

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Houghton-Kearney School
Address	8905 W. Kearney Boulevard Fresno, CA 93706
County-District-School (CDS) Code	10-73965-6006662
Principal	Marci Brekke
District Name	Central Unified School District
SPSA Revision Date	11/06/2018
Schoolsite Council (SSC) Approval Date	10/11/2018
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement: Houghton Kearney School's vision is that every student is prepared for success in college, career and community.

Mission Statement: Houghton Kearney school's mission is every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.

Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, and community.

Goal 2: Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional, and physical well-being.

Goal 4: Assure 1 year growth in language acquisition for every English Learner student.

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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to process of writing a Single Plan for Student Achievement (SPSA). Central USD and Houghton Kearney School continues to focus on increasing parent involvement in the input process. Houghton Kearney School reaches out to stakeholders through invitation to parent/community meetings. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during School Site Council Meetings, English Learner Advisory Meeting, Title 1 Meetings, and Stakeholder Meetings.

Stakeholder input sessions were:

HK Staff Meeting 10/03/2018

School Site Council meets quarterly 10/10/2018, 12/20/2018, 02/21/2019, 04/09/2019

English Learner Advisor Committee 10/10/2018, 12/20/2018, 02/21/2019, 04/09/2019

Title 1 Meeting 10/26/2018

Childcare and interpretation was provided as requested by stakeholders. (Spanish).

Stakeholder feedback at input sessions included: classroom size, intervention supports, behavioral issues, lack of parent involvement, and adequate supervision for students. Houghton Kearney School appreciates and take seriously the input of all of our stakeholder groups as this information informs our goals and actions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.5%	0%	0	1	0
African American	0.0%	0.0%	0%	0	0	0
Asian	4.6%	4.5%	5.15%	10	10	12
Filipino	0.5%	0.5%	0.43%	1	1	1
Hispanic/Latino	60.5%	58.0%	63.09%	133	130	147
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	33.6%	36.2%	30.47%	74	81	71
Multiple/No Response	0.5%	0.5%	0.43%	1	1	1
Total Enrollment				220	224	233

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		28	28
Grade 1		22	22
Grade 2		15	23
Grade3		31	21
Grade 4		21	30
Grade 5		26	25
Grade 6		22	27
Grade 7		24	27
Grade 8		35	30
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		224	233

Conclusions based on this data:

1. From 2016-17 to 2017-18, there was an increase of 17 Hispanic/Latino students.

2. Enrollment also increased by 11 students in 2017-2018 that was not a result of an increase in the kindergarten or first grade populations.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	44	28	33	20.0%	12.5%	14.6%
Fluent English Proficient	38	49	6	17.3%	21.9%	2.6%
Reclassified Fluent English Proficient	54	10	50	0.0%	22.7%	22.1%

Conclusions based on this data:

1. Houghton Kearney School's English Learner enrollment fluctuates between 12 to 20% of overall enrollment.
2. Most English Learners are in the K-2 grades.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	31	20	19	31	20	19	31	20	100	100	100
Grade 4	28	22	30	28	22	30	28	22	30	100	100	100
Grade 5	22	25	22	22	25	22	22	25	22	100	100	100
Grade 6	25	23	28	25	23	28	25	23	28	100	100	100
Grade 7	35	26	26	34	26	26	34	26	26	97.1	100	100
Grade 8	20	32	30	20	32	30	20	32	30	100	100	100
All Grades	149	159	156	148	159	156	148	159	156	99.3	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2396.	2443.	2406.	5	32.26	25.00	32	6.45	25.00	32	45.16	15.00	32	16.13	35.00
Grade 4	2430.	2437.	2435.	7	18.18	20.00	21	18.18	13.33	32	18.18	23.33	39	45.45	43.33
Grade 5	2455.	2470.	2474.	9	4.00	22.73	27	32.00	13.64	23	24.00	18.18	41	40.00	45.45
Grade 6	2517.	2508.	2495.	4	13.04	10.71	52	26.09	32.14	28	34.78	17.86	16	26.09	39.29
Grade 7	2559.	2535.	2532.	18	3.85	3.85	44	42.31	42.31	18	30.77	34.62	21	23.08	19.23
Grade 8	2510.	2590.	2545.	5	31.25	3.33	25	31.25	40.00	35	15.63	33.33	35	21.88	23.33
All Grades	N/A	N/A	N/A	9	18.24	13.46	34	25.79	28.21	27	28.30	24.36	30	27.67	33.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	29.03	30.00	32	35.48	25.00	58	35.48	45.00
Grade 4	4	4.55	6.67	50	54.55	50.00	46	40.91	43.33
Grade 5	9	8.00	31.82	32	68.00	18.18	59	24.00	50.00
Grade 6	4	17.39	10.71	56	43.48	35.71	40	39.13	53.57
Grade 7	15	11.54	11.54	56	46.15	53.85	29	42.31	34.62
Grade 8	5	34.38	10.00	45	43.75	53.33	50	21.88	36.67
All Grades	8	18.87	15.38	47	47.80	41.03	45	33.33	43.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	25.81	25.00	53	64.52	35.00	37	9.68	40.00
Grade 4	18	13.64	16.67	64	45.45	46.67	18	40.91	36.67
Grade 5	14	20.00	18.18	41	60.00	50.00	45	20.00	31.82
Grade 6	8	13.04	25.00	72	56.52	35.71	20	30.43	39.29
Grade 7	24	15.38	7.69	50	69.23	69.23	26	15.38	23.08
Grade 8	5	31.25	16.67	55	53.13	63.33	40	15.63	20.00
All Grades	14	20.75	17.95	56	58.49	50.64	30	20.75	31.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	29.03	10.00	47	67.74	65.00	37	3.23	25.00
Grade 4	11	0.00	6.67	68	68.18	73.33	21	31.82	20.00
Grade 5	9	8.00	13.64	68	60.00	72.73	23	32.00	13.64
Grade 6	0	8.70	7.14	84	82.61	78.57	16	8.70	14.29
Grade 7	18	11.54	11.54	74	57.69	69.23	9	30.77	19.23
Grade 8	10	15.63	3.33	50	68.75	70.00	40	15.63	26.67
All Grades	11	13.21	8.33	67	67.30	71.79	22	19.50	19.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	29.03	25.00	63	51.61	50.00	16	19.35	25.00
Grade 4	7	22.73	20.00	68	54.55	46.67	25	22.73	33.33
Grade 5	18	16.00	13.64	50	44.00	40.91	32	40.00	45.45
Grade 6	20	17.39	21.43	64	47.83	46.43	16	34.78	32.14
Grade 7	35	11.54	11.54	56	69.23	73.08	9	19.23	15.38
Grade 8	15	40.63	20.00	55	34.38	56.67	30	25.00	23.33
All Grades	20	23.90	18.59	59	49.69	52.56	20	26.42	28.85

Conclusions based on this data:

- For grades 3-8, 80.12% of students tested demonstrated effective ELA listening skills that were near, at or above grade level standards in 2017-2018. However, only 56.4% of these students were near, at or above grade level standards for reading, with 68.59% scoring the same in writing. The focus on integration of reading and writing is required to increase student proficiency in literacy.
- Students in grade 7 scored higher than other grades in English Language Arts/Literacy with 65.3% achieving near, at or above grade level standards. In addition, 73.3% of 8th graders scored near, at or above grade level standards as it relates to listening skills for 2017-2018. 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.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	31	20	19	31	19	19	31	19	100	100	95
Grade 4	28	22	30	28	22	30	28	22	30	100	100	100
Grade 5	22	25	22	22	25	22	22	25	22	100	100	100
Grade 6	25	22	28	25	22	28	25	22	28	100	100	100
Grade 7	35	26	26	34	26	25	34	26	25	97.1	100	96.2
Grade 8	20	32	30	20	32	30	20	32	30	100	100	100
All Grades	149	158	156	148	158	154	148	158	154	99.3	100	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2421.	2459.	2446.	5	16.13	15.79	42	48.39	47.37	21	29.03	26.32	32	6.45	10.53
Grade 4	2432.	2465.	2456.	7	4.55	6.67	7	27.27	30.00	54	50.00	36.67	32	18.18	26.67
Grade 5	2461.	2491.	2485.	0	12.00	4.55	18	16.00	18.18	27	36.00	45.45	55	36.00	31.82
Grade 6	2520.	2506.	2466.	8	9.09	3.57	24	31.82	10.71	44	31.82	32.14	24	27.27	53.57
Grade 7	2567.	2527.	2512.	26	3.85	8.00	29	19.23	24.00	26	53.85	40.00	18	23.08	28.00
Grade 8	2546.	2610.	2544.	10	37.50	20.00	20	28.13	20.00	35	15.63	23.33	35	18.75	36.67
All Grades	N/A	N/A	N/A	11	15.19	9.74	23	29.11	24.03	35	34.81	33.77	31	20.89	32.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	45.16	36.84	37	45.16	36.84	47	9.68	26.32
Grade 4	7	18.18	23.33	29	36.36	33.33	64	45.45	43.33
Grade 5	5	12.00	4.55	36	40.00	63.64	59	48.00	31.82
Grade 6	12	18.18	0.00	52	40.91	25.00	36	40.91	75.00
Grade 7	35	11.54	12.00	41	50.00	40.00	24	38.46	48.00
Grade 8	25	50.00	20.00	40	28.13	36.67	35	21.88	43.33
All Grades	18	27.85	15.58	39	39.87	38.31	43	32.28	46.10

