

The Single Plan for Student Achievement

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

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

Contact Person: Marci Brekke
Position: Principal
Phone Number: (559) 276-5285
Address: 8905 W. Kearney Boulevard
Fresno, CA 93706
E-mail Address: mbrekke@centralusd.k12.ca.us

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
Planned Improvements in Student Performance	16
Goal: English Language Arts	16
Goal: Mathematics	20
Goal: English Language Development.....	24
Goal: School Culture	27
Goal: Parent Engagement.....	29
Summary of Expenditures in this Plan.....	31
Total Allocations by Funding Source	31
Total Expenditures by Funding Source	31
Total Expenditures by Object Type.....	32
Total Expenditures by Object Type and Funding Source.....	33
Total Expenditures by Goal	34
School Site Council Members	35
Recommendations and Assurances.....	36

School Vision and Mission

Houghton-Kearney School's Vision and Mission Statements

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

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

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

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

School Profile

Houghton-Kearney Elementary School is a vibrant school and an exciting place to be, both steeped in tradition and moving towards a great future. We strive for every student to be prepared for success in college, career, and community. Houghton-Kearney Elementary School, with an attendance area of approximately 40 square miles, lies in a rural setting. The school has an enrollment of approximately 230 students. Sixty-seven percent of our students are on free and reduced lunches. The area is fairly stable, with a small number of students coming from migrant farm labor. The transient population has approximately the same ethnic makeup as the regular school population. The school has always been the hub of the local community as there is not a town nearby. H-K is steeped with tradition with many children and grandchildren of former students attending. One of our major strengths is the involvement of parents in our educational system. The Houghton-Kearney Community Club, School Site Council, and English Learner Advisory Council are all very supportive, involved, and share the vision that each child is prepared for success.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

100% of certified and classified staff are highly qualified.

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

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

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

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

Professional staff development opportunities are provided to all teachers in accordance with the goals outlined in the Single Plan for Student Achievement. Goals are aligned with the Common Core State standards, SBAC assessment expectations, assessed student performance, and instructional needs of a diverse student population and staff..

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction. In addition, new teachers participate in the district's BTSA Induction Program in which individualized instructional support is provided.

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

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

Teaching and Learning

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

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

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

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

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-8 45 minutes

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

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

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

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

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

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making as it related to differentiation.

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

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

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

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Methods are identified as the primary models of teaching. Highly-effective instructional strategies employed include student engagement, setting of standards-based measureable objectives, explicit academic vocabulary instruction, strategic, use of higher cognitive questioning, and opportunities for problem solving and real world applications.. Learning environments are created that promote creativity, critical thinking, communication, collaboration and use of technology.

Parental Involvement

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

Students at Houghton-Kearney are provided with a number of resources to enhance their educational experience. Approximately, one hundred students participate in the After School Program. This program incorporate with 1 hour of homework help. Next students can choose from a variety of activities including STEM activities, art, drama, video production, sports, and cooking..

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

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

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

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

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

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

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

18. Fiscal support (EPC)

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

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

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

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

Description of Barriers and Related School Goals

There are students at Houghton-Kearney who may not choose to fully engage in the various opportunities offered on campus. We realize that these students need teachers to be aware of their unique needs. At Houghton-Kearney it is our vision that all students are provided with a comprehensive education and parents are given support so we can always be breaking down barriers that prevent students from reaching their full potential.

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	25	19	31	24	19	31	23	19	31	96.0	100	100
Grade 4	23	28	22	22	28	22	22	28	22	95.7	100	100
Grade 5	24	22	25	24	22	25	24	22	25	100.0	100	100
Grade 6	33	25	23	32	25	23	32	25	23	97.0	100	100
Grade 7	21	35	26	21	34	26	21	34	26	100.0	97.1	100
Grade 8	22	20	32	22	20	32	22	20	32	100.0	100	100
All Grades	148	149	159	145	148	159	144	148	159	98.0	99.3	100

* 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	2397.7	2396.8	2443.3	4	5	32.26	21	32	6.45	50	32	45.16	21	32	16.13
Grade 4	2409.1	2430.0	2437.4	5	7	18.18	23	21	18.18	14	32	18.18	59	39	45.45
Grade 5	2452.8	2455.1	2470.2	4	9	4.00	29	27	32.00	17	23	24.00	50	41	40.00
Grade 6	2483.8	2517.7	2508.7	3	4	13.04	34	52	26.09	28	28	34.78	34	16	26.09
Grade 7	2486.5	2559.8	2535.0	0	18	3.85	33	44	42.31	14	18	30.77	52	21	23.08
Grade 8	2544.8	2510.0	2590.2	5	5	31.25	36	25	31.25	41	35	15.63	18	35	21.88
All Grades	N/A	N/A	N/A	3	9	18.24	30	34	25.79	28	27	28.30	39	30	27.67

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	13	11	29.03	48	32	35.48	39	58	35.48
Grade 4	18	4	4.55	27	50	54.55	55	46	40.91
Grade 5	4	9	8.00	38	32	68.00	58	59	24.00
Grade 6	3	4	17.39	47	56	43.48	50	40	39.13
Grade 7	19	15	11.54	29	56	46.15	52	29	42.31
Grade 8	18	5	34.38	55	45	43.75	27	50	21.88
All Grades	12	8	18.87	41	47	47.80	47	45	33.33

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	9	11	25.81	61	53	64.52	30	37	9.68
Grade 4	0	18	13.64	50	64	45.45	50	18	40.91
Grade 5	8	14	20.00	50	41	60.00	42	45	20.00
Grade 6	3	8	13.04	63	72	56.52	34	20	30.43
Grade 7	10	24	15.38	38	50	69.23	52	26	15.38
Grade 8	14	5	31.25	64	55	53.13	23	40	15.63
All Grades	7	14	20.75	55	56	58.49	38	30	20.75

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	0	16	29.03	83	47	67.74	17	37	3.23
Grade 4	0	11	0.00	68	68	68.18	32	21	31.82
Grade 5	8	9	8.00	67	68	60.00	25	23	32.00
Grade 6	6	0	8.70	69	84	82.61	25	16	8.70
Grade 7	14	18	11.54	48	74	57.69	38	9	30.77
Grade 8	9	10	15.63	73	50	68.75	18	40	15.63
All Grades	6	11	13.21	68	67	67.30	26	22	19.50

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	17	21	29.03	61	63	51.61	22	16	19.35
Grade 4	5	7	22.73	59	68	54.55	14	25	22.73
Grade 5	21	18	16.00	38	50	44.00	42	32	40.00
Grade 6	6	20	17.39	66	64	47.83	28	16	34.78
Grade 7	14	35	11.54	38	56	69.23	48	9	19.23
Grade 8	14	15	40.63	64	55	34.38	23	30	25.00
All Grades	13	20	23.90	55	59	49.69	29	20	26.42

Conclusions based on this data:

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

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	25	19	31	23	19	31	22	19	31	92.0	100	100
Grade 4	23	28	22	22	28	22	21	28	22	95.7	100	100
Grade 5	24	22	25	24	22	25	24	22	25	100.0	100	100
Grade 6	33	25	22	32	25	22	32	25	22	97.0	100	100
Grade 7	21	35	26	21	34	26	21	34	26	100.0	97.1	100
Grade 8	22	20	32	22	20	32	22	20	32	100.0	100	100
All Grades	148	149	158	144	148	158	142	148	158	97.3	99.3	100

* 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	2408.8	2421.4	2459.8	9	5	16.13	26	42	48.39	30	21	29.03	30	32	6.45
Grade 4	2434.8	2432.8	2465.6	5	7	4.55	23	7	27.27	27	54	50.00	41	32	18.18
Grade 5	2467.6	2461.1	2491.1	4	0	12.00	21	18	16.00	33	27	36.00	42	55	36.00
Grade 6	2501.9	2520.2	2506.1	9	8	9.09	25	24	31.82	25	44	31.82	41	24	27.27
Grade 7	2508.1	2567.0	2527.6	10	26	3.85	14	29	19.23	43	26	53.85	33	18	23.08
Grade 8	2565.0	2546.6	2610.1	14	10	37.50	23	20	28.13	45	35	15.63	18	35	18.75
All Grades	N/A	N/A	N/A	8	11	15.19	22	23	29.11	33	35	34.81	35	31	20.89

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	18	16	45.16	50	37	45.16	32	47	9.68
Grade 4	14	7	18.18	38	29	36.36	48	64	45.45
Grade 5	8	5	12.00	29	36	40.00	63	59	48.00
Grade 6	19	12	18.18	34	52	40.91	47	36	40.91
Grade 7	14	35	11.54	48	41	50.00	38	24	38.46
Grade 8	27	25	50.00	50	40	28.13	23	35	21.88
All Grades	17	18	27.85	41	39	39.87	42	43	32.28

