, Parent Conferences, Academic Competitions, Awards Assemblies, Parent Information Meetings
- Holding an annual meeting for all parents at a convenient time to inform them of the policy, their rights under Title I, and how they can be involved in the planning, review, and improvement of Title I programs in the school
- Ensuring that information/reports are sent/provided to parents in a format/language that parents understand
- Providing support for parental involvement activities as parents request
- Providing opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents

Education

- Providing parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement
- Assisting parents to understand topics such as content and achievement standards, state local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve achievement of their child
- Provide materials and training to help parents work with their children
- Educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partners
- Offering workshops for parents

Governance

- Urging parents to become members of the School Site Council and English Learners Advisory Committee so they may have a voice in decisions regarding school programs and budgets
- Involving parents in the planning, review, and improvement of programs
- Joint development of the school-parent compact that describes the school's and parents' responsibilities to support student academic achievement



• Magee Academy of Arts and Sciences POLIZA DE PARTICIPACION PARA PADRES

La Academia de Artes y Ciencias de Magee se compromete a proveer a los estudiantes con la oportunidad de llegar a sus metas educativas. Para llegar a estas metas, es necesario que haya una buena relación entre padres y guardianes para que sean una parte integral de la experiencia educativa de su hijo/hija. Haci es que, es la póliza de la Academia Magee envolver a los padres en las siguiente maneras:

Comunicación y Participación

- Comunicarse con los padres las veces que sean necesarias
- Mandar a casa reportes de progreso regulamente y volantes informativos
- Invitar a los padres para que visiten los salones
- Ofrecer a los padres la oportunidad de ser voluntario en el salón, y con actividades especiales
- Invitar a los padres para que asistan a la Noche de Regreso a la Escuela, Conferencias de Padres, Competencias de Académico, Junta de Información para padres, Noche de Reconocimientos
- Tener una reunion anual para todos los padres en un momento conveniente para informarles de la política, los derechos reconocidos en el Título I, y cómo pueden participar en el planificación, revisión y mejoramiento de programas de Título I en la escuela
- Asegurar que la información/reportes se envían/ofrezcan a los padres en un formato/idioma que los padres entiendan
- Prestar apoyo a las actividades de participación de los padres como los padres solicitan
- Proporcionar oportunidades para la participación, y los padres migratorios

Educación

- Proporcionar a los padres información oportuna sobre los planes de estudios, evaluaciones y niveles de competencia esperados para el logro del estudiante
- Asistir a los padres para entender temas como los estándares de contenido y el logro, evaluaciones locales del estado, requisitos del Título I, la forma de monitorea e progreso de sus hijos, y trabajar con los educadores para mejorar el rendimiento de sus hijos
- Proporcionar materiales y capacitación para ayudar a los padres trabajar con sus hijos
- Educar al personal, con la asistencia de los pares, sobre cómo llegar a comunicarse y trabajar con los padres como socios iguales
- Ofrecer talleres para los padres

Gobierno

- Animar a los padres a convertirse en miembros del Consejo Escolar y el Comité Asesor de Estudiantes de Inglés para que puedan tener una voz en las decisiones sobre los programas escolares y los presupuestos
- Involucrar a los padres en la planificación, revisión y mejoramiento de los programas
- El desarrollo conjunto del pacto entre la escuela y los padres que describe las responsabilidades de la escuela y los padres para apoyar el logro académico de los estudiantes

Magee Academy of Arts and Sciences

Parent Compact

*Everyday you must find some small way to improve an aspect of your product or service,
and the process by which it is created and delivered.*

Directions: We ask you to read and sign this important agreement.

As a parent/guardian, I will:

- Be responsible for getting my child to school everyday and on time.
- Assure that my child comes to school prepared and ready to learn.
- Provide a quiet homework place with no television/radio interference.
- Supervise/assist my child with the completion of his/her homework.
- Read one short story or newspaper article each evening.
- Once a week, read a longer story, or tell them an oral family story.
- Let my child read a short passage to me each evening.
- Attend at least one school wide activity, or meeting per trimester.
- Attend at least one parent conference to discuss my child's progress.
- Parents will voluntarily participate in community-based meetings.

Parent signature _____ Date _____

As a student, I will:

- Come to school everyday, and on time.
- Follow school, bus, and classroom rules.
- Respect all school community members.
- Work and play cooperatively with my classmates.
- Complete all class work and projects in a timely manner.
- Complete all homework assignments in a timely manner.

Student signature _____ Date _____

Teacher _____ Grade _____ School Year _____

Academia de Artes y Ciencias de Magee

Compacto Para los Padres

Todos los días ustedes deberán encontrar una manera pequeña de mejorar un aspecto de su producto o servicio, y del proceso por el cual ese producto o servicio es creado o entregado.

Dirrecciones: Les pedimos que lean y firmen el acuerdo importante.

Como padre o guardián, yo voy a:

- Ser responsable de que mi hijo(a) vaya a la escuela todos los días y que sea puntual.
- Asegurame de que me hijo(a) vaya a la escuela bien preparado y listo para aprender.
- Proporcionar un lugar tranquilo para que mi hijo(a) haga sus tareas sin interferencia de la radio o el televisor.
- Supervisar/asistir a mi hijo(a) a completar sus tareas.
- Lea un cuento corto o un articulo del periódico cada noche.
- Un día por semana, lea un cuento largo, o cuente una historia familiar.
- Asistir a por lo menos una actividad o una junta escolar cada trimester.
- Asistir a por lo menos una conferencia para los padres para discutir el progreso de mi hijo(a).
- Padres participarán en juntas

Firma del padre o guardián _____ Fecha _____

Como un estudiante, yo voy a:

- Venir a la escuela puntualmente y todos los días.
- Respetar los reglamentos de la escuela, del salón, y el autobús.
- Respetar a todos los miembros de la comunidad escolar.
- Trabajar y jugar con mis compañeros de la clase en forma cooperativa.
- Completar el trabajo y proyectos asignados del salón a tiempo.
- Completar las tareas a tiempo.

Firma del estudiante _____ Fecha _____

Nombre del maestro/a _____ Grado _____ Año Escolar _____