

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Phillip M. Stokoe Elementary School	33-66977-0113597	May 19, 2022	June 9, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a plan of actions and strategies to raise the academic performance of all students at Stokoe Elementary. Despite the challenges of the pandemic, Stokoe Elementary continues to show growth and progress towards mastery of California Common Core State Standards (CCCSS). Our major areas of focus are determined based on federal educational goals and grade level academic standards. Data from assessments administered at the district and classroom level are used to inform instruction and guide planning. Collaboration and professional learning promote a mindset that fosters continuous improvement with high expectations and equitable learning opportunities for all. Students, staff, parents and

community members analyze data and collaboratively provide input to help develop measurable actions, strategies and goals which ensure that economic, social and academic barriers do not impede the safety and education of our Stokoe students. All resources received by the school are coordinated and utilized in a manner that supports students in acquiring the knowledge and skills required by CCCSS so that students are college and career ready. This document will show actions, financial expenditures and planning to align with the goal of increasing student achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

School climate surveys were administered to staff, families and 5th grade students in spring of 2022. 104 (76%) 5th grade students were surveyed with the California Healthy Kids Survey (CHKS). 102 of those students attended in person instruction and 2 of those students participated in the home based learning model. 39 (6%) parents were surveyed with the California School Parent Survey (CSPS). All of those parents had students who attended in person instruction. 36 (46%) staff members were surveyed with California School Staff Survey. All staff members supported an in person instructional model. Analysis of the surveys revealed the following:

### Strengths:

\*High expectations: 89% of students, 97% of parents and 94% of staff report that staff wants students to do their best and 95% of students report having an adult at home who wants them to do their best. 76% of students and 86% of staff report that staff believes students can do a good job and 90% of students report having an adult at home who believes in them.

\*School environment: 71% of students, 93% of parents and 100% of staff report that Stokoe is a supporting and nurturing place to learn. 68% of students, 87% of parents and 97% of staff report that Stokoe is a safe place for learners. 97% of students, 92% of parents and 93% of staff report that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. 77% of students report that they have not been victims of mean rumors, bad names, or mean jokes. 81% of students report that they have not been victims of cyberbullying. 90% of students and 97% of staff report that bullying is not tolerated.

\*School Discipline/Clarity of rules: 77% of students, 79% of parents and 91% of staff report that students are treated fairly and that rules are equally enforced. 70% of students and 93% of staff report that Stokoe clearly explains rules and that students know the rules.

\*Positive behavior on campus: 79% of students, 83% of parents and 88% of staff report that students are treated with respect at Stokoe. 85% of students report that they engage in positive behaviors. Students report that they follow rules in class 87% of the time and 81% of the time on playground; that they listen to adults 87% of the time; and that they treat others kindly 85% of the time.

\*Parent Involvement: 83% of parents and 92% of staff report that Stokoe encourages active parent partnerships. 68% of parents and 81% of teachers report that Stokoe is welcoming for parents. 75% of parents and 96% of teachers report that parent concerns are taken seriously. 82% of parents and 96% of teachers report that parent-teacher communication is effective. 76% of parents feel well informed.

### Areas in need of improvement:

\*Caring adults: 61% of students report that there are caring adults in our school. 76% of students, 83% of parents and 91% of staff report that staff cares about students. 68% of students feel that staff listens to them and 39% feel that staff makes an effort to get to know them.

\*Meaningful participation: 35% of students feel that they have opportunities for meaningful participation. Students report they are allowed to provide input related to school or classroom rules/activities 22% of the time; that interesting activities are offered 63% of the time; and that they have input into learning and instruction 16% of the time. 88% of staff report they give students the chance to provide input for rules/activities; and 88% of staff report that lessons are relevant and

interesting. 32% of students, 96% of parents and 94% of staff report that students feel motivated to learn. Parents report that their input is solicited 76% of the time.

\*Connectedness/peer interactions: 66% of students feel connected to school. Students report that they feel close to others 48% of the time; that they are happy in school 71% of the time; that they feel part of the school 64% of the time; that they are treated fairly 77% of the time; and that they feel safe 68% of the time. 75% of staff report that students are well behaved. 66% of students, 76% of parents and 100% of staff feel Stokoe encourages students to care about how others feel.

Routines: 56% of staff feel that students are well rested and alert. 39% of students report a bedtime of 10pm or later.

24 certificated staff completed an internal needs assessment survey. Summary of that needs assessment is included in appendix of this plan. Trends of that survey revealed the following:

#### Strengths:

\*79.1% of teachers feel very prepared to provide and deliver number sense routines; 62.5% of teachers feel very prepared using assessment data to guide instruction and providing students with feedback; 62.5% of teachers feel very prepared to integrate ELD standards and content standards in instruction; 75% of teachers feel very prepared when using Google Classroom and Google Apps;

\*Grade level strengths-- Sharing resources/materials 34.5%; supportive/cooperative team 37.5%; math (early numeracy, number sense routines) 20.8%

\*School strengths--caring staff with a student centered focus 33.3%; Systems to support collaboration/teamwork (20.8%); communication (12.5%)

#### Areas in need of improvement:

\*8.3% of teachers feel unprepared to provide intervention using targeted, skill based prescriptions; only 37.5% of teachers feel very prepared to deliver effective writing instruction; only 37.9% of teachers feel very prepared to use Proficiency Level Descriptors (PLD) to determine appropriate expectations for EL students; 6.8% of teachers feel unprepared to effectively support blended virtual learning;

\*Grade level areas in need of improvement--Writing 25%; cohesiveness (instructional alignment, norms, shared understanding) 25%; Honest/transparent/effective communication (20.8%)

\*School areas in need of improvement--Systems for cohesiveness (first best instruction, common instructional strategies, curriculum consistency, consistent reinforcement of systems/expectations) 29.1%; SEL, student behaviors, Playworks 25%; Facilities upkeep/cleanliness 25%

#### Professional Development Trends:

\*Need PD in: writing instruction 45.8%; numeracy instruction 42.9%; MTSS (prescriptions, interventions, monitoring/documenting student progress) 50%; foundational skills instruction (41.6%)

Programs/supplies needed: writing curriculum/PD 20.8%; foundational skills routines/PD 20.8%

Use of Instructional Coach: 92% of teachers strongly agree that IC is approachable; 87.5% of teachers strongly agree that IC fosters a safe, trusting environment for teachers; 83.3% of teachers strongly agree the IC builds relationships effectively; 8.3% of staff disagree that IC analyzes student data or exhibits deep knowledge of a wide variety of instructional practices.

## **Classroom Observations**

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

Administration conducts consistent classroom visits on a consistent basis and provides timely formal and informal feedback to staff. Staff receives informal feedback via a feedback journal located in each classroom. Formal feedback related to all standards for the teaching profession is provided following classroom observations as part of the formal evaluation process. Feedback is focused on leveraging highly effective instructional strategies, identifying areas in need of improvement, implementation of professional development, academic rigor and student engagement. Feedback also includes commendations and recommendations for continuous growth and improvement. All teachers are formally observed every other year, unless offered a 5 year deferral in alignment with district criteria. In addition, administration reviews PLC minutes and provides feedback based on: data analysis, refinement of research based instructional strategies and implementation of standards based lessons that support student mastery. Individual staff members and grade level teams receive targeted support from instructional coach based on professional growth goals or as needed based on administrative recommendation.

## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

Teachers utilize a variety of formative, benchmark, grade level common assessments, and universal screening tools to determine the academic performance of all students. In Transitional Kindergarten, the PELI is administered to TK students three times a year and iReady is administered to students in grades K-5 in both ELA and math three times a year as well. The data generated from these assessments is analyzed by staff and used to guide instruction and to identify "at-promise" students in need of targeted instruction during intervention to remediate learning and close achievement gaps. As part of our system of MTSS, a tiered intervention process is used to identify specific learning needs, to develop prescriptions that align with goals for remediation of learning and to document student progress towards mastery of goals. Student achievement data for language arts, math and language development for EL students is also used to support planning and delivery of targeted instruction during small group interventions for language arts or math and for leveled language proficiency instruction during D-ELD. Students with unique needs: English Language Learners, economically disadvantaged students, gifted and talented students, homeless/foster youth, and students with special needs are provided additional accommodations and modifications to their instruction in order to meet their specific needs. In some cases, Individualized Education Plans (IEP) and 504 plans are used to support student needs.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Student achievement data is consistently reviewed by staff during structured grade level collaborations, leadership team meetings and staff meetings. Assessments are used to monitor student progress towards meeting grade level standards. Data from Common Formative Assessments, end of unit assessments, Silicon Valley Math Initiative (SVMI), iReady, ELPAC, CAASPP and other assessments are analyzed by teachers in order to guide planning, to determine best instructional practices and to cognitively plan lessons that meet diverse student needs. Data collection for iReady is available within the iReady system. Other data is entered into the IO Assessment data base, Ellevation data base or Aeries. The use of data reports from these platforms facilitate the planning of timely interventions and are also used to monitor the effectiveness of those interventions. In addition, staff uses data from formative assessments to guide instruction and inform planning so that instruction is differentiated to meet the unique needs of each student.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All permanent instructional staff at Stokoe Elementary, both certificated and classified, meet the requirements for highly qualified staff.



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

All teachers at Stokoe Elementary are fully credentialed and participate in timely professional learning opportunities multiple times throughout the year during site and district-wide professional learning opportunities. In addition, all paraprofessionals participate in timely professional learning sessions multiple times throughout the year during site and district-wide professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. All teachers participate in 1 hour monthly professional learning opportunities to support effective instructional practices and to remain up-to-date on the latest research and instructional methods. Teachers also typically participate in full day articulation and collaboration days a minimum of four times a year to support ongoing professional learning and cognitive planning for implementation of newly learned strategies and best instructional practices. As a result of the pandemic, there have been staffing shortages for substitutes which have prevented full day release for collaboration/articulation. Funding allocation was set aside for 5 days. Full day collaboration/articulation will resume when staffing shortages for substitutes improve. However, teachers did have opportunities to participate in professional learning or collaboration during early release days or outside of their normal working hours. In addition, the district adopted a self-paced, fully digital professional learning platform (Alvord Strong) which allows teachers to select topics of interest and participate in professional learning. Our staff fully embraced this learning and growth platform and district data for the spring 2021 indicates that Stokoe is in the top 5 of all district schools for participation and completion of sessions!

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

Professional learning is aligned with CCCSS and is designed to meet the diverse needs of students and staff. During 2021-2022 school year, Stokoe Elementary School's professional development focused on instructional strategies to support numeracy, conceptual understanding in math and consistency in site implementation of number sense routines--specifically number strings; site systems for success including PBIS, Social emotional learning and meeting circles; instructional supports for EL students including oral language production, D-ELD and vocabulary development; analysis of student achievement reports (SPSA goals, iReady, SBAC, SVMI and formative assessments); iReady administration, report analysis and classroom use; instructional strategies for early literacy including reading/writing strategies; MTSS, including differentiated instruction, progress monitoring and intervention strategies; annual required trainings, including mandated reported, suicide protocols, sexual harassment, disaster plan and emergency procedures; and topics related to administration of state assessments (ELPAC, SBAC). During grade level articulations and targeted professional learning opportunities, teachers use class and grade level data to identify trends in student achievement. Teachers use this information to identify the specific learning needs of students in order to plan for intervention, remediation, enrichment and small group instruction which support individualized and grade level specific areas of need.

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

Instructional Coach and district staff remain focused on developing high quality teaching and learning in every classroom. Instructional assistance and support for implementation and planning of lessons and best instructional strategies is provided at the site level by our site Instructional Coach. Teachers also receive occasional support from other specialists throughout the district. Stokoe Elementary also has an early literacy teacher who supports reading intervention and development of targeted prescriptions to address specific literacy needs and an early numeracy teacher who supports math intervention to address numeracy, fluency and conceptual understanding. In addition, teacher leaders are utilized to support effective implementation of NGSS, GATE and AVID.

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

Teachers meet formally two times a month in grade level teams during collaboration on early release days. During collaborations, teachers analyze student data and student work samples, discuss effective instructional strategies, cognitively plan lessons and identify at-risk students in need of targeted interventions during small group instruction within the classroom and within targeted intervention groups within the grade level. The challenges of distance learning and safety protocols during the pandemic limited students from meeting in targeted groups across the grade level. All students had opportunities to participate in small group instruction or targeted intervention within their own classroom. Typically, teachers have several full-day sub-release articulation and collaboration days throughout the school year which allows for more in depth cognitive planning and ongoing professional growth. As a result of the pandemic, there have been staffing shortages for substitutes which have prevented full day release for collaboration/articulation. Funding allocation was set aside for 5 days. Full day collaboration/articulation will resume when staffing shortages for substitutes improve. However, articulation and collaboration days continued during early release or outside of normal school hours during the pandemic.

## Teaching and Learning

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

Instruction is aligned with CCCSS utilizing adopted curriculum and various supplemental materials to ensure students have access to and develop mastery of grade level standards. Teachers cognitively plan standards based lessons using the pacing guides, ELA/ELD frameworks, math progressions and additional resources that support the teaching and rigor of the CCCSS. The Instructional Coach supports the teaching of ELA, math, ELD and other core content areas by collaborating with teachers to discuss instructional practices, to cognitively plan lessons, to co-teach lessons and/or to model lessons. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback.

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

Students in Transitional Kindergarten(TK) and Kindergarten (K) receive a minimum 60 minutes of language arts instruction daily; students in 1st-3rd grades receive a minimum of 2 ½ hours of language arts instruction daily; and students in 4th-5th grades receive a minimum 2 hours of language arts instruction daily. Students in grades TK/K receive a minimum of 30 minutes of math instruction daily and students in 1st-5th grades receive a minimum of 60 minutes of math instruction daily. In addition, 30 minutes of English Language Development (D-ELD) is provided to English Language Learners at their language proficiency levels daily, and all students in grades 1st-5th receive 100 minutes of physical education weekly.

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

Teachers use pacing guides, scope and sequence from adopted curriculum and collaboratively work with grade level teams using standards and common assessments to develop pacing schedules for language arts and mathematics in order to ensure that all students have access to the core curriculum. Differentiated instruction is provided to students in Language Arts and Math for remediation and extension of learning. All students in 1st-5th grades who are performing below grade level participate in targeted small group intervention embedded within the regularly scheduled school day. Kindergarten students that demonstrate a need for additional support participate in intervention outside of their regularly scheduled school day. Student achievement data is analyzed and literacy prescriptions along with specific literacy goals are developed as part of our system of our Multi-Tiered Systems of Support (MTSS). Student progress during intervention is documented and monitored with the support of our Student Success Team (SST) which serves as a resource for teachers and as a means of formal support for at-risk students.

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

Stokoe Elementary follows district and state regulations when providing standards based instructional materials to all students. Every student has all materials for all adoptions in: language arts, math, social science, and science in alignment with the CCCSS. EL students also have appropriate materials for D-ELD instruction. Supplemental materials are available and provided as needed to support differentiation of instruction.

## Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Stokoe is following the rigorous academic CCCSS adopted by the California Board of Education. The standards serve as a framework that guide the development of school, grade level and classroom goals. Standards also support the development of content objectives, language objectives and expected learning outcomes towards mastery of grade level standards. Instructional time is valued and protected. Stokoe teachers utilize pacing guides along with the scope and sequence within adopted curriculum to support planning, learning progressions and lesson delivery for both ELA and Math.

All Stokoe students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials. Each student is provided with textbooks, anthology and consumable practice workbooks. Most textbooks are available in print or digital format as well. Teachers also use district adopted and approved supplemental resources to assist students in attaining mastery of standards. Grade level intervention blocks promote flexible student grouping and create opportunities for teachers to address diverse student needs by providing targeted, skill based lessons in response to student needs. Safety protocols and distance learning during the pandemic limited flexible student grouping across grade levels. However, targeted instruction continued within all classrooms during small group instruction. Small group instruction allows teachers to differentiate lessons and utilize instructional strategies for at-risk and EL students requiring remediation and English Language Development support. Our system of MTSS includes the use of literacy prescriptions and goal setting to address identified literacy needs and targeted, skill based instruction. Writing instruction is aligned to CCCSS. In addition, all staff have Teachers' Editions, supplemental materials and other resources in order to fully implement the CCCSS.

## Opportunity and Equal Educational Access

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

All under-performing students receive the necessary targeted services to support and enable them to achieve mastery of grade level CCCSS. This is accomplished through small group instruction within each classroom where targeted, skills based prescriptions are utilized to remediate skills as an intervention. Goals for student progress are established, monitored and documents as part of our Multi-tiered Systems of Support (MTSS). Our Student Success Team (SST) maintains record keeping and site level documentation to monitors at-promise student progress. Every grade level selects and administers common assessments, uses data sets multiple times a year to analyze trends and to identify specific learning needs of students in order to write prescriptions and to group students for targeted, skill based instruction during intervention. Daily intervention blocks with targeted literacy instruction in response to student needs occur school-wide. In addition, some students also receive additional time with our literacy teacher for supplemental targeted literacy instruction or with our numeracy teacher for supplemental targeted numeracy instruction to close achievement gaps. D-ELD instruction is provided to EL students at their language proficiency level for 30 minutes daily. Teachers actively monitor and document student progress and effectiveness of prescribed interventions as part of a tiered system of interventions. The use of MTSS ensures that students who have not responded to tiered interventions receive additional support through SST. The SST system and team effectively monitors at-promise students by developing action plans and strategies in response to student needs. In some instances, students are provided additional learning supports and accommodations in the form of 504 plans or Individualized Educational Plans (IEPs). During the pandemic, adjustments to typical routines for small group, for commingling of students, and daily time allotments for intervention were required. All students did have opportunities for participation in small group, intervention and D-ELD instruction during the pandemic.

## Evidence-based educational practices to raise student achievement

Teachers focus their instructional efforts on research-based, high leverage strategies that address the unique needs of all learners. Stokoe provides multiple learning opportunities for students that are not meeting grade level standards. Teachers differentiate instruction, provide small group instruction and implement targeted intervention using prescriptions to remediate learning gaps for underperforming students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, by incorporating accommodations and by using strategies to address specific student needs based on achievement results from informal and formal assessments including: ELPAC, iReady, Common Formative Assessments, DIBELS, BPST, SVMI, benchmark assessments and standardized assessments (CAASPP).

Intervention at Stokoe includes: targeted, skill based prescriptions for remediation of ELA skills during intervention blocks, small group instruction, Zearn, strategic oral language development opportunities with productive partners, active engagement strategies, and differentiated questioning. In addition, some students receive an additional layer of targeted literacy instruction from our literacy teacher or targeted numeracy instruction from our numeracy teacher and Kindergarten teachers provide additional support for at-risk students after school hours.

Other services provided within our school to assist underperforming students include:

- \*Resource Program (RSP)--assists special education students to meet IEP goals
- \*Speech and Language Specialist--serves special education students with speech/language needs
- \*Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
- \*Instructional Coach--assists classroom teachers in identifying and leveraging best instructional practices
- \*Literacy Teacher--assists at-risk students with supplemental instruction in literacy
- \*Numeracy Teacher--assists at-risk students with supplemental instruction in early numeracy, conceptual understanding and fluency
- \*The Health Center--provides a nurse on-call and a health assistant at school site
- \*Library Assistant--assists students in developing a love for reading, conducting research and locating and checking out library materials
- \*Psychologist--supports staff and evaluates students for qualification into special education
- \*Counselor--supports students by providing character development lessons in all classrooms, targeted small group opportunities for some students in need of additional social emotional or behavioral support and provides assistance to families
- \*Materials Center--ensures that each teacher has core curriculum and core components needed for instruction
- \*Attendance monitoring program--ensures students are attending school on a regular basis and obtaining adequate instructional minutes
- \*Foster/Displaced Family Liaison--provide support and resources for students and families in need

## Parental Engagement

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

During the 2022-2023 school year, Stokoe will provide many family engagement opportunities. Information for parents of incoming TK/Kindergarten students is provided through our TK/Kinder Camp. During parent involvement week, parents have the opportunity to participate in collaborative STEAM classroom activities with their child. Parents of 4th and 5th grade students may attend Science Fair Information night to assist them in supporting students with the scientific method. Students may be provided a science board, if the format reverts from digital submission to science board submission for this school year. All students and families are invited to family nights scheduled throughout the year focused on interactive STEAM activities. Also, each grade level provides parents with an opportunity to participate in interactive learning in the classroom with their child at various times throughout the year. In addition, strategies and resources for parents to support the academic and social needs of their child are provided during various parent meetings including ELAC, (Action Teams for Partnership) ATP and Principal's Coffee. Translation is provided during parent group meetings and home/school communications. When safety protocols during the pandemic do not allow for in person gatherings, events and supports will be available in virtual format as needed.

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

Parent participation is valued at Stokoe Elementary. Stokoe Elementary has a Parent Involvement Policy that outlines all the ways parents can get involved in our school. The Parent Involvement Policy is distributed annually as part of data confirmation and is discussed during all parent meetings. Parent Involvement Policy is updated and approved every other year based on input from all stakeholders. The current Parent Involvement Policy is effective from 2022-2024. Parents are involved through four specific parent groups: Parent Teacher Organization (PTO), Action Teams for Partnership (ATP), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Participation and attendance in these groups provides parents the opportunity to fully understand the workings of the public educational system, along with the programs and services offered at Stokoe. Meeting times are adjusted to meet the needs of the parents and to enhance participation. PTO has been inactive during the pandemic, but will resume when pandemic conditions improve. PTO typically sponsors multiple activities and celebrations throughout the year including, book fairs, assemblies, dances, Color Run and Family Fun/Movie Nights. ATP is a partnership between parents, teachers and administration that develops an annual action plan for parent engagement and plans family involvement events and activities in order to strengthen the home/school connections and families ability to support at home learning. ELAC is an advisory council that provides input and recommendations about programs, services and opportunities offered to specifically support EL students in the acquisition of English Language Development, Language Arts and Math. Their advice and input is taken to SSC. SSC is the decision making body that assists in the planning, implementation and evaluation of the School Plan for Student Achievement (SPSA). This council analyzes and evaluates services and program effectiveness in order to make important decisions to positively impact Stokoe and student achievement.

Stokoe also recruits male family members to participate in Watch DOGS (Dads of Great Students). Watch DOGS is a program that encourages male participation on campus. Dads and other male family figures volunteer and serve as positive male role models for students throughout the school year. Watch DOGS has been temporarily suspended due to limitation of in-person volunteers as a result of the pandemic. Watch DOGS will resume once pandemic conditions improve.