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	9	16	19.35	59	58	74.19	32	26	6.45
Grade 4	5	11	9.09	52	39	68.18	43	50	22.73
Grade 5	8	14	16.00	38	41	52.00	54	45	32.00
Grade 6	19	12	13.64	50	56	50.00	31	32	36.36
Grade 7	10	29	11.54	67	53	61.54	24	18	26.92
Grade 8	23	20	43.75	55	50	40.63	23	30	15.63
All Grades	13	18	20.25	53	49	57.59	35	33	22.15

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	9	21	35.48	55	74	58.06	36	5	6.45
Grade 4	10	7	13.64	33	32	50.00	57	61	36.36
Grade 5	8	0	16.00	38	45	44.00	54	55	40.00
Grade 6	9	12	13.64	50	72	40.91	41	16	45.45
Grade 7	5	44	7.69	76	38	76.92	19	18	15.38
Grade 8	14	5	31.25	64	80	53.13	23	15	15.63
All Grades	9	17	20.89	52	54	54.43	39	29	24.68

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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				***	25	***	***	50				***		25	
1			13	71	***	75	29	***				13			
2			***		***	***	***				***				
3							***	***	***	***	***			***	
4				***	80	***			***		20				
5				***	***		***		***	***					
6							***	***			***				
7				50		***	50	***							
8				75	***		25	***	***						
Total			9	48	45	55	42	32	27	9	14	9		9	

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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				8	9		25	55		42	9		25	27	
1				71	80		29	20							
2					***		***	***		***					
3				25			25	25		25	50		25	25	
4				***	80						20				
5				***	***		***			***					
6							***	***			***				
7		***		50			50	***							
8				60	***		20	***					20		
Total		3		37	35		35	35		17	15		11	12	

Conclusions based on this data:

1. No results

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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 Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By June 2018, Houghton Kearney will improve from 44% to 71% of students in grades 3-8 who achieve CCSS Standard Met or Standard Exceeded as measured by SBAC. By June 2018, Houghton Kearney will demonstrate 10% growth in grades TK-2 who will achieve Meets or Exceeds Expectations as measured by Fountas and Pinnell from the previous school year.
Data Used to Form this Goal:
SBAC Scores 2016-2017 GR3: 38% met/exceed GR4: 36% met/exceed GR5: 37% met/exceed GR6: 29% met/exceed GR7: 44% met/exceed GR8: 62% met/exceed STAR Results 2016-2017 GR K: GR1: 77% met/exceed GR2: 52% met/exceed GR3: 56% met/exceed GR4: 45% met/exceed GR5: 16% met/exceed GR6: 30% met/exceed F & P 2017

F/P 2017 Results:
 GRK: 73% met/exceed
 GR1: 81% met/exceed
 GR2: 64% met/exceed
 GR3: 70% met/exceed
 GR4: 50% met/exceed
 GR5: 44% met/exceed
 GR6: 38% met/exceed

Findings from the Analysis of this Data:

For grades 3-8, 44% of students overall, based on SBAC, are not meeting or exceeding grade level standards in English Language Arts. 27% of students grades 3-8 nearly met standard on the SBAC.

For grades K-2, 23% of students overall are not on grade level reading based on F & P.

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

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

Fountas & Pinnell Reading Inventory
 AR/STAR Assessment
 Instructional Supervision documentation
 CAASPP/SBAC - interim and summative

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 1: Establish, monitor, and sustain instructional practices that align with CCSS. Increase instructional opportunities for students to collaborate, critically think, and be creative. Tier 1: Teacher Capacity - Professional Development focused on	08/09/17-06/07/18	Principal GIA, Instructional Coach Teachers PLC Team	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach.</p> <p>Tier 1: Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development.</p> <p>Tier 1: Increased student access to resources and materials to support literacy.</p> <p>Tier 1: Student Participate in daily differentiated instruction to support their literacy development.</p>			Daily classroom drop-in observations with specific instructional feedback			
			Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback			
			Library Materials	4000-4999: Books And Supplies	LCFF-SLIP	580.35
			Library Materials	4000-4999: Books And Supplies	LCFF	419.65
			Substitute teachers for peer observations, coaching days, planning days, and release time for assessment and data analysis days for all learners	1000-1999: Certificated Personnel Salaries	LCFF	2,100.00
Technology to Support Literacy	5000-5999: Services And Other Operating Expenditures	LCFF	4,699.00			
Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention.	08/09/17-06/07/18	Teachers PLC Team Instructional Support Coach GIA Principal Teaching Fellows Aide Instructional Aides	Substitute teachers for peer observations, coaching days, planning days, and release time for assessment and data analysis days for at-risk learners	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,200.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.	09/25/2017-06/07/2018	Teachers Intervention Team Principal Instruction Support Coach	Instructional Aide to Support TK/K	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,643.44
			Front Row Online Program	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,650.00
			Front Row Training for Staff	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	595.00
			Tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,500.00
Tier 3 - Daily differentiated instruction via a variety of groupings with the support of literacy intervention support staff.	08/09/2017-06/07/2018	Intervention Team Teacher Instructional Aide	Instructional Aide to Support Tier 3 Literacy Intervention	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14,000.00

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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 GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By June 2018, Houghton Kearney will improve from 66% to 76% of all students will achieve CCSS Standard Met or Standard Exceeded as measured by SBAC.
Data Used to Form this Goal:
K-2 Benchmark Scores: GRK: 96% GR1: 81% GR2: 100% CAASPP 2016 The following % of students overall tested met or exceeded Mathematics standards mastery per CAASPP: SBA Math Scores: GR3: 62% GR4: 32% GR5: 29% GR6: 39% GR7: 24% GR8: 65% The following % of students tested met or exceeded SBA Mathematics standards mastery as it relates to Concepts & Procedures, Problem Solving, and Communicating Reasoning:

Concepts/Procedures

Above	At/Never	Below
21.7%	42.5%	35.8%

Problem Solving

Above	At/Never	Below
13.3%	62.5%	24.8%

Communicating Reasoning

Above	At/Never	Below
17.5%	55.8%	26.7%

Findings from the Analysis of this Data:

For grades 3-7, an average of 66% of students are not meeting grade level standards in mathematics overall. However, an average of 40% of students are near or above proficiency.

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

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

Interim and Summative CAASPP
Grade Level Class Assessments
Instruction supervision documents

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 1: Establish, monitor, and sustain common instructional practices that align with the shifts of CCSS.	08/10/17-06/08/18	Teachers PLC Team Instructional Coach GIA Principal	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.			
			Daily classroom drop-in observations with specific instructional feedback.			
Tier 1: Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.	08/10/17-06/08/18	Teachers PLC Team Instructional Coach GIA Principal	Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, coplanning, co-teaching, and instruction feedback.			
			Professional development in learning intentions, success criteria, and feedback, and use of supplemental math curriculum.			
Tier 1: Classroom Technology to support Best Teaching Practices and student engagement.	08/10/17-06/08/18	Teachers PLC Team Instructional Coach GIA Principal	Classroom Technoloy	4000-4999: Books And Supplies	LCFF	4500.00
	10/01/17-06/07/18	Teachers PLC Team Instructional Coach GIA Principal	Materials to create grade level appropriate kits for grades K-8	4000-4999: Books And Supplies	LCFF	1350.00
Tier 1: Students will be provided opportunities to participate in math instruction for differentiation that are inquiry-based and student-centered.		Teachers PLC Team Instructional Coach GIA Principal	Material to support math activities K-8	4000-4999: Books And Supplies	LCFF	500.05

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 2 and Tier 3: Identified students will be provided Tutorial support for Intervention to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs.	10/01/2017-06/07/2018	Teacher Intervention Team Principal Instructional Support Coach	Front Row Online License for Math Intervention	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1650.00
Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.	10/01/2017-06/07/2018	Teachers PLC Team	Teacher to provide after school tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,500.00
Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.	10/01/2017-06/07/2018	Teacher Intervention Team Instructional Aide	ST Math K-6 Curriculum Online License for Math Intervention	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,354.17
			Brain Pop Online License	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,000.00
			Teaching Fellow	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,900.00
Student Learning - Daily differentiated instruction via a variety of groupings and use of technology to support student needs in both reading and writing. Increase instructional opportunities for students to collaborate, critically think, and be creative.						