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	19.35	15.79	58	74.19	73.68	26	6.45	10.53
Grade 4	11	9.09	6.67	39	68.18	66.67	50	22.73	26.67
Grade 5	14	16.00	13.64	41	52.00	36.36	45	32.00	50.00
Grade 6	12	13.64	7.14	56	50.00	39.29	32	36.36	53.57
Grade 7	29	11.54	12.00	53	61.54	40.00	18	26.92	48.00
Grade 8	20	43.75	26.67	50	40.63	46.67	30	15.63	26.67
All Grades	18	20.25	13.64	49	57.59	50.00	33	22.15	36.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	35.48	21.05	74	58.06	68.42	5	6.45	10.53
Grade 4	7	13.64	10.00	32	50.00	76.67	61	36.36	13.33
Grade 5	0	16.00	9.09	45	44.00	45.45	55	40.00	45.45
Grade 6	12	13.64	10.71	72	40.91	32.14	16	45.45	57.14
Grade 7	44	7.69	12.00	38	76.92	72.00	18	15.38	16.00
Grade 8	5	31.25	23.33	80	53.13	50.00	15	15.63	26.67
All Grades	17	20.89	14.29	54	54.43	57.14	29	24.68	28.57




Conclusions based on this data:

1. For grades 3-8, 33.7% of students scored Standard Met or Standard Exceeded grade level standards in mathematics in 2017-2018.
2. In Grade 3, 63% of students scored Standard Met or Standard Exceeded grade level standards in mathematics in 2017-2018.
3. In Grade 6, 14.2% of students scored Standard Met or Standard Exceeded grade level standards in mathematics in 2017-2018.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		0	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	0
Mathematics (3-8)		4	0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Suspension rate is rated a green on the state indicator for school-wide performance.
2. For both ELA and Math, all student groups rated a green which is second to the highest performance level.






School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		248	Medium 1.6%	Declined Significantly -2.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		248	Medium 1.6%	Declined Significantly -2.2%
English Learners		34	Medium 2.9%	Declined Significantly -6.8%
Foster Youth		3	*	*
Socioeconomically Disadvantaged		156	Medium 1.9%	Declined Significantly -2.7%
Students with Disabilities		30	Very Low 0%	Declined Significantly -8%
American Indian		1	*	*
Asian		11	Very Low 0%	
Filipino		1	*	*
Hispanic		147	Medium 1.4%	Declined Significantly -2%
White		86	Medium 2.3%	Declined Significantly -2.9%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

- For 2017-2018, the suspension rate declined significantly by 2.2%.
- For every student group, there was a decrease in suspension rate.




School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		31	Very High 90.3%	Increased Significantly +11.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.9%	Declined Significantly -6.8%
English Learner Progress (1-12)		Very High 90.3%	Increased Significantly +11.5%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 45.9 points below level 3	Increased Significantly +17.3 points
Mathematics (3-8)		Low 26.7 points below level 3	Increased Significantly +40.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Suspension rate for English Learners declined significantly by 6.8%.
2. English Learner progress increased significantly by 11.5%.






School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		151	Medium 4.8 points below level 3	Increased Significantly +22.3 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		151	Medium 4.8 points below level 3	Increased Significantly +22.3 points
English Learners		30	Low 45.9 points below level 3	Increased Significantly +17.3 points
Socioeconomically Disadvantaged		87	Low 30.9 points below level 3	Increased +12.3 points
Students with Disabilities		19	Low 60.3 points below level 3	Increased Significantly +35.2 points
Asian		6	*	*
Filipino		1	*	*
Hispanic		91	Low 18.6 points below level 3	Increased +13.5 points
White		53	High 11.7 points above level 3	Increased Significantly +38.3 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	23	Low 31.1 points below level 3	Increased Significantly +20.3 points
EL - English Learner Only	7	*	*
English Only	100	Medium 3.7 points above level 3	Increased Significantly +24 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8) 0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Student performance in English Language Arts for grades 3-8 had a significant increase of 22.3 points.
2. All student groups increased although EL's, SED, and Hispanic learners are still in the low status for performance.
3. Reclassified English Learners had a significant increase with 20.3 points.






School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		150	Medium 7.1 points below level 3	Increased Significantly +22.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		150	Medium 7.1 points below level 3	Increased Significantly +22.2 points
English Learners		30	Low 26.7 points below level 3	Increased Significantly +40.6 points
Socioeconomically Disadvantaged		86	Low 31.1 points below level 3	Increased Significantly +15.1 points
Students with Disabilities		19	Low 70.6 points below level 3	Increased Significantly +30 points
Asian		6	*	*
Filipino		1	*	*
Hispanic		90	Medium 20.1 points below level 3	Increased Significantly +19.3 points
White		53	High 10 points above level 3	Increased Significantly +27.2 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	23	Medium 14.3 points below level 3	Increased Significantly +36.3 points
EL - English Learner Only	7	*	*
English Only	99	Medium 1.8 points below level 3	Increased Significantly +15.3 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8) 0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)
















Conclusions based on this data:

1. Student performance in Mathematics for grades 3-8 had a significant increase of 22.2 points.
2. All students groups increased significantly although English Learners, Socioeconomically Disadvantaged students, and students with Disabilities are in the Low Status category.






School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Suspension rate for all learner groups was identified as green on state indicators.

2. School-wide Houghton Kearney was identified as green on the state indicators for English Language Arts. However, for ELA white students achieved the highest performance level-blue.
3. School-wide Houghton Kearney was identified as green on the state indicator for Mathematics. However ELs and students who are SED only rose to the yellow level. Hispanic students achieved green while white students achieved the highest level earning blue.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System from March 2016 to March 2107 indicate there is no measurable improvement (63% meeting or exceeding F & P standards.) In comparison, Houghton Kearney School's overall score indicated that 42% of students in grades 3-8 achieved CCSS Standard Met or Standard Exceeded in the SBAC ELA. In Math, Houghton Kearney School's overall scores indicated that 34% of students in Grades 3-8 achieved CCSS Standard Met or Exceeded.

Houghton Kearney School's overall scores were at 66.7% of students in grades K-2 achieved meeting or exceeding on the Fountas and Pinnell Benchmark Assessment System. (K- 77.3% ,1- 68.1% ,2-54.6%).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018 Fountas and Pinnell (F & P) "On Track" Spring 2018	ELA, DFM -4.8% Math, DFM -7.1% F & P "On Track"% K- 77.3% 1- 68.1% 2-54.6%	By June of 2019: The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM 2.8) The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM 2.9) The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70% K- 80% 1- +1.9% 2- +15.4%

Planned Strategies/Activities

Strategy/Activity 1

Subject: English Language Arts (Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions)

1. Establish, monitor, and sustain instructional practices that align with CCSS
Weekly, campus-wide walk-throughs, drop-ins observations with specific instructional feedback, and utilization of the instructional supervision process.

2. Differentiated Instruction to Support Literacy Development

Grades K-2, students participate in daily differentiated instruction to support their literacy development.

Grades 3-6, students participate in bi-weekly, small groups focusing on literacy development, close reading/comprehension and text dependent questions, and vocabulary development.

Grades 7-8, students participate in bi-weekly, small groups on focusing on literacy development as needed in close reading/comprehension, text dependent questions, and vocabulary development.