Parents are also encouraged to get involved by attending monthly award assemblies, Principal's Coffee, Parent/Teacher conferences, Family Nights, Parent Involvement week, special classroom events and assemblies. In addition, parents are given the opportunity to observe or serve as a volunteer in their child's classroom. All events are posted on our school website, school marquee and in monthly newsletters which contain a calendar of events and important reminders for the month. Parents also receive information from items posted on our website, from flyers posted PeachJar, and through phone, text and/or email reminders via BlackBoard Connect/Parent Square. Stokoe is an AVID school and the home/school connection is promoted through the use of daily planners, agendas and/or folders which support the development of time management and organizational skills for students and serve as a written communication tool between parents and teachers. Teachers also communicate consistently through the use of digital apps such as Google Classroom stream, Remind or Class DoJo. Our Title 1 Compact is distributed annually as part of data confirmation and outlines key responsibilities and commitments for staff, students and parents. Title 1 Compact is updated and approved every other year based on input from all stakeholders. The current Title 1 Compact is effective from 2022-2024. Translation is provided for school correspondence and during events.

Safety protocols and guidelines during the pandemic may temporarily limit site ability for some of the in-person events. Events will continue in virtual format whenever feasible and will resume once it is safe to do so in alignment with safety recommendations.



## Funding

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

Categorical funds provide professional learning opportunities as well as opportunities for underperforming students to achieve mastery of grade level standards through support staff, supplemental materials, technology to support learning and digital literacy, targeted intervention, and other extended learning opportunities. Supplemental materials are purchased to support and enrich core programs. Professional learning opportunities promote and foster research-based strategies and techniques that support capacity building and ongoing learning opportunities so that teachers can more effectively help students attain mastery of standards. Categorical funds are also used to facilitate parent involvement activities. Family Nights provide parents with fun and engaging strategies to support at home learning. Parents of incoming Transitional Kindergarten and Kindergarten students also have the opportunity to attend TK/Kinder Camp which encourages school readiness strategies. Parents of 5th grade students have the opportunity to attend a Middle School transition meeting and learn strategies to support a successful emotional, developmental and academic transition from elementary school to middle school. In addition, site categorical funds are used to support students and teachers through the funding of our Instructional Coach and our Literacy Teacher. Both positions enhance our site ability to provide professional support for our staff and literacy support for our students.

Safety protocols and guidelines during the pandemic may temporarily limit site ability to participate in full day release for teacher collaboration/articulation or for in-person family events. These events will continue in virtual format whenever feasible and will resume once it is safe to do so in alignment with safety recommendations.

## Fiscal support

The District provides additional fiscal support by funding two Bilingual Instructional Assistants, a Library Assistant and a Numeracy Teacher. Additionally, the District funds staff development and the after school program which are an essential part of the overall educational program for students.

## **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**

SSC, ELAC and staff are involved in the annual development of the school plan (SPSA). ELAC members, staff members and SSC members review student achievement data, discuss effectiveness of programs and services and provide input for development of school wide goals during regularly scheduled monthly meetings. After reviewing and discussing data trends along with current actions and strategies, ELAC and staff members provide input by making suggestions and recommendations for the plan. SSC analyzes data trends, discusses current actions/strategies, evaluates effectiveness of programs/services and reviews input from staff and ELAC in order to assess the effectiveness of the plan and to develop new goals.

ELAC, staff and SSC members review and monitor the plan throughout the school year. During the final few months of the school year, ELAC, staff and SSC review student achievement data to determine progress and attainment of each of the SPSA goals. Each stakeholder group also reviews and discusses the actions and strategies that were implemented to assess the effectiveness

of our programs and services, and make to recommendations for ongoing implementation of our programs and services. Throughout the year, data reports and trends that align with the SPSA are presented to ELAC, staff and SSC to monitor and evaluate effectiveness.

Stokoe will continue to invite and include all stakeholders in monitoring, reviewing and evaluating the effectiveness of our school programs and services. In addition, we will create and promote opportunities to increase parent participation in parent committee meetings.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As of 2022, Stokoe is not identified as a Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.59%	0.6%	0.81%	4	4	5
African American	7.11%	7.7%	6.63%	48	50	41
Asian	1.33%	0.8%	1.46%	9	5	9
Filipino	1.63%	1.4%	1.46%	11	9	9
Hispanic/Latino	78.81%	80.2%	81.07%	532	519	501
Pacific Islander	0.74%	0.6%	0.65%	5	4	4
White	8%	6.2%	6.47%	54	40	40
Multiple/No Response	1.78%	1.9%	1.46%	12	12	9
<b>Total Enrollment</b>				675	647	618

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	128	100	112
Grade 1	98	108	87
Grade 2	114	98	105
Grade 3	102	110	100
Grade 4	121	104	111
Grade 5	112	127	103
<b>Total Enrollment</b>	675	647	618

### Conclusions based on this data:

1. The composition of student groups has been relatively stable for the past few years with minimal changes occurring within each of our identified student groups. Stokoe is comprised of eight distinct student groups. Approximately 80% of Stokoe students are of Hispanic or Latino descent. The student groups with the largest change over the past few years are Asian, African American and White which have decreased by 0.53%, 0.59% and 1.19% respectively.
2. Total enrollment has decreased slightly over the past few years. There was a decrease of 28 students between 2019-2020 and 2020-2021 school years.
3. Total enrollment across all grade levels has decreased over the past few years, with the exception of 5th grade. The grade levels with the largest decrease was Kindergarten with a decrease of 28 students and 5th grade with an increase of 25 students. All other grade levels maintained enrollment that changed by 18 students or less.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	173	175		25.6%	27.0%	
Fluent English Proficient (FEP)	78	49		11.6%	7.6%	
Reclassified Fluent English Proficient (RFEP)	68	0		28.8%	0.0%	

### Conclusions based on this data:

1. The percent of EL students has been relatively stable for the past few years, even though total enrollment has decreased.
2. The number of FEP students decreased by 27 students over the past few years. In that time, the percent of FEP students has decreased by 4%.
3. The number of RFEP students decreased significantly over the past few years. The percent of RFEP students has decreased by nearly 29%.

# 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	109	124	110	108	122	0	108	122	0	99.1	98.4	0.0
Grade 4	117	111	105	117	109	0	117	109	0	100	98.2	0.0
Grade 5	102	114	125	100	114	0	100	114	0	98	100	0.0
All Grades	328	349	340	325	345	0	325	345	0	99.1	98.9	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2391.	2373.		7.41	13.11		18.52	13.93		40.74	19.67		33.33	53.28	
Grade 4	2437.	2449.		13.68	12.84		24.79	27.52		24.79	30.28		36.75	29.36	
Grade 5	2469.	2451.		10.00	8.77		27.00	21.93		28.00	19.30		35.00	50.00	
All Grades	N/A	N/A	N/A	10.46	11.59		23.38	20.87		31.08	22.90		35.08	44.64	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.19	14.75		49.07	45.08		40.74	40.16	
Grade 4	12.82	13.76		47.01	51.38		40.17	34.86	
Grade 5	8.00	12.28		53.00	43.86		39.00	43.86	
All Grades	10.46	13.62		49.54	46.67		40.00	39.71	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.78	7.38		54.63	40.16		42.59	52.46	
Grade 4	17.95	14.68		51.28	62.39		30.77	22.94	
Grade 5	18.00	20.18		52.00	37.72		30.00	42.11	
All Grades	12.92	13.91		52.62	46.38		34.46	39.71	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.04	9.84		66.67	64.75		21.30	25.41	
Grade 4	7.69	11.01		70.94	66.97		21.37	22.02	
Grade 5	8.00	4.39		65.00	60.53		27.00	35.09	
All Grades	9.23	8.41		67.69	64.06		23.08	27.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	9.84		61.11	37.70		27.78	52.46	
Grade 4	10.26	13.76		60.68	59.63		29.06	26.61	
Grade 5	16.00	10.53		51.00	43.86		33.00	45.61	
All Grades	12.31	11.30		57.85	46.67		29.85	42.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- CAASPP was not administered in 2019-2020 or in 2020-2021 due to pandemic. During the 2020-2021 school year the local measure of iReady was used to evaluate student progress in ELA. Refer to local assessment data section or SPSA Goal 1: 1A ELA for data analysis of student progress in ELA. Most current data is from 2018-2019 administration of CAASPP. Data from other assessments is analyzed in the goals sections. CAASPP results from 2018-2019 revealed the following:
  - \*32.46% of students met or exceeded standards, a decrease from 33.84% when compared to the previous year.
  - \*67.54% of students nearly met or did not meet standards, an increase from 66.16% when compared to the previous year.
  - \*The percent of Stokoe students meeting or exceeding standards decreased by 1.38% in overall ELA performance.
  - \*The percent of Stokoe students not meeting standards increased by 9.56% in overall ELA performance.

\*The percent of Stokoe students exceeding standards continues to increase slightly each year. While the percent of students meeting or nearly meeting standards has fluctuated over the past three years.

2. Significant findings by domain are as follows:
- \*The percent of students performing above standard has increased in reading and writing and fluctuated slightly in listening and research/inquiry over the past three years.
  - \*The percent of students performing at or near standard has fluctuated in all areas over the past three years.
  - \*The percent of students performing below standard has decreased in reading, but has fluctuated in all other areas over the past three years.
  - \*The domain of writing contains the highest percent of students above standard (13.91%).
  - \*The domain of listening contains the highest percent of students at or near standards (64.06%).
  - \*The domain of research/inquiry contains the highest percent of students below standard (42.03%).

3. Significant findings by grade level are as follows:
- \*Students in 4th grade continue to make progress and growth. Progress for students in 3rd and 5th grade has fluctuated over the past three years.
  - \*3rd Grade--Achievement for students exceeding standards increased (5.7%); meeting standards decreased (4.59%); nearly meeting standards decreased (21.07%); not meeting standards increased (19.95%).
  - \*4th Grade--Achievement for students exceeding standards decreased (0.84%); meeting standards increased (2.73%); nearly meeting standards increased (5.49%); not meeting standards decreased (7.39%).
  - \*5th Grade--Achievement for students exceeding standards decreased (1.13%); meeting standards decreased (5.07%); nearly meeting standards decreased (8.7%); not meeting standards increased (15%).

# 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	109	124	110	108	124	0	108	124	0	99.1	100	0.0
Grade 4	117	111	105	117	109	0	117	109	0	100	98.2	0.0
Grade 5	102	114	125	101	114	0	101	114	0	99	100	0.0
All Grades	328	349	340	326	347	0	326	347	0	99.4	99.4	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2396.	2388.		3.70	8.87		24.07	24.19		38.89	23.39		33.33	43.55	
Grade 4	2440.	2442.		6.84	7.34		20.51	14.68		41.03	51.38		31.62	26.61	
Grade 5	2439.	2443.		0.99	3.51		7.92	9.65		31.68	29.82		59.41	57.02	
All Grades	N/A	N/A	N/A	3.99	6.63		17.79	16.43		37.42	34.29		40.80	42.65	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	20.16		47.22	30.65		41.67	49.19	
Grade 4	18.80	12.84		32.48	40.37		48.72	46.79	
Grade 5	3.96	6.14		26.73	22.81		69.31	71.05	
All Grades	11.66	13.26		35.58	31.12		52.76	55.62	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.48	10.48		56.48	45.97		37.04	43.55	
Grade 4	5.98	7.34		47.01	47.71		47.01	44.95	
Grade 5	0.99	6.14		39.60	36.84		59.41	57.02	
All Grades	4.60	8.07		47.85	43.52		47.55	48.41	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.04	14.52		56.48	36.29		31.48	49.19	
Grade 4	12.82	11.01		47.01	55.05		40.17	33.94	
Grade 5	4.95	1.75		42.57	43.86		52.48	54.39	
All Grades	10.12	9.22		48.77	44.67		41.10	46.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- CAASPP was not administered in 2019-2020 or 2020-2021 due to pandemic. During the 2020-2021 school year the local measure of iReady was used to evaluate student progress in math. Refer to local assessment data or SPSA Goal 1: 1B Math for data analysis of student progress in math. Most current data is from 2018-2019 administration of CAASPP. Data from other assessments is analyzed in the goals sections. CAASPP results from 2018-2019 revealed the following:

  - \*23.06% of students met or exceeded standards, an increase from 21.78% when compared to the previous year.
  - \*76.94% of students nearly met or did not meet standards, an decrease from 78.22% when compared to the previous year.
  - \*The percent of Stokoe students meeting or exceeding standards increased by 1.28% in overall Math performance.
  - \*The percent of Stokoe students not meeting standards increased by 1.85%.
  - \*The percent of Stokoe students not meeting, nearly meeting or meeting standards has remained fluctuated slightly each year, while the percent of Stokoe students exceeding standards continues to increase slightly each year.
- Significant findings by domain are as follows:

  - \*The percent of students performing above standard increased in all areas, with the exception of Communicating Reasoning.
  - \*The percent of students performing at or near standard decreased in all areas.
  - \*The percent of students performing below standard increased in all areas.
  - \*The domain of Concepts & Procedures has the highest percent of students performing above standard (13.26%) and the highest percent of students performing below standard (55.62%).
  - \*The domain of Communicating Reasoning has the highest percent of students performing at or near standard (44.67%).
- Significant findings by grade level are as follows:

  - \*Students in all grade levels continue to increase the percent of students exceeding standards over the past three years.

\*Students in 5th grade continue to make positive growth each year.

\*Students in 4th and 5th grades decreased the overall percent of students not meeting standards.

\*3rd Grade--Achievement for students exceeding standards increased (5.17%); meeting standards increased (0.12%); nearly meeting standards decreased (15.5%); not meeting standards increased (10.22%).

\*4th Grade--Achievement for students exceeding standards increased (0.5%); meeting standards decreased (5.83%); nearly meeting standards increased (10.35%); not meeting standards decreased (5.01%).

\*5th Grade--Achievement for students exceeding standards increased (2.52%); meeting standards increased (1.73%); nearly meeting standards decreased (1.86%); not meeting standards decreased (2.39%).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1424.3	1438.4	1429.9	1439.9	1453.2	1435.2	1387.8	1403.8	1417.2	43	39	28
<b>1</b>	1468.3	1424.3	1431.7	1461.7	1452.6	1433.4	1474.3	1395.5	1429.4	32	30	32
<b>2</b>	1489.3	1505.9	1454.0	1492.3	1500.3	1471.6	1486.0	1510.9	1436.0	44	29	27
<b>3</b>	1502.4	1478.0	1474.9	1501.3	1471.5	1490.5	1503.0	1484.0	1458.8	57	34	31
<b>4</b>	1508.3	1539.3	1492.9	1494.8	1544.0	1502.1	1521.3	1534.1	1483.2	36	45	22
<b>5</b>	1539.4	1526.9	1523.8	1526.5	1524.3	1525.1	1551.7	1529.0	1521.9	36	33	36
<b>All Grades</b>										248	210	176

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	27.91	25.64	28.57	*	35.90	28.57	32.56	28.21	28.57	*	10.26	14.29	43	39	28
<b>1</b>	46.88	6.67	0.00	34.38	20.00	31.25	*	36.67	40.63	*	36.67	28.13	32	30	32
<b>2</b>	40.91	24.14	0.00	38.64	55.17	40.74	*	17.24	33.33	*	3.45	25.93	44	29	27
<b>3</b>	*	8.82	16.13	42.11	32.35	25.81	28.07	35.29	32.26	*	23.53	25.81	57	34	31
<b>4</b>	*	48.89	9.09	52.78	33.33	36.36	*	15.56	36.36	*	2.22	18.18	36	45	22
<b>5</b>	50.00	18.18	25.00	38.89	60.61	30.56	*	9.09	36.11	*	12.12	8.33	36	33	36
<b>All Grades</b>	33.06	23.81	13.64	38.31	39.05	31.82	18.55	23.33	34.66	10.08	13.81	19.89	248	210	176

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	37.21	35.90	25.00	27.91	35.90	50.00	*	17.95	10.71	*	10.26	14.29	43	39	28
<b>1</b>	50.00	20.00	21.88	*	23.33	18.75	*	40.00	40.63	*	16.67	18.75	32	30	32
<b>2</b>	63.64	44.83	22.22	25.00	37.93	48.15	*	13.79	14.81	*	3.45	14.81	44	29	27
<b>3</b>	33.33	23.53	29.03	38.60	41.18	45.16	19.30	11.76	0.00	*	23.53	25.81	57	34	31
<b>4</b>	38.89	68.89	22.73	44.44	22.22	59.09	*	8.89	13.64	*	0.00	4.55	36	45	22
<b>5</b>	61.11	36.36	41.67	36.11	45.45	38.89	*	9.09	5.56		9.09	13.89	36	33	36
<b>All Grades</b>	46.37	40.00	27.84	33.87	33.81	42.05	11.69	16.19	14.20	8.06	10.00	15.91	248	210	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	17.95	21.43	*	23.08	21.43	32.56	43.59	35.71	30.23	15.38	21.43	43	39	28
<b>1</b>	43.75	6.67	0.00	*	16.67	34.38	*	13.33	21.88	*	63.33	43.75	32	30	32
<b>2</b>	29.55	17.24	0.00	36.36	41.38	29.63	*	37.93	25.93	*	3.45	44.44	44	29	27
<b>3</b>	*	2.94	3.23	26.32	26.47	12.90	42.11	35.29	38.71	21.05	35.29	45.16	57	34	31
<b>4</b>	*	13.33	0.00	58.33	53.33	18.18	*	24.44	40.91	*	8.89	40.91	36	45	22
<b>5</b>	44.44	3.03	11.11	30.56	33.33	19.44	*	51.52	47.22	*	12.12	22.22	36	33	36
<b>All Grades</b>	23.79	10.48	6.25	31.85	33.33	22.73	25.40	34.29	35.23	18.95	21.90	35.80	248	210	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	53.49	35.90	18.52	34.88	53.85	62.96	*	10.26	18.52	43	39	27
<b>1</b>	50.00	30.00	21.88	40.63	53.33	65.63	*	16.67	12.50	32	30	32
<b>2</b>	75.00	37.93	7.41	*	55.17	81.48	*	6.90	11.11	44	29	27
<b>3</b>	38.60	8.82	30.00	54.39	64.71	50.00	*	26.47	20.00	57	34	30
<b>4</b>	36.11	40.00	13.64	52.78	57.78	81.82	*	2.22	4.55	36	45	22
<b>5</b>	61.11	18.18	22.22	38.89	69.70	63.89		12.12	13.89	36	33	36
<b>All Grades</b>	52.02	29.05	19.54	41.13	59.05	66.67	6.85	11.90	13.79	248	210	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	37.21	41.03	40.00	44.19	43.59	44.00	*	15.38	16.00	43	39	25
<b>1</b>	62.50	20.00	7.41	*	56.67	66.67	*	23.33	25.93	32	30	27
<b>2</b>	56.82	37.93	39.13	38.64	58.62	56.52	*	3.45	4.35	44	29	23
<b>3</b>	40.35	47.06	44.44	45.61	32.35	40.74	*	20.59	14.81	57	34	27
<b>4</b>	61.11	80.00	80.00	*	20.00	20.00	*	0.00	0.00	36	45	15
<b>5</b>	63.89	66.67	80.00	33.33	24.24	10.00	*	9.09	10.00	36	33	30
<b>All Grades</b>	52.02	50.95	46.94	37.50	37.62	40.14	10.48	11.43	12.93	248	210	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	5.13	18.52	67.44	84.62	62.96	*	10.26	18.52	43	39	27
<b>1</b>	53.13	16.67	15.63	*	13.33	37.50	*	70.00	46.88	32	30	32
<b>2</b>	34.09	13.79	3.70	38.64	82.76	55.56	27.27	3.45	40.74	44	29	27
<b>3</b>	*	2.94	3.33	57.89	50.00	53.33	33.33	47.06	43.33	57	34	30
<b>4</b>	*	4.44	4.55	66.67	77.78	40.91	*	17.78	54.55	36	45	22
<b>5</b>	44.44	9.09	8.33	38.89	75.76	63.89	*	15.15	27.78	36	33	36
<b>All Grades</b>	25.00	8.10	9.20	50.40	65.71	52.87	24.60	26.19	37.93	248	210	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	37.21	33.33	18.52	30.23	38.46	40.74	32.56	28.21	40.74	43	39	27
<b>1</b>	43.75	6.67	3.13	46.88	36.67	59.38	*	56.67	37.50	32	30	32
<b>2</b>	31.82	27.59	14.81	61.36	68.97	37.04	*	3.45	48.15	44	29	27
<b>3</b>	26.32	11.76	9.68	56.14	61.76	45.16	*	26.47	45.16	57	34	31
<b>4</b>	38.89	40.00	0.00	52.78	55.56	72.73	*	4.44	27.27	36	45	22
<b>5</b>	47.22	15.15	13.89	50.00	72.73	75.00	*	12.12	11.11	36	33	36
<b>All Grades</b>	36.29	23.81	10.29	50.00	55.24	55.43	13.71	20.95	34.29	248	210	175

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- During the 2020-2021 school year, ELPAC was administered in a variety of settings. Students in the hybrid learning program took the assessment in person and students in virtual learning program took the assessment remotely.  
  
 ELPAC results from 2020-2021 revealed the following:  
 \*176 EL students were assessed in grades K-5th.  
 \*For Overall Language Skills, the overall percent of EL students by performance levels ranged from 13.64%-34.66%. 45.46% of EL students demonstrated overall proficiency at performance levels 3 and 4. 54.55% of EL students demonstrated overall proficiency at performance levels 1 or 2. This reflects an increase of 17.31% more students performing at levels 1 or 2 when compared to previous year.  
 \*For Oral Language Skills, the overall percent of EL students by performance level ranged from 14.20%-42.05%. 69.89% of EL students demonstrated oral language proficiency at performance levels 3 and 4. 30.11% of EL students demonstrated oral language proficiency at performance levels 1 and 2. This reflects an increase of 3.92% more students performing at levels 1 or 2 when compared to previous year.

\*For Written Language Skills, the overall percent of EL students by performance level ranged from 6.25%-35.80%. 28.98% of EL students demonstrated written language proficiency at performance levels 3 and 4. 71.03% of EL students demonstrated written language proficiency at performance levels 1 and 2. This reflects an increase of 14.84% more students performing at levels 1 or 2 when compared to previous year.

\*The overall percent of EL students performing at levels 1 or 2 increased across all areas.

\*EL students demonstrate stronger oral language skills than written language skills.

2. Significant findings by domain are as follows:

\*19.54% of EL students demonstrated well developed proficiency in listening.

\*46.94% of EL students demonstrated well developed proficiency in speaking.

\*9.20% of EL students demonstrated well developed proficiency in reading.

\*10.29 % of EL students demonstrated well developed proficiency in writing.

\*The highest percent of EL students at the beginning level was in the domain of reading with 37.93%.

\*The lowest percent of EL students at the beginning level was in the domain of speaking with 12.93%.

\*The highest percent of EL students at the somewhat/moderately developed level was in the domain of listening with 66.67%.