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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 GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
By June 2018, Houghton Kearney will improve from 0% to 35% of EL students CCSS Standard Met or Standard Exceeded as measured by SBAC in English Language Arts.
Data Used to Form this Goal:
2016-2017 English Learner Performance on English Language Arts on the SBAC: 0% met/exceeded 35% nearly met 65% did not meet Reclassified Student Performance English Language Arts on the SBAC: 37% met/exceeded 15% nearly met 52% did not meet CELDT Results 80% one level or more increase At Risk for LTEL: 10% (5 years as EL)
Findings from the Analysis of this Data:
English Learner students are not progressing at the expected rate and are in need of further growth in English language acquisition along with ELA and ELD standards.

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

SBAC
 ELA Benchmarks
 Classroom Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 1: Participation of teachers in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students.	08/09/17-06/07/18	Teachers PLC Team Instructional Coach Principal District EL Supervisor	Professional development on designated and integrated ELD instructional practices and to support Reclassified student success in all contents Specific and strategic instructional coach support in Tier 1 ELD instruction through modeling, co-planning, co-teaching, and instructional feedback			
Tier 1: Establish, monitor, and sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students.		Teachers PLC Team Instructional Coach Principal District EL Supervisor	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices. Daily classroom drop-in observations with specific instructional feedback			
Purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students..		Teachers	Material and Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1076.39

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Student Participation in differentiation and instruction to support their language acquisition and literacy development.		Teachers PLC Team Instructional coach Principal	Release time for administering and analyzing assessment data	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
Student participation in SBAC academy to support for identified at-risk English Learners.	08/09/17-06/07/18	Teachers PLC Team Instructional Coach Principal	Salary for Certificated staff	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	600.00
Promote parent involvement in their children's English acquisition at home.	08/09/17-06/07/18	Library Tech Aide Principal PLC Teams	ELD Family Home Language Kits	4000-4999: Books And Supplies	LCFF	750.00

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By June 2018, Houghton Kearney will reduce the amount of missed instructional minutes of identified students who are chronically absent, late, and/or behavioral challenges.
Data Used to Form this Goal:
Charm School Attendance Daily average over 2 week span in May 2017: 12 students Attendance: Truancy Rate: 9.52 Discipline: Suspensions: 5
Findings from the Analysis of this Data:
Even though attendance remains constant, truancy continues to be an concern for a small group of learners. Integration of co-curricular activities into daily instruction has become a site expectation to ensure application of Common Core practices and to expand interest and connection learning choices for students. PBIS will integrate additional strategies to guide students to making positive decisions and choices when interacting with others. Therefore reducing attendance in Charm School.

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

Attendance Data, Charm School Attendance Data.
 Participation in "Tiger of the Month", "Fun Fitness Fridays", Tiger Academy, performing arts presentations and monthly school-wide rewards.
 AERIES and PBIS documentation of conflict resolution and discipline
 Student participation numbers in co and extracurricular activities.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will be provided opportunities for students to build capacity to build character, and promote a healthy, safe and positive school culture.	08/09/17-06/07/18	Students Teachers PBIS Teams Instructional Coach GIA Principal.	Motivational materials for Overall Learning, Charm School competition, and Character Recognition.	4000-4999: Books And Supplies	LCFF	1060.00
			Equipment for PE	4000-4999: Books And Supplies	LCFF	1,300.00
Tier 1 Positive Behavior Supports and Interventions (PBIS) components will be implemented.	08/09/17-06/07/18	PBIS Team Principal GIA	Data collection and disaggregation of behavioral issues	5000-5999: Services And Other Operating Expenditures	LCFF	420.00
Students will participate in a competition for the promotion of attendance.	08/09/17-06/07/18	PBIS Team Principal GIA	Motivational materials for class and Individual Student Attendance Recognition.	4000-4999: Books And Supplies	LCFF	800.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By June 2018, Houghton Kearney will increase parent participation to 10% of our student population in School Site Council, English Language Advisory Council, Parent Conferences, and other parent meetings.
Data Used to Form this Goal:
2016-2017 SSC Attendance: 0 2016-2017 ELAC Attendance: 3 Parents 2016-2017 Title 1/EL Meeting: 3 Parents 2016-2017 LCAP Meeting: 4 parents
Findings from the Analysis of this Data:
Means of evaluating progress & group data needed to measure gains:
2015-16 Schedule of Parent Workshops and Meetings 2015-16 Parent survey 2015-16 Parent Workshop/Meeting evaluations 2015-16 Workshop/Meeting sign-in documentations 2015-16 Meeting/Workshop Minutes

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Solicit parent input on information and educational opportunities that will promote engagement and interest.	08/09/17-06/07/18	Parent Liaison Teachers GIA Principal	Parent Interest Survey			
			Parent Engagement Resources	4000-4999: Books And Supplies	Title I Part A: Allocation	614.00
			Materials and supplies	4000-4999: Books And Supplies	LCFF	386.00
Provide opportunities for parents to attend after school activities promoting Literacy, STEM, and Social Awareness.	08/09/17-06/07/18	GIA Principal Parent Liaison	Parent Engagement and School to Home Family Kits	4000-4999: Books And Supplies	LCFF	750.00
Promote parent involvement in their child's learning at school and at home.	08/09/17-06/07/18	Teachers Library Media Aide Principal.				

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	19,034.70	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	580.36	0.01
Title I Part A: Allocation	64669.00	-614.00
Title I Parent Involvement	614.00	614.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	19,034.70
LCFF-SLIP	580.35
Title I Part A: Allocation	65,283.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	22,900.00
2000-2999: Classified Personnel Salaries	31,543.44
4000-4999: Books And Supplies	14,086.44
5000-5999: Services And Other Operating Expenditures	15,773.17
5800: Professional/Consulting Services And Operating	595.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	2,100.00
4000-4999: Books And Supplies	LCFF	11,815.70
5000-5999: Services And Other Operating	LCFF	5,119.00
4000-4999: Books And Supplies	LCFF-SLIP	580.35
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	31,543.44
4000-4999: Books And Supplies	Title I Part A: Allocation	1,690.39
5000-5999: Services And Other Operating	Title I Part A: Allocation	10,654.17
5800: Professional/Consulting Services And	Title I Part A: Allocation	595.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	44,387.44
Goal: Mathematics	31,754.22
Goal: English Language Development	3,426.39
Goal: School Culture	3,580.00
Goal: Parent Engagement	1,750.00

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katie Sullivan		X			
Loan Pratt		X			
Marci Brekke	X				
Rick Huntress		X			
Jazarai Perkins			X		
Kimberly Ambrosini				X	
Kathleen Verwey				X	
Yvette Vaz				X	
Liz Latham				X	
Melissa Zabal				X	
				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

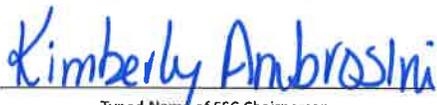
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/3/2017.

Attested:

Marcela Brekke		10/03/2017
Typed Name of School Principal	Signature of School Principal	Date
		10/3/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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

Staff Pledge:

Houghton-Kearney understands its responsibility to provide high-quality curriculum and instruction. Therefore, as your child's teacher, I agree to carry out the following responsibilities to the best of my ability:

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

Teacher's Signature

Date

Student Pledge:

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

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

Student's Signature

Date

Family/Parent Pledge:

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

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

Parent/Guardian Signature

Date

Central Unified School District
Office of Instruction
Houghton-Kearney
DISTRICT WIDE PARENTAL INVOLVEMENT POLICY
2017-18

PART I. GENERAL EXPECTATIONS

The Central Unified School District agrees to implement the following statutory requirements:

- Central Unified will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, Central Unified will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Central Unified will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Central Unified and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, Central Unified will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- Central Unified will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Central Unified will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) that parents carry out other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Central Unified School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:
 - Hold a district-wide annual meeting to review and revise the District Parent Involvement Policy
 - District Advisory Committee (DAC), District English Learner Advisory (DELAC) site representatives review policy with site committees, report back any barriers identified and suggestions to improve policy
 - Migrant Parent Advisory Committee (PAC) conducts an annual review of the policy
 - Offer additional meetings to accommodate parent's availability and address further needs
 - Notify parents of annual Title 1 and advisory committee meeting through posting of agendas at district office and school sites, flyers, web site, and personal and Blackboard Connect messages
 - Offer childcare, as necessary
 - Offer transportation when feasible
 - Make available interpreters and translators to ensure full participation of non-English speaking parents as required

2. Central Unified School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by providing training in the following areas:
 - During the district-wide annual meeting provide parents with an overview of any changes to the organizational structure and academic progress of school sites and the role of parents on advisory committees (i.e. School Site Council, Title 1 Parent Advisory Committee, English Learner Advisory Committee, District Advisory Committee etc.) to help parents understand their vital role
 - Offer follow-up meetings upon request to provide parent training in leadership skills to effectively carry out their role on advisory committee assignments
 - Provide annual training sessions for DAC, PAC and DELAC representatives in their role and responsibilities