3. Universal Screenings and/or Results on State or District-wide Tests

Fountas and Pinnell Benchmark Assessment Grades K-6

STAR Assessment Grades 2-8

Data Analysis for all learners

4. Student Access to Resources and Materials to Support Literacy

Accelerated Reader

Reading AtoZ

NewsELA

BrainPop

Library Books and Materials

5. Develop Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice support from instructional coach.

6. Technology to Support Literacy

Students to be Served by this Strategy/Activity

All students.

Timeline

08/15/2018-06/13/2019

Person(s) Responsible

Principal

GIA,

Instructional Coach

Teachers

PLC Team

Proposed Expenditures for this Strategy/Activity

Amount

1,346.00

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Substitutes teachers for release time for peer observation, coaching days, planning days, and release time for assessment and data analysis for all learners.

Amount

393.82

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Library Materials

Amount	606.10
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Library Materials
Amount	3,500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology to Support Literacy.

Strategy/Activity 2

Subject: English Language Arts (Tier 2/3: Targeted Interventions)

1. Implement and monitor available interventions that align with Student Success Intervention Plan
Teacher/Admin meeting to discuss intervention actions, progress monitoring, and entry-exit criteria.
Monitoring of T2 student through Multi-Assessment Spreadsheet for 8-week period
2. Small Group Instruction to Provide Intensive instruction to Support Literacy Development
Grade TK-K: Title 1 Aide to support student learning, push-in
Grade K-3: Teaching Fellow to support student learning, push-in
Grade 4-8: Teaching Fellow to support student learning, push-in
3. Universal Screenings and/or Results on State or District-wide Tests
Fountas and Pinnell Benchmark Assessment Grades K-6
STAR Assessment Grades 2-8
Wonder Placement and Diagnostic Assessment Program
Data Analysis for At-Risk Learners
4. Increased Student Access to Resources and Materials to Support Literacy
Front Row - ELA
5. Academic Tutoring to Support Literacy Development
Monitoring of T2 student through Multi-Assessment Spreadsheet for 8-week period
6. Develop Teacher Capacity
Professional Development focused intervention materials, strategies, and data analysis coupled with training to practice support from instructional coach.

Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 At-Risk students

Timeline

08/15/2018-06/13/2019

Person(s) Responsible

Teachers
PLC Team
Instructional Support Coach
GIA
Principal
Teaching Fellows Aide

Proposed Expenditures for this Strategy/Activity

Amount	20,580.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teaching Fellows to support classroom teacher in grades K-6 in order to provide small group instruction for Tier 2 students/at-risk learners.
Amount	18,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide to support classroom teacher in grades 3-6 in order to provide small group instruction for Tier 2 and Tier 3 students/at-risk learners.
Amount	8,700.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide to support classroom teacher in grades TK-K in order to provide small group instruction for Tier 2 and Tier 3 students/at-risk learners.
Amount	2,168.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers for release time for assessment and data analysis for at-risk learners.
Amount	1,427.83
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic tutoring for Tier 2 and Tier 3 students/at-risk learners.
Amount	3,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Accelerated Reader Online License for Literacy Development in at-risk learners.
Amount	1,500.00
Source	Title I Part A: Allocation

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Brain Pop Online License for Literacy Development in at-risk learners.

Strategy/Activity 3

Subject: Math (Tier 1)

1. Establish, monitor, and sustain instructional practices that align with CCSS
Weekly, campus-wide walk-throughs, drop-ins observations with specific instructional feedback, and utilization of the instructional supervision process.
2. Differentiated Instruction to Support Math Development
Grades K-8, students participate in differentiated instruction to support their math development.
3. Universal Screenings and/or Results on State or District-wide Tests.
4. Increased Student Access to Resources and Materials to Increase Math Proficiency
Front Row
Renaissance Learning Math Facts (Grades 3-8)
STEAM Lab
5. Develop Teacher Capacity - Professional Development focused on math content, pedagogy, and technology coupled with training to practice support from instructional coach.
6. Technology to Support Literacy

Students to be Served by this Strategy/Activity

All Learners.

Timeline

08/15/2018-06/13/2019

Person(s) Responsible

Principal
GIA,
Instructional Coach
Teachers
PLC Team

Proposed Expenditures for this Strategy/Activity**Amount**

3,500.00

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Classroom technology to support Math

Amount

1,346.00

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description	Substitutes teachers for release time for peer observation, coaching days, planning days, and release time for assessment and data analysis for all learners.
Amount	4,639.98
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Create a lab/makerspace that inspires integrative learning in math along with science, technology, engineering, arts, and mathematics (STEAM).

Strategy/Activity 4

Subject: Math (Tier 2/3: Targeted Interventions)

1. Establish, monitor, and sustain instructional practices that align with CCSS
Weekly, campus-wide walk-throughs, drop-ins observations with specific instructional feedback, and utilization of the instructional supervision process.
2. Differentiated Instruction to Support Math Development
Grades K-8, students participate in differentiated instruction to support their math development for Tier 2 and Tier 3 students/at-risk learners.
3. Universal Screenings and/or Results on State or District-wide Tests.
4. Increased Student Access to Resources and Materials to Support Literacy
BrainPop
ST Math
ST Math Fluency (Grade 2)
Renaissance Learning Math Facts (Grades 3-8)
5. Develop Teacher Capacity - Professional Development focused on math content, pedagogy, and technology coupled with training to practice support from instructional coach.
6. Technology to Support Literacy

Students to be Served by this Strategy/Activity

Learners in Tier 2 and Tier 3/at-risk learners.

Timeline

09/03/2018-06/13/2019

Person(s) Responsible

Principal
GIA
Teachers
Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	AcademicTutoring for Tier 2 and Tier 3 students/at-risk learners.
Amount	1,500.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Brain Pop online licenses to support Tier 2 and Tier 3/at-risk learners.
Amount	4,354.17
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	ST Math/ST Math Fluency online licenses to support Tier 2 and Tier 3/at-risk learners.

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16). Houghton Kearney School suspension rate for the 2017-2018 school year was 1.6% while Chronic Absenteeism indicates a 7% rate. Houghton Kearney attendance rate is currently 94.3%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 1.6% Expulsion Rate- .0% Attendance Rate- 94.25% Chronic Absenteeism- 7.7%	By June of 2019: Suspension Rate will decrease by 0.5% (to 1.1%) Expulsion Rate will decrease by 0.1% (Maintain) Attendance Rate will increase to 97% or higher (increase by 2.75%) Chronic Absenteeism will decrease by 1% (to 6.7%)

Planned Strategies/Activities

Strategy/Activity 1

Students will be provided with opportunities to build character and how to promote and maintain a healthy, safe, and positive school culture.

Students to be Served by this Strategy/Activity

All Learners.

Timeline

08/15/18-06/13/19

Person(s) Responsible

Teachers
PLC Team
Instructional Coach GIA
Principal
Red Ribbon Week Coordinator
PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	597.59
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Motivational materials for the promotion of good character and healthy choices.
Amount	3,100.12
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Equipment to promote physical activity and positive peer relationships.
Amount	1,100.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives to recognize attendance, academics, and character.
Amount	420.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PBIS SWIS online license to gather and analyze data on behavior.

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Houghton Kearney School will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Houghton Kearney School will continue providing quality parent education based on parent interest and need. Houghton Kearney School will encourage parent participation in providing input and being a part of the decision making process. At Houghton Kearney School parent involvement consists of quarterly/annual parent engagement activities and informational meetings such as STEAM Night, Back To School Night, Open House, School Site Council Meetings, and English Language Advisory Council.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 100% 2) "The school is a safe place where bullying and disrespect are not tolerated" 71.4%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will maintain 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 76.4%

Planned Strategies/Activities

Strategy/Activity 1

Develop and analyze a parent survey.

Provide parent education opportunities during the school year for the purpose of providing appropriate learning opportunities: engaging parents with the curriculum being used in the classroom; provide strategies for parents to be used with assisting students with homework in order to prevent students from becoming at risk building a strong relationship between parents and school personnel provide translation for parents/guardians; provide child care and snacks for evening events so parents are able to attend; English Learner Workshops, STEAM activities, and Parent Engagement Nights.

Students to be Served by this Strategy/Activity

All Learners.

Timeline

08/15/18-06/13/19

Person(s) Responsible

Teachers
Principal
GIA

Proposed Expenditures for this Strategy/Activity

Amount	692.00
Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to promote parent engagement.

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. 2017-2018 ELA SBAC performance indicates that 17% of ELs Meet/Exceeded Standard compared to 44% of non-EL students. This is an achievement gap of 27%. 2017-2018 Fountas and Pinnell assessment demonstrate that 50% of English Learners are Meeting/Exceeding Grades K-6.