\*The lowest percent of EL students at the somewhat/moderately developed level was in the domain of speaking with 40.14%.

\*The highest percent of EL students at the well developed level was in the domain of speaking with 46.94%.

\*The lowest percent of EL students at the well developed level was in the domain of reading with 9.20%.

\*The overall percent of EL students that demonstrated beginning levels increased in all domains. The overall percent of EL students that demonstrated somewhat/moderately developed levels increased in the domains of listening, speaking and writing, but decreased in the domain of reading. The overall percent of EL students that demonstrated well developed levels decreased in the domains of listening, speaking and writing, but increased in the domain of reading.

3. Significant findings by grade level are as follows:

\*The number of EL students by grade level ranged from 22-36.

\*The grade levels with the lowest number of EL students was 4th grade with 22 students.

\*The grade level with the highest number of EL students was 5th grade with 36 students.

\*Kindergarten:

- ---The highest percent of EL students at the well developed level was in speaking with 40.00%.
- ---The lowest percent of EL students at the well developed level was in listening, reading, and writing all with 18.52%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening and reading both with 62.96%..
- ---The lowest percent of EL students at the somewhat/moderately developed level was in writing with 40.74%
- ---The highest percent of EL students at the beginning level was in writing with 40.74%.
- ---The lowest percent of EL students at the beginning level was in speaking with 16%.

\*First Grade:

- ---The highest percent of EL students at the well developed level was in listening with 21.88%.
- ---The lowest percent of EL students at the well developed level was in writing with 3.13%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in speaking with 66.67%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in reading with 37.50%
- ---The highest percent of EL students at the beginning level was in reading with 46.88%.
- ---The lowest percent of EL students at the beginning level was in listening with 12.50%.

\*Second Grade

- ---The highest percent of EL students at the well developed level was in speaking with 39.13%.
- ---The lowest percent of EL students at the well developed level was in reading with 3.70%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening with 81.48%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in writing with 37.04%
- ---The highest percent of EL students at the beginning level was in writing with 48.15%.
- ---The lowest percent of EL students at the beginning level was in speaking with 4.35%.

\*Third Grade

- ---The highest percent of EL students at the well developed level was in speaking with 44.44%.

- ---The lowest percent of EL students at the well developed level was in reading with 3.33%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in reading with 53.33%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 40.74%
- ---The highest percent of EL students at the beginning level was in writing with 45.16%.
- ---The lowest percent of EL students at the beginning level was in speaking with 14.81%.

\*Fourth Grade

- ---The highest percent of EL students at the well developed level was in speaking with 80.00%.
- ---The lowest percent of EL students at the well developed level was in reading with 0.0%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening with 81.82%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 20.00%
- ---The highest percent of EL students at the beginning level was in reading with 54.55%.
- ---The lowest percent of EL students at the beginning level was in speaking with 0.00%.

\*Fifth Grade

- ---The highest percent of EL students at the well developed level was in speaking with 80.00%.
- ---The lowest percent of EL students at the well developed level was in reading with 8.33%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in writing with 75.00%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 10.00%
- ---The highest percent of EL students at the beginning level was in reading with 27.78%.
- ---The lowest percent of EL students at the beginning level was in speaking with 10.00%.



# School and Student Performance Data

## Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	341	319	93.55	6.45	29.15
Female	157	144	91.72	8.28	29.86
Male	184	175	95.11	4.89	28.57
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	29	25	86.21	13.79	32
Filipino	6	6	--	--	--
Hispanic or Latino	276	260	94.2	5.8	25.38
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	4	4	--	--	--
White	18	16	88.89	11.11	43.75
English Learners	91	81	89.01	10.99	9.88
Homeless	13	12	92.31	7.69	25
Socioeconomically Disadvantaged	275	255	92.73	7.27	25.1
Students with Disabilities	57	49	85.96	14.04	

### Conclusions based on this data:

- 2020-2021 was the first year iReady was administered to all students. During that school year, all students participated in distance learning for the beginning and middle of year assessments. For end of year administration, some students took the assessment during in person instruction and some students took the assessment virtually. These factors potentially impacted assessment results and participation. Data presented above represents the end of year administration in Spring of 2021.
- Data analysis by participation rates:
  - \*93.55% of students completed end of year assessment for iReady in ELA
    - Male students had a higher participation rate compared to female students by 3.39%
  - \*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)
    - Hispanic/Latino students had the highest participation rate with 94.2% of students completing the assessment which is 0.65% higher than our overall participation rate
    - Black or African American students had the lowest participation rate with 86.21% of students completing the assessment which is 7.34% lower than our overall participation rate
    - 88.89% of White students participated which is 4.66% lower than our overall participation rate
  - \*Students participation across all subgroups was lower when compared to the overall participation rate
    - Socioeconomically Disadvantaged (SED) students had the highest participation rate with 92.73% which is lower by 0.82%
    - Students with Disabilities (SWD) had the lowest participation rate with 85.96% which is lower by 7.59%
    - 89.01% of EL students participated which is lower by 4.54%
    - 92.31% of Homeless students participated which is lower by 1.23%

3. Data analysis for percent of students performing at/above grade level:
- \*29.15% of students performed at or above grade level on the end of year assessment for iReady in ELA
    - ---1.29% more female students performed at or above grade level when compared to male students
  - \*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)
    - ---White students had the highest percent of students performing at or above grade level with 43.75% which is 14.6% higher than our overall student rate
    - ---Hispanic/Latino students had the lowest percent of students performing at or above grade level with 25.38% which is 3.77% lower than our overall student rate
    - ---The percent of Black or African American students performing at or above grade level was 32% which is 2.85% higher than our overall student rate
  - \*The percent of students performing at or above grade level was lower across all subgroups
    - ---The percent of EL students performing at or above grade level was 9.88% which is 19.27% lower than our overall student rate
    - ----The percent of Homeless students performing at or above grade level was 25% which is 4.15% lower than our overall student rate
    - ----The percent of Socioeconomically Disadvantaged (SED) performing at or above grade level was 25.1% which is 4.05% lower than our overall student rate

# School and Student Performance Data

## Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	341	322	94.43	5.57	9.63
Female	157	146	92.99	7.01	4.79
Male	184	176	95.65	4.35	13.64
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	29	25	86.21	13.79	12
Filipino	6	6	--	--	--
Hispanic or Latino	276	263	95.29	4.71	8.37
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	4	4	--	--	--
White	18	16	88.89	11.11	6.25
English Learners	91	83	91.21	8.79	6.02
Homeless	13	13	100		
Socioeconomically Disadvantaged	275	258	93.82	6.18	7.75
Students with Disabilities	57	52	91.23	8.77	1.92

### Conclusions based on this data:

- 2020-2021 was the first year iReady was administered to all students. During that school year, all students participated in distance learning for the beginning and middle of year assessments. For end of year administration, some students took the assessment during in person instruction and some students took the assessment virtually. These factors potentially impacted assessment results and participation. Data presented above represents the end of year administration in Spring of 2021. A trend that continues to present itself in math is the fact that student performance in math is significantly lower than student performance in ELA.
- Data analysis by participation rates:
  - \*94.43% of students completed end of year assessment for iReady in Math
    - Male students had a higher participation rate compared to female students by 2.66%
  - \*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)
    - Hispanic/Latino students had the highest participation rate with 95.29% of students completing the assessment which is 0.86% higher than our overall participation rate
    - Black or African American students had the lowest participation rate with 86.21% of students completing the assessment which is 8.22% lower than our overall participation rate
    - 88.89% of White students participated which is 5.44% lower than our overall participation rate
  - \*Students participation across all subgroups, with the exception of Homeless students, was lower when compared to the overall participation rate
    - 100% of Homeless students completed the assessment which is 5.57% than our overall participation rate
    - Socioeconomically Disadvantaged (SED) students had the next highest participation rate with 93.82% which is lower by 0.61%

- ----EL students had the lowest participation rate with 91.21% which is lower by 3.22%
- ---91.23% of Students with Disabilities (SWD) participated which is lower by 3.2%

3.

Data analysis for percent of students performing at/above grade level:

\*9.63% of students performed at or above grade level on the end of year assessment for iReady in Math

- ---8.85% more male students performed at or above grade level when compared to female students

\*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)

- ---Black or African American students had the highest percent of students performing at or above grade level with 12% which is 2.37% higher than our overall student rate
- ---White students had the lowest percent of students performing at or above grade level with 6.25% which is 3.38% lower than our overall student rate
- ---The percent of Hispanic/Latino students performing at or above grade level was 8.37% which is 1.26% lower than our overall student rate

\*The percent of students performing at or above grade level was lower across all subgroups

- ----The percent of EL students performing at or above grade level was 6.02% which is 3.61% lower than our overall student rate
- ----The percent of Students with Disabilities (SWD) students performing at or above grade level was 1.92% which is 7.71% lower than our overall student rate
- ----The percent of Socioeconomically Disadvantaged (SED) performing at or above grade level was 7.75% which is 1.88% lower than our overall student rate

# School and Student Performance Data

## School and Student Performance Data

### Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>647</b>	<b>80.2</b>	<b>27.0</b>	<b>0.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	27.0
Foster Youth	2	0.3
Homeless	28	4.3
Socioeconomically Disadvantaged	519	80.2
Students with Disabilities	99	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	7.7
American Indian or Alaska Native	4	0.6
Asian	5	0.8
Filipino	9	1.4
Hispanic	519	80.2
Two or More Races	12	1.9
Native Hawaiian or Pacific Islander	4	0.6
White	40	6.2

### Conclusions based on this data:

1. Student population data indicates:
  - \*The majority of our students (80.2%) come from families who are socio-economically disadvantaged and may require additional services and resources to meet grade level standards. This percent decreased by 2.5% when compared to the previous year.
  - \*Stokoe is a diverse school with a high need for additional supports and services to ensure students have access to content in order to achieve and meet academic standards.
  
2. Significant findings by student groups include:
  - \*Approximately 27% of students are English Language Learners who may need additional services while acquiring language skills in order to meet standards. The percent of EL students increased by 1.4% when compared to previous year.
  - \*15.3% of students receive special education services and may need specialized academic instruction to meet standards. The percent of students receiving special education services increased by 0.6% when compared to previous year.
  - \*4.6% of students are foster youth or homeless and may require additional services and resources to meet basic needs and academic standards. The percent of foster youth or homeless students increased by 1.3% when compared to previous year.
  
3. Significant findings by race/ethnicity include:
  - \*Stokoe is comprised of students from eight different ethnicities.
  - \*The largest student group is Hispanic (80.2). The next largest student groups are African American (7.7) and White (6.2%). All other student groups comprise 2 or less percent of total student population.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
All performance areas fall within the orange or yellow performance colors which represents a decrease across all areas.
2. Stokoe students decreased in their overall academic performance in ELA and Math.
3. Stokoe had an increase in the percent students who are chronically absent. Although there was a slight increase in the percent of discipline incidents resulting in suspensions, Stokoe continues to maintain a low level of discipline incidents resulting in suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

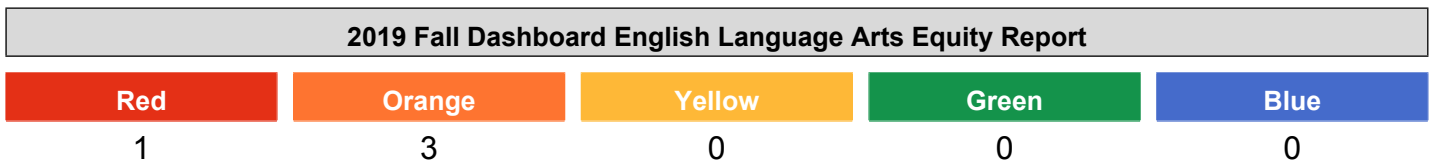
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 42.7 points below standard Declined -7.7 points 327	<p><b>English Learners</b></p> Orange 44.9 points below standard Declined -8.8 points 140	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p> Orange 50.2 points below standard Declined -13.8 points 277	<p><b>Students with Disabilities</b></p> Red 125.6 points below standard Declined -7.9 points 48



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 40.6 points below standard Increased ++4.2 points 22	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.8 points below standard Declined -11 points 260	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 54.3 points below standard Declined -6.9 points 24

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
73.3 points below standard Declined Significantly -18.7 points 102	31.1 points above standard Declined Significantly -50.7 points 38	42.5 points below standard Declined -7.7 points 185

**Conclusions based on this data:**

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
 CA Dashboard data for 2019 indicates:  
 \*All student groups decreased their overall number of points in ELA.  
 \*All student groups with a significant amount of students to be assigned a color gauge, decreased in points and obtained a color gauge performance of orange, with the exception of SWD which obtained a color gauge performance of red.  
 \*SWD had the largest distance from standard (125.6 points below standard).  
 \*EL students demonstrated a decrease in points of 8.8 and scored 44.9 points below standard.  
 \*SED students demonstrated a decrease in points of 13.8 and scored 50.2 points below standard.
- Significant findings by race/ethnicity include:  
 \*Stokoe only has one race/ethnicity with a significant amount of students to be assigned a color gauge performance. Hispanic students obtained a color gauge performance of orange.  
 \*Hispanic students demonstrated a decrease in points of 11.0 and scored 45.8 points below standard.

\*African American and White students were not assigned a color gauge performance. However, African American students increased by 4.2 points and performed 40.6 points below standard; and White students decreased by 6.9 points and scored 54.3 points below standard.

- 3.** Significant findings for EL students include:
- \*EL students demonstrated a decrease in points of 18.7, and continue to perform nearly 31 points farther below standards when compared to EO students. In comparison, EO students demonstrated a decrease in points of 7.7 which indicates that the achievement gap between EL and EO students widened.
  - \*RFEP students outperform all other student groups scoring 31.1 points above standard but decreased by 50.7 points when compared to the previous year.

# School and Student Performance Data

## Academic Performance Mathematics

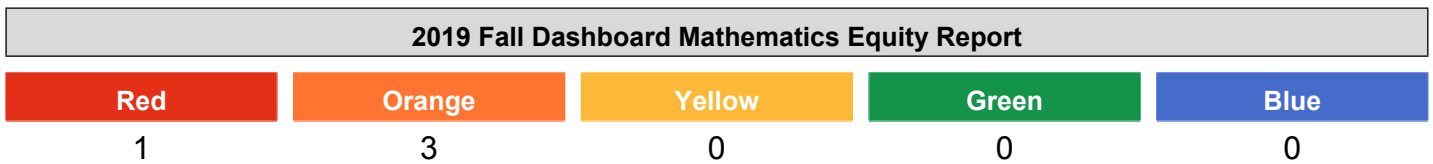
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>57 points below standard</p> <p>Maintained -0.9 points</p> <p>327</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>57.6 points below standard</p> <p>Maintained -0.2 points</p> <p>140</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>61.7 points below standard</p> <p>Declined -5.8 points</p> <p>277</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>153.4 points below standard</p> <p>Declined Significantly -18.2 points</p> <p>48</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 54 points below standard Increased Significantly +128.2 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.5 points below standard Declined -6.7 points 260	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 76.6 points below standard Declined -4.5 points 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79 points below standard Declined -12.8 points 102	0.4 points below standard Maintained ++1.1 points 38	57.9 points below standard Maintained -2.6 points 185

#### Conclusions based on this data:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
 CA Dashboard data for 2019 indicates:  
 \*All student groups maintained their overall number of points in Math.  
 \*All student groups with a significant amount of students to be assigned a color gauge obtained a color gauge performance of orange, with the exception of SWD which obtained a color gauge performance of red. EL students maintained, SED declined and SWD declined significantly in the number of points.  
 \*SWD had the largest distance from standard (153.4 points below standard).  
 \*EL students maintained points within 0.2 and scored 57.6 points below standard.  
 \*SED students demonstrated a decrease in points of 5.8 and scored 61.7 points below standard.
- Significant findings by race/ethnicity include:  
 \*Stokoe only has one race/ethnicity with a significant amount of students to be assigned a color gauge performance. Hispanic students obtained a color gauge performance of orange.  
 \*Hispanic students demonstrated a decrease in points of 6.7 and scored 58.5 points below standard.

\*African American and White students were not assigned a color gauge performance. However, African American students increased significantly by 28.2 points and scored 54 points below standard; and White students decreased by 4.5 points and scored 76.7 points below standard.

**3.** Significant findings for EL students include:

\*EL students demonstrated a decrease in points of 12.8 and continue to perform nearly 21 points farther below standards when compared to EO students. In comparison, EO students maintained within 2.6 points which indicates that the achievement gap between EL and EO students widened.

\*RFEP students maintained within 1.1 points and scored 0.4 points below standard. RFEP students outperform all other student groups by scoring closer to standard than any other group.

# School and Student Performance Data

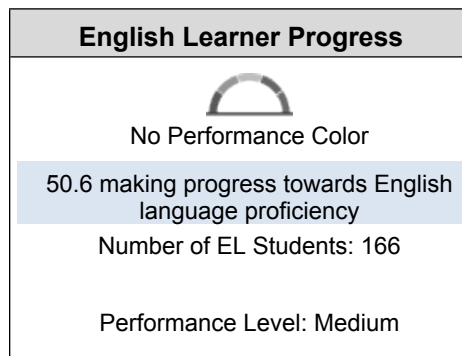
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.4	31.9	8.4	42.1

#### Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.  
  
Data indicates that the majority of EL students continue to increase their English proficiency skills and are improving in levels. 50.6% of EL students are making progress towards English language fluency.
2. 42% of EL students increased at least one level while 17% of EL students decreased one level.
3. 8% of EL students maintained a performance level of 4 and 32% of EL students maintained lower proficiency levels (1-3).

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

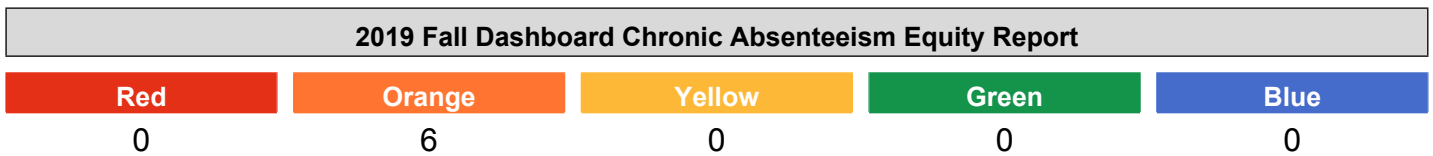
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 11.9 Increased +1.6 757	<p><b>English Learners</b></p>  Orange 7.4 Increased +0.8 257	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p><b>Homeless</b></p>  No Performance Color 29.4 17	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 12.9 Increased +2 629	<p><b>Students with Disabilities</b></p>  Orange 14.4 Increased +4.6 104

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
10	Less than 11 Students - Data Not Displayed for Privacy	6.3	7.7
Increased +4.1	2	Increased +6.3	Increased +1.4
60		16	13
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color	 Orange
11.5	16.7	Less than 11 Students - Data Not Displayed for Privacy	18.6
Increased +0.9	18	5	Increased +2
584			59

### Conclusions based on this data:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

CA Dashboard data for 2019 indicates:

  - \*Stokoe received a color gauge performance of orange. 11.9% of students are chronically absent which represents an overall increase (1.6%) in the percent of students chronically absent when compared to the previous year.
  - \*All student groups with a significant amount of students to be assigned a color gauge received a color gauge performance of orange and increased in the percent of students chronically absent.
- Significant findings by student group include:

  - \*SWD students demonstrated the largest increase (4.6%) in the percent of students chronically absent.
  - \*EL students demonstrated the smallest decline (0.8%) in the percent of students chronically absent.
  - \*For the second year, SED students continue to have the highest percentage of chronically absent students (14.4%).
  - \*For the second year, EL student continue to have the lowest percentage of chronically absent students (7.4%).
- Significant findings by race/ethnicity include:

  - \*African American students demonstrated the largest increase (4.1%) in the percent of students chronically absent.
  - \*Hispanic students demonstrated the smallest increase (0.9%) in the percent of students chronically absent.
  - \*For the second year, White students continue to have the highest percentage of chronically absent students (18.6%).
  - \*For the second year, African American students continue to have the lowest percentage of chronically absent students (10.0%).
  - \*Although Asian and Filipino students were not assigned a color gauge performance, each group increased in the percent of students chronically absent (6.3% and 1.4% respectively). 6.3% of Asian students and 7.7% of Filipino students are chronically absent.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

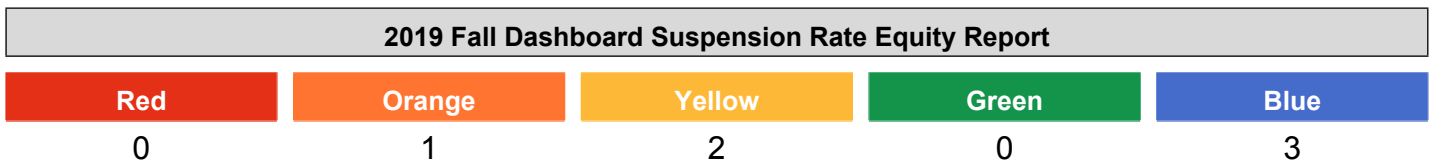
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>0.9</p> <p>Increased +0.3</p> <p>815</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0.4</p> <p>Maintained 0</p> <p>265</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>12</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Declined -8.3</p> <p>25</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.9</p> <p>Increased +0.3</p> <p>666</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>1.8</p> <p>Maintained -0.1</p> <p>109</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -1.5 80	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 0 Maintained 0 18	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.1 Increased +0.8 614	 No Performance Color 0 18	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Declined -1.7 61

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.9

#### Conclusions based on this data:

- Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

CA Dashboard data for 2019 indicates:

\*Stokoe received a color gauge performance of yellow. 0.9% of students are suspended at least once which represents an overall increase (0.3%) in the percent of students suspended when compared to the previous year. The percent of students suspended remains 0.5% lower than three years prior.

\*Of the student groups with a significant amount of students to be assigned a color gauge, Hispanic and SED students increased the percent of students suspended at least once; EL and SWD students maintained the percent of students suspended at least once.

\*Hispanic students obtained a color gauge performance of orange and increased the percent of students suspended by 0.8%.

\*SWD and SED students obtained a color gauge performance of yellow. SED students increased the overall percent of students suspended by 0.3%. SWD students maintained the percent of students suspended by 0.1%.

\*EL, African American and White students obtained a color gauge performance of blue. EL students maintained the percent of students suspended by 0.4%. African American students and White students declined in the overall percent of students (1.5% and 1.7% respectively).

- Significant findings by student group include:
  - \*Although homeless students are not assigned a color gauge performance level, homeless students demonstrate the largest decrease (8.3%) in the percent of students suspended.
  - \*SED students demonstrated the largest increase in the percent (0.3%) of students suspended.
  - \*EL students demonstrated the smallest increase (0%) in the percent of students suspended.
  - \*For the second year, SWD students continue to have the highest percentage of students suspended (1.8%).
  - \*For the second year, EL students have the lowest percentage of students suspended (0.4%).