3. Central Unified School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - At the beginning of the school year, the District will provide training to school site administrative teams on specific guidelines and regulations (i.e. membership and office holding composition, required meetings, minute format, "how to" for increased attendance, etc.)
 - Throughout the year, provide school sites with resource information on parent involvement training offered through the district's Central Academy for Parent Engagement (CAPE), FCOE, UC Cooperative Extension, Valley pbs and others based on parent interest and need.
 - District Director of State and Federal Programs, Supervisor of English learner/migrant services and District Parent Involvement Coordinator will be available to monitor and provide

- additional support as deemed necessary by individual school sites in effectively implementing parent involvement activities
 - Provide the services of a district interpreter/translator in major second language of the district
4. Central Unified School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Migrant Program and State Preschool and Title III EL/Immigrant by:
- Sharing parent involvement resources with the above mentioned program coordinators
 - Inviting program managers to district-wide Title 1 annual meetings
 - Inviting program managers to parent trainings in leadership skills and other trainings offered to school sites
 - Work closely with program managers to help evaluate and utilize available resources
5. Central Unified School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Annually, the district will survey Title 1 parents (using one or all of the following methods: mailed surveys, annual meetings, advisory committee meetings, Blackboard Connect survey, web based tools, providing DELAC and DAC committees representatives materials to present and review at sites etc.) to evaluate the effectiveness of school site parent involvement policies
 - Results will be shared at both the district and site level and if necessary, district technical support will be offered to individual school sites as deemed necessary for the purpose of revising their respective parent involvement policy
 - Parents together with school site administrators will address identified barriers and prepare any necessary changes/revisions to their Parent Involvement Policy
 - Translate survey results, for non-English speaking parents as required
6. Central Unified School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities:
- A. The school district, together with its Title I, Part A schools, will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions using digital and printed materials in the following areas:
- the State's academic content standards
 - assessment results (i.e. CELDT, California Assessment of Student Performance and Progress (CAASPP), District Benchmark Assessments, etc.)
 - the requirements of Part A,
 - how to monitor their child's progress
 - how to work with educators
 - topics of interest and need identified by parents

- Make available to school site administrators information on workshops, conferences and classes, offered in the area of parent involvement
 - Provide services and outreach to parents by trained bilingual community liaisons at high needs schools to the extent possible
 - Development of a district parent leadership team to encourage active participation and honor and recognize their contributions
 - Make available to school sites resources for translation and interpretation as required
 - Encourage parents to participate in parent involvement events by way of informational flyers, district and school site websites, personal phone calls and Blackboard Connect messages
 - Offer district or site sponsored parent education opportunities such as but not limited to the following:
 - Central Unified Parent Education courses and events
 - EL workshops and Saturday schools
 - Author visits, literacy and family nights
 - Parent Expectations for Student Achievement (PESA)
 - The Latino Literacy Project
 - FCOE Parent Institute workshops
 - Parenting Partners
 - Parent Involvement for Quality Education (PIQE)
 - Parent Project and Positive Discipline Program
 - Community resources such as UC Cooperative Extension partnership
- B. The school district will, with the assistance of the schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Organize presentations of successful literacy programs (i.e. PESA, Latino Literacy Project etc.) to school site administrators and/or parent advisory committees for consideration at their individual site
 - Offer technical support to site administrators in the implementation of selected literacy programs and technology such as Accelerated Reader, ST Math
 - Promote Adult Education opportunities in literacy and technology at CLASS
 - Support sites in their development and implementation of School-Parent Compact
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Sharing information with site administrators on available resources on how teachers can reach out and work with parents as equal partners in education
 - Provide the services of a District Parent Involvement Coordinator
- D. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Offer technical support in updating web sites
 - Provide district guidelines, templates and training materials for standardization of parent meeting protocols in English and other languages as required

- Provide district interpreter/translator and other resources for translation and interpretation services
- Provide Bilingual Community Liaisons at high needs schools to the extent possible

* * * * *

PART III. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agenda(s) and minutes.

This policy was adopted by the Central Unified School District on September 12, 2006 and will be revised based on Title I parent recommendations annually. The school district will distribute this policy to all parents of participating Title I, Part A children by September of each school year.

**POLIZA DE PARTICIPACIÓN DE PADRES EN EL DISTRITO
2017-18**

PARTE I. EXPECTATIVAS GENERALES

El Distrito Escolar Unificado de Central se compromete a aplicar los siguientes estatutos:

- El Distrito Unificado de Central pondrá en operación programas, actividades y procedimientos para incorporar la participación de los padres en todas sus escuelas en conformidad a los programas de la Parte A, del Título I, de la sección 1118, del Acta de Educación Primaria y Secundaria (ESEA). Dichos programas, actividades y procedimientos serán planificados y operados tomando muy en cuenta las sugerencias de los padres de los estudiantes que participen.
- De acuerdo con la sección 1118, el Distrito Unificado de Central trabajará con sus escuelas para asegurar que el requerido nivel escolar de la póliza de participación de los padres cumpla con los requisitos de la sección 1118 (b) del ESEA, y cada una incluya, como componente, un pacto entre escuela y padres consistente con la sección 1118 (d) del ESEA.
- El Distrito Unificado de Central incorporará esta política de participación de padres en todo el distrito en su plan de LEA desarrollado bajo la sección 1112 del ESEA.
- Para la ejecución del Título I, Parte A sobre los requisitos de la Participación de los Padres, en la medida de lo posible, el Distrito Unificado de Central y sus escuelas proporcionarán oportunidades plenas para la participación de los padres con dominio limitado del Inglés, padres con discapacidades, y padres de estudiantes migrantes, incluyendo la prestación de información y reportes escolares requeridos bajo la sección 1111 del ESEA en un formato comprensible y uniforme e, incluyendo formatos alternativos bajo petición, y dentro de la medida posible, en un idioma que los padres entiendan.
- Si el plan de LEA Parte A, del Título I, desarrollado en la sección 1112 del ESEA, no es satisfactorio para los padres de los estudiantes participantes, el Distrito Unificado de Central presentará cualquier comentario de los padres con el plan, cuando el Distrito Escolar presente el Plan al Departamento de Educación del Estado.
- El Distrito Unificado de Central involucrará a los padres de los estudiantes a quienes sirve la Parte A del Título I de las escuelas en las decisiones acerca de cómo se gasta el uno por ciento del Título I, Parte A de los fondos reservados para la participación de los padres, y se asegurará de que no menos del 95 por ciento de el uno por ciento de lo reservado vaya directamente a las escuelas.
- El Distrito Unificado de Central se regirá por la siguiente definición legal de participación de los padres, y espera que sus escuelas de Título I llevarán a cabo los programas, actividades y procedimientos de conformidad con esta definición:

Participación de los padres significa la participación de los padres en regular, de dos vías, y la comunicación relevantes en los estudiantes el aprendizaje académico y otras actividades escolares, incluida la garantía de—

(A) que los padres desempeñan un papel integral en la asistencia a la enseñanza de sus hijos;

(B) *que a los padres se les anime a participar activamente en la educación de sus hijos en la escuela;*

(C) *que los padres sean socios en pleno derecho en la educación de sus hijos y están incluidos, en su caso, en la toma de decisiones y en comités de asesoramiento para ayudar en la educación de sus hijos;*

(D) *que los padres lleven a cabo otras actividades, tales como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCION DE COMO EL DISTRITO IMPLEMENTARA LA POLIZA DE PARTICIPACION DE LOS PADRES A TRAVES DE TODO EL DISTRITO

1. El Distrito Escolar Unificado de Central tomara las siguientes acciones para involucrar a los padres en el desarrollo de su plan de participación de padres a través de todo el Distrito bajo la sección 1112 del ESEA:
 - Llevar a cabo una reunión anual a nivel de distrito para examinar y revisar la Póliza de Participación de Padres del Distrito
 - Representantes del Comité Asesor del Distrito (DAC), Comité Asesor del Distrito para Estudiantes Aprendices de Inglés (DELAC) hacen una revisión de la póliza con los comités de las escuelas e informan acerca de cualquier obstáculo señalado y sugerencias para mejorar la póliza.
 - El Comité Asesor de Padres Migrantes (PAC) lleva a cabo una revisión anual de la póliza
 - Ofrecer reuniones adicionales que se adapten a la disponibilidad de los padres para darle seguimiento a temas que hayan quedado pendientes
 - Informar a los padres de las reuniones Anuales del Título I y Comités Asesores a través de la publicación de agendas en las oficinas del distrito y escuelas, folletos, sitio web, mensajes personales y por medio de Blackboard Connect
 - Ofrecer cuidado de niños en caso de ser necesario
 - Ofrecer servicio de transporte cuando sea factible
 - Tener intérpretes y traductores para asegurar la plena participación de los padres que no hablan Inglés como es requerido