At Houghton-Kearney Elementary, the current English Learner Progress Indicator is 87.10% with an increase of 14.73% putting our school site in the very high (blue) category overall.

Actual Outcomes:

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 sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students.

Purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students.

Student Participation in differentiation and instruction to support their language acquisition and literacy development.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 87.10%	ELPI will be no less than 90%.
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM -45.9	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -38.9)

Planned Strategies/Activities

Strategy/Activity 1

Establish, monitor, and sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students

Purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students.

Participation of teachers in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students.

Student Participation in differentiation and instruction to support their language acquisition and literacy development.

Students to be Served by this Strategy/Activity

All English Learners.

Timeline

08/13/18-06/15/19

Person(s) Responsible

Teachers
Instructional Support Coach
GIA
Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,950.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for the administration of the ELPAC.
Amount	500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support English Learners during small group instruction.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Results Grades 3-6	71% of students in grades 3-8 will achieve CCSS Standard Met or Standard Exceeded	42% of students in grades 3-8 achieved CCSS Standard Met or Standard Exceeded
Fountas and Pinnell Assessment TK-2	10% growth in grades TK-2 will achieve Meets or Exceeds Expectations	66.7% of students met or exceeded expectations

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Tier 1: Establish, monitor, and sustain instructional practices that align with CCSS.</p> <p>Increase instructional opportunities for students to collaborate, critically think, and be creative.</p>	Implemented through walk-throughs, drop-ins, and collaborative staff meetings.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.
		00.00	00.00
	Implemented through professional development during staff meetings and coaching cycles.	Daily classroom drop-in observations with specific instructional feedback	Daily classroom drop-in observations with specific instructional feedback
		00.00	00.00
<p>Professional Development focused on Visible Learning: Success Criteria and Learning Intentions.</p> <p>Tier 1: Teacher Capacity - Professional Development focused on reading and writing content, pedagogy, and technology coupled with training to practice</p>		Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback.	Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback.
		00.00	00.00
		Library Materials 4000-4999: Books And Supplies LCFF-SLIP 580.35	Library Materials 4000-4999: Books And Supplies LCFF-SLIP 580.25

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support from instructional coach.		Library Materials 4000-4999: Books And Supplies LCFF 419.65	Library Materials 4000-4999: Books And Supplies LCFF 419.65
Tier 1: Professional Development focused on Thinking Maps and Close Reading strategies to increase Tier 1 comprehension skills and literacy development.	Library materials were purchased.	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	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 2,565.00
Tier 1: Increased student access to resources and materials to support literacy.	Library materials were purchased.		
	Teachers were provided substitute teachers to assess literacy three times a year.	Technology to Support Literacy 5000-5999: Services And Other Operating Expenditures LCFF 4,699.00	Technology to Support Literacy: Reading AtoZ 5000-5999: Services And Other Operating Expenditures LCFF 769.65
Tier 1: Student Participate in daily differentiated instruction to support their literacy development.	Some technology purchased to support instruction.		
Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings with the support of literacy intervention.	Teachers were provided substitute teachers to assess literacy three times a year.	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	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 4309.85
	Instructional Aide is providing classroom	Instructional Aide to Support TK/K 2000-	Instructional Aide to Support TK/K 2000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tier 2 and Tier 3: Tutoring to support English Language Arts and intervention programs.	support in the TK/K classroom.	2999: Classified Personnel Salaries Title I Part A: Allocation 8,643.44	2999: Classified Personnel Salaries Title I Part A: Allocation 6,795.73
	RAZ Kids Online License purchased for students in Grades 2-6.	RAZ Kids Online Reading Program 5000-5999: Services And Other Operating Expenditures LCFF 783.91	RAZ Kids Online Reading Program 5000-5999: Services And Other Operating Expenditures LCFF 769.65
	The Front Row Online License was purchased for students.	Front Row Online Program 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1,650.00	Front Row Online Program 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2,750.00
	Training was not scheduled.	Front Row Training for Staff 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 595.00	Front Row Training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 00.00
	Teachers were were paid for providing after school tutoring.	Tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7,500.00	Tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,351.71
	BrainPOP Online License purchased for students	BrainPOP Online Program 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 754.00	5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 754.00
Tier 3 - Daily differentiated instruction via a variety of groupings with the support of literacy intervention support staff.	One Instructional aide provided to support Tier 3 Literacy for grades K-3.	Instructional Aide to Support Tier 3 Literacy Intervention 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 14,000.00	Instructional Aide to Support Tier 3 Literacy Intervention 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 14,655.85
	One Teaching Fellow to provide support for Tier 1-2 Literacy for grades 3-5.	Teaching Fellow to Support Literacy Intervention 2000-2999: Classified Personnel	Teaching Fellow to Support Literacy Intervention 2000-2999: Classified Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries Title I Part A: Allocation 1,822.08	Salaries Title I Part A: Allocation 1,822.08

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

1. T1: Small group reading focusing on close reading/comprehension and text dependent questions. Teachers in grades 1-6 (exception of one class) provided small group instruction in reading complex text and citing evidence for text dependent questions. This was done by extending each unit, to two weeks. Teacher in Grades K-3, utilized the leveled readers for small group guided reading.

2. Create a systematic Intervention Plan. Done so in collaboration with leadership team.

a. K-8: Identify students according Intervention Tier and Need. All students receiving intervention will be followed on a multi-assessment spreadsheet that was submitted quarterly.

b. T2/T3 Criteria Met will begin monitoring during 8 week sessions. This was only done if criteria was met within the 8 week session. Because we did not have a large number of students staying afterschool for tutoring, teachers began tutoring T2/T3s.

c. T3s will be provided "Prescriptive" Tutoring up to 2 hours a week. This became the expectation for grades 1-6. Teachers selected students for tutoring based on based on criteria.

3. AR Reading

a. Students will participate in daily silent reading with books selected by students and/or teachers will read aloud to students. Grades 1-8 participate in daily silent reading (library books, Reading A-Z, and Newsela).

b. Student set personal goals and teachers set individual goals for each student.

c. School will hold A.R. celebrations – Library Reward, Friday Reward, and Quarterly Recognition.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Providing a tiered system for interventions for students that demonstrated need according to the multi-assessments ensured that it was being met by the resources available at Houghton Kearney School. Students were exited from intervention when meeting predetermined criteria. Learners in grades K-8 received small group instruction as a Tier 1 strategy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Substitute Teachers LCFF

Proposed: 2100.00 Actual 2565.00 Difference due to: ELPAC training costs.

Technology LCFF

Proposed: 4699.00 Actual 769.65 Difference due to: Intent to purchase a STEAM lab.

Certificated Salary for Tutoring Title 1

Proposed: 7,500.00 Actual 4,351.71 Difference due to: Not every teacher tutored, and not as many hours needed.

Front Row Training Title 1

Proposed: 595.00 Actual: 00.00 Difference due to: Front Row did not become a vendor until late Spring. By that time, we did not have time to schedule the training.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP). Changes include providing Tier 2 and Tier 3 supports in the classroom to meet student academic needs through the use of Teaching Fellows. This year

grades 4-6 will be provided with a teaching fellow or Title 1 aide to assist in literacy development the first semester and math development the second semester.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