3. Significant findings by race/ethnicity include:
- \*Hispanic students demonstrated the largest increase in the percent (0.8%) of students suspended.
  - \*Hispanic students have the highest percentage of students suspended (1.1%).
  - \*African American and White students have the lowest percentage of students suspended (both with 0%).
  - \*Although Asian students, Filipino students and students of Two or more races were not assigned a color gauge performance, no students were suspended in these student groups.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

## Goal(s)

Goal 1A--ELA:

\*By February 2023, 45% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA.

\*By February 2023, 50% of students will demonstrate improved placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for ELA.

Goal 1B--Math:

\*By February 2023, 25% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for Math.

\*By February 2023, 55 % of students will improve placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for Math.

Goal 1C--EL Students:

\*35% of EL students will perform at the moderately developed or well developed levels of overall proficiency as measured by 2022 administration of ELPAC.

\*By March 2023, 70% of EL students will demonstrate positive growth in reading fluency as measured by comparing beginning of the year administration and middle of the year administration of a DIBELS passage.

## Identified Need(s)

Goal 1A--ELA:

The 2020-2021 school year was the first administration of the iReady assessment. That year, students took both the beginning of the year assessment and the middle of year assessment in distance learning format. Due to the challenges of administering assessments in digital format and during full distance learning, data from administration during the 2021-2022 school year may not fully represent accurate levels of student understanding or proficiency. The iReady assessment was also administered during the 2021-22 school year during in person instruction. A total of 541 students completed the beginning of year assessment and a total of 586 students completed the middle of year assessment. Middle of year iReady data from 2021-2022 indicates that 28% of students performed at or above grade level which was a 14% increase when compared to beginning of year assessment. In addition, 30% of students performed two or three grades below which was a 13% decrease when compared to beginning of year assessment. 39% of students achieved a minimum of 80% of their typical growth goal and 43% of students demonstrated improved placement in iReady by the middle of year administration. 51 students received intensive support from our Early Literacy Teacher (ELT). By the end of the first semester, 94% of students participating in early literacy intervention demonstrated positive growth with 57% of students making a half year of growth and 37% making a full year of growth. Data trends and analysis from assessments administered in previous years (DIBELS and CAASPP) indicate a need for ongoing improvement in foundational

literacy skills. End of year DIBELS data over multiple years (2015-2019) indicates that only 57% of students achieve proficiency. 3rd-5th grade student achievement data on the 2019 CAASPP ELA indicates a 1% decrease in the overall percent of students meeting or exceeding standards and an overall 12% increase in the percent of students not meeting standards. In addition, the progress of students in CAASPP cohorts has fluctuated. Student cohort #1 (which tracks students for three years from 2017, 2018 and 2019) indicates a 7% decrease in the percent of students meeting or exceeding standards and a 1% decrease in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2018 and 2019) indicates a 26% increase in the percent of students meeting or exceeding standards and a 4% decrease in the percent of students not meeting standards. CA Dashboard ELA reports for student progress in 2019 indicate that our students demonstrate a low status and declined which corresponds with the orange performance gauge. Student performance was 42.7 points below standards which represents a 6.9 point decrease when compared to previous year.

#### Goal 1B--Math:

The 2020-2021 school year was the first administration of the iReady assessment. Students took both the beginning of the year assessment and the middle of year assessment in distance learning format. Due to the challenges of administering assessments in digital format and during full distance learning, data from administration during that year may not fully represent accurate levels of student understanding or proficiency. The iReady assessment was also administered during the 2021-22 school year during in person instruction. The 2021-22 school year was the second year that common assessments were administered district wide for math. A total of 521 students completed the beginning of year assessment and a total of 582 students completed the middle of year assessments. Middle of year iReady data from 2021-2022 indicates that 14% of students performed at or above grade level which was a 9% increase when compared to beginning of year assessment. In addition, 26% of students performed two or three grades below which was a 21% decrease when compared to beginning of year assessment. 52% of students achieved a minimum of 60% of their typical growth goal and 40% of students demonstrated improved placement in iReady by the middle of year administration. 41 students received intensive support from our Early Numeracy Teacher (ENT). By the end of the first semester, 93% of students participating in early numeracy intervention demonstrated positive growth with 41% of students increasing by one performance band and 22% of students increasing by two performance bands. Data trends and analysis from CAASPP assessments administered in previous years indicate a need for ongoing improvement in numeracy and number sense. 3rd-5th grade student achievement data on the 2019 administration of math CAASPP indicates a 1% overall increase in the percent of students meeting or exceeding standards and a 1% overall increase in the percent of students not meeting standards. In addition, the progress of students in CAASPP cohorts decreased. Student cohort #1 (which tracks students from three years from 2017, 2018 and 2019) indicates a 13% decrease in the percent of students meeting or exceeding standards and a 25% increase in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2018 and 2019) indicates a 2% decrease in the percent of students meeting or exceeding standards and a 6% decrease in the percent of students not meeting standards. CA Dashboard Math reports for student progress in 2019 indicate that our students demonstrate a low status and maintained the level of points which corresponds with the orange performance gauge. Student performance was 57 points below standards. Although students demonstrated some progress on CAASPP, only 23% of students were meeting or exceeding standards which indicates a significant need to improve and evaluate math curriculum and instructional delivery methods.

#### Goal 1C--EL Students:

As a result of school closures and the pandemic, ELPAC was not fully administered in the 2019-2020 school year. ELPAC was administered during the 2020-21 school year. Students who were

participating in the hybrid learning model took the assessment during in person instruction and students who were participating in the distance learning model took the assessment remotely. Due to the challenges of varied testing administration settings and protocols, data may not fully represent accurate levels of student understanding, proficiency or achievement. Since current ELPAC assessment data was not available in spring of 2020, grade levels elected to use ELA fluency assessments to measure EL student proficiency and progress in English Language Development as there were no other common assessments across the site or district to use. A total of 147 EL students completed both the pre and post assessment. Post assessments for reading fluency indicate that 109 EL students (74%) demonstrated positive growth (1 or more points). The percent of students performing at/above grade level increased by 3% and the percent of students performing well below decreased by 11%. Data trends and analysis from ELPAC assessments and EL student performance in ELA on CAASPP administered in previous years indicate an ongoing need to provide EL student support in language proficiency and acquisition. ELPAC data from 2021 indicates that the overall percent of EL students scoring at the moderately or well developed level is higher in oral language than written language. Data also indicates that EL students performed higher in speaking than listening and higher in writing than reading. The largest percent of EL students (31%) is at the moderately developed level. 9% of students performed at well developed level; 30% at somewhat developed level; and 30% at beginning stage. When comparing 2019-2020 ELPAC data with 2020-2021 ELPAC data, the overall percent of students performing at the well or moderately developed levels increased by 5%. Due to the gap in the administration of ELPAC, this increase may not accurately represent EL student progress, proficiency or achievement. Past trends on CAASPP student achievement reports for ELA and math from the CA Dashboard for 2019 were also analyzed. EL student achievement in ELA significantly declined (18.7 points) and is significantly lower (30.6 points further below standard) when compared to overall student achievement. RFEP student achievement in ELA declined significantly (50.7 points), but is still significantly higher (31.1 points above standard) than all other student groups in ELA. EL student achievement in math declined (12.8 points) is significantly lower (22 points further below standard) when compared to overall student achievement. RFEP student achievement in math maintained (within 1.1 points) and remains higher (0.4 points below standard) than all other student groups in math. The number of RFEP students has increased over the past years. CA Dashboard ELA reports for student progress in 2019 indicate that our EL students demonstrate a low status and declined by 8.8 points which corresponds with the orange performance gauge. EL student performance in ELA was 44.9 points below standards. CA Dashboard math reports for student progress in 2019 indicate that our EL students demonstrate a low status and maintained within 0.2 points which corresponds with the orange performance gauge. EL student performance in math was 57.6 points below standards. 50.6% of EL students are making progress towards English language proficiency. 70% of EL students increased by at least one performance level and 29% of EL students decreased by at least one level. 14% of EL students maintained a performance level of 4 and 53% of EL students maintained performance levels of 1-3.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Goal 1A--ELA</p> <p>Data used to form this goal was beginning, middle and end of year iReady ELA achievement data for 2020-2021 along with beginning and</p>	<p>Goal 1A--ELA</p> <p>When analyzing raw scores from Middle of Year and Beginning of Year iReady in ELA during 2021-2022 for all students:</p>	<p>Goal 1A--ELA</p> <p>This goal will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing middle</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>middle of year iReady ELA achievement data for 2021-2022. Data sets included overall performance levels, grade level performance levels as well as typical growth reports by site and grade level to measure growth. For the purposes of analyzing past trends, ELA CAASPP results from the past 3 years (2017, 2018 and 2019) for grades 3rd-5th were reviewed by overall site performance, overall grade level performance and cohort performance.</p>	<p>Middle of Year iReady Data for Overall Performance Levels from 2021-2022:            *All Students--11% above grade level; 17% at grade level; 42% one year below grade; 19% 2 years below grade level; 11% 3 years below grade level            Kindergarten--13% above grade level; 20% at grade level; 67% one year below grade level; 0% 2 or 3 years below grade level            *1st Grade--14% above grade level; 11% at grade level; 68% one year below grade; 7% 2 years below grade level; 0% 3 years below grade level            *2nd Grade--10% above grade level; 18% at grade level; 30% one year below grade; 41% 2 years below grade level; 0% 3 years below grade level            *3rd Grade--15% above grade level; 29% at grade level; 24% one year below grade; 19% 2 years below grade level; 13% 3 years below grade level            *4th Grade--9% above grade level; 9% at grade level; 40% one year below grade; 12% 2 years below grade level; 30% 3 years below grade level            *5th Grade--5% above grade level; 15% at grade level; 31% one year below grade; 29% 2 years below grade level; 20% 3 years below grade level</p> <p>Beginning of Year iReady for Overall Performance Levels 2021-2022:            *All Students--3% above grade level; 11% at grade level; 43% one year below grade; 27% 2 years below grade level; 16% 3 years below grade level</p>	<p>of year iReady achievement data from 2021-2022 with middle of year iReady achievement data from 2022-2023. Grade level achievement data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth on iReady when comparing middle of year iReady data from 2021-2022 with middle of year DIBELS data from 2022-2023. In addition, typical growth reports will be used to evaluate the percent of students who achieved improved placement by middle of year administration of iReady. Middle of year iReady achievement report will be analyzed to compare progress over multiple years (2020-2021, 2021-2022 and 2022-2023). In addition, end of year iReady overall performance reports for school and each grade level reports across multiple years (2020-2021 and 2021-2022) will be evaluated. Trends from previous administrations of CAASPP along with CAASPP achievement data from 2021-2022 (if administered) may also be considered.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

\*Kindergarten--3% above grade level; 13% at grade level; 84% one year below grade; 0% 2 or 3 years below grade level  
\*1st Grade--3% above grade level; 4% at grade level; 71% one year below grade; 22% 2 years below grade level; 0% 3 years below grade level  
\*2nd Grade--2% above grade level; 9% at grade level; 34% one year below grade; 55% 2 years below grade level; 0% 3 years below grade level  
\*3rd Grade--3% above grade level; 22% at grade level; 22% one year below grade; 28% 2 years below grade level; 26% 3 years below grade level  
\*4th Grade--5% above grade level; 6% at grade level; 39% one year below grade; 12% 2 years below grade level; 38% 3 years below grade level  
\*5th Grade--2% above grade level; 12% at grade level; 23% one year below grade; 39% 2 years below grade level; 24% 3 years below grade level

Middle of Year iReady Typical Growth Reports (Percent of students who met 80% or more of typical growth in 2021-2022

\*All Students--39%  
\*Kindergarten--25%  
\*1st Grade--32%  
\*2nd Grade--28%  
\*3rd Grade--49%  
\*4th Grade--47%  
\*5th Grade--51%

Middle of Year iReady Typical Growth Reports (Percent of students with improved placement in 2021-2022

\*All Students--43%  
\*Kindergarten--24%  
\*1st Grade--43%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2nd Grade--38% *3rd Grade--62% *4th Grade--43% *5th Grade--41%	
<p><b>Goal 1B--Math</b></p> <p>Data used to form this goal was beginning, middle and end of year administration of iReady for math along with beginning and middle of year iReady math achievement data for 2021-2022. Data sets included overall performance levels, grade level performance levels as well as typical growth reports by site and grade level to measure growth. For the purposes of analyzing past trends, math CAASPP results from the past three years (2017, 2018 and 2019) for grades 3rd-5th. Math CAASPP results were reviewed by overall site performance, overall grade level performance and cohort performance.</p>	<p><b>Goal 1B--Math</b></p> <p>When analyzing raw scores from Middle of Year and Beginning of Year iReady in math during 2021-2022 for all students:</p> <p>Middle of Year iReady Data for Overall Performance Levels from 2021-2022:            *All Students--5% above grade level; 9% at grade level; 58% one year below grade level; 16% 2 years below grade level; 10% 3 years below grade level            Kindergarten--14% above grade level; 4% at grade level; 80% one year below grade level; 0% 2 or 3 years below grade level            *1st Grade--7% above grade level; 6% at grade level; 71% one year below grade level; 16% 2 years below grade level; 0% 3 years below grade level            *2nd Grade--1% above grade level; 12% at grade level; 60% one year below grade level; 27% 2 years below grade level; 0% 3 years below grade level            *3rd Grade--2% above grade level; 15% at grade level; 52% one year below grade level; 17% 2 years below grade level; 14% 3 years below grade level            *4th Grade--6% above grade level; 11% at grade level; 46% one year below grade level; 18% 2 years below grade level; 20% 3 years below grade level            *5th Grade--3% above grade level; 8% at grade level; 46% one year below grade level; 17% 2</p>	<p><b>Goal 1B--Math</b></p> <p>This goal will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing middle of year iReady achievement data from 2021-2022 with middle of year iReady achievement data from 2022-2023. Grade level achievement data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth on iReady when comparing middle of year iReady data from 2021-2022 with middle of year DIBELS data from 2022-2023. In addition, typical growth reports will be used to evaluate the percent of students who achieved improved placement by middle of year administration of iReady. Middle of year iReady achievement report will be analyzed to compare progress over two years (2020-2021 and 2021-2022). In addition, end of year iReady overall performance reports for school and each grade level reports across multiple years (2020-2021 and 2021-2022) will be evaluated. Trends from previous administrations of CAASPP along with CAASPP achievement data from 2021-</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>years below grade level; 26% 3 years below grade level</p> <p>Beginning of Year iReady for Overall Performance Levels 2021-2022:</p> <p>*All Students--2% above grade level; 4% at grade level; 48% one year below grade; 30% 2 years below grade level; 17% 3 years below grade level</p> <p>*Kindergarten--6% above grade level; 3% at grade level; 91% one year below grade; 0% 2 or 3 years below grade level</p> <p>*1st Grade--3% above grade level; 2% at grade level; 68% one year below grade; 27% 2 years below grade level; 0% 3 years below grade level</p> <p>*2nd Grade--0% above grade level; 3% at grade level; 41% one year below grade; 55% 2 years below grade level; 2% 3 years below grade level</p> <p>*3rd Grade--0% above grade level; 0% at grade level; 39% one year below grade; 40% 2 years below grade level; 21% 3 years below grade level</p> <p>*4th Grade--1% above grade level; 8% at grade level; 35% one year below grade; 24% 2 years below grade level; 32% 3 years below grade level</p> <p>*5th Grade--2% above grade level; 5% at grade level; 31% one year below grade; 24% 2 years below grade level; 38% 3 years below grade level</p> <p>Middle of Year iReady Typical Growth Reports (Percent of students who met 60% or more of typical growth in 2021-2022</p> <p>*All Students--52%</p> <p>*Kindergarten--44%</p> <p>*1st Grade--42%</p> <p>*2nd Grade--47%</p> <p>*3rd Grade--65%</p>	<p>2022 (if administered) may also be considered.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*4th Grade--58% *5th Grade--53%</p> <p>Middle of Year iReady Typical Growth Reports (Percent of students with improved placement in 2021-2022 *All Students--40% *Kindergarten--16% *1st Grade--27% *2nd Grade--37% *3rd Grade--54% *4th Grade--50% *5th Grade--49%</p>	
<p>Goal 1C--EL Students</p> <p>Data used to form this goal was pre and post administration of grade level selected reading fluency passages along with 2019 and 2021 ELPAC student achievement reports. ELPAC data was reviewed by comparing EL student results across multiple years for overall ELPAC performance levels. EL performance levels by each domain across multiple years was also reviewed. For the purpose of analyzing past trends, EL student achievement on 2019 CAASPP reports for ELA and math were also used. 2019 CAASPP reports were reviewed by comparing overall performance of EL and RFEP students with EO students for ELA and Math.</p>	<p>Goal 1C--EL Students</p> <p>When analyzing raw scores from post administration of grade level selected reading fluency passages:</p> <p>*All Students--147 EL students were assessed using fluency assessments. 109 EL students improved by 1 or more points (74%). *Kindergarten--29 EL students were assessed. 26 EL students improved by 1 or more points (90%). *1st Grade--13 EL students were assessed. 8 EL students improved by 1 or more points (62%). *2nd Grade--25 EL students were assessed. 19 EL students improved by 1 or more points (78%). *3rd Grade--27 EL students were assessed. 13 EL students improved by 1 or more points (48%). *4th Grade--20 EL students were assessed. 10 EL students improved by 1 or more points (50%). *5th Grade--24 EL students were assessed. 20 EL students</p>	<p>Goal 1C--EL Students</p> <p>This goal will be evaluated by comparing EL student growth in reading fluency using a grade level appropriate leveled passage from DIBELS. The same passage will be used to measure growth between pre and post assessment. In addition, ELPAC data reports from 2020-2021 and 2021-2022 will be analyzed. Site trends for EL student performance in oral language, written language along with domain performance from previous years of ELPAC administration will continue to be analyzed. In addition, EL and RFEP student achievement from 2022 administration of CAASPP for ELA and math will be analyzed. Data related to reclassification of EL students and students identified as Long-term ELs will also be used.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

improved by 1 or more points (83%).

2021 ELPAC Overall Performance Level Data:  
\*Overall Levels--9% well developed; 31% moderately developed; 30% somewhat developed; 40% beginning stage

2021 ELPAC Performance Level by Domain:  
\*Listening--20% well developed; 68% somewhat/moderately developed; 12% beginning stage  
\*Speaking--38% well developed; 48% somewhat/moderately developed; 14% beginning stage  
\*Reading--8% well developed; 56% somewhat/moderately developed; 36% beginning stage  
\*Writing--8% well developed; 52% somewhat/moderately developed; 40% beginning stage

2019 ELPAC Scale Score Trends for students who took assessment across 2 consecutive years:  
\*28% of EL students increased one performance level.  
\*85% of EL students increased in the number of scale score points  
\*9% of EL students remained at performance level 4.  
\*29% of students remained at performance levels 1-3.  
\*30% of students decreased in performance levels.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Support staff (ELT, ENT and/or district instructional coaches) will provide support to teachers with the implementation of adopted curriculum, CA Common Core State Standards, ELA/ELD frameworks, math progressions, Math Coherent Guide, Standards for Mathematical Practice, and ELD standards. Support will be provided to teachers through: demonstration lessons, classroom visits, observational feedback, assistance with cognitive planning, co-teaching, facilitation of instructional rounds and targeted professional development. (Personnel costs)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will utilize tenets of MTSS to identify and group students according to targeted skill based needs during both small group instruction and intervention block. (substitute, additional hours, materials and resources costs)

For ELA: teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention using targeted, skill based prescriptions, tutoring and extended learning opportunities in targeted literacy and foundational skills for all students as identified by iReady and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to DIBELS, SIPPS, BPST, IL and other research-based strategies.

For Math: teachers and support staff will be used to remediate numeracy gaps and to deepen conceptual understanding of mathematics by using small group intervention, tutoring and extended learning opportunities in targeted numeracy skills for all students as identified by iReady and common formative assessments. Teachers and support staff will remediate learning gaps in numeracy, conceptual and procedural understanding and will enrich and extend student application of math skills using a variety of curriculum resources.

For ELD: teachers and support staff will use language performance levels to identify and group students according to targeted language needs during both small group instruction and intervention

blocks. Teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention, tutoring and extended learning opportunities in targeted literacy, oral language acquisition, written language production, vocabulary development, foundational skills and reading comprehension for all students as identified by ELPAC, iReady and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to SIPPS, BPST, IL and other research-based strategies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
830	LCFF-EL 1000-1999: Certificated Personnel Salaries
1075	LCFF-LI 2000-2999: Classified Personnel Salaries
1259	LCFF-EL 2000-2999: Classified Personnel Salaries

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Grade levels will participate in articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of CA Common Core Standards, ELD standards, adopted curriculum, ELA/ELD frameworks, Math Coherent Guide, math progressions, Standards for Mathematical Practice, differentiation strategies, oral production strategies, digital literacy, 21st Century skills, small group instruction, content driven strategies, culturally responsive teaching strategies and other research based instructional strategies to align with the rigorous demands of CCCSS. Teachers will also participate in bi-weekly Professional Learning Collaborations (PLC) to analyze student achievement data, to discuss high leverage instructional strategies and to cognitively plan lessons that support effective implementation of CCCSS and ELD standards. Instructional Assistants (library, bilingual aides and special education aids) will attend district meetings and professional learning sessions as well as site paraprofessional learning sessions to build capacity with effective strategies to support student achievement in all content areas. (substitute/additional hours costs)

ELA content strategies may include, but are not limited to: foundational skills, close reading skills, Thinking Maps and Step Up to Writing.

Math content strategies may include, but are not limited to: conceptual understanding, number strands/strings, number talks, flexible math thinking, choral counting, counting collections and number sense routines.

ELD content strategies may include, but are not limited to: oral language production and language acquisition strategies.

Our ENT, ELT or district instructional coaches will lead and facilitate the learning.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19875	Title I 1000-1999: Certificated Personnel Salaries
3215	LCFF-LI 1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

Supplemental instructional materials, resources and supplies will be used to support differentiation, intervention, enrichment, digital literacy, 21st Century skills and/or distance learning across all content areas in order to increase student achievement.

Supplemental ELA materials may include, but are not limited to: printing/purchase of decodable readers and/or consumable texts, Scholastic News, Times for Kids, interactive journals/notebooks and items to support literacy, foundational skills and writing.

Supplemental math materials may include, but are not limited to: printing/purchase of consumable math workbooks, math tools, manipulatives, interactive math journals, grid journals, and items to support numeracy, number sense, flexible math thinking and conceptual understanding.