2. El Distrito Escolar Unificado de Central tomara las siguientes acciones para involucrar a padres en el proceso de la revisión y del mejoramiento de la escuela bajo la sección 1116 del ESEA proporcionando entrenamiento en las siguientes áreas:
 - Durante la reunión anual del Distrito, se le proporcionara a los padres cualquier cambio al organigrama de las escuelas así como el progreso académico y el papel de los padres en los comités (es decir, el Consejo del Plantel Escolar (SSC), Comité Asesor de Inglés como Segunda Lengua (ELAC) Comité Asesor del Distrito etc.) para ayudar a los padres a entender su papel vital
 - Ofrecer reuniones adicionales cuando lo soliciten los padres, para ofrecer entrenamiento de liderazgo para mejorar sus habilidades para desempeñar eficazmente su papel en el Comité Asesor y sus responsabilidades

3. El Distrito Escolar Unificado de Central proporcionará la siguiente coordinación necesaria, asistencia técnica y otras formas de apoyo para asistir a las escuelas de el Título I, Parte A acerca de la planificación y ejecución de actividades eficaces de participación de los padres para mejorar el logro académico de los estudiantes y el rendimiento escolar:
 - Al inicio del año escolar, el Distrito proporcionará entrenamiento al equipo administrativo de cada escuela sobre las normas y regulaciones específicas (es decir, composición de la membresía y personal de oficina, reuniones requeridas, formato de las minutas, "cómo" por aumento de asistencia, etc.)

- Durante el año, proporcionar a las escuelas recursos informativos sobre entrenamientos para la participación de padres que se ofrecen a través de la Academia Central para Participación de Padres del distrito (CAPE), Oficina de Educación del Condado de Fresno (FCOE), UC Cooperative Extension, Valley pbs y otros dependiendo del interés y necesidad de los padres.
 - La Directora de Programas Estatales y Federales, El Supervisor de servicios de Aprendices de Inglés (EL)/ Migrantes del Distrito y la Coordinadora de la Participación de Padres, estarán disponibles para supervisar y dar apoyo adicional cuando se considere necesario para cada escuela, en la implementación efectiva de las actividades de participación de los padres
 - Proporcionar los servicios de un intérprete/traductor del distrito en el principal segundo idioma
4. El Distrito Escolar Unificado de Central coordinará e integrará estrategias para la participación de los Padres en la parte A con estrategias de participación de lo padres bajo los siguientes programas: Programa Migrante y Programa Estatal Pre-escolar y Título III EL/Immigrant para:
- Compartir los recursos de participación de padres con los coordinadores del programa arriba mencionados
 - Invitando a los directores de programas a las reuniones anuales del Título 1 del Distrito
 - Invitando a los directores de programas a los entrenamientos de habilidades de liderazgo para padres y a otros entrenamientos ofrecidos en las escuelas
 - Trabajar estrechamente con los directores de programas para ayudar a evaluar y utilizar los recursos disponibles
5. El Distrito Escolar Unificado de Central tomará las medidas siguientes para llevar a cabo, junto con la participación de los padres, una evaluación anual del contenido y la eficacia de la Póliza de la Participación de los Padres para mejorar la calidad de las escuelas de la parte A del Título I. La evaluación incluirá identificación de barreras para una mayor participación de los padres en las actividades de este programa (con particular atención a los padres que están en desventaja económica, discapacitados, tienen limitaciones en el idioma del inglés, tienen limitaciones en la capacidad de leer o escribir, o pertenecen a un grupo racial o étnico minoritario). El Distrito Escolar utilizará los resultados de la evaluación acerca de su póliza de participación de los padres y actividades para diseñar estrategias más eficaces, para la participación de los padres y para revisar, si es necesario (y con la participación de los padres) la póliza de la participación de los padres.
- Anualmente, el distrito encuesta a ~~todos~~ los padres del Título 1 (utilizando todos o uno o los siguientes métodos: envió de encuesta, reuniones anuales, reuniones del comité asesor, encuesta por medio de Blackboard Connect, proporcionándoles herramientas a los Representantes de los Comités de DELAC y DAC y materiales para presentar y revisar en sus escuelas por medio del internet, etc.) para evaluar la eficacia de las pólizas de la participación de los padres de las escuelas
 - Los resultados serán compartidos entre las escuelas y el distrito y si es necesario, se ofrecerá ayuda técnica particularmente a escuelas si se considera necesario, con el propósito de revisar su respectiva póliza de participación de los padres
 - Los padres, junto con los administradores de las escuelas se ocuparán de identificar los obstáculos y preparar los cambios necesarios/revisiones de su Póliza de Participación de Padres
 - Traducir los resultados de la encuesta, para los padres de familia que no hablan inglés si se considera necesario
6. El Distrito Escolar Unificado de Central formará la capacidad de las escuelas y padres para una fuerte participación por parte de los mismos, con el fin de garantizar una participación efectiva de los padres y apoyar una colaboración entre las escuelas participantes, los padres y la comunidad, para mejorar el logro académico del estudiante, a través de las siguientes actividades:

- A. El distrito escolar, junto con su Título I, Parte A de las escuelas, prestará asistencia a los padres de estudiantes atendidos por el distrito escolar o la escuela, como sea apropiado, en la comprensión de temas tales como los siguientes, emprendiendo las acciones utilizando materiales impresos y digitales en las siguientes áreas:
- El contenido de los Estándares Académicos del Estado
 - resultados de los exámenes (es decir, CELD, Evaluación del Desempeño y Progreso Estudiantil de California (CAASPP) exámenes de progreso del Distrito (Benchmark) etc.)
 - los requisitos de la Parte A,
 - cómo monitorear el progreso de sus hijos, y
 - cómo trabajar con los educadores
 - temas de interés y necesidades identificados por los padres
- Poner a disposición de los administradores de las escuelas información sobre talleres, conferencias y clases, que se ofrecen en el ámbito de la participación de los padres
 - Proporcionar servicios y apoyo a los padres a través de enlaces comunitarios bilingües capacitados en escuelas de altas necesidades a la medida de lo posible
 - Desarrollo de un equipo de liderazgo de padres del distrito para fomentar la participación activa, honrar y reconocer sus contribuciones
 - Poner a disposición de las escuelas recursos para la traducción y la interpretación cuando sean necesarios
 - Alentar a los padres a participar en eventos de participación de padres por medio de volantes informativos, sitio web del distrito y las escuelas, llamadas telefónicas personales y mensajes de Blackboard Connect
 - Ofrecer oportunidades de educación para los padres patrocinadas por el distrito o la escuela tales como, pero no se limitan a lo siguiente:
 - Cursos y eventos de Educación de Padres del Distrito Unificado de Central
 - Talleres (EL) y Clases Sabatinas
 - Visitas de autores, noches de alfabetización y de familia
 - Las Expectativas de los Padres Apoyan el Éxito de los Estudiantes (PESA)
 - El Proyecto de Alfabetización Latino
 - Talleres del Instituto de Padres de FCOE
 - Compañeros en la Crianza (Parenting Partners)
 - Participación de los padres para una Educación de Calidad (PIQE)
 - Proyecto de Padres y Programa de Disciplina Positiva
 - Recursos comunitarios, como la asociación con UC Cooperative Extension
- B. El distrito escolar, con la asistencia de sus escuelas, proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico de los estudiantes, tales como alfabetización, y el uso de la tecnología, según proceda, para fomentar la participación de los padres, a través de:
- Organizar presentaciones de programas exitosos de alfabetización (es decir, PESA, Latino Literacy Project, etc.) con los administradores de las escuela y/o comités asesores de padres para consideración en sus escuelas
 - Ofrecer apoyo técnico a los administradores de las escuelas en la implementación de los programas de alfabetización y la tecnología tales como Accelerated Reader, ST Math
 - Promover oportunidades de educación para adultos de alfabetización y tecnología en la escuela CLASS
 - Apoyar a las escuelas en su desarrollo e implementación del Acuerdo entre la Escuela y Padres

- C. El distrito escolar, con la asistencia de sus escuelas y los padres, educara a sus maestros, personal de servicio de estudiantes, directores y otro personal, en cómo lograr comunicarse con, y trabajar con los padres como socios, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre los padres y las escuelas, a través de:
- Compartir información con los administradores de las escuelas sobre los recursos disponibles en cómo los maestros pueden llegar a trabajar con los padres como socios en la educación
 - Proporcionar los servicios de un Coordinador de Participación de Padres del Distrito
- D. El distrito escolar tomará las medidas siguientes para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sea enviado a los padres de niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender:
- Ofrecer apoyo técnico en la actualización de sitios de internet
 - Proporcionar pautas del distrito, plantillas y materiales de capacitación para la normalización de protocolos de reuniones de padres en Inglés y otros idiomas como sea necesario
 - Proporcionar un intérprete / traductor del distrito y otros recursos para los servicios de traducción e interpretación
 - Proporcionar Enlaces Comunitarios Bilingüe en las escuelas de altas necesidades en la medida posible

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PARTE III. APROBACIÓN

Esta Póliza de la Participación de los Padres a nivel Distrito, ha sido desarrollada conjuntamente y de acuerdo con los padres de niños participantes en el programa el Título I, Parte A, como evidencia se muestra en la agenda(s) y las minutas.