By June 2018, Houghton Kearney will improve from 44% to 76% of all students will achieve CCSS Standard Met or Standard Exceeded as measured by SBAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018 SBAC Grades 3-8 Math.	76% of all students will achieve CCSS Standard Met or Standard Exceeded.	42% of all students in grades 3-8 achieved Standard Met or Standard Exceeded.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tier 1: Establish, monitor, and sustain common instructional practices that align with the shifts of CCSS.	Monitored through walk-throughs, drop-ins, and collaborative staff meetings.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.
Tier 1: 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.	Implemented through professional development during staff meetings and coaching cycles.	Daily classroom drop-in observations with specific instructional feedback.	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 instruction feedback. 00.00	Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instruction feedback. 00.00
	Monitored through walk-throughs, drop-ins, and collaborative staff meetings.	Professional development in learning intentions, success criteria, and feedback, and use of supplemental math curriculum. 00.00	Professional development in learning intentions, success criteria, and feedback, and use of supplemental math curriculum. 00.00
Tier 1: Teachers will be provided professional development in Tier 1	Implemented through professional development during staff meetings and coaching cycles.	Classroom Technology 4000-4999: Books And Supplies LCFF 4500.00	Classroom Technology 4000-4999: Books And Supplies LCFF 00.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>instruction (first best teaching) that align with the shifts of CCSS.</p> <p>Tier 1: Classroom Technology to support Best Teaching Practices and student engagement.</p> <p>Tier 1: Students will be provided opportunities to participate in math instruction for differentiation that are inquiry-based and student-centered.</p>	<p>Purchased STEAM kits for student use.</p>	<p>Materials to create grade level appropriate kits for grades K-8 4000-4999: Books And Supplies LCFF 1350.00</p> <p>Material to support math activities K-8 4000-4999: Books And Supplies LCFF 500.05</p>	<p>Materials to create grade level appropriate kits for grades K-8 4000-4999: Books And Supplies LCFF 686.07</p> <p>Material to support math activities K-8 4000-4999: Books And Supplies LCFF 491.56</p>
<p>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.</p> <p>Tier 2 and Tier 3: Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.</p>	<p>Afterschool tutoring provided for students identified.</p> <p>Monitored through walk-throughs, drop-ins, and collaborative staff meetings.</p> <p>Implemented through professional development during staff meetings and coaching cycles.</p>	<p>Front Row Online License for Math Intervention 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1650.00</p> <p>Teacher to provide after school tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7,500.00</p> <p>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</p> <p>Brain Pop Online License 5000-5999: Services And Other</p>	<p>Front Row Online License for Math Intervention 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2,750.00</p> <p>Teacher to provide after school tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,351.71</p> <p>ST Math K-6 Curriculum Online License for Math Intervention 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4,354.75</p> <p>Brain Pop Online License 5000-5999: Services And Other</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tier 2 and Tier 3: Daily differentiated instruction via a variety of groupings for Math intervention.		Operating Expenditures Title I Part A: Allocation 3,000.00	Operating Expenditures Title I Part A: Allocation 783.91
		Teaching Fellow 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 8,900.00	Teaching Fellow 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2121.60

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers received PD on the standards for mathematical practice and the use of Learning Intentions and Success Criteria.

Providing students with content objective and success criteria in grades 1-7. Teachers that participated in Visible Learning added feedback component.

Teachers in grades 4-6, focused on re-teaching in small groups or individually to met the needs of students as determined by checking for understanding (Quick Checks).

Create an Systematic Intervention Plan.

Grades 7-8, developed an OpenTutoring Lab setting, where students were allowed to come in before school, during recess breaks, and after school as needed.

Focused on Math Fluency for students in grades 3-6 as a part of tutoring for re-teaching of concept and understanding. This was done in the latter part of the school year, as teachers began to see the lack of knowing basic math facts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies/activities planned were ineffective in that not enough resources and time was targeted on the poor mastery of basic math facts and math terminology.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Materials LCFF

Proposed: 1350.00 Actual: 686.07 Difference due to: intent to use funds to build STEAM lab.

Classified Salaries for Tutoring Title 1

Proposed 7,500 Actual: 4,351.71 Difference due to: Not every teacher was able to tutor, not as many hours needed.

Brain Pop Title 1

Proposed: 3,000.00 Actual: 783.91 Difference due to: Overestimated costs.

Front Row Title 1

Proposed: 1650.00 Actual: 2,750.00 Difference due to: Initial costs were an estimation.

Teaching Fellow Title 1

Proposed: 8,900.00 Actual: 2121.60 Difference due to: 1. Tutor wasn't sent to HK until Spring, and only tutor was provided by Teaching Fellows.

Technology LCFF

Proposed: 4,500.00. Actual: 00.00 Difference due to: not making the deadline for spending outside of the CA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's LCAP. changes. Changes include providing Tier 2 and Tier 3 supports in the classroom to meet student academic needs through the use of Teaching Fellows. This year grades 4-6 will be provided with a teaching fellow or Title 1 aide to assist in math development the second semester.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018 SBAC ELA Results	35% of English Learner Students will met of exceed CCSS standard.	17% of English Learners met or exceed CCSS ELA standard.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	ELD professional development with Supervisor of English Learner Services on ELD Standards.	Professional development on designated and integrated ELD instructional practices and to support Reclassified student success in all contents 00.00	Professional development on designated and integrated ELD instructional practices and to support Reclassified student success in all contents 00.00
Tier 1: Establish, monitor, and sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students.	Teachers were trained on Designated and Integrated ELD.	Specific and strategic instructional coach support in Tier 1 ELD instruction through modeling, co-planning,co-teaching, and instructional feedback. 00.00	Specific and strategicinstructional coach support in Tier 1 ELD instruction through modeling, co-planning,co-teaching, and instructional feedback. 00.00
	Teacher were trained on monitoring RFEP students.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.
	ELD materials that were provided through the Wonders curriculum was utlized.	Daily classroom drop-in observations with specific instructional feedback. 00.00	Daily classroom drop-in observations with specific instructional feedback. 00.00
		Material and Supplies 4000-4999: Books And	Material and Supplies 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students..	Certificated substitutes were used to allow teachers to assess and analyze student performance.	Supplies Title I Part A: Allocation 1076.39	Supplies Title I Part A: Allocation 00.00
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 Title I Part A: Allocation 1000.00	Release time for administering and analyzing assessment data. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2254.85
Student participation in SBAC academy to support for identified at-risk English Learners.	SBAC academy was not held.	Salary for Certificated staff 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 600.00	Salary for Certificated Staff 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 00.00
Promote parent involvement in their children's English acquisition at home.		ELD Family Home Language Kits 4000-4999: Books And Supplies LCFF 750.00	ELD Family Home Language Kits 4000-4999: Books And Supplies LCFF 00.00

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

1. EL's/RFEP's will be monitored for their academic performance. This was done once in February as compliance.
2. T2/T3 K-8: Identify students according Intervention Tier and Need. All students receiving intervention will be followed on a Google doc. Each teacher will create a data spreadsheet and submit to Intervention Team. All students receiving intervention will be followed on a multi-assessment spreadsheet that was submitted quarterly.
3. Small group reading focusing on close reading/comprehension and text dependent questions. This is the focus for grades 4-6 both in small group and whole class.
4. Designated ELD time and Integrated ELD. Teachers were trained during staff meetings on ELD – designated and integrated.
5. Professional Development for Wonders and Integrated ELD for Amplify. Professional development was provided to teachers in all grades with Supervisor of English Language Services. The Instructional Support Coach assisted the 7th and 8th grade teachers in the ELD component within Amplify.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While we did not meet the desired goal, Houghton Kearney School's English Learners made growth in this area. This improvement is attributed to the targeted intervention for EL students in grades K-6.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Salary for Certificated Title 1

Proposed: 600.00 Actual: 00.00 Difference due to: SBAC Academy was not held.

ELD Kits LCFF

Proposed: 750.00 Actual: 00.00 Difference due to: Intent to build STEAM lab.

Release Time Title 1

Proposed: 1000.00 Actual: 2254.85 Difference due to: Underestimated days needed to assess at-risk students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP. Actions include: Establish, monitor, and sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students. We will purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students. Teachers will continue to participate in training opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students. Students will participate in differentiation and instruction to support their language acquisition and literacy development.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
AERIES Chronic Absenteeism Count	Decrease the number of identified students who met the criteria for Chronic Absenteeism Count from 19 in 2016-2017 to 15 in 2017-2018 (25% reduction).	The number of identified students who were absent 18 or more days in the school year decreased to 16 students.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be provided opportunities for students to build capacity to build character, and promote a healthy, safe and positive school culture.	PBIS Passport Day EOY Sports Day Fun Friday	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	Motivational materials for Overall Learning, Charm School competition, and Character Recognition. 4000-4999: Books And Supplies LCFF 169.97 Equipment for PE 4000-4999: Books And Supplies LCFF 1,265.84
Tier 1 Positive Behavior Supports and Interventions (PBIS) components will be implemented.	Purchased SWIS. Provided Professional Development on PBIS and supports for at risk students.	Data collection and disaggregation of behavioral issues 5000-5999: Services And Other Operating Expenditures LCFF 420.00	Data collection and disaggregation of behavioral issues 5000-5999: Services And Other Operating Expenditures LCFF 145.83
Students will participate in a competition for the promotion of attendance.	Rewarded students with Perfect Attendance medals.	Motivational materials for class and Individual Student Attendance Recognition. 4000-4999: Books And Supplies LCFF 800.00	Motivational materials for class and individual Student Attendance Recognition 4000-4999: Books And Supplies LCFF 00.00

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

By providing opportunities for students to learn what is great character, and through the promotion a healthy, safe and positive school culture, students preferred to be at school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While Houghton Kearney School chronic absenteeism count decreased, the overall implementation needs to be changed to target those families that are identified by truancy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Materials LCFF

Proposed: 1060.00 Actual: 169.97 Difference due to: Intent to build STEAM lab.