Supplemental ELD materials may include, but are not limited to: visual aids, color posters, realia and items to support and enhance language acquisition.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	Title I 4000-4999: Books And Supplies
2768	LCFF-LI 4000-4999: Books And Supplies
3000	LCFF-EL 4000-4999: Books And Supplies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Computers, printers, laptops, digital licenses/subscriptions, supplies (ink/toner), laminators, poster makers, copy machines (including maintenance contracts and supplies) will be used by staff and students to support instruction and student achievement. Copies will be used for teacher planning, professional learning, collaborations and parent workshops. Posters will be used in classrooms, during professional learning, and for parent workshops/events as a visual support and means to reinforce learning outcomes. Technology will be used to increase digital literacy and 21st Century skills, to allow access of digital programs that support intervention/enrichment and to print reports or resources that supplement and support core instruction, intervention or enrichment programs.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5424	Title I 5000-5999: Services And Other Operating Expenditures
1000	LCFF-LI 4000-4999: Books And Supplies

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity



Professional development books and materials will be used to support the building of teacher capacity in learning current research based strategies to support reading, writing, foundational skills, conceptual understanding, numeracy, application of mathematical concepts, math progressions, flexible math thinking, oral language acquisition/development, language conventions/mechanics, digital literacy, 21st Century skills, culturally responsive teaching and effective implementation of CCCSS and/or ELD standards.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
4000-4999: Books And Supplies

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

A variety of parent events will be planned to build parent understanding, to raise awareness and to provide instructional strategies, materials and resources that support development of strong literacy skills, mathematical skills, oral language development, vocabulary, written language skills, digital literacy skills and 21st Century skills so that parents can better support student achievement and learning at home. Events may include, but are not limited to TK/K camp, TK/K orientation, 5th Grade Transition meeting, Family Nights, parent information nights or student awards and displays. Staff will be paid additional hours to facilitate and plan events outside of normal school hours. Interpretation and translation services will be made available through the use of interpreters and/or language interpretation audio equipment.

Teachers and parents will participate in parent advisory groups (ELAC, ATP, SSC and PTO) to analyze and evaluate the effectiveness of our parent engagement program and to plan and coordinate parent involvement opportunities and activities. Refreshments and child care will be provided for parents attending parent meetings and workshops that build capacity to support their child's education. ELAC will convene a minimum of 7 times a year. ATP will convene a minimum of 5 times a year. SSC will convene a minimum of 8 times a year. (substitute, additional hours, materials, supplies, equipment and translation costs)

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6261

Title I

	1000-1999: Certificated Personnel Salaries
600	Title I 4000-4999: Books And Supplies
4659	LCFF-EL 1000-1999: Certificated Personnel Salaries
1160	LCFF-EL 2000-2999: Classified Personnel Salaries
347	LCFF-EL 4000-4999: Books And Supplies

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers and support staff will be used to provide extended learning opportunities including but not limited to Choir, Readers Theater, Music, Visual or Performing Arts, Engineering, Robotics or STEAM activities. (substitute/additional hours costs)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Administration, instructional coach, ENT, ELT, teachers. support staff, classified staff and parents will participate in targeted professional learning experiences and conferences that focus on the implementation of CCCSS, equity, data analysis or student engagement to increase professional capacity to support planning, delivery and implementation of highly effective lessons. Conferences may include, but are not limited to AVID or Regional CABE. Conference topics may include, but are not limited to close reading, foundational skills, oral language acquisition, effective communication, college and career readiness, math progressions, numeracy, flexible math thinking, conceptual understanding, procedural understanding, language acquisition/development, digital literacy, restorative practices or social-emotional well-being. (registration, substitute, additional hours and reimbursement costs)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF-EL  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental programs and digital licenses/subscriptions will be used as supplemental resources to support enrichment, intervention, mitigation of learning loss, differentiation, distance learning and assessments for students in grades TK-5 in order to increase literacy, math, vocabulary or language skills. Programs and licenses may include, but are not limited to: Nearpod, Peardeck, Kami, eSpark, ESGI, Brain Pop, Imagine Learning, Achieve 3000, Starfall, Moby Max, Splash Math, Zearn or Rosetta Stone.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1400

Source(s)

LCFF-LI  
4000-4999: Books And Supplies

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A variety of support staff will be used to improve achievement for students.

School Library Assistant will provide access to literature and non-fiction books, including titles that align with adopted curriculum, units of study and content areas in order to support literacy and differentiation of instruction. (district funded)

Early Literacy Teacher (ELT) will provide support to teachers and at-risk students by providing small group, targeted, skill-based literacy instruction to remediate foundational and literacy skills;

will provide support with data analysis and development of specific strategies for literacy interventions within MTSS and SST; and may develop, facilitate and provide professional learning to staff to improve literacy skills. (personnel costs)

Early Numeracy Teacher (ENT) will provide support to teachers and at-promise students by providing small group, targeted, skill-based numeracy instruction to remediate number sense, conceptual understanding, procedural understanding, math fluency and application of math skills; will provide support with data analysis and development of specific strategies for numeracy interventions within MTSS and SST; and may develop, facilitate and provide professional learning to staff to improve numeracy skills. (district funded)

Bilingual Instructional Assistants will provide primary language support to EL students at the emerging and/or expanding level; will support oral language acquisition; and will provide classroom academic support so that EL students will have access to core curriculum. (district funded)

EL Facilitator will provide staff support related to EL student achievement; will facilitate parent involvement during ELAC meetings; will attend district meetings to increase professional capacity; and will prepare reports and maintain documentation related to EL student achievement. (stipend and substitute costs)

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

169,757

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Teachers and instructional coach will administer ELPAC exam annually and analyze ELPAC data along with data from common formative and benchmark assessments to identify language proficiency levels of students in order to cognitively plan for effective implementation of ELD standards during Integrated and Designated ELD instructional blocks. (substitute/additional hour costs)

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Staff will plan and deliver first best instruction that is engaging, rigorous, differentiated and aligned with CCCSS and ELD standards. Staff will plan lessons that include directed, guided, cooperative, inquiry based, project based and independent learning opportunities. Staff will dedicate instructional minutes daily for key content areas:

ELA (TK/K--1 hour, 1st-3rd--2.5 hours, 4th-5th--2), math (TK/K--30 mins, 1st-5th--1 hour), D-ELD (TK-5th--30 minutes). Instructional minutes may vary depending on safety protocols and guidelines for instruction during pandemic.

ELA instruction will include foundational skills, fluency practice, reading comprehension of complex fiction and non-fiction text, writing, grammar, listening skills, speaking/presentation skills, strategic oral language production, close reading strategies, vocabulary development, use of technology, targeted, skill based literacy skill instruction during intervention using prescriptions, small group instruction, and complex levels of questioning which require student demonstration of depth of knowledge both orally and in writing.

Math instruction will include balanced implementation of conceptual, procedural and application of math skills, math habits of mind (SMPs), daily use of number sense routines, including number strings, and problem types, consistent use of mental math, use of manipulatives, use of technology, fluency practice and lessons that promote real world application.

ELD instruction will include language acquisition, language production, language mechanics, grammatical structures, reading and writing.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Staff will analyze student achievement data from common formative assessments, end of unit/benchmark assessments, iReady, DIBELS, SVMI, ELPAC and CAASPP and use results to identify students who have not demonstrated progress towards mastery, to determine targeted

instructional strategies; to develop instructional intervention including use of prescriptions to remediate targeted literacy gaps; to refine instructional practices; and to plan lessons to remediate or differentiate instruction to meet student needs. Targeted intervention/enrichment opportunities will occur during small group and/or intervention blocks using targeted, skill based prescriptions along with supplemental resources.

Staff will communicate academic progress with families and students. Staff will engage in individual and collective goal setting conferences with students to promote growth and progress on all varieties of assessments. Student progress, growth and achievement will be acknowledged and celebrated during student recognition ceremonies (Flag Assemblies, award assemblies etc). (substitute, awards costs)

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

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

### **Analysis of SPSA Goals from 2021-2022**

#### **Goal 1A--ELA:**

\* By February 2022, 36% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA

\*Data from middle of year administration of iReady assessment for ELA indicated:

- ---586 students were assessed
- ----28% of Stokoe students performed at or above grade level.
- ---42% of Stokoe students performed one year below grade level.
- ----19% of Stokoe students performed 2 years below grade level.
- ----11% of Stokoe students performed 3 or more years below grade level

\*By February 2022, 50% of students will reach 80% of their typical growth line goal as measured by middle of year administration of iReady assessment for ELA.

\*Data from middle of year administration of iReady indicated:

- --39% of Stokoe students met 80% or more of typical growth goal by middle of year assessment.
- --43% of Stokoe students demonstrated improved placement

\*This goal was not met. Students demonstrated increased progress between beginning of year and middle of year administrations. The challenges of administering 2020-2021 iReady assessment in a

virtual setting potentially impacted the accuracy of student achievement and site ability to compare data across multiple years. This goal has been revised and continued.

#### Goal 1B: Math

\*By February 2022, 50% of students will achieve 50% of their typical growth line goal as measured by middle of year administration of iReady assessment for Math.

\*Data from middle of year administration of iReady assessment for math indicated:

- ---582 students were assessed
- ----14% of Stokoe students performed at or above grade level.
- ----58% of Stokoe students performed one year below grade level.
- ----16% of Stokoe students performed 2 years below grade level
- ---10% of Stokoe students performed 3 or more years below grade level
- ---52% of Stokoe students met 60% or more of typical growth goal by middle of year assessment.
- --40% of Stokoe students demonstrated improved placement

\* This goal was met. Students demonstrated increased progress between beginning of year and middle of year administrations. The challenges of administering 2020-2021 iReady assessment in a virtual setting potentially impacted the accuracy of student achievement and site ability to compare data across multiple years. Due to the ongoing need to improve student achievement in math, this goal has been revised and continued.

Goal 1C: \*By March 2022, 60% of EL students will demonstrate positive growth in reading fluency and comprehension when comparing pre and post assessments as measured by a leveled passage from the Wonders Fluency Assessment Book.

\*Data from post administration of Wonders assessment indicated:

- ---147 EL students were assessed
- ---109 EL students (74%) improved by 1 or more points

\*This goal was met. Site used DIBELS passages instead of Wonders for consistency of implementation. EL students continue to need assistance for improvement in reading and writing skills. Due to the pandemic, there was a lack of consistency with implementation of ELPAC. Students will take ELPAC in 2022 and site will be able to compare progress on this assessment across two years. This goal has been revised and continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Pandemic conditions impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention were unable to be used due to challenges with securing substitutes, staffing shortages and pandemic restrictions. These funds were instead used to support site technology, supplemental instructional resources/materials and digital literacy.

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.

Goals were developed in consideration of the challenges and learning gaps brought on by the pandemic. There is an ongoing need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Potential pandemic restrictions, safety protocols and guidelines that may be utilized in the 2022-2023 school year may impact goals, outcomes, strategies and activities that have been developed. Adjustments may be needed in the SPSA in some or all of the listed items.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

## Goal(s)

2A--AVID

\*By April 2023, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and note-taking strategies will be used on a weekly basis in 100% of classrooms as measured by teacher survey results.

2B--Parent Involvement

\*By April 2023, the total number of parents attending school events will increase by 5% when comparing attendance at 2021-2022 events with 2022-2023 events as measured by event sign in sheets.

## Identified Need(s)

According to data collected in 2020-2021, 80.2% of students are socioeconomically disadvantaged, 15.3% of students have disabilities and 0.3% of students are homeless/foster youth. This data is indicative that students and parents need ongoing opportunities to learn about college readiness skills and preparations including: academic rigor, vocabulary, process and requirements for college admission, financial opportunities available to support college enrollment, and ways to support college preparation and readiness in elementary school. Climate surveys were administered in spring of 2022. Parent survey results indicate that 68% of parents feel welcome to participate; that 83% of parents feel encouraged to be and active partner with the school; that 76% of parents feel Stokoe actively seeks parent input before making important decisions; that 89% of parents feel the school responds promptly to phone calls, messages or emails; that 75% of parents feel parent concerns are taken seriously; that 97% of parents feel staff treats parents with respect; that 82% of parents feel teachers communicate classroom expectations; that 89% of parents feel teachers provide information about student progress and how to help with homework; and that 76% of parents feel that Stokoe keeps them well informed. Stokoe utilizes AVID strategies to promote development of time management skills, organizational skills and study habits in our students. We have continued to expand the number of teachers who are trained in AVID strategies each year. Although 9 more teachers were trained in the 2019-2020 school year, no additional teachers were trained in the 2020-2021 or 2021-2022 due to the challenges presented by staffing shortages as a result of the pandemic. Systems of AVID continued to be used in most classrooms. Staff AVID implementation survey for 2021-22 indicates that communication systems continued to be used in 95.7% of distance learning classrooms and that note-taking strategies continue to be used in 87% of classrooms. The percent of classrooms using communication tools and note-taking strategies increased when compared to previous year. Systems are established to recognize student achievement and to support college readiness. Student recognition occurred in individual classrooms in 2021-2022, and one 5th grade student was selected and recognized as the AVID student of the year as part of the RIMS AVID celebration. Safety recommendations during the pandemic prevented large gatherings during this school year. However, a variety of parent engagement opportunities continued to be offered throughout the year in a virtual setting and strategies that support a welcoming, culturally responsive and inclusive school climate are established. The number of parent events offered in



2021-2022 increased. Parent participation in district events increased by 6.9% and parent participation in site planned events increased by 4%. In addition, a system for MTSS and early intervention is utilized along with a system for SST to provide intervention support for behaviors and academics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>Goal 2A--AVID</b></p> <p>Data analyzed to form this goal included results from staff survey regarding implementation and use of AVID strategies. Student achievement on iReady, common formative assessments, and standardized assessments from current and/or previous years was also reviewed. Data related to parent education levels along with free/reduced lunch data was also considered.</p>	<p><b>Goal 2A--AVID</b></p> <p>Trends from 2022 end of year teacher survey:            *95.7% of teachers use communication folders/planners and agendas (an increase of 27.3% when compared to previous year)</p> <ul style="list-style-type: none"> <li>--Teacher use trends: 36.4% weekly; 63.6% daily</li> </ul> <p>*87% of teachers utilize AVID note-taking strategies during lessons (an increase of 8.1% when compared to previous year)</p> <ul style="list-style-type: none"> <li>--Teacher use trends: 57.1% weekly; 19% monthly; 14.3% daily; 9.5% in another manner</li> </ul> <p>*AVID note-taking strategies are used by teachers in multiple content areas. 90% of teachers use for ELA; 70% of teachers use for math; 45% of teachers use for science; 35% of teachers use for social studies.</p>	<p><b>Goal 2A--AVID</b></p> <p>To evaluate this goal, we will conduct a staff survey at end of 2023 to determine how and with what frequency AVID strategies are being used. Our site AVID plan and progressions chart will also be used to determine and develop appropriate next steps for AVID implementation. In addition, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, benchmark assessments, iReady and reports from research based intervention programs.</p>
<p><b>Goal 2B--Parent Involvement</b></p> <p>All events were held in virtual format. Virtual sign in sheets were completed by event facilitator to determine parent attendance at district planned and site planned events. Spring 2022 survey results from parents (CSPS), staff (CSSS) and students (CHKS) were analyzed. Student</p>	<p><b>Goal 2B--Parent Involvement</b></p> <p>Safety protocols which did not allow for large gatherings impacted the format and type of events that occurred this year. Two of the same district events occurred in 2020-2021 and 2021-2022. Four additional site events occurred in 2021-2022.</p>	<p><b>Goal 2B--Parent Involvement</b></p> <p>To evaluate this goal, we will utilize sign in sheets and/or You Tube views from parent meetings, workshops and school events to monitor and evaluate parent attendance and involvement. Parent input from school climate surveys will be considered. Our site parent engagement action</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>achievement on iReady, common formative assessments, standardized assessments, parent education levels along with free/reduced lunch data was also considered.</p>	<p>Trends from parent sign-ins during events offered in 2021-2022:</p> <ul style="list-style-type: none"> <li>*7 types events were offered.</li> <li>*54 more parents attended events offered both years which represents a 6% overall increase.</li> <li>*An average of 35.9% of parents attended district planned events offered in two consecutive years which represents an increase of 6.9% when compared to previous year.</li> <li>*An average of 12% of parents attended site planned events offered in two consecutive years which represents an increase of 4% when compared to previous year.</li> <li>*In 2020-2021, two site events were planned with 17% parent participation.</li> <li>*In 2021-2022, five site events were planned with 43% parent participation.</li> </ul> <p>Attendance at district planned events:</p> <ul style="list-style-type: none"> <li>*Annual Title 1 Meeting--14.9% (an increase of 6.9%)</li> <li>*Parent Involvement Week--57.1% (an increase of 7.1%)</li> <li>*454 parents signed in at district planned events</li> </ul> <p>Attendance at site planned events:</p> <ul style="list-style-type: none"> <li>*Family STEAM Night--12% (an increase of 4%).</li> <li>*Back to School Night--43%</li> <li>*Kinder Orientation--66%</li> <li>*Parent/Teacher Conferences--71%</li> <li>*Family Literacy Night--23%</li> <li>*993 parents signed in at site planned events</li> </ul>	<p>plan, developed by ATP, will also be used to evaluate and assess effectiveness of our events and our parent involvement program. In addition, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, iReady and reports from research based intervention programs.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Staff will review and utilize data from student achievement reports to identify areas in need of improvement and to strengthen instructional practices that support academic rigor and college readiness. Staff will utilize tenets of MTSS to identify student needs and provide targeted small group instruction using targeted, skill based prescriptions to remediate learning gaps in language development, literacy or math using a variety of curriculum resources.

Staff will communicate student progress with families and students. Staff will continue to celebrate academic excellence, student growth/progress and citizenship as a component of college readiness in a variety of ways including, but not limited to Flag Ceremonies, Semester Awards, CAASPP awards, Honor roll, Principal's Lunch, Spelling Bee and Science Fair. (substitute, additional hours, awards costs).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2250

Source(s)

LCFF-LI  
4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Staff will continue to implement school wide systems that support equitable practices, restorative practices, cultural responsiveness, academic rigor and development of college readiness skills. Staff will continue with opportunities for integrated and designated STEAM learning.

Supplemental instructional resources, materials, supplies and technology will be used by staff and students to support an equitable and inclusive learning environment and to encourage the development of college readiness skills. Supplementary instruction may include, but is not limited to AVID, History Day, Science Fair, STEAM, PLTW, GATE and culturally inclusive/responsive activities designed to provide rigorous enrichment and extended learning opportunities. (substitute, additional hours and materials costs)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A variety of parent events, networking opportunities and parent meetings (ELAC, ATP, SSC, Watch DOGS, Principal's Coffee) will be planned to educate, motivate, build capacity and raise parent awareness of college preparation and readiness skills. Events may be offered in virtual settings via live feed or recordings depending on current guidelines and protocols for safety during pandemic.

Staff will communicate information regarding upcoming events to parents using flyers, newsletters, Parent Square, Blackboard Connect, PeachJar, site social media accounts, site website and marquee. Staff will communicate information related to academic progress and behavior needs during parent teacher conference and as needed during phone calls, emails and digital platforms (Google Classroom, Remind, Class DoJo or Class Tag).

Student planners, communication folders and/or agendas will be used to increase and support home-school communication and to promote college readiness and character development. Interpretation and translation services, child care and/or refreshments may be provided during parent events as needed. (additional hours, substitute, child care, translation, refreshments, materials and supplies costs)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
4000-4999: Books And Supplies

250

LCFF-EL  
4000-4999: Books And Supplies

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Administration, instructional coach, ENT, ELT, teachers, support staff and/or classified staff will participate in targeted professional learning experiences and conferences that improve equitable practices, increase cultural proficiency, promote STEAM fields, support digital literacy and distance learning, college and career readiness, use of AVID strategies for development of effective communication, study habit, time management strategies, organizational strategies and other research based instructional strategies in order to build capacity to support systems of academic excellence. (additional hours, registration, substitute and reimbursement costs).

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Staff will continue the focus of college readiness during classroom lessons, morning announcements and student recognition ceremonies. Staff will promote the expectation that all students will graduate from high school and be college/career ready.

Staff will implement and plan special events, days and projects to increase awareness of post-graduate opportunities, college preparation and college readiness skills including, but not limited to, Career Day, motivational speakers, college research projects, college campus visits and public displays with college symbolism and information. (materials, substitute, additional hours, registration, contracts and reimbursement costs).

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

### Analysis of SPSA Goals from 2021-2022

Goal 2A: AVID--By April 2022, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and AVID note-taking strategies will be used on a weekly basis in 90% of classrooms as measured by teacher survey results.

\*AVID materials were distributed at beginning of year to all students. Many staff members utilized digital forms of communication as well.

\*95.7% of classrooms utilize communication folders/agendas/planners on a weekly basis which represents an increase of 27.3% when compared to previous year. In order to achieve this goal, 100% usage was required. This portion of the goal was not met.

\*87% of classrooms use AVID note-taking strategies which represents an increase of 8.1% when compared to previous year. Of the classrooms that using note-taking strategies, 71.4% of teachers use AVID note-taking strategies on a weekly basis which represents a decrease of 6.4%. This portion of the goal was not met.

\*No additional teachers were trained in AVID strategies in 2020-2021 or 2021-2022 as a result of staffing shortages, substitute challenges and pandemic conditions. Grade level teams are fully trained in grades 2nd-5th.

\*This goal was not met. This goal has been revised and continued.

Goal 2B: Parent Involvement--By April 2022, the total number of parents attending school events will increase by 5% when comparing attendance at 2020-2021 events with 2021-2022 events as measured by event sign in sheets.

\*Safety recommendations during pandemic prohibited large group gatherings. All parent events were held in a virtual setting and some were recorded and uploaded to You Tube to allow viewing after event completion. Virtual sign in were completed by event facilitators.

\*Of the 3 events that occurred across both school years:

- ----54 more parents attended events this school year.
- ----6.9% more parents attended district planned events.
- ----4% more parents attended site planned events.

\*4 additional site events were offered in 2021-2022 with 43% of parents attending.

\*Parent attendance increased across all district events and varied across site events.

\*Parent attendance was stable at ELAC meetings.

\*Overall parent participation increased by 6% for events that occurred both years.

\*This goal was met. In an ongoing effort to increase parent participation, this goal has been modified and continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Pandemic conditions impacted ability to fully utilize funds as intended. Funds that were designated for some parent involvement events, student recognition events and intervention were unable due to pandemic restrictions, such as limitations for visitors on campus. These funds were instead used to support site technology, supplemental instructional resources/materials and digital literacy.

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.