Esta Póliza fue adoptada por el Distrito Escolar Unificado de Central el 12 de septiembre, de 2006 y será revisada en base a las recomendaciones de padres del Título I cada año. El distrito escolar distribuirá esta Póliza a todos los padres de niños que participan en el Título I, Parte A antes de septiembre de cada año escolar:



**Comité Asesor para Aprendices de Inglés (ELAC)
1er Trimestre**

Fecha de Publicación: Sept. 14, 2017

**Fecha de la Reunión: Sept. 19, 2017
de Maestros**

Sitio: Salon

Hora de Inicio: 2:00 pm

Hora de aplazamiento: 3:00 pm

Resultados: Los participantes podrán:

- Reconocer la importancia de los Principios Rectores de CUSD
- Explicar el propósito de ELAC
- Explicar las funciones y responsabilidades de los miembros de ELAC
- Elegir oficiales y representantes de DELAC
- Definir horarios y fechas de reuniones
- Recibir información de los estatutos, medidas de rendición de cuentas, metas de las escuelas para los aprendices de Inglés, Regla de 15%, Póliza de Participación de Padres, Oportunidades Educativas para Padres

Representantes y Personal: Miembros de ELAC. Todo el personal, padres, y miembros del público están invitados a asistir a la reunión.

Name	Office	In Attendance (Y/N)	Name	Office	In Attendance(Y/N)
Mrs. Brekke	Principal		Dulce Mendez	Parent	
Miriam Cortes	Parent		Adriana Ortiz	DELAC	
Pablo Leyva	Chair Person		Nereida Sanchez	Parent	

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Director	2 minutos
Pasar lista- establecer quórum	Ninguna	Director	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Director	1 minuto
Reporte de la Secretaria	Enmiendas / Aprobación	Director	0 minutos
Reportes de Oficiales del Comité	Pendiente	Director	0 minutos
Comentarios del Publico (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión. Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Director	10 minutos

Asuntos Pendientes	Pendiente	Director	0 minutos
Nuevos Asuntos <ul style="list-style-type: none"> a. Principios Rectores de CUSD b. Revisar el propósito de ELAC. c. Revisar los deberes de los miembros de ELAC. d. Revisar las funciones y responsabilidades de los funcionarios de ELAC. Nominar y elegir a los oficiales de ELAC: <ul style="list-style-type: none"> o Presidente o Vice-Presidente o Secretario o Representante de DELAC o Rep. Alternativo de DELAC e. Estatutos- Revisión Inicial f. Informe de Progreso- SBAC, AMAO's g. Rendición de Cuentas de AYP/Título III h. Criterio de Entrada y Salida del programa EL i. Programas Escolares para ELD y Acceso a materias básicas j. EL SPSA k. CELDT l. Póliza de Participación de Padres/Compact 2017-2018 m. Oportunidades de Educación para Padres del Distrito n. Asuntos Escolares o. Discutir las fechas de las reuniones futuras, entrenamiento y los asuntos de la agenda 	<p>Información y Discusión</p> <p>Discusión, nominación y elección de los oficiales</p> <p>Información y Discusión</p> <p>TABLE</p> <p>TABLE</p> <p>TABLE</p> <p>TABLE</p>	<p>Director</p>	
Evaluación (formas de mejorar la reunión) y cierre de la reunión	Opiniones de la reunión y aprobación para dar por terminada la reunión	Director	1 minuto

**** Gracias por asistir. ****

Cada estudiante participara en una instrucción rigurosa, relevante y basada en normas en cada salón de clases, todos los días, para garantizar el aprendizaje del estudiante.



**English Learner Advisory Committee (ELAC)
1st Quarter**

**Date of Publication: Sept. 14, 2017 Date of Meeting: Sept. 19, 2017 Site: Teachers' Salon
Start Time: 2:00 pm Postponement Time: 3:00 pm**

Results: Participants will be able to:

- Recognize the importance of the CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain roles and responsibilities of ELAC members
- Choose DELAC officers and representatives
- Set meeting times and dates
- Receive statutory information, accountability measures, school goals for English Learners, Parent Involvement Policy, Parent Educational Opportunities

Representatives and Staff: Members of ELAC. All staff, parents, and members of the public are invited to attend the meeting.

Name	Office	In Attendance (Y/N)	Name	Office	In Attendance(Y/N)
Mrs. Brekke	Principal		Dulce Mendez	Parent	
Miriam Cortes	Parent		Adriana Ortiz	DELAC	
Pablo Leyva	Chair Person		Nereida Sanchez	Parent	

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 min.
Roll Call—establish quorum	None	Principal	1 min.
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 min.
Secretary’s Report	Approval/Amendments	Principal	0 min.
Report of Officers, Standing & Special Committees	TBD	Principal	0 min.
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 min.
Unfinished Business	TBD	Principal	0 min.



DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
09/19/2017	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
09/19/2017	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
09/19/2017	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
09/19/2017	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.



English Learner Advisory Committee (ELAC)
Minutes for 1st Quarter

Date of Publication: Sept. 14, 2017 Date of Meeting: Sept. 19, 2017 Site: Teachers' Salon
Start Time: 2:00 pm Postponement Time: 3:00 pm

Results: Participants will be able to:

- Recognize the importance of the CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain roles and responsibilities of ELAC members
- Choose DELAC officers and representatives
- Set meeting times and dates
- Receive statutory information, accountability measures, school goals for English Learners, Parent Involvement Policy, Parent Educational Opportunities

Representatives and Staff: Members of ELAC. All staff, parents, and members of the public are invited to attend the meeting.

Name	Office	In Attendance (Y/N)	Name	Office	In Attendance(Y/N)
Mrs. Brekke	Principal	Y	Dulce Mendez	Parent	Y
Miriam Cortes	Parent	N	Becky Alder	Staff Member	Y
Pablo Leyva	Chair Person	Y	Nereida Sanchez	Parent	N

Total Number of ELAC Members:

- 4 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 2 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 2 ELAC parents/guardians of English learners
- ELAC parents/guardians of other students
- 2 School staff

A quorum of 4 members must be present in order to conduct business. The number of committee members in attendance is 4:

- Has Been Met.
- Has Not Been Met.

1. Call the Meeting to Order: The meeting was called to order at 2:05 pm by Pablo Leyva.

A quorum of the members was present. The principal welcomed all ELAC representatives as well as Becky Alder, staff representative for ELAC, and Eddie Rodriguez, Parent Liaison.

2. Changes/Additions to the Meeting Agenda: Mrs. Brekke asked to TABLE three items on the agenda for the next meeting. Those items were: School/Home Compact, EL Entrance and Exit Criteria, and the ELD Program. Mrs. Brekke explained that today the main focus of the meeting was the Single Plan for Student Achievement and receiving parent input.

3. Secretary's Report: *None.*

4. Committee Reports: None.

5. Public Comments:

The following public comments were presented to the ELAC: A parent did express concern about the lack of parent involvement in the ELAC meeting. Mrs. Brekke shared that Mr. Rodriguez has contacted all our EL families and the community was invited to participate through the HK website and parent newsletter.