Motivational Material LCFF

Proposed: 800.00 Actual: 340.00 Difference due to: Intent to build STEAM lab.

SWIS LCFF

Proposed: 420.00 Actual: 145.83 Difference due to: Online Program wasn't ordered for HK until late in the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP. No change to Goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in Sheets for SSC, ELAC, Parent Conferences, and other Parent Meetings	We expect that parent participation will be at 24 parents for each parent meeting.	Based on sign in sheets from 2017-2018, parent participation ranged between 0-20 percent of student population.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Solicit parent input on information and educational opportunities that will promote engagement and interest.	Parent input was gathered during HKCC, SSC and ELAC meetings.	Parent Interest Survey 00.00	Parent Interest Survey 00.00
Provide opportunities for parents to attend after school activities promoting Literacy, STEM, and Social Awareness.	Opportunities were provided through Open House, Back to School Nights, and school meetings.	Parent Engagement Resources 4000-4999: Books And Supplies Title I Parent Involvement 614.00	Parent Engagement Resources 4000-4999: Books And Supplies Title I Parent Involvement 491.56
Promote parent involvement in their child's learning at school and at home.	Promotion was done through Open House, Back to School Nights, and school meetings.	Materials and supplies 4000-4999: Books And Supplies LCFF 386.00	Materials and Supplies - Lakeshore Materials 4000-4999: Books And Supplies LCFF 307.62
.		Parent Engagement and School to Home Family Kits 4000-4999: Books And Supplies LCFF 750.00	Parent Engagment and School to Home Family Kits 4000-4999: Books And Supplies LCFF 686.07

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Provide opportunities for parents to attend after school activities promoting Literacy, STEAM, and Social Awareness.

Promote parent involvement in their child's learning at school and at home.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation to achieve this goal was ineffective. The activities planned need to be aligned with parent need, interest, and availability.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No real difference to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP. Parents will be provided a parent survey to determine what topics they would be interested in attending. There will also be monthly activities provided to engagement parents.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,922.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,999.61

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	22393.51	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	606.10	0.00
Title I Part A: Allocation	62230.00	0.00
Title I Parent Involvement	692.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	22,393.51
LCFF-SLIP	606.10
Title I Part A: Allocation	62,230.00
Title I Parent Involvement	692.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,237.83
2000-2999: Classified Personnel Salaries	26,700.00
4000-4999: Books And Supplies	10,489.63
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	35,994.15

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	4,642.00
4000-4999: Books And Supplies	LCFF	9,191.53
5000-5999: Services And Other Operating Expenditures	LCFF	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,059.98
4000-4999: Books And Supplies	LCFF-SLIP	606.10
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,595.83
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	26,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	30,934.17
4000-4999: Books And Supplies	Title I Parent Involvement	692.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 0 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Katie Sullivan	Classroom Teacher
Loan Pratt	Classroom Teacher
Marci Brekke	Principal
Rick Huntress	Classroom Teacher
Jazarai Perkins	Parent or Community Member
Lupe Caballero	Parent or Community Member
Kathleen Verwey	Parent or Community Member
No Name Yet	Parent or Community Member
Liz Latham	Parent or Community Member
Melissa Zabal	Parent or Community Member
	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/3/2017.

Attested:



Principal, Marci Brekke on 11/02/2018

SSC Chairperson, Kathleen Verwey on 11/02/2018

Addendum

For questions related to specific sections of the template, please see instructions below:

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Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



Houghton Kearney School
Comité Asesor para Aprendices de Inglés (ELAC)
1er Trimestre



Fecha de Publicación: October 8, 2018 Fecha de la Reunión: October 10, 2018

Sitio: Salon de Maestros

Hora de Inicio: 10:45 am

Hora de aplazamiento: 11:30 am

Sign In

	Name
1	<i>[Signature]</i>
2	<i>[Signature]</i>
3	<i>Betsy Alden</i>
4	<i>[Signature]</i>
5	
6	
7	
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12	
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14	
15	



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

October 10, 2018

	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	

Parent/Community Member Name	Sign In
Kimberly Ambrosini	
Liz Latham	
Melissa Zabal	
Kathleen Verwey	
X Lupe Carbajal	

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



Houghton Kearney School School Site Council (SSC) 1st Quarter Meeting/s



Date of Posting: October 8, 2018 Meeting Date: October 10, 2018
Location: Library Starting Time: 7:30 am Ending Time: 8:10 am

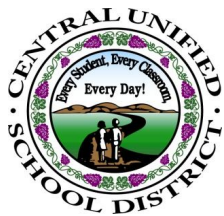
Outcomes: Participants will be able to: 1. Recognize the importance of CUSD Guiding Principles; 2. Explain the purpose of SSC, roles and responsibilities of the SSC members; 3. Elect officers and District Advisory Committee (DAC) representative; 4. Receive information on by-laws, academic progress, SPSA, 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.

2018-2019 SSC Members

Marci Brekke	Principal	Kimberly Ambrosini	Parent-Chair
Rick Huntress	Teacher	Liz Latham, Sec	Parent
Loan Pratt	Teacher	Lupe Caballero	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 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Coms	Determined by site SSC	Principal	0 minutes
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 until election of chairperson	5 minutes
Unfinished Business		Principal	0 minutes
New Business CUSD Guiding Principles Review the purpose of the SSC Review the duties of SSC members. By-laws Table Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: Chairperson; Vice-chairperson; DAC representative DAC alternate Academic progress report & discussion *Currently TAS-Transition from Targeted Assistance Program Table LCAP engagement, purpose, priorities & progress measures SPSA goals and results Table Review responsibility to seek input from ELAC for SPSA programs for Els Advise on SPSA goals, tasks & expenditures Plan for site parent professional learning TABLE Receive input on Title I 1% parent involvement funding Review Parent Involvement Policy & Compact for current year TABLE Discuss district parent education opportunities TABLE Discuss future meeting dates, training, and agenda items	Information & discussion. Discuss (Determine if revision is necessary, appoint sub-committee to review and propose amendments) Discussion, nomination and election of officers. Information, discussion & approval. Discussion & Approval Information and discussion	Principal until chairperson is elected	30 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal until election of chairperson	1 minute



Houghton Kearney School
School Site Council (SSC) 1st Quarter Minutes



Date of Posting: October 8, 2018 Meeting Date: October 10, 2018
Location: Library Starting Time: 7:30 am Ending Time: 8:10 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

1. Call the Meeting to Order:

- The meeting was called to order at 7:38 am by Mrs. Brekke, Principal. Everyone was welcomed. Members and guests introduced themselves. Present were:

2018-2019 SSC Members

Marci Brekke-Present	Principal	Kimberly Ambrosini –Not Present	Parent
Rick Huntress -Present	Teacher	Liz Latham, Present	Parent-Sec
Loan Pratt-Present	Teacher	Lupe Caballero-Present	Parent
Katie Sullivan-Present	Teacher	Kathleen Verwey-Present	Parent-Chair
Jaz Perkins-Present	Other Personnel	Melissa Zabal-Present	Parent

	Guest		Non member staff	Position
1	None	1	None	
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 9 members are present 1 member absent
 - A quorum **HAS** been established

3. Changes/Additions to the Meeting Agenda:

- Mrs. Brekke requested that some items be tabled to allow for ample time on today's agenda for the SPSA. Those items include: By-Laws, TAS, Plan for Site Professional Learning, and review of the Parent Involvement Plan and the Compact, and Parent Educational Opportunities. Motion made by Katie Sullivan. Second by Kathleen Verwey. Motion approved.

4. Secretary's Report:

- None

5. Committee Reports:

- None.

6. Public Comment:

- Mrs. Pratt briefly shared on Houghton Kearney's status in Healthy Generation Alliance. We earned the Bronze Award.

7. Unfinished Business:

- None.

8. New Business

- Mrs. Brekke reviewed the purpose of the SSC and the duties of the members. She stated that the council would need to vote a new Chairperson and CoChair. She requested nominations.
- Chair: Kathleen Verwey nominated by Melissa Zabal. Second by Rick Huntress. Nomination approved.
- CoChair: Katie Sullivan nominated by Kathleen Verwey. Second by Liz Latham. Nomination approved.
- Mrs. Brekke shared on how Houghton Kearney School Performed on Academic Performance on SBAC assessment and review goals and results:

Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, and community

In comparison, Houghton Kearney School's overall score indicated that 42% of students in grades 3-8 achieved CCSS Standard Met or Standard Exceeded in the SBAC ELA. In Math, Houghton Kearney School's overall scores indicated that 34% of students in Grades 3-8 achieved CCSS Standard Met or Exceeded.