Goals were developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. There is an ongoing need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Potential pandemic restrictions, safety protocols and guidelines that may be utilized in the 2022-2023 school year may impact goals, outcomes, strategies and activities that have been developed. Adjustments may be needed in the SPSA in some or all of the listed items.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

## Goal(s)

3A--Attendance

\*By April 2023, the absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries.

3B--School Climate (Discipline and Suspensions)

\*By April 2023, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

## Identified Need(s)

Goal 3A--Attendance

In 2020-2021 all students participated in fully distance learning from August- March. In 2021-2022, most students attended in person instruction. 7 students participated in the Home Based Learning Program. Pandemic conditions, specifically guidelines related to illness and quarantine, impacted attendance during the 2021-2022 school year. As a result, attendance data comparisons may not portray accurate representations across multiple years. Stokoe average daily attendance (ADA) rate decreased by 5.1% when comparing 2021-2022 with 2020-2021. There was a 0.4% decrease in the number of unexcused absences in 2021-2022 when compared to 2020-2021.

School closure and the pandemic have impacted collection of complete data sets for the past two years. Prior to the pandemic, average daily attendance rate trends showed consistently slight increase over the past three years. ADA rates were 95.97% in 2018-18, 96.10% in 2018-19, 95.54% in 2019-20. School climate surveys were administered in Spring 2022. Data from survey indicates that 71% of students are happy to be at our school; and 93% of parents and 100% of staff believe that our school is a supportive and inviting place for students to learn. Data trends from previous data sources were considered as well. CA Dashboard reports for chronic absenteeism in 2019 indicate that 11.9% of our students are chronically absent. Our students were at a high status and increased by 1.6% which corresponds with the orange performance gauge. Data indicates an ongoing need for a comprehensive attendance incentive plan.

Goal 3B--School Climate (Discipline and Suspensions)

In 2020-2021 all students participated in fully distance learning from August- March. There were no student discipline incidents in March or April of 2021. As a result there was no data related to discipline or suspensions available for the 2020-2021 school year. In 2021-2022, most students attended in person instruction. 7 students participated in the Home Based Learning Program. For comparison purposes, suspension data from 2019-2020 was used. In 2019-2020, there were 26 discipline incidents across 4 different categories and 1.2% of discipline incidents resulted in student suspensions. In 2021-2022, there were 31 discipline incidents across 7 different categories, and 1.4% of discipline incidents resulted in suspensions. Past data trends for suspensions indicates that the number of suspensions increased significantly (8 students) between the 2018-2019 school year and the 2019-2020 school year. CA Dashboard reports for suspensions in 2019 indicate that



0.9% of students were suspended at least once. Our students were at a low status and increased by 0.3% which corresponds with the yellow performance gauge. School climate surveys were administered in Spring 2022. Data from surveys indicate that 77% of students, 79% of parents and 91% of staff feel students are treated equally and rules are enforced fairly; that 70% of students and 93% of staff feel rules are clearly communicated; that 68% of students, 87% of parents and 97% of teachers feel school is a safe place for learners; that 77% of students have not been victims of mean rumors, bad names, or mean jokes; and 81% of students have not been victims of cyberbullying. In addition, 90% of students and 97% of staff report that bullying is not tolerated. 97% of students and 93% of staff believe that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. Data from CSPA in 2022 indicates that parents feel rules are enforced equally 79% of the time; that incidents of physical violence are not a problem 85% of the time; and that school is safe 87% of the time. Data from 2022 CHKS indicates that students feel that rules are clearly communicated 70% of the time; that students are treated fairly when rules are broken 37% of the time; that they engage in positive behaviors 85% of the time (but 37% believe students at this school are well behaved); and that they feel safe at school 68% of the time. Data indicates an overall positive school climate and low number of discipline incidents. However, ongoing character development lessons and conflict resolution lessons are also needed to maintain the number and frequency of student discipline incidents.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>Goal 3A--Attendance</b></p> <p>Data used in the development of these goals was district attendance(ADA) reports in Aeries, Spring 2022 survey results from parents (CSPA), staff (CSPA) and students (CHKS), and CA Dashboards for chronic absenteeism from 2019.</p>	<p><b>Goal 3A--Attendance</b></p> <p>ADA trends from Aeries for Aug-March:</p> <ul style="list-style-type: none"> <li>*2018-19--96.10%</li> <li>*2019-20--95.54%</li> <li>*2020-21--95.3% (this year included distance learning and hybrid model)</li> <li>*2021-22--90.2%</li> </ul> <p>2019 CA Schools Dashboard trends:</p> <ul style="list-style-type: none"> <li>*11.9% of Stokoe students are chronically absent</li> <li>*Student group chronic absenteeism rates: White--18.6%, Hispanic--11.5%, SED--12.9%, African American--10.0%, SWD--14.4% and EL--7.4%</li> <li>*The percent of Stokoe students who are chronically absent increased by 1.6% compared to previous year</li> <li>*Student group trends: White--increased by 2.0%, Hispanic--</li> </ul>	<p><b>Goal 3A--Attendance</b></p> <p>Monthly attendance summary data from Aeries and CA Dashboard will be used to evaluate this goal.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>increased by 0.9%, SED--increased by 2.0%, African American--increased by 4.1%, SWD--increased by 4.6% and EL--increased by 0.8%</p> <p>Monthly ADA Trends from Aeries 2021-2022</p> <ul style="list-style-type: none"> <li>*August: 89.7%</li> <li>*September: 90.7%</li> <li>*October 90.8%</li> <li>*November 90.7%</li> <li>*December 86.5%</li> <li>*January 88%</li> <li>*February 91.9%</li> <li>*March 89.9%</li> </ul> <p>Unexcused Absences:</p> <ul style="list-style-type: none"> <li>*2020-2021--3.4%</li> <li>*2021-2022--3%</li> </ul>	
<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>Data used in the development of these goals was trends from previous years for assertive discipline reports from Aeries by incident type and disposition, CA Dashboards for suspensions and Spring 2022 survey results from parents (CSPS), staff (CSSS) and students (CHKS).</p>	<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>There was no current data to analyze in 2020-2021 due to school closure.</p> <p>Assertive discipline trends from Aeries for previous school years:</p> <ul style="list-style-type: none"> <li>*2019-2020-- 9 suspensions (due to school closure, data reflects months 1-8 of school) <ul style="list-style-type: none"> <li>• -- Attempted/threatened/ caused a fight (18 incidents)</li> <li>• --Willfully used force/inflicted physical injury (1 incident)</li> <li>• ---Dangerous Objects (0 incidents)</li> <li>• ---Property Damage (0 incidents)</li> <li>• ---Profanity (0 incidents)</li> <li>• ---Defiance (3 incidents)</li> </ul> </li> </ul>	<p>Goal 3B--School Climate (Discipline and Suspensions)</p> <p>Assertive discipline data reports from Aeries by incident type and disposition, suspension data from CALPADS and CA Dashboard will be used to evaluate this goal. Data from parent, staff and student surveys (CSPS, CSSS, CHKS and/or site created) related to school climate will also be used to evaluate this goal.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- ---Harassment/bullying (2 incidents)
- ---26 total incidents
- \*2021-2022--12 suspensions
  - --  
Attempted/threatened/ caused a fight (10 incidents)
  - --Willfully used force/inflicted physical injury (9 incident)
  - ---Dangerous Objects (2 incidents)
  - ---Property Damage (2 incidents)
  - ---Profanity (4 incidents)
  - ---Defiance (1 incidents)
  - ---Harassment/bullying (1 incidents)
  - ---31 total incidents

2019 CA Schools Dashboard trends:  
\*0.9% of Stokoe students were suspended at least once  
\*Student group suspension trends: SED--0.9%, EL--0.4%, Hispanic--1.1%, African American--0.0%, SWD--1.8%, and White--0.0%  
\*The percent of Stokoe students suspended at least once increased by 0.3%  
\*Student group trends: SED--increased by 0.3%, EL--maintained at 0%, Hispanic--increased by 0.8%, African American--declined by 1.5%, SWD--maintained at 0.1% and White--declined by 1.7%

CHKS Survey Trends from survey administered in Spring 2022: (percent who responded yes to most/all of the time)  
\*Positive behaviors: follow rules in class--94%, follow rules on playground--94%,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	listen to adults--100%, be kind to others--100%, never been a victim of mean rumors/lies, bad names, mean jokes--94%, never been a victim of cyberbullying or been teased about body image--100%; *Rules: clearly communicated--90%; enforced fairly--81%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Staff will implement MTSS as a means of early intervention and utilize SST process to monitor at-risk students and to support students, teachers and parents. Intervention data will be consistently monitored, documented and analyzed to support student growth and progress. SST meetings will be held to provide timely support by building upon the strengths of students in order to develop action plans for remediation of academic and behavior concerns. Staff will use data to identify specific student needs, to set learning goals and to write targeted, skill based prescriptions to remediate learning. Staff will document tiered levels of intervention and results prior to convening for SST meeting. (substitute and additional hours costs).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

2252

#### Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Supplemental resources, materials and incentives will be used by staff, students and parents to support instruction of character development, inclusive, culturally responsive and equitable learning

climates, healthy living choices and to motivate and encourage school attendance, citizenship, active lifestyles or student achievement.

Site technology (sound systems, speakers, screens, podiums etc) will be updated as needed to ensure appropriate communication and inclusiveness during awards assemblies, educational presentations (character development, bullying, self-esteem etc) and parent events/workshops.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2545	Title I 4000-4999: Books And Supplies
2000	LCFF-LI 4000-4999: Books And Supplies
300	LCFF-EL 4000-4999: Books And Supplies

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

A variety of parent events will be planned to build parent understanding, to raise awareness and to provide parents with strategies, materials and resources that support character development so that parents can better support student achievement and at home learning.

Teachers and parents will participate in parent advisory groups/committees (ELAC, ATP, SSC and PTO) to analyze data related to school climate, attendance and discipline, to evaluate the effectiveness of site attendance plan and to ensure our school climate is safe, equitable and inclusive. Positive parent strategies, attendance information and tips to encourage school attendance will be provided during meetings. Refreshments, child care and translation services will be provided for parents attending meetings/workshops. Meetings will be held in person or via distance platforms depending on recommendations for safety during pandemic. Some meetings may be recorded and posted for viewing.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Data related to school climate, attendance, discipline and character will be used by staff to plan lessons that utilize a variety of instructional and culturally responsive strategies to support character development, to minimize discipline incidents, to foster an equitable, inclusive learning environment and to encourage attendance. Staff will provide ongoing instruction related to topics of culturally responsive teaching, ethnic studies, conflict resolution, character development, bullying and drug/alcohol/tobacco use. Bullying lessons will include strategies for building character, conflict resolution identification of bullying behaviors and appropriate responses for bullying situations.

Daily, weekly and monthly attendance data will be shared with staff, students and parents to increase accountability, to promote goal setting, to monitor progress and to encourage attendance. Suspension, discipline, school climate, disaster preparedness and healthy living data will be shared with staff, students and parents a minimum of once a year. Daily announcements will be made to promote monthly character focus of "Character Counts Traits" which include: respect, responsibility, trustworthiness, caring, fairness and citizenship. Disaster drills (fire, earthquake and/or lock-down) will occur on a monthly basis.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

School counselor and psychologist will provide behavior support services, assist with development of behavior plans and meet with students (on individual and small group basis) to provide social and emotional support with character development, conflict resolution and behavior interventions.

Counselor will provide student lessons along with staff and parents training that support character development, self-esteem, decision making, stress management, social skills, conflict resolution, friendship, bullying, study skills, attendance and other topics as needed.

Counselor, school psychologist, administration and other staff will attend conferences and/or seminars to learn strategies to increase capacity to support, develop and implement site plan for

character development in order to effectively meet the social, developmental and emotional needs of students. (registration, substitute, additional hours and reimbursement costs).

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

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

### **Analysis of SPSA Goals from 2021-2022**

Goal 3A: Attendance By April 2022, the absenteeism rate will decrease by 0.5% as measured by local data in Aeries.

\*Pandemic conditions and quarantine requirements for illness and exposure impacted attendance data.

\*Local data in Aeries indicates a 5.1% decrease in the annual attendance rate when comparing the months of August - March for 2020-2021 with 2021-2022

\*This goal was not met. This goal has been revised and continued.

Goal 3B: School Climate (Discipline and Suspension) By April 2022, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

\*This goal was impacted by school closure and the pandemic. All students participated in a fully distance learning model from August-March which resulted in a lack of data to analyze this goal for this school year. Local data sets in Aeries when comparing 2021-2022 with 2019-2020 indicated:

- ---There was an increase of 5 total incidents across 3 additional categories.
- ---1.4% of students were suspended which represents a 0.2%

\*This goal was met. Climate surveys and the increase in the incident types indicate an ongoing need for improvement in this area. This goal has been revised and continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Pandemic conditions impacted ability to fully utilize funds as intended. Funds that were designated for some attendance incentives, student recognition events, intervention/MTSS support, and school climate events were unable to be used during school closure. These funds were instead used to support site technology, supplemental instructional resources/materials, digital

literacy, and development of plans to remediate learning and address social-emotional needs of students by ensuring an equitable, inclusive and culturally responsive learning climate.

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.

Goals were developed without complete data sets as a result of school closure during the pandemic. Goals were also developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. There is an expected need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Potential pandemic restrictions, safety protocols and guidelines that may be utilized in the 2022-2023 school year may impact goals, outcomes, strategies and activities that have been developed. Adjustments may be needed in the SPSA in some or all of the listed items.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$243,402.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$210,962.00

Subtotal of additional federal funds included for this school: \$210,962.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF-EL	\$16,480.00
LCFF-LI	\$15,960.00

Subtotal of state or local funds included for this school: \$32,440.00

Total of federal, state, and/or local funds for this school: \$243,402.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	16,480	0.00
LCFF-LI	15,960	0.00
Title I	210,962	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	16,480.00
LCFF-LI	15,960.00
Title I	210,962.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	210,024.00
2000-2999: Classified Personnel Salaries	3,494.00
4000-4999: Books And Supplies	22,960.00
5000-5999: Services And Other Operating Expenditures	6,924.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	8,664.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,419.00
4000-4999: Books And Supplies	LCFF-EL	3,897.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,500.00

1000-1999: Certificated Personnel Salaries	LCFF-LI	5,467.00
2000-2999: Classified Personnel Salaries	LCFF-LI	1,075.00
4000-4999: Books And Supplies	LCFF-LI	9,418.00
1000-1999: Certificated Personnel Salaries	Title I	195,893.00
4000-4999: Books And Supplies	Title I	9,645.00
5000-5999: Services And Other Operating Expenditures	Title I	5,424.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,805.00
Goal 2	3,500.00
Goal 3	7,097.00

# 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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Francine Ramirez	Principal
Michelle Ashe	Classroom Teacher
Gena Buckley	Classroom Teacher
Michele Morales	Classroom Teacher
Lynne Greenlee	Other School Staff
Lorena Diaz	Parent or Community Member
Serafin Juarez	Parent or Community Member
Charnell (Mabon) Jones	Parent or Community Member
Stephanie Thomas	Parent or Community Member
Lauren Valko	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 5-19-22.

Attested:



Principal, Francine Ramirez on 5-19-22



SSC Chairperson, Lauren Valko on 5-19-22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## 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 make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **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.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## 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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## 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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

## **School-Parent Compact (Title I Schools)**

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

**Needs Assessment – ACADEMIC – REQUIRED**

(completed during the months the SPSA is being developed)

English Learner Advisory Committee

Name of School: Stokoe Elementary      Date: February, March and April 2022

SSC Meeting Date to present results of ELAC Needs Assessment: April 21, 2022

**Names of ELAC Members Present**

February 2, 2022: Lorena Diaz, Areli Diaz Silva, Francisco Diaz, Francine Ramirez

March 2, 2022: Lorena Diaz, Areli Diaz Silva, Rosario Balbino, Francisco Diaz, Francine Ramirez

April 6, 2022: Lorena Diaz, Francisco Diaz, Francine Ramirez

**Current EL Programs**

Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program.

- Bilingual instructional assistants (primary language support, language acquisition/production, academic vocabulary development, lesson preview/review)
- I-ELD and D-ELD instruction daily
- Targeted intervention (Tier 1 in classrooms--small group, Tier 2--Literacy Teacher)
- Parent training (CABE, Kinder Camp, ELAC and other parent committee meetings, Family Nights)
- Professional Development for teachers in all content areas (ELA, Math, ELD, AVID)
- Certificated support staff--Instructional coach, counselor, ENT, ELT
- MTSS and SST systems for documenting/monitoring interventions
- Supplemental Digital Programs--Nearpod, Kami, Jamboard, Starfall, Prodigy, eSpark, Brain Pop, Zearn, iReady
- Supplemental Instructional Materials--chart paper, colored pens, whiteboards, math tools/manipulatives, bilingual texts, picture dictionaries, project based learning kits (as layers of visual support/input)
- Incentives to motivate, encourage and celebrate student achievements: SOTM, COTM, attendance, reclassification

**Current Data for English Learners**

Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners.

#### Last administration of ELPAC 2021:

- Overall Language Levels: 9% well developed; 31% moderately developed; 30% somewhat developed; 30% beginning stage
- Listening Domain; 20% well developed; 68% somewhat/moderately developed; 12% beginning stage
- Speaking Domain: 38% well developed; 48% somewhat/moderately developed; 14% beginning stage
- Reading Domain: 8% well developed; 56% somewhat/moderately developed; 36% beginning stage
- Writing Domain: 8% well developed; 52% somewhat/ moderately developed; 40% beginning stage

#### Last administration of CAASPP 2019:

- EL student achievement in ELA significantly declined (18.7 points) and is significantly lower (30.6 points further below standard) when compared to overall student achievement
- RFEP student achievement in ELA declined significantly (50.7 points) but is still significantly higher (31.1 points above standard) when compared to all other student groups
- EL student achievement in math declined (12.8 points) and is significantly lower (22 points further below standard) when compared to overall student achievement
- RFEP student achievement in math maintained (within 1.1 points) and remains higher (0.4 points below standard) when compared to all other student groups

#### CA Dashboard 2019:

- The number of RFEP student has increased over the past 3 years
- In ELA, EL students demonstrate a low status and declined by 8.8 points which corresponds with orange color gauge. EL student performance is 44.9 points below standards.
- In math, EL students demonstrate a low status and maintained within 0.2 points which corresponds with orange color gauge EL student performance is 57.6 points below standard
- 50.6% of EL students are making progress towards English language proficiency
- 70% of EL students increased by one performance level and 29% of EL students decreased by one performance level
- 14% of EL students maintained a performance level of 4 and 54% of EL students maintained performance levels of 1-3.

#### 2021-2022 SPSA Goal 1C: EL Students

- 131 EL students took both pre and post assessment
- 91 EL students demonstrated positive growth (74%)

## Recommendations

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated.

ELAC Meeting: February 2, 2022:

- SPSA Goal 1 Conditions of Learning: 1A: ELA
  - Members noted that students made good progress in ELA and many classes doubled the percent of students achieving at/above grade level.
  - New goal recommendations--40% of students will perform at/above grade level and 50% of students will meet 80% of typical growth on MOY iReady
  - New action recommendations: continue with current actions
- SPSA Goal 1 Conditions of Learning: 1B: Math
  - Members noted that math achievement continues to be lower than ELA, but students made good progress in math. Members noted that math intervention teacher is making a difference
  - New goal recommendation--30% of students will perform at/above grade level and 60% of students will meet 50% of typical growth line on MOY iReady
  - New actions recommendation--ongoing use of ENT

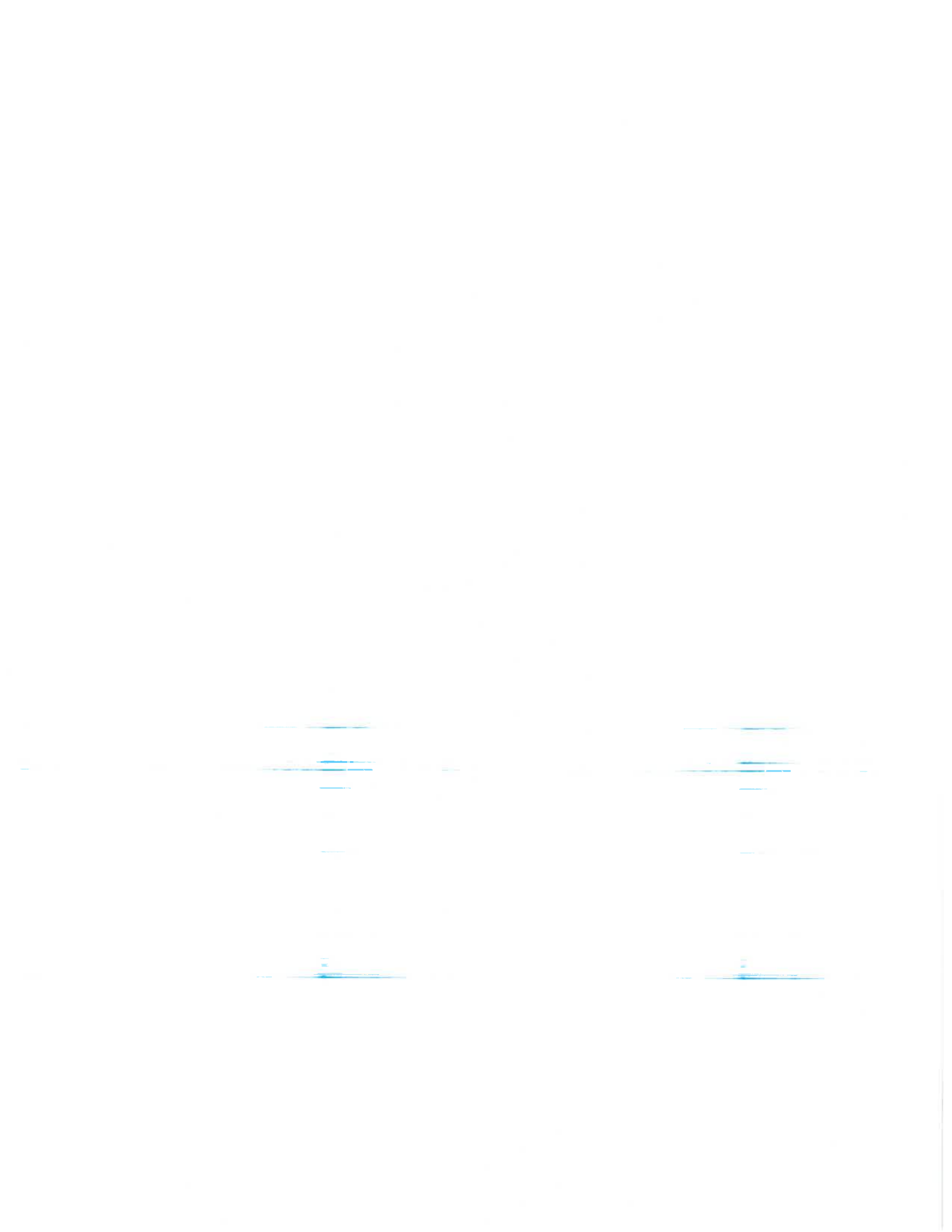
ELAC Meeting: March 2, 2022:

- SPSA Goal 1 Conditions of Learning: 1C: EL Students
  - Members noted and celebrated growth in reading, especially in lowering the percent of students performing well below grade level. Members agreed that reading and writing is an important focus for EL students.
  - New goal recommendation--20% of EL students will perform at grade level in reading on ELPAC and 70% of EL students will demonstrate progress in reading fluency
  - New action recommendations: tutoring specifically for EL students (before/after school); celebrate RFEP students on marquee and with yard signs

ELAC Meeting: April 6, 2022

- SPSA Goal 2 Pupil Outcomes: 2A: AVID
  - Members noted that tools for home-school communication are valuable and recommended ongoing use of planners, agendas or communication folders for next year.
  - New goal recommendations: 100% of teachers will use communication folders/agendas/planners and 95% of teachers will use AVID note-taking strategies
  - New action recommendations: continue to teach AVID skills for organization and study habits to support student success; provide staff with options to attend AVID training or refresher courses next year to review strategies for implementation
- SPSA Goal 2 Pupil Outcomes: 2B: Parent Engagement

- Members noted that parents continue to be involved and are looking forward to being able to attend in person events
- New goal recommendations: increase by another 5% next year
- New action recommendations: when in person events resume, continue to offer recorded or live stream options to support parents who are unable to attend in person
- SPSA Goal 3 Student Engagement: 3A: Attendance
  - Members noted that pandemic quarantine guidelines impacted attendance, but celebrated that the percent of unexcused absences decreased by 0.4%.
  - New goal recommendations: decrease the percent of absences by 0.5%
  - New action recommendations: Implement an attendance incentive program again next school year
- SPSA Goal 3 Student Engagement 3B: School Climate (Discipline)
  - Members noted that the number of off campus suspensions increased and discussed the negative impact that the pandemic had on social emotional development of students
  - New goal recommendations: decrease the percent of suspensions by 0.1%
  - New action recommendations: Implement Playworks again to reduce discipline incidents on the playground









Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

AGENDA

ZOOM: 880 0733 7344

February 2, 2022

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items

1. Approval of minutes from meeting on January 5, 2022\*

III. Discussion/Information

1. Needs Assessment (EL4c)
  - Topic: ELPAC Assessment
2. Training (EL1 & 4e)
  - CALPADS Reports
  - 2022-2024 Title 1 Compact Input
  - 2022-2024 Parent Involvement Policy Input
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - SPSA Goal 1A iReady ELA Reports
  - SPSA Goal 1B iReady Math Reports
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
5. School Attendance (EL4c2 & 9)
6. ATP Report
7. CABA Conference
8. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Wednesday, March 2 9:00am via Zoom
2. Adjournment



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Aprendices del**  
**Idioma Inglés**

**AGENDA**

**ZOOM: 880 0733 7344**

**2 de febrero, 2022**

- I Procedimientos de introducción
  - 1. Llamar al orden
  - 2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
  - 3. Saludo a la bandera
- II. Asuntos de Acción
  - 1. Aprobación de la Minuta de la reunión del 5 de enero, 2022\*
- III. Diálogo/Información
  - 1. Encuesta de necesidades (EL4c)
    - Tema: Examen ELPAC
  - 2. Entrenamiento (EL1 & 4e)
    - Reportes CALPADS
    - Recomendaciones del Contrato Título 1 2022-2024
    - Recomendaciones de Política de Participación de Padres 2022-2024
  - 3. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
    - Meta 1A SPSA Reportes de iReady Artes de Lenguaje
    - Meta 1B SPSA Reportes de iReady matemáticas
  - 4. Diálogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
  - 5. Asistencia Escolar (EL4c2 & 9)
  - 6. Reporte ATP
  - 7. Conferencia CABE
  - 8. Reporte DELAC
- IV. Sesión de Audiencia

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.*

- VI. Clausura
  - 1. Próxima reunión: miércoles, 2 de marzo a las 9:00am vía Zoom
  - 2. Clausura



Stokoe Elementary ELAC

Zoom Report 2/2/22

Name (Original Name)	User Email	Join Time	Leave Time	Duration (M)	Guest
Francine Ramirez	francine.ra	2/2/2022 8:50	2/2/2022 10:39	110	No
Francisco Diaz	francisco.d	2/2/2022 8:50	2/2/2022 10:39	109	Yes
Lorena Diaz Villegas Middle Schoo		2/2/2022 9:01	2/2/2022 10:30	89	Yes
Areli Diaz		2/2/2022 9:09	2/2/2022 10:30	81	Yes



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

MINUTES  
ZOOM: 880 0733 7344  
February 2, 2022

I Introductory Procedures

1. Meeting was called to order at 9:10am by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Minutes from the meeting on January 5, 2022 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: A Diaz Seconded by: L Diaz  
Approval Vote: Unanimous

III. Discussion/Information

- Needs Assessment (EL4c)
  - Mr. Diaz shared information on ELPAC. Key points of discussion included:
    - ELPAC Overview
    - Stokoe tentative ELPAC assessment dates
    - Task types by domains
    - Strategies parents can use to support language acquisition
    - Online resources for practice/training tests
- Training: (EL1 & 4e)
  - CALPADS Language Census Report
    - Members reviewed and discussed CALPADS reports. Key items to note for Stokoe in 2020-2021:
      - 175 EL students
      - 3 different student languages spoken
      - 27% of Stokoe students are English Learners
      - 6.1% of Stokoe students are R-FEP students
      - 8.9% of Stokoe students are 'at-risk' and have been English Learners for 4-5 years
  - 2022-2024 Title 1 Compact
    - Members reviewed and discussed the Title 1 Compact. Members agreed with suggested revisions.
    - Input will be shared with SSC. SSC will approve the 2022-2024 Title 1 Compact in March.
  - 2022-2024 Parent Involvement Policy
    - Members reviewed and discussed the Parent Involvement Policy. Members agreed with suggested revisions.
    - Input will be shared with SSC. SSC will approve the 2022-2024 Parent Involvement Policy in March.
- SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - Members reviewed and discussed student achievement reports for SPSA Goal 1 Conditions of Learning: 1A Language Arts
    - Members noted that:
      - Students made good progress in ELA.

- Many classes doubled the percent of students achieving at/above grade level.
  - Literacy interventions are supporting student growth
  - Students took MOY in Feb 2021 at home, which potentially impacted accuracy of data when comparing both years
  - SPSA Goal 1A for 2021-2022 was not met. Members provided input for SPSA Goal 1A Language Arts for 2022-2023. Suggestions included:
    - 40% of students will perform at or above grade level on MOY iReady for ELA in Feb 2023
    - 50% of students will meet 80% of typical growth line on MOY iReady for ELA in Feb 2023
- Members reviewed and discussed student achievement reports for SPSA Goal 1 Conditions of Learning: 1B Math
  - Members noted that:
    - Math achievement continues to be lower than ELA
    - Students are making good growth in math as well
    - Math intervention is helping
  - SPSA Goal 1B for 2021-2022 was met. Members provided input for SPSA Goal 1B Math for 2022-2023. Suggestions included:
    - 30% of students will perform at or above grade level on MOY iReady for Math in Feb 2023
    - 60% of students will meet 50% of typical growth line on MOY iReady for Math in Feb 2023
- SSC minutes from January 20, 2022 were distributed.
- LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
  - Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is \$16,540.
  - Additional suggestions include before school tutoring after Feb break--if pandemic conditions improve
- School Attendance (EL4c2 & 9)
  - Mrs. Ramirez emphasize the importance of attendance and shared the following information:
    - Average daily attendance for January was 86.6%
    - Student absences in January ranged from 77-115 daily.
      - Unexcused absences ranged from: 9-49
    - Student tardies in January ranged from 20-41
    - District goal for attendance this year is 96.5%
- ATP Report
  - Mrs. Ramirez provided an update from the January ATP meeting. Key points of discussion include: Event planning for Family Literacy Night (March 2) and Family STEAM Night (April 21)
  - The next ATP meeting will be March 24, 2022.
- CAFE Conference
  - Mr. Diaz shared information regarding the CAFE conference.
  - Dates for spring para-educator conference will be provided when available
- DELAC Report
  - a. A. Diaz provided an update from the January DELAC. Key points of discussion include: Needs Assessment for EL students, grade level standards and D-ELD/I-ELD strategies to support EL progress, EL student program options and supports, DLI program, ELPAC, School Smart Program from family engagement office, and family engagement updates

b. The next DELAC meeting will be February 22, 2022.

IV. Hearing Session

- a. The following additional items or concerns were brought forward:
  - a. Members discussed current protocols for quarantine
  - b. Dates and information regarding upcoming events was provided
  - c. Flyers for Family Engagement, LCAP and TK/K registration were distributed

VI. Adjournment

1. Meeting was adjourned at 10:30am
2. Next Meeting: Wednesday, March 2 at 9:00am via Zoom.





**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Philip M. Stokoe**  
**Comité Consejero para Alumnos Aprendiendo Inglés**

**MINUTA**  
**Zoom: 880 0733 7344**  
**2 de febrero 2022**

- I. Procedimientos de Introducción:
  1. El Sr. Diaz llamó la junta al orden a las 9:10 a. m.
  2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en la lista de asistencia (EL 1 y 4b)
  3. Se realizó el Saludo a la Bandera
- II. Asuntos de Acción
  1. Revisión para la aprobación de la minuta de la junta del 5 de enero 2022. No se realizaron cambios\*
    - A. Diaz propuso la primera moción y L. Diaz la secundó.  
Aprobada por unanimidad.
- III. Diálogo/Información
  1. Encuesta de Necesidades (EL 4c)
    - a. El Sr. Diaz compartió información acerca ELPAC. Los puntos clave de los que se habló incluyen:
      - Descripción general de ELPAC
      - Posibles fechas de la evaluación ELPAC en Stokoe
      - Tipo de actividades y áreas
      - Estrategias que los padres pueden usar para apoyar la adquisición del idioma
      - Recursos en línea para exámenes de práctica/capacitación
    2. Capacitación: (EL1 y 4e)
      - a. Reporte del censo de idiomas CALPADS
        - Los miembros revisaron y hablaron de los reportes CALPADS. Los puntos clave que resaltar para Stokoe en 2020-2021 son:
          - 175 alumnos EL
          - Entre los alumnos se hablan 3 diferentes idiomas.
          - El 27% de alumnos en Stokoe están aprendiendo inglés.
          - 6.1% de los alumnos de Stokoe son R-FEP.
          - 8.9% de los alumnos de Stokoe están en riesgo y han estado aprendiendo inglés por 4-5 años.
        - b. Acuerdo Título I 2022-2024
          - Los miembros revisaron y hablaron del Acuerdo Título I. Los miembros estuvieron de acuerdo con las revisiones sugeridas.
          - Las recomendaciones se compartirán con SSC, quien aprobará el Acuerdo de Título I 2022-2024 en marzo.
          - Política de Participación de Padres 2022-2024
            - Los miembros revisaron y hablaron de la Política de Participación de Padres. Los miembros estuvieron de acuerdo con las revisiones sugeridas.
            - Las recomendaciones se compartirán con SSC, quien aprobará la Política de Participación de Padres 2022-2024, en marzo.
    3. SPSA/SSC recomendaciones y actualización (EL4d, 4d2 y 9)
      - a. Los miembros revisaron y hablaron de los reportes de rendimiento estudiantil para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1A Artes de Lenguaje
        - Los miembros mencionaron que:
          - Los alumnos tuvieron buen progreso en ELA

- Muchas clases tuvieron el doble del porcentaje de alumnos con rendimiento a nivel de grado o más alto.
      - Las intervenciones de lectoescritura están apoyando el progreso de los alumnos.
      - Los alumnos presentaron MOY en casa en febrero 2021, el cual potencialmente impactó la exactitud de datos al comparar ambos años.
    - No se logró la Meta 1A SPSA para 2021-2022. Los miembros proporcionaron recomendaciones para la Meta 1A de SPSA de Artes de Lenguaje para 2022-2023. Las sugerencias incluyeron:
      - 40% de alumnos tendrán un rendimiento a nivel de grado o superior en MOY iReady para ELA en febrero 2023
      - 50% de los alumnos cumplirán con el 80% de progreso típico en MOY iReady para ELA en febrero 2023.
  - b. Los miembros revisaron y hablaron de los reportes de rendimiento de estudiantes para la Meta 1 de SPSA Condiciones de Aprendizaje: 1B Matemáticas.
    - Los miembros mencionaron que:
      - El rendimiento en matemáticas continúa siendo menor que en ELA.
      - Los alumnos también están realizando un buen progreso en matemáticas.
      - La intervención de matemáticas está ayudando.
    - Se logró la Meta 1B de SPSA para 2021-2022. Los miembros proporcionaron recomendaciones para la Meta 1B de SPSA de Matemáticas para 2022-2023. Las sugerencias incluyeron:
      - 30% de los alumnos tendrán un rendimiento a nivel de grado o mayor en MOY iReady en Matemáticas para febrero 2023.
      - 60% de los alumnos cumplirán con 50% de progreso típico en MOY iReady de Matemáticas en febrero 2023.
  - c. Se distribuyó la minuta de SSC del 20 de enero 2022.
4. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)
- a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto de este año es \$16, 540.00.
  - b. Sugerencias adicionales incluyen tutoría antes de clases para después de las vacaciones de febrero---si mejoran las condiciones de la pandemia.
5. Asistencia escolar (EL4c2 y 9)
- a. La Sra. Ramirez enfatizó en la importancia de la asistencia escolar y compartió la siguiente información.
    - Asistencia escolar diaria promedio en-enero fue de 86.6%.
    - Las ausencias de estudiantes en enero variaron entre 77-115 diarias.
    - Las faltas injustificadas estuvieron en el rango diario de 9-49.
    - Los retardos diarios en enero variaron entre 20-41.
    - La meta de asistencia escolar del Distrito para este año es 96.5%
6. Reporte ATP
- a. La Sra. Ramirez proporcionó la actualización de la junta ATP de enero. Los puntos clave de los que se habló incluyen: planeación de evento para la Noche Familiar de Lectoescritura (2 de marzo) y Noche Familiar STEAM (21 de abril)
  - b. La próxima junta de ATP es el 24 de marzo 2022.
7. Conferencia CABE
- a. El Sr. Diaz compartió información relacionada con la conferencia CABE.
  - b. Las fechas de primavera de la conferencia para paradocentes se proporcionarán en cuanto estén disponibles.
8. Reporte de DELAC
- a. El A. Diaz proporcionó una actualización de la junta DELAC de enero. Los puntos clave de diálogo incluyeron: Encuesta de Necesidades para alumnos EL, estándares de nivel de grado y estrategias D-ELD/I-ELD para apoyar el progreso de EL, opciones del programa para

alumnos EL y apoyos, programa DLI, ELPAC, programa *School Smart* de la oficina de participación familiar y actualizaciones de participación familiar.

b. La próxima junta DELAC será el 22 de febrero 2022.

#### IV. Sesión de Audiencia

- a. Se presentaron los siguientes asuntos o preocupaciones.
  - Los miembros hablaron de los protocolos para cuarentena
- b. Se proporcionaron fechas e información de próximos eventos.
- c. Se distribuyó información de los talleres para padres del departamento de Participación Familiar, LCAP y de inscripción para TK/K.

#### V. Clausura:

1. La junta se clausuró a las 10:30 a. m.
2. Próxima junta: miércoles 2 de marzo a las 9:00 a. m. por Zoom



**Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee**

**AGENDA**

**ZOOM: 880 0733 7344**

**March 2, 2022**

**I Introductory Procedures**

1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

**II. Action Items**

1. Approval of minutes from meeting on February 2, 2022\*

**III. Discussion/Information**

1. Needs Assessment (EL4c)
  - Topic: Strategies to support EL students with phonics and reading
2. Training (EL1 & 4e)
  - School Accountability Report Card (SARC)
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - SPSA Goal 1 Conditions of Learning: 1C EL Students
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
5. School Attendance (EL4c2 & 9)
6. ATP Report
7. CABE Conference
8. DELAC Report

**IV. Hearing Session**

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

**VI. Adjournment**

1. Next Meeting: Wednesday, April 6 9:00am via Zoom
2. Adjournment



Distrito Escolar Unificado Alvord  
Escuela Primaria Stokoe  
Comité Consejero para Aprendices del  
Idioma Inglés

AGENDA

ZOOM: 880 0733 7344

2 de marzo, 2022

- I Procedimientos de introducción
  - 1. Llamar al orden
  - 2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
  - 3. Saludo a la bandera
- II. Asuntos de Acción
  - 1. Aprobación de la Minuta de la reunión del 2 de febrero, 2022\*
- III. Diálogo/Información
  - 1. Encuesta de necesidades (EL4c)
    - Tema: Estrategias para apoyar a los alumnos EL con fonética y lectura
  - 2. Entrenamiento (EL1 & 4e)
    - Informe de Responsabilidad Escolar (SARC)
  - 3. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
    - Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL
  - 4. Diálogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
  - 5. Asistencia Escolar (EL4c2 & 9)
  - 6. Reporte ATP
  - 7. Conferencia CABE
  - 8. Reporte DELAC
- IV. Sesión de Audiencia

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.*

- VI. Clausura
  - 1. Próxima reunión: miércoles, 6 de abril a las 9:00am vía Zoom
  - 2. Clausura



Stokoe Elementary School  
ELAC Zoom Report 3/2/22

Name (Original Name)	User Email	Total Duratio Guest
Francine Ramirez	francine.ramirez@alvordschools.o	96 No
Francisco Diaz		96 Yes
Lorena Diaz Villegas Middle School representante		4 Yes
Areli Diaz		71 Yes
lorena Diaz		58 Yes
Rosario Balbino		29 Yes



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

MINUTES  
ZOOM: 880 0733 7344  
March 2, 2022

I Introductory Procedures

1. Meeting was called to order at 9:04am by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda
  - a. Minutes from meeting on February 2, 2022 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: A Diaz Seconded by: L Diaz  
Approval Vote: Unanimous

III. Discussion/Information

1. Needs Assessment (EL4c)
  - a. Mr. Diaz shared information on Strategies to Support EL Students with Phonics and Reading. Key points of discussion included:
    - i. Parents can make reading fun and model a reading lifestyle
    - ii. Parents can make reading part of daily routine to show reading is important
    - iii. Sample questions parents can ask before, during and after reading were provided
2. Training: (EL1 & 4e)
  - a. School Accountability Report Card (SARC)
    - i. Members reviewed and discussed the SARC.
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - a. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 1 Conditions of Learning: 1C
    - i. Members noted and celebrated the growth in reading, especially in lowering the percent of students performing well below grade level.
    - ii. Members agreed that reading and writing is an important focus for EL student success
    - iii. SPSA Goal 1C for 2021-22 was met. Members provided input for SPSA Goal 1C EL Students for 2022-2023. Suggestions included:
      1. 20% of EL students will perform at grade level in reading on ELPAC 2022
      2. 70% of EL students will demonstrate progress in reading fluency as measured by DIBELS when comparing beginning of year with middle of year
  - b. SSC minutes from February 24, 2021 will be distributed for review when available
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
  - a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is \$16,540.00.
  - b. Recent expenditures include: RFEP Yard Signs, document cameras,
  - c. Additional suggestions include:
    - i. Post reclassified student names on marquee



- ii. Tutoring this year before school
- 5. School Attendance (EL4c2 & 9)
  - a. Mrs. Ramirez emphasized the importance of attendance and shared the following information:
    - i. Average daily attendance for February was 91.3%
    - ii. Student absences in February ranged from 40-79 daily.
      - 1. Unexcused absences ranged from 14-30 students daily.
    - iii. Student tardies in February ranged from 29-45 daily.
    - iv. District goal for attendance this year is 96.5%
- 6. ATP Report
  - a. There was no ATP meeting in February.
  - b. The next ATP meeting will be March 24, 2022.
- 7. CABE Conference
  - a. Mr. Diaz shared information regarding the upcoming CABE conference.
  - b. Conference is 4 days virtual on March 29-April 2
  - c. Parents may attend all days, 1 day or Saturday only
    - i. 2 parents are unable to attend
  - d. Dates/and times will be emailed to members. Any parent who would like to attend will respond no later than March 9<sup>h</sup>.
- 8. DELAC Report
  - a. An update from the February DELAC was provided. Key points of discussion included: Activities to promote reclassification, ELPAC, LCAP Input and Family Engagement Update
    - a. The next DELAC meeting will be March 15, 2022.
- IV. Hearing Session
  - a. No additional items or concerns were brought forward:
  - b. Flyers for DLI, Full Day TK/K, LCAP Input, and upcoming Family Engagement Workshops were distributed for review
  - c. Dates and information regarding upcoming events was provided
- VI. Adjournment
  - 1. Meeting was adjourned at 10:15am
  - 2. Next Meeting: Wednesday, April 6 at 9:00am via Zoom.



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Philip M. Stokoe**  
**Comité Consejero para Alumnos Aprendiendo Inglés**

**MINUTA**

**Zoom: 880 0733 7344**

**2 de marzo 2022**

- I. **Procedimientos de Introducción:**
  1. El Sr. Diaz llamó la junta al orden a las 9:04 a. m.
  2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en la lista de asistencia (EL 1 y 4b)
  3. Se realizó el Saludo a la Bandera
- II. **Asuntos de Acción**
  1. **Agenda**
    - a. Revisión para la aprobación de la minuta de la junta del 2 de febrero 2022. No se realizaron cambios\*  
A. Diaz propuso la primera moción y L. Diaz la secundó.  
Aprobada por unanimidad.
- III. **Diálogo/Información**
  1. **Encuesta de Necesidades (EL 4c)**
    - a. El Sr. Diaz compartió información acerca de estrategias para apoyar a los alumnos EL con fonética y lectura. Los puntos importantes de los que se habló son:
      - i. Los padres pueden hacer de la lectura algo divertido y dar el ejemplo para un estilo de vida que incluya lectura.
      - ii. Los padres pueden hacer de la lectura parte de la rutina diaria para demostrar que es importante.
      - iii. Se proporcionaron ejemplos de preguntas que los padres pueden hacer antes, durante y después de leer.
  2. **Capacitación: (EL1 y 4e)**
    - a. Reporte de Responsabilidad Escolar (SARC)
      - i. Los miembros revisaron y hablaron de SARC.
  3. **SPSA/SSC recomendaciones y actualización (EL4d, 4d2 y 9)**
    - a. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1C
      - i. Los miembros notaron y celebraron el aprovechamiento en lectura, especialmente en la reducción del porcentaje de alumnos con desempeño por debajo del nivel de grado.
      - ii. Los miembros estuvieron de acuerdo en que lectura y escritura son algo importante para el éxito de los alumnos EL.
      - iii. La Meta 1C de SPSA para 2021-22 se logró. Los miembros proporcionaron recomendaciones para la Meta 1C de SPSA para alumnos EL para 2022-2023. Las sugerencias incluyeron:
        - 20% de los alumnos EL tendrán rendimiento a nivel de grado en lectura en ELPAC 2022.
        - 70% de los alumnos EL demostrarán progreso en fluidez de lectura medido con DIBELS cuando se compare el principio del año con mediados de año.
    - b. Se distribuirá la minuta de la junta del 24 de febrero 2021 de SSC en cuanto esté disponible.
  4. **Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)**
    - a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto de este año es \$16, 540.00.
    - b. Los gastos recientes incluyen: Letreros RFEP, proyectores de documentos.
    - c. Las sugerencias adicionales incluyen:
      - i. Publicar en la marquesina los nombres de los alumnos reclasificados.

ii. Tutoría antes de clases para este año.