6. Unfinished Business: None.

7. New Business: Mrs. Brekke introduced Mrs. Becky Alder who would serve as the staff representative on the ELAC.

- a) CUSD Guiding Principles
- b) Review the purpose of the ELAC: Mrs. Brekke provided a copy of the ELAC ByLaws and reviewed the roles and responsibilities of the ELAC.
- c) Review the duties of ELAC members. Mrs. Brekke pointed out that all the members were returning for their second year of membership, with the exception of Pablo Leyva, chairperson. He has served two years as the Chairperson. Mrs. Brekke stated that in her opinion, it would serve to nominate Mrs. Dulce Mendez as Chairperson due to her attendance and commitment to the ELAC.
- d) Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers:
 1. Chairperson-Mrs. Brekke nominated Dulce Mendez as Chairperson, and Becky Alder seconded the motion. Motion approved.
 2. Vice-chairperson-The Vice Chairperson will be nominated at the next meeting with Mrs. Mendez vacating the position.
 3. Secretary-The secretary will be nominated at the next meeting with more members in attendance.
 4. DELAC representative-Adriana Ortiz will remain as DELAC representative. Nominated by Mrs. Brekke, seconded by Dulce Mendez. Motion approved.
 5. DELAC alternate-The role of DELAC alternate will be nominated at the next meeting.
- e) By-laws-initial review-Mrs. Brekke reviewed the roles and responsibilities of the members.
- f) Progress reports-SBAC, AMAOs-TABLED
- g) EL program entrance & exit criteria-TABLED
- h) Site program for ELD & access to core-Mrs. Brekke stated that ELD would be both designated and integrated with the new Wonders program. Each teacher submits a schedule for designated ELD and Mrs. Brekke would observe those times. She explained that progress monitoring would be a focus on EL's and RFEP students. A parent in attendance inquired about the preparation teachers have to address the needs of English Learners. Mrs. Brekke stated that teachers receive training with the support of the District. The ELD program is a component of the new ELA program Wonders. She stated that as part of their ongoing training, teachers would continue to receive professional development.

- i) SPSA-Advise on site plan EL goals-Mrs.Brekke shared the school site plan to address the academic and language acquisition needs of EL students. She stated that EL students and RFEP students would be the focus of differentiated instruction and the focus of PLC's and Tier 1 instruction. She also shared on the intervention plan for addressing at-risk students through the multi tiered system. She explained the rationale behind each expenditure under Title 1, SLIP, and LCFF funds. Two main expenditures are is the money set aside to pay teachers for tutoring . And the use of a Teaching Fellow tutor or Aide for grades 4-8 to support instruction in both ELA and Math. A parent commented on the need for accountability for student progress. She felt that a lot of money was being spent to pay staff and wants to see the improvement of student performance. Mrs. Mendez stated that she agreed with the idea of another supportive staff member, because she is aware that meeting the individual needs of every student is difficult for teachers. She also stated that parent involvement was very important. Mrs. Brekke asked that the ELAC members approve the SPSA and proposed expenditures. Mrs. Alder motioned for approval and Mrs. Mendez seconded. Motion approved.
- j) CELDT review & student goal setting-Mrs. Brekke stated that Student performance on the CELDT and goals would be shared during the conferences.
- k) Parent Involvement Policy/Compact current year. Mrs. Brekke shared the PIP with the members. She expressed her desire to get parent input at the next ELAC meeting.
- l) District Parent Education Opportunities-Mr. Rodriguez shared on upcoming opportunities for parents at other school sites.
- m) Discuss future meeting dates, training, and agenda items. Next meeting will be on Nov. 14 at 2:00 pm.

8. Evaluation: Mrs.Brekke principal asked if the time of the meeting was the best time to get parents to attend. Mr. Leyva stated that after 5:00 pm is best for his family.

9. Adjournment-The meeting was adjourned at 3:05 pm, with a reminder that our next ELAC meeting is on Nov. 14 at 5:00 pm.

Respectfully submitted,

(To Be Approved on Nov. 14, 2017)

ELAC Secretary
Date Submitted/Revised



1st Quarter Meeting Location: Library

Date of Posting: September 15, 2017 Meeting Date: September 18, 2017

Start/End Time: 7:30 am/8:15 am

Outcomes: Participants will be able to: 1. Recognize the importance of CUSD Guiding Principles; 2. Explain the purpose of SSC, roles and responsibilities of the SSC members; 3. Elect officers and District Advisory Committee (DAC) representative; 4. Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning; 5. Discuss and begin to analyze school's academic instructional program; 6. Determine future meeting dates, times and training schedules

Representatives & Staff: All staff, parents, and members of the public are invited to attend the meeting.

2017-2018 SSC Members

Marci Brekke	Principal	Kimberly Ambrosini	Parent
Rick Huntress	Teacher	Liz Latham	Parent
Loan Pratt	Teacher	Yvette Vaz	Parent
Katie Sullivan	Teacher	Kathleen Verwey	Parent
Jaz Perkins	Other Personnel	Melissa Zabal	Parent

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 min
Roll Call—establish quorum	None	Principal	1 min
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 min
Secretary's Report	Approval/Amendments	Principal	5 min
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 min
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 min

Unfinished Business a. Approval of min. from SSC meeting	Business not completed from previous SSC meeting	Principal	2 min
New Business <ul style="list-style-type: none"> • SSC Training • Review the purpose of the SSC • Review the duties of SSC members. • Review the roles and responsibilities of SSC officers. • Review SPSA and Expenditures • Discuss district/site parent education opportunities • Safety Plan • Discuss future meeting dates, training, and agenda items. 	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Information Information	Principal	15 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

Handouts: ByLaws, SPSA, Expenditures



SCHOOL SITE COUNCIL 1st Quarter MINUTES
Location: Library

Date of Posting: September 15, 2017 Meeting Date: September 18, 2017

Start/End Time: 7:30 am/8:15 am

Outcomes: Participants will be able to: 1. Recognize the importance of CUSD Guiding Principles; 2. Explain the purpose of SSC, roles and responsibilities of the SSC members; 3. Elect officers and District Advisory Committee (DAC) representative; 4. Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning; 5. Discuss and begin to analyze school's academic instructional program; 6. Determine future meeting dates, times and training schedules

Representatives & Staff: All staff, parents, and members of the public are invited to attend the meeting.

1. Call the Meeting to Order:

- The meeting was called to order at 7:42 am by Kimberly Ambrosini. Everyone was welcomed. Members and guests introduced themselves. Present were:

2017-2018 SSC Members					
Name	Role	Present (Y/N)	Name	Role	Present (Y/N)
Marci Brekke	Interim Principal	Y	Kimberly Ambrosini	Parent	Y
Rick Huntress	Teacher	N	Liz Latham	Parent	Y
Loan Pratt	Teacher	Y	Yvette Vaz	Parent	N
Katie Sullivan	Teacher	Y	Kathleen Verwey	Parent	Y
Jaz Perkins	Other Personnel	Y	Melissa Zabal	Parent	Y

2. Roll Call:

- Sign In Sheet attached.
- Chairperson announced
 - 6 members are needed to establish a quorum.
 - 8 members are present 2 members are absent.
 - A quorum HAS been established.

3. Changes/Additions to the Meeting Agenda:

- Mrs. Brekke asked to table district/site parent education opportunities and Safety Plan.

4. Secretary's Report:

- None

5. Committee Reports:

- None

6. Public Comment:

- Mrs. Brekke shared on the unusually high enrollment this school year compared to years before. At this time we have 233 students enrolled in Houghton Kearney. She shared that while HK does not have a GIA, there is a roving sub to assist with tasks and duties. Mrs. Brekke shared on Mrs. Zabal volunteering her time every day to assist in supervision.
- Mrs. Brekke also shared on the changes to the campus: new paint, new courts, and the new athletic play structure.

7. Unfinished Business:

- Approval for minutes from last school site council meeting in May 30, 2017.

8. New Business

- a) SSC Training/ByLaws-Mrs. Brekke reviewed the ByLaws and the role of the SSC, the duties of the SSC members.
- b) Review the purpose of the SSC
- c) Review the duties of SSC members.
- d) Review the roles and responsibilities of SSC officers.
- e) Review SPSA and Expenditures. Mrs. Brekke provided an Expenditure List to show a more concise breakdown of planned spending. She explained the rationale for each expenditure and how it would impact student learning. Mrs. Ambrosini asked if there would be any instructional support for the students in the upper grades Mrs. Brekke stated that at this point, HK did not have the funding to have extra support. Mrs. Ambrosini asked why Houghton Kearney did not have its own GIA to support the staff every day. Mrs. Brekke stated that it was due to the enrollment numbers.
- f) Discuss future meeting date: October 2 to approve the SPSA.

9. Evaluation & Adjournment:

- Meeting adjourned at 8:15 am by Kimberly Ambrosini.

Respectfully submitted,

Liz Latham
SSC Secretary

October 3, 2017



Thank you for being here with us today! Please Sign In.