Houghton Kearney School's overall scores were at 66.7% of students in grades K-2 achieved meeting or exceeding on the Fountas and Pinnell Benchmark Assessment System. (K- 77.3% ,1- 68.1% ,2-54.6%).

Goal 2: Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Houghton Kearney School suspension rate for the 2017-2018 school year was 1.6% while Chronic Absenteeism indicates a 7% rate.

According to the 2017 Facilities Inspection Tool, Houghton Kearney School's rating was 90.56%.

Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Central USD and Houghton Kearney School will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Houghton Kearney School will continue providing quality parent education based on parent interest and need. Houghton Kearney School will encourage parent participation in providing input and being a part of the decision making process. At Houghton Kearney School parent involvement consists of quarterly/annual parent engagement activities and informational meetings such STEAM Night, Back To School Night, Open House. School Site Council Meetings, and English Language Advisory Council.

Goal 4: Assure 1 year of growth in language acquisition for every EL student.

At Houghton Kearney School, English Learner Progress are considered "High" at 90.3%. That is an increase of 11.5%.

- e) Mrs. Brekke reviewed the responsibility of ELAC to provide input on the SPSA for English Learners.
- f) Mrs. Brekke reported on the goals, tasks, and expenditures which included Title 1 spending on parent involvement for the 2018-2019 school year. See Site Plan. In regards to parent involvement, Kathleen Verwey suggested getting students to be interested and engaged in after school activities and the parents would come. Liz Latham offered that the last parent engagement activity was on the same date there were other community events. Mr. Huntress stated that we need to be more strategic in planning events.
- g) Mrs. Brekke requested the Site Plan and expenditures by approved by the SSC. Kathleen Verwey motioned to approve the Plan. Second by Rick Huntress. Plan approved.
- h) Next Meeting will be held: November 8, 2018.

9. Evaluation & Adjournment:

- The Houghton Kearney SSC meeting was adjourned by Kathleen Verwey at 8:15 am.

Respectfully submitted,

To be Approved on November 8, 2018.

**SSC Secretary
October 15, 2018
Handouts Provided**



**Houghton Kearney School
English Learner Advisory Committee (ELAC) Meeting
1st Quarter**



**Date of Posting: October 8, 2018 Meeting Date: October 10, 2018
Location: Staff Room**

Starting Time: 10:45 am

Ending Time: 11:30 am

Outcomes: Participants will be able to: Recognize the importance of CUSD Guiding Principles; Explain the purpose of ELAC; Explain the roles and responsibilities of the ELAC members; Elect officers and DELAC representative; Determine meeting dates and times; Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

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

2018-2019 ELAC Members			
Marci Brekke Present	Principal	Pablo Leyva Present	Parent
Becky Alder Present	Teacher	Miriam Cortes Absent	Parent-Secretary
Dulce Mendez Present	Teacher-Chair	Nerieda Sanchez Absent	Parent
Adriana Ortiz Absent	DELAC Rep		

Agenda Item	Action Requested	Responsible Person	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
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	5 minutes
Unfinished Business		Principal	0 minutes

New Business a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. TABLE d. Review the roles and responsibilities of ELAC officers. <ul style="list-style-type: none"> Chairperson Vice-chairperson Secretary DELAC representative DELAC alternate e. By-laws-initial review. TABLE. f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP GOALS k. ELPAC review & student goal setting TABLE l. Parent Involvement Policy/Compact current year TABLE m. District Parent Education Opportunities n. 15% rule (if applicable) o. Discuss future meeting dates, training, and agenda items.	Information and discussion. Discussion, nomination and election of officers. Information and discussion	Principal	20 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

Total Number of ELAC Members:

__5__ 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
__0__ 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

1. Call the Meeting to Order: *The meeting was called to order at 10:35 am by Mrs. Dulce Mendez..*

A quorum of the members was present. The principal welcomed all ELAC representatives.

2. Changes/Additions to the Meeting Agenda: *Mrs. Brekke requested the approval of the TABLE items. Motion to approve Mrs. Mendez, seconded by Becky Alder. Motion approved.*

3. Secretary's Report: *None.*

4. Committee Reports: *None.*

5. Public Comments: *Mrs. Brekke shared on the success of the first quarter of the school year and Back to School Night.*

6. Unfinished Business: *None.*

7. New Business

- a) Mrs. Brekke shared on the purpose of the ELAC which is to provide input on the academic plan and expenditures for English Learners.
- b) Mrs. Brekke informed the Council that the officers would remain the same since last year was the first year they held the roles. The ELAC would review the roles and responsibilities of ELAC officers at the next meeting to ensure enough time for the Site Plan presentation.
- c) Mrs. Brekke shared out on the performance of English Learners for the 2017-2018 school year. See attached. Mr. Leyva stated he was happy to see such performance. He asked that Mrs. Brekke restate the recognition HK received at the end of the 2017-2018 year. Mrs. Brekke shared on the HGA Bronze award and the Honor School Award.
- d) Mrs. Brekke stated that EL program entrance & exit criteria. Students were identified as English Learners according to response on the Home Language Survey. If identified as an EL, students would take the ELPAC until they met reclassification criteria.
- e) Site program for ELD & access to core: Mrs. Brekke shared the goals for ELs as planned in the Site Plan:
 - 1. Establish, monitor, and sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students
 - 2. Purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students.
 - 3. Participation of teachers in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students.
 - 4. Student Participation in differentiation and instruction to support their language acquisition and literacy development.
- f) The ELD plan, goals and expenditures were discussed with the ELAC members. See Attached. Mrs. Mendez requested information on how the teaching fellows and instructional aide would be providing assistance to at risk students. Mrs. Brekke provided her with the following description:
 - Title 1 Aide: Fleming Grades TK/K
 - Title 1 Aide: Andresen Grades 3, 4, 5
 - 3-Tier 3 Practice
 - 4-Comprehension w Close Rdg Comp
 - 5-Comprehension Review, Vocabulary
 - Teaching Fellow: Batres Grades K, 1, Tutor during am recess
 - K-Small group practice, review
 - 1-Tier 3 Practice
 - Teaching Fellow: Lemus Grades 2, 6, Tutor during am recess
 - 2- Works with students who have met or exceeded standard on F/P, or present activity
- g) Mrs. Brekke requested feedback on the plan and advise from the members. Mr. Leyva and Mrs. Mendez felt that the plan was a good one. Mrs. Mendez commented on that the school could provide a lot of supports but without

the parent support, the child would not have success. She also asked if English Learners tend to be behavior problems. Mrs. Brekke stated that this was not so at HK.

- h) Mrs. Brekke requested a motion to approve the Site Plan and expenditures. Mrs. Mendez motioned to approve. Mrs. Alder seconded the motion. Motion approved.

Next meeting will be held in November.

8. Evaluation: None.

9. Adjournment: *The meeting was adjourned at 11:20 am, with a reminder that our next ELAC meeting is in November of 2018.*

Respectfully submitted,

Minutes will not be approved until November 2018.

Marci Brekke

ELAC Member
October 15, 2018

SPSA Goal	2018-2019 Actions	Description	Costs
Goal 4: Assure 1 year of growth in language acquisition for every EL student.	Establish, monitor, and sustain common ELD instruction (first best teaching) that aligns to ELD standards for identified at-risk students	ELPAC administration	LCFF: 1,950.00
At Houghton Kearney School, English Learner Progress is considered "high" at a rate of 90.3%	Purchase of District-adopted ELD Materials and supplies to train and support integrated strategies to support identified at-risk students.	Materials and Supplies	LCFF SLIP: 500.00
2017-2018 ELA SBAC performance indicates that 20% of EL/s Meet/Exceeded Standard.	Participation of teachers in training to practice opportunities to increase capacity to teach and differentiate for instruction of English Learners and Reclassified students.	Teaching Fellows (2): Grades TK-1 Grades 2-3 Title 1 Aides: Grades TK/K Grades 3-8	Title 1: 20,580.48
2017-2018 Fountas and Pinnell assessment demonstrate that 50% of English Learners are Meeting/Exceeding Grades K-6.	Student Participation in differentiation and instruction to support their language acquisition and literacy development.		Title 1: 8,700.00
Meta 4: Asegurar un año de crecimiento en la adquisición del lenguaje para cada estudiante EL. En la Escuela Houghton Kearney, el Progreso de los Estudiantes de inglés se considera "alto" a una tasa del 90.3%	Establezca, monitoree y mantenga la instrucción común de ELD (primera mejor enseñanza) que se alinea con los estándares de ELD para estudiantes identificados en riesgo	BrainPop Front Row Math RL Math in A Flash ST Math	Title 1: 3,600.00 LCFF: 2,700.00
Meta 4: Asegurar un año de crecimiento en la adquisición del lenguaje para cada estudiante EL.	Compra de materiales y suministros ELD adoptados por el Distrito para capacitar y apoyar estrategias integradas para apoyar a los estudiantes identificados en riesgo.	Classroom Tech	Title 1: 4,354.17
El desempeño de ELA SBAC 2017-2018 indica que el 20% de EL / s cumple / excede el estándar.	Participación de maestros en la capacitación para practicar oportunidades para aumentar la capacidad de enseñar y diferenciar para la instrucción de los aprendices de inglés y los estudiantes reclasificados.	Cert Salaries	LCFF: 3,500.00
Las evaluaciones 2017-2018 de Fountas y Pinnell demuestran que el 50% de los aprendices de inglés están alcanzando o superando los grados K-6.	Participación de los estudiantes en la diferenciación e instrucción para apoyar su adquisición del lenguaje y el desarrollo de la alfabetización.		Title 1: 3,000.00




2018-2019 Expenditures

Funding	Expenditure	Cost				
Title 1	68,354.00					68,354.00
Title 1 Aide GR 3-6	Classified 1	18,0000				62,922.00
TK/K	Classified 2	8,700.00				5,432.00
Teaching Fellows	Aide 1, 2	20,580.48				
F/P At-Risk Students	Certificated Subs	3,600.00	3,4,5,6 @24 days	24X150=3,600.00		
Tutoring	Tutoring Session 1	2,000.00				
	Tutoring Session 2	2,000.00				
	Tutoring Session 3	2,000.00				
Licenses	Accelerated Reader	3,000.00				
	ST Math	4,354.17				
	Brain Pop	3,000.00				
	ESGI	199.00				
Parent Involvement	Materials	920.35				
Funding Source	Expenditure	Cost				Balance
LCFF	22,393.51					22,393.51
	Recess Equipment	3,100.12				
	STEAM Lab	6,545.80	6,545.80			
F/P - K-2	Certificated Subs	2,700.00	K,1,2 @ 18 days	18X150.00=2,700.00		
	Technology	7,000.00				
ELPAC	Certificated Subs	1,950.00	K, 1, 2 @ 3 days	5,6 @ 2 days	13X150.00=1,950.00	
	RRW	597.59				
	ELD Materials/Supp	500.00				
Funding Source	Expenditure	Cost				Balance
SLIP	6,061.19					6,061.19
	Library	1000.00				
	Kinder Awards	200.00				
	Medals	300.00				
	Reading A-Z	769.00				
	Teacher Materials	1,705.44	Ink, paper, boards			
	Head Phones	666.75				
	SWIS	420.00				
	PBIS Incentives	500.00				
Sem 1, Sem 2	Certificates	500.00				






English Learner Progress

English Learner	31	Very High 90.3%	Increased Signifi +11.5%
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This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.9%	Declined Signifi -6.8%
English Learner Progress (1-12)		Very High 90.3%	Increased Significantly +11.5%
Graduation Rate (9-12)			
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 45.9 points below	Increased Signifi +17.3 points
Mathematics (3-8)		Low 26.7 points below	Increased Signifi +40.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Central Unified School District
Office of Instruction

**DISTRICT WIDE PARENTAL INVOLVEMENT POLICY
2018-2019**

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 I 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 I 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.



Cesar Granda
CUSD Board President
September 11, 2018

Distrito Escolar Unificado de Central
Oficina de Instrucción

**POLIZA DE PARTICIPACIÓN DE PADRES EN EL DISTRITO
2018-2019**

PARTE I. EXPECTATIVAS GENERALES

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

- 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, de la Ley 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 póliza 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, requisitos de la Participación de 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 informes 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 padres, y se asegurará de que no menos del 95 por ciento del 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 padres, y espera que sus escuelas de Título I llevarán a cabo los programas, actividades y procedimientos de conformidad con esta definición:

Participación de padres significa la participación de los padres en regular, de dos vías, y la comunicación relevante a el aprendizaje académico de los estudiantes 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 son socios 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 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 tratar necesidades adicionales
- 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 las funciones de los padres en los comités (es decir, el Consejo Escolar, Comité Asesor de Padres del Título I, Comité Asesor de Aprendices de Inglés, Comité Asesor del Distrito etc.) para ayudar a los padres a entender su función importante
- Ofrecer reuniones adicionales a solicitud de los padres, para ofrecer entrenamiento de liderazgo para mejorar sus habilidades para desempeñar eficazmente sus funciones asignadas en el Comité
- Proporcionar sesiones anuales de entrenamiento para los representantes del DAC, PAC y DELAC en sus funciones y 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 del Título I, Parte A acerca de la planificación y ejecución de actividades efectivas de participación de padres para mejorar el logro académico estudiantil 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 posición oficial, 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 para Participación de Padres de Central (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 y la Coordinadora de la Participación de Padres del distrito, 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 padres
 - Proporcionar los servicios de un intérprete/traductor del distrito en el segundo idioma principal
4. El Distrito Escolar Unificado de Central coordinará e integrará estrategias para la participación de padres en la parte A con estrategias de participación de padres bajo los siguientes programas: Programa Migrante y Programa Estatal Pre-escolar y Título III EL/Inmigrante al:
- Compartir los recursos de participación de padres con los coordinadores de los programas antes mencionados
 - Invitar a los directores de programas a las reuniones anuales del Título 1 del Distrito
 - Invitar 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 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 (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 padres y actividades para diseñar estrategias más eficaces, para la participación de los padres y para revisar, de ser necesario (y con la participación de padres) la póliza de la participación de padres.
- Anualmente, el distrito encuesta a los padres del Título 1 (utilizando uno o todos los siguientes métodos: encuestas enviadas por correo, reuniones anuales, reuniones del comité asesor, encuesta por medio de Blackboard Connect, herramientas por medio del internet, proporcionando a los representantes de los Comités de DELAC y DAC materiales para presentar y revisar en sus escuelas, etc.) para evaluar la eficacia de las pólizas de la participación de padres de las escuelas
 - Los resultados serán compartidos a nivel distrito y escolar y de ser necesario, se ofrecerá ayuda técnica particularmente a escuelas, con el propósito de revisar su respectiva póliza de participación de 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 encuestas, para los padres que no hablan inglés según sea necesario
6. El Distrito Escolar Unificado de Central formará la capacidad de las escuelas y padres para una fuerte participación, 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 estudiantil, a través de las siguientes actividades:

A. El distrito escolar, junto con sus escuelas del Título I, Parte A, proporcionara asistencia a los padres de estudiantes atendidos por el distrito escolar o la escuela, según corresponda, 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, CELDT, Evaluación del Desempeño y Progreso Estudiantil de California (CAASPP), Evaluación de referencia del Distrito etc.)
 - los requisitos de la Parte A,
 - cómo monitorear el progreso de sus hijos,
 - cómo trabajar con los educadores
 - temas de interés y necesidades identificadas 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
 - Expectativas de los Padres Apoyan el Éxito Estudiantil (PESA)
 - El Proyecto de Alfabetización Latino
 - Talleres del Instituto de Padres de FCOE
 - Compañeros en la Crianza
 - Participación de Padres en 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, tales como entrenamiento de alfabetización, uso de tecnología, según corresponda, para fomentar la participación de los padres, al:

- 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 de alfabetización y tecnología para adultos 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 servicios estudiantiles, 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 el idioma que los padres puedan entender:

- Ofrecer apoyo técnico en la actualización de sitios de internet
- Proporcionar pautas del distrito, formularios y materiales de capacitación para la normalización de protocolos de reuniones de padres en Inglés y otros idiomas de ser 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 alta necesidad en la medida posible

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PARTE III. APROBACIÓN

Esta Póliza de la Participación de Padres del Distrito, ha sido desarrollada conjuntamente y de acuerdo con los padres de niños participantes en el programas 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:



Cesar Granda
CUSD Board President
September 11, 2018