5. Asistencia escolar (EL4c2 y 9)

- a. La Sra. Ramirez enfatizó en la importancia de la asistencia escolar y compartió la siguiente información:
  - i. Asistencia escolar diaria promedio en febrero fue de 91.3%.
  - ii. Las ausencias de estudiantes en febrero variaron entre 40-79 diarias.
  - iii. Las faltas injustificadas estuvieron en el rango diario de 14-30.
  - iv. Los retardos diarios en febrero variaron entre 29-45.
  - v. La meta de asistencia escolar del Distrito para este año es 96.5%

6. Reporte ATP

- a. No hubo junta de ATP en febrero.
- b. La próxima junta de ATP es el 24 de marzo 2022.

7. Conferencia CABA

- a. El Sr. Diaz compartió información relacionada con la conferencia CABA.
- b. La conferencia es de 4 días y será virtual del 29 de marzo al 2 de abril.
- c. Los padres pueden asistir todos los días, un día o únicamente el sábado.
  - 2 padres no pueden asistir
- d. Las fechas y horarios se enviarán por correo electrónico a los miembros. Cualquier padre que quiera asistir debe responder, a más tardar, el 9 de marzo.

8. Reporte de DELAC

- a. Se proporcionó una actualización de la junta DELAC de febrero. Los puntos clave de diálogo incluyeron: Actividades para promover la reclasificación, ELPAC, recomendaciones para LCAP y actualización de Participación Familiar.
- b. La próxima junta DELAC será el 15 de marzo 2022.

IV. Sesión de Audiencia

- a. No se presentaron asuntos o preocupaciones adicionales.
- b. Para su revisión, se distribuyó información de DLI, día completo para TK/K y futuros talleres para padres del departamento de Participación Familiar.
- c. Se proporcionaron fechas e información de próximos eventos.

V. Clausura:

1. La junta se clausuró a las 10:15 a. m.
2. Próxima junta: miércoles 6 de abril a las 9:00 a. m. por Zoom



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

AGENDA

ZOOM: 880 0733 7344

April 6, 2022

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items

1. Approval of minutes from meeting on March 2, 2022\*

III. Discussion/Information

1. Needs Assessment (EL4c)
  - Topic: Strategies to Support EL Students with Reading Comprehension
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
  - SPSA Goal 3 Student Engagement: 3A Chronic Absenteeism and 3B School Climate (Suspensions)
    - a. Aeries Reports
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
4. School Attendance (EL4c2 & 9)
5. ATP Report
6. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Wednesday, May 4 9am via Zoom
2. Adjournment



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Aprendices del**  
**Idioma Inglés**

**AGENDA**

**ZOOM: 880 0733 7344**

**6 de abril, 2022**

**I Procedimientos de introducción**

1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
3. Saludo a la bandera

**II. Asuntos de Acción**

1. Aprobación de la Minuta de la reunión del 2 de marzo, 2022\*

**III. Diálogo/Información**

1. Encuesta de necesidades (EL4c)
  - Tema: Estrategias para apoyar a los alumnos EL en comprensión de lectura
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
  - Meta 2 SPSA Resultados Estudiantiles: 2A AVID y 2B Participación de Padres
  - Meta 3 SPSA Participación Estudiantil: 3A Ausentismo Crónico y 3B Clima Escolar (Suspensiones)
    - a. Reportes de Aeries
3. Diálogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
4. Asistencia Escolar (EL4c2 & 9)
5. Reporte ATP
6. Reporte DELAC

**IV. Sesión de Audiencia**

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.*

**VI. Clausura**

1. Próxima reunión: miércoles, 4 de mayo a las 9am vía Zoom
2. Clausura



**Stokoe Elementary**  
**April ELAC Zoom Attendance Report**

<b>Name (Original Name)</b>	<b>User Email</b>	<b>Total Duration (Minutes)</b>	<b>Guest</b>
Francine Ramirez	francine.ramirez@alvordschools	61	No
Francisco Diaz		61	Yes
Iorena Diaz		45	Yes



Alvord Unified School District  
Stokoe Elementary School  
English Learners Advisory Committee

MINUTES

ZOOM: 880 0733 7344

April 6, 2022

I Introductory Procedures

1. Meeting was called to order at 9:10am by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Minutes from the meeting on March 2, 2022 were reviewed for approval. No amendments or changes were noted\*  
Motion made by: L Diaz Seconded by: F Diaz  
Approval Vote: Unanimous

III. Discussion/Information

1. Needs Assessment (EL4c)

- a. Mr. Diaz shared information on Strategies to support EL students with reading comprehension. Key points of discussion included:
  - i. Parents can create a family reading lifestyle and reinforce comprehension skills
  - ii. Strategies for making reading fun and developing family reading habits
  - iii. Vocabulary, retell/summarize, compare/contrast, and predicting are important strategies that support comprehension

2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)

- a. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 2 Pupil Outcomes: 2A AVID. Members noted and recommended that we:
  - Continue to use planners, agendas and communication folders
  - Send more teachers to AVID conferences next year to refresh and review strategies for implementation
  - SPSA Goal 2A AVID for 2021-22 was not met.
  - Members provided input for SPSA Goal 2A AVID for 2022-2023.  
Suggestions included:
    - 100% will use communication folders, agendas, planners
    - 95% will use AVID note-taking strategies in classrooms
- b. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 2 Pupil Outcomes: 2B Parent Participation. Members noted and recommended:
  - Parents continue to be involved and are looking forward to being able to attend in person events in the future
  - When in person events resume, continue to offer recorded or live stream options to support parents who are unable to attend in person



- SPSA Goal 2B Parent Participation for 2021-22 was met.
  - Members provided input for SPSA Goal 2A AVID and 2B Parent Participation for 2022-2023. Suggestions included:
    - Increase parent participation by 5%
- c. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 3 Student Engagement: 3A Attendance. Members noted and recommended that:
- Pandemic conditions impacted attendance this year.
  - The percent of unexcused absences improved this year
  - Attendance incentives be reinstated next year to motivate students to attend school consistently
- SPSA Goal 3A for 2021-22 was not met. Members provided input for SPSA Goal 3A Attendance for 2022-2023. Suggestions included:
    - Decrease the percent of absences by .5%
- d. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 3 Student Engagement: 3B School Climate. Members noted and recommended that:
- Playworks be reinstated fully for next school year
- SPSA Goal 3B for 2021-22 was met. Members provided input for SPSA Goal 3B School Climate for 2022-2023. Suggestions included:
    - Reduce the percent of suspensions by .1%
- e. SSC minutes from February 24, 2022 and March 17, 2022 were distributed for review.
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
- a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is \$16,540.00.
- b. Recent expenditures include : CAFE Conference for 1 parent
- c. Members discussed recommendations for use of LCFF-EL funds for 2022-2023. Recommendations included: parent participation in CAFE regional (fall) and CAFE conference (spring); tutoring--before or after school in small groups; text for small group at varying instructional levels to support EL students in accessing content
4. School Attendance (EL4c2 & 9)
- a. Mrs. Ramirez emphasize the importance of attendance and shared the following information:
- i. Average daily attendance for March was 90.96%
  - ii. Student absences in March ranged from 44-90 daily.
    - 1. Unexcused absences: 9-52 students daily
  - iii. Student tardies in March ranged from 25-60 daily
  - iv. District goal for attendance this year is 96.5%.
5. ATP Report
- a. An update from the March ATP meeting was provided. Key points of discussion included: Event evaluation for Family Literacy Night; Event planning for Spring Family STEAM Night (April 20)
- b. The next ATP meeting will be April 28, 2022.

6. DELAC Report

- a. An update from the March DELAC. Key points of discussion include: Aeries Parent Portal--how parents can set up weekly notifications for students, strategies to ensure students are prepared for SBAC and ELPAC assessments, ELPAC scores, Initial/Annual notification, LCAP input, family engagement update
- b. The next DELAC meeting will be April 19, 2022.

IV. Hearing Session

- a. No additional items or concerns were brought forward:
- b. Dates and information regarding upcoming events was provided.
- c. Flyers for TK/K registration, family engagement events, LCAP Input, Tobacco Use Prevention, On Demand Tutoring, Talking to Kids about Divorce, and Age Appropriate Discipline were distributed

VI. Adjournment

1. Meeting was adjourned at 9:50am
2. Next Meeting: Wednesday, May 4 at 9am via Zoom.



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Stokoe**  
**Comité Consejero para Alumnos Aprendiendo Inglés**

MINUTA

ZOOM: 880 0733 7344

6 de abril 2022

I. Procedimientos de Introducción:

1. El Sr. Diaz llamó la junta al orden a las 9:10 a. m.
2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en la lista de asistencia (EL 1 y 4b)
3. Se realizó el Saludo a la Bandera

II. I. Asuntos de Acción

1. Agenda

- a. Revisión para la aprobación de la minuta de la junta del 2 de marzo 2022. No se realizaron cambios\*

L. Diaz propuso la primera moción y F. Diaz la secundó.  
Aprobada por unanimidad.

III. I. Diálogo/Información

1. Encuesta de Necesidades (EL 4c)

- a. El Sr. Diaz compartió información acerca de estrategias para apoyar a los alumnos EL en comprensión de lectura. Los puntos importantes de los que se habló son:

- i. Los padres pueden hacer de la lectura parte de su vida diaria y reforzar las habilidades de comprensión.
- ii. Estrategias para hacer de la lectura algo divertido y desarrollar los hábitos de lectura familiar.
- iii. Vocabulario, relatar/resumir, comparar/contrastar y predecir son estrategias importantes que apoyan a la comprensión.

2. SPSA/SSC recomendaciones y actualización (EL4d, 4d2 y 9)

- a. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 2 de SPSA, Resultados Estudiantiles: 2A AVID. Los miembros señalaron y recomendaron lo siguiente:

- o Continuar con el uso de calendarios, agendas y folders de comunicación.
- o Enviar a más maestros a las conferencias AVID del próximo año para actualizar y revisar estrategias de implementación.
  - La Meta de SPSA 2A AVID para 2021-22 no se logró.
  - Los miembros proporcionaron recomendaciones para la Meta 2A AVID de SPSA para 2022-2023. Las sugerencias incluyeron:

- 100% usarán folders de comunicación, agendas y calendarios.
  - 95% usarán en los salones las estrategias de AVID para tomar notas.
- b. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 2 de SPSA de Resultados Estudiantiles: 2B Participación Familiar. Los miembros señalaron y recomendaron:
- Que los padres continúen participando y están esperando poder asistir en persona a los futuros eventos.
  - Cuando inicien los eventos en persona, continuar ofreciendo la opción de grabaciones o transmisión en vivo para apoyar a los padres que no pueden asistir en persona.
- La Meta 2B de SPSA, Participación Familiar se logró en 2021-22.
  - Los miembros proporcionaron recomendaciones para las Metas 2A AVID y 2B Participación Familiar de SPSA para 2022-2023. Las sugerencias incluyen:
    - Incrementar en un 5% la participación de padres.
- c. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 3 de SPSA, Participación Estudiantil: 3A Asistencia Escolar. Los miembros señalaron y recomendaron lo siguiente:
- Este año, las condiciones de la pandemia afectaron a la asistencia escolar.
  - El porcentaje de faltas injustificadas mejoraron este año.
  - El próximo año se reiniciarán los incentivos de asistencia escolar para motivar a que los alumnos asistan regularmente a la escuela.
- Meta 3A de SPSA para 2021-22 no se logró. Los miembros proporcionaron recomendaciones para la Meta 3A de SPSA, Asistencia escolar para 2022-2023. Las sugerencias incluyeron:
    - Disminuir el porcentaje de ausencias en un .5%
- d. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 3 de SPSA, Participación Estudiantil: 3B Entorno Escolar. Los miembros señalaron y recomendaron lo siguiente:
- Que el próximo año escolar se restablezca totalmente *Playworks*.
- La Meta 3B para 2021-22 se logró. Los miembros proporcionaron recomendaciones para la Meta 3B de SPSA, Entorno Escolar para 2022-2023. Las sugerencias incluyeron:
    - Reducir el porcentaje de suspensiones en un .1%
- e. Se distribuyó la minuta de SSC del 24 de febrero y 17 de marzo 2022 para su revisión.
3. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)
- a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto de este año es \$16,540.00.
  - b. Los gastos recientes incluyen: Conferencia CIBE para un padre
  - c. Los miembros hablaron de las recomendaciones para usar los fondos LCFF-EL para 2022-2023. Las recomendaciones incluyeron: participación de los padres en CIBE regional (otoño) y Conferencia CIBE (primavera); tutoría antes o después

de clases en grupos pequeños; texto para grupos pequeños a su nivel de instrucción.

4. Asistencia escolar (EL4c2 y 9)

a. La Sra. Ramirez enfatizó en la importancia de la asistencia escolar y compartió la siguiente información:

- Asistencia escolar diaria promedio en febrero fue de 90.96%.
- Las ausencias de estudiantes en febrero variaron entre 44-90 diarias.
- Las faltas injustificadas estuvieron en el rango diario de 9-52.
- Los retardos diarios en febrero variaron entre 25-60.
- La meta de asistencia escolar del Distrito para este año es 96.5%

5. Reporte ATP

a. Se proporcionó la actualización de la junta ATP de marzo. Los puntos clave incluyeron: Evaluación del evento de Noche Familiar de Lectoescritura; planeación del evento para primavera de Noche Familiar STEAM (20 de abril).

b. La próxima junta de ATP es el 28 de abril 2022.

6. Reporte de DELAC

a. Se proporcionó una actualización de la junta DELAC de marzo. Los puntos clave de los que se habló fueron: Portal para padres en AERIES – cómo los padres pueden programar notificaciones semanales con reportes de sus hijos, estrategias para garantizar que los alumnos están preparados para los exámenes SBAC y ELPAC, puntuaciones ELPAC, Notificación inicial/anual, recomendaciones LCAP, actualización en participación familiar.

b. La próxima junta DELAC será el 19 de abril 2022.

IV. Sesión de Audiencia

a. No se presentaron asuntos o preocupaciones adicionales.

b. Se proporcionaron fechas e información de próximos eventos.

c. De distribuyeron circulares con información de inscripción para TK/K, eventos de participación familiar, recomendaciones para LCAP, prevención del uso de tabaco, tutoría On Demand, platicar con los hijos acerca del divorcio y disciplina de acuerdo a la edad.

V. Clausura:

1. La junta se clausuró a las 9:50 a. m.

2. Próxima junta: miércoles 4 de mayo a las 9:00 a. m. por Zoom.

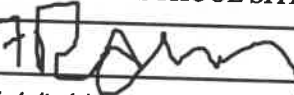
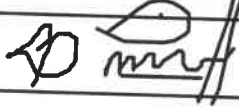


# Stokoe Elementary

## School Site Council Elementary Sign In Sheet

May 19, 2022

Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Francine Ramirez		Principal	
Michelle Ashe	<i>Michelle Ashe</i>	Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales	<i>Michele Morales</i>	Teacher	Secretary
Lynne Greenlee	<i>Lynne Greenlee</i>	Other Staff	
<b>PARENTS/STUDENTS/COMMUNITY MEMBERS</b>			
Lorena Diaz		Parent/Community Member	
Serafin Juarez	<i>Serafin Juarez</i>	Parent/Community Member	
Charnell Mabon		Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Lauren Valko	<i>Lauren Valko</i>	Parent/Community Member	Chairperson
<b>OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)</b>			
Erika Bowden		AP	

STO SSC Zoom Attendance Report  
5/19/22

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Francine Ramirez	francine.ramirez	71	No
michelle.ashe		61	Yes
Lauren Valko- Clerkship Coordinator		62	Yes
serafin.juarez		58	Yes
17146837235		8	Yes
1-Stokoe-Gena Buckley		56	Yes
Michele Morales-SST Coordinator/ 2nd Grade		62	Yes
Lynne Greenlee		43	Yes



ALVORD UNIFIED SCHOOL DISTRICT  
Stokoe Elementary School

**School Site Council**

Thursday, May 19, 2022

3:15 p.m. Zoom: 843 2823 4600

**AGENDA**

- I. Introductory Procedures
    1. Call to Order
    2. Establishment of Quorum
    3. Pledge of Allegiance
    4. Welcome
  - II. Action Items
    1. Minutes of Meeting held April 21, 2022
    2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    3. Approval of participation in Title 1 School Wide Program
    4. Approval of Site Categorical Budgets (2022-23 Budget Allocation)
    5. Approval of 2022-23 School Plan for Student Achievement (SPSA)
  - III. Discussion/Information
    1. Budget Reports
    2. Preliminary Budget 2022-2023
    3. Training Topic:
      - a. SSC Year End Evaluation
      - b. Election Cycle 2022-23
    4. Local Control and Accountability Plan (LCAP) Input
    5. Parent Committee Reports
      - a. ELAC Report
      - b. ATP Report
      - c. PAC Report
    6. Program Reports
      - a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - b. Parent and Family Involvement Opportunities
      - c. Interventions
    7. Principal's Report
  - IV. Hearing Session/Public Comments
  - V. Adjournment: Action Item
- The next School Site Council meeting is TBD for the 2022-2023 School Year***





**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

**Concilio Escolar**

**Jueves, 19 de mayo del 2022**  
**3:15 p.m. Zoom: 843 2823 4600**

**AGENDA**

- I. Procedimientos de Introducción
  1. Llamar al orden
  2. Establecer el Quórum
  3. Saludo a la Bandera
  4. Bienvenida
- II. Asuntos de Acción
  1. Minuta de la Reunión del 21 de abril 2022
  2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
  3. Aprobar la participación en el Programa Escolar de Título 1
  4. Aprobar los Presupuestos Categóricos Escolares (Asignaciones del presupuesto 2022-23)
  5. Aprobar el Plan Escolar para Logros Estudiantiles 2022-2023 (SPSA)
- III. Diálogo/Información
  1. Reportes del Presupuesto
  2. Reporte Preliminar de Presupuesto 2022-2023
  3. Temas para la capacitación:
    - a. Evaluación de fin de año de SSC
    - b. Fechas para las elecciones en 2022-2023
  4. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
  5. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  6. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  7. Reporte de la Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

**La próxima reunión del Concilio Escolar se anunciará en el año escolar 2022-2023**



# ALVORD UNIFIED SCHOOL DISTRICT

Stokoe Elementary School

## School Site Council

Thursday, May 19, 2022

3:15 p.m. Zoom: 843 2823 4600

### MINUTES

- I. Introductory Procedures
  1. Meeting was called to order at 3:27pm.
  2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Michelle Ashe, Michele Morales, Gena Buckley, Lorena Diaz, Serafin Juarez, Lauren Valko, Lynne Greenlee,
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. No revisions were noted in the April 21, 2022 minutes:
    - a. It was motioned/seconded/carried (Ashe/Juarez 8/0/0) to approve the minutes as revised.
  2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. Proposed categorical expenditures for the 2022-2023 school year were reviewed and discussed.
    - b. It was motioned/seconded/carried (Buckley/Juarez 8/0/0) to approve all LCFF LI, LCFF EL and Title 1 expenditure requests as listed on the expenditure request sheet.
  3. Approval of participation in Title 1 School Wide Program
    - a. Members discussed elements of the School Wide Title 1 Program.
    - b. It was motioned/seconded/carried (Greenlee/Ashe 8/0/0) to approve the School Wide Title 1 Program.
  4. Approval of Site Categorical Budgets (2022-23 Budget Allocation)
    - a. Members reviewed and discussed the preliminary allocations for the 2022-2023 site categorical budgets.
    - b. Adjustments to budget allocations will be discussed and approved as needed.
    - c. It was motioned/seconded/carried (Valko/Juarez 8/0/0) to approve the preliminary allocations for the 2022-2023 site categorical budgets.
  5. Approval of 2022-23 School Plan for Student Achievement (SPSA)
    - a. Members reviewed and discussed the 2022-2023 SPSA.
    - b. SPSA goal summary sheet was provided.
    - c. SPSA was signed and attested by Francine Ramirez, Principal, Lauren Valko, SSC Chairperson and Lorena Diaz, ELAC representative.
    - d. It was motioned/seconded/carried (Juarez/Valko 8/0/0) to approve the 2022-2023 School Plan for Student Achievement (SPSA).
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
  2. Preliminary Budget 2022-2023
    - a. The preliminary budget for 2022-2023 was reviewed and discussed.
    - b. A two year budget comparison chart was provided.
  3. Training Topic:
    - a. SSC Year End Evaluation
      - Members reviewed, discussed and completed the end of year SSC evaluation.
    - b. Election Cycle 2022-23
      - Members discussed the election cycle and timelines for 2022-2023.
      - All members are elected for 1 year terms.

- Staff elections will occur in August.
  - Parent nominations—August 15-19, 2022
  - Parent ballots—August 29-September 6, 2022
  - Parent election results—September 7-13, 2022
  - All members agreed with the election cycle timeline.
4. Local Control and Accountability Plan (LCAP) Input
    - a. LCAP goals and SPSA alignment were reviewed and discussed.
    - b. Member input for LCAP remains the same as previously noted this year.
  5. Parent Committee Reports
    - a. ELAC Report
      - May ELAC highlights included: summary of training topics for year; SPSA goal summary; and LCFF EL budget input.
      - ELAC minutes for May were distributed for review.
      - Next ELAC meeting will be in 2022-2023.
    - b. ATP Report
      - April ATP highlights included: Content evaluations for Family STEAM Night and preliminary planning for site action plan for 2022-2023. .
      - ATP minutes from April were distributed for review.
      - Next ATP meeting will be in 2022-2023.
    - c. PAC Report
      - PAC representative was not present to give the report.
  6. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent professional development for teachers included