	Name	Position	Sign in
1	Mrs. Brekke	Principal	
2	Loan Pratt	Teacher Grade	
3	Katie Sullivan	Teacher Grade	
4	Rick Huntress	Teacher Grade	
5	Jaz Perkins	ASP Coordinator	
6			
7			

Parent/Community Member Name	Sign In
Kimberly Ambrosini	
Liz Latham	
Yvette Vaz	
Melissa Zabal	

Budget By Expenditures

Houghton-Kearney Elementary School

Funding Source: LCFF

\$19,034.70 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Materials	4000-4999: Books And Supplies	\$419.65	English Language Arts	Tier 1: Establish, monitor, and sustain instructional practices that align with CCSS.Increase instructional opportunities for students to collaborate, critically think, and be creative.Tier 1: Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach.Tier 1: Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development.Tier 1: Increased student access to resources and materials to support literacy.Tier 1: Student Participate in daily differentiated instruction to support their literacy development.
Substitute teachers for peer observations, coaching days, planning days, and release time for assessment and data analysis days for all learners	1000-1999: Certificated Personnel Salaries	\$2,100.00	English Language Arts	Tier 1: Establish, monitor, and sustain instructional practices that align with CCSS.Increase instructional opportunities for students to collaborate, critically think, and be creative.Tier 1: Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach.Tier 1: Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development.Tier 1: Increased student access to resources and materials to support literacy.Tier 1: Student Participate in daily differentiated instruction to support their literacy development.

Houghton-Kearney Elementary School

Technology to Support Literacy	5000-5999: Services And Other Operating Expenditures	\$4,699.00	English Language Arts	Tier 1: Establish, monitor, and sustain instructional practices that align with CCSS. Increase instructional opportunities for students to collaborate, critically think, and be creative. Tier 1: Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach. Tier 1: Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development. Tier 1: Increased student access to resources and materials to support literacy. Tier 1: Student Participate in daily differentiated instruction to support their literacy development.
Classroom Technoloy	4000-4999: Books And Supplies	\$4,500.00	Mathematics	Tier 1: Establish, monitor, and sustain common instructional practices that align with the shifts of CCSS. Tier 1: Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Tier 1: Classroom Technology to support Best Teaching Practices and student engagement. Tier 1: Students will be provided opportunities to participate in math instruction for differentiation that are inquiry-based and student-centered.
Materials to create grade level appropriate kits for grades K-8	4000-4999: Books And Supplies	\$1,350.00	Mathematics	Tier 1: Establish, monitor, and sustain common instructional practices that align with the shifts of CCSS. Tier 1: Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Tier 1: Classroom Technology to support Best Teaching Practices and student engagement. Tier 1: Students will be provided opportunities to participate in math instruction for differentiation that are inquiry-based and student-centered.
Material to support math activities K-8	4000-4999: Books And Supplies	\$500.05	Mathematics	Tier 1: Establish, monitor, and sustain common instructional practices that align with the shifts of CCSS. Tier 1: Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Tier 1: Classroom Technology to support Best Teaching Practices and student engagement. Tier 1: Students will be provided opportunities to participate in math instruction for differentiation that are inquiry-based and student-centered.
ELD Family Home Language Kits	4000-4999: Books And Supplies	\$750.00	English Language Development	Promote parent involvement in their children's English acquisition at home.
Motivational materials for Overall Learning, Charm School competition, and Character Recognition.	4000-4999: Books And Supplies	\$1,060.00	School Culture	Students will be provided opportunities for students to build capacity to build character, and promote a healthy, safe and positive school culture.

Houghton-Kearney Elementary School

Equipment for PE	4000-4999: Books And Supplies	\$1,300.00	School Culture	Students will be provided opportunities for students to build capacity to build character, and promote a healthy, safe and positive school culture.
Data collection and disaggregation of behavioral issues	5000-5999: Services And Other Operating Expenditures	\$420.00	School Culture	Tier 1 Positive Behavior Supports and Interventions (PBIS) components will be implemented.
Motivational materials for class and Individual Student Attendance Recognition.	4000-4999: Books And Supplies	\$800.00	School Culture	Students will participate in a competition for the promotion of attendance.
Materials and supplies	4000-4999: Books And Supplies	\$386.00		Solicit parent input on information and educational opportunities that will promote engagement and interest. Provide opportunities for parents to attend after school activities promoting Literacy, STEM, and Social Awareness. Promote parent involvement in their child's learning at school and at home..
Parent Engagement and School to Home Family Kits	4000-4999: Books And Supplies	\$750.00		Solicit parent input on information and educational opportunities that will promote engagement and interest. Provide opportunities for parents to attend after school activities promoting Literacy, STEM, and Social Awareness. Promote parent involvement in their child's learning at school and at home..
LCFF Total Expenditures:		\$19,034.70		
LCFF Allocation Balance:		\$0.00		

Funding Source: LCFF-SLIP

\$580.36 Allocated

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

Library Materials	4000-4999: Books And Supplies	\$580.35	English Language Arts	Tier 1: Establish, monitor, and sustain instructional practices that align with CCSS. Increase instructional opportunities for students to collaborate, critically think, and be creative. Tier 1: Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach. Tier 1: Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development. Tier 1: Increased student access to resources and materials to support literacy. Tier 1: Student Participate in daily differentiated instruction to support their literacy development.
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LCFF-SLIP Total Expenditures:	\$580.35
LCFF-SLIP Allocation Balance:	\$0.01

Funding Source: Title I Part A: Allocation **\$64,669.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Engagement Resources	4000-4999: Books And Supplies	\$614.00		Solicit parent input on information and educational opportunities that will promote engagement and interest. Provide opportunities for parents to attend after school activities promoting Literacy, STEM, and Social Awareness. Promote parent involvement in their child's learning at school and at home..
Front Row Online License for Math Intervention	5000-5999: Services And Other Operating Expenditures	\$1,650.00	Mathematics	Tier 2 and Tier 3: Identified students will be provided Tutorial support for Intervention to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs. Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities. Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.

Houghton-Kearney Elementary School

Teacher to provide after school tutoring	1000-1999: Certificated Personnel Salaries	\$7,500.00	Mathematics	Tier 2 and Tier 3: Identified students will be provided Tutorial support for Intervention to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs. Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities. Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.
ST Math K-6 Curriculum Online License for Math Intervention	5000-5999: Services And Other Operating Expenditures	\$4,354.17	Mathematics	Tier 2 and Tier 3: Identified students will be provided Tutorial support for Intervention to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs. Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities. Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.
Brain Pop Online License	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Mathematics	Tier 2 and Tier 3: Identified students will be provided Tutorial support for Intervention to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs. Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities. Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.
Teaching Fellow	2000-2999: Classified Personnel Salaries	\$8,900.00	Mathematics	Tier 2 and Tier 3: Identified students will be provided Tutorial support for Intervention to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs. Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities. Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.

Houghton-Kearney Elementary School

Material and Supplies	4000-4999: Books And Supplies	\$1,076.39	English Language Development	Tier 1: Participation of teachers in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students.Tier 1: Establish, monitor, and sustaincommon ELD instruction (firstbest teaching) that aligns to ELDstandards for identified at-risk students.Purchase of District-adopted ELD Materials and supplies to train andsupport integrated strategies to support identified at-risk students..Student Participation in differentiation and instruction to support their language acquisition and literacy development.
Release time for administering and analyzing assessment data	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Development	Tier 1: Participation of teachers in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students.Tier 1: Establish, monitor, and sustaincommon ELD instruction (firstbest teaching) that aligns to ELDstandards for identified at-risk students.Purchase of District-adopted ELD Materials and supplies to train andsupport integrated strategies to support identified at-risk students..Student Participation in differentiation and instruction to support their language acquisition and literacy development.
Salary for Certificated staff	1000-1999: Certificated Personnel Salaries	\$600.00	English Language Development	Student participation in SBAC academy to support for identified at-risk English Learners.
Substitute teachers forpeer observations,coaching days, planningdays, and release time for assessment and data analysisdays for at-risk learners	1000-1999: Certificated Personnel Salaries	\$4,200.00	English Language Arts	Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention..Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.
Instructional Aide to Support TK/K	2000-2999: Classified Personnel Salaries	\$8,643.44	English Language Arts	Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention..Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.
Front Row Online Program	5000-5999: Services And Other Operating Expenditures	\$1,650.00	English Language Arts	Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention..Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.
Front Row Training for Staff	5800: Professional/Consulting Services And Operating Expenditures	\$595.00	English Language Arts	Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention..Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.

Houghton-Kearney Elementary School

Tutoring	1000-1999: Certificated Personnel Salaries	\$7,500.00	English Language Arts	Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention..Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.
Instructional Aide to Support Tier 3 Literacy Intervention	2000-2999: Classified Personnel Salaries	\$14,000.00	English Language Arts	Tier 3 - Daily differentiated instruction via a variety of groupings with the support of literacy intervention support staff.

Title I Part A: Allocation Total Expenditures: \$65,283.00

Title I Part A: Allocation Allocation Balance: (\$614.00)

Houghton-Kearney Elementary School Total Expenditures: \$84,898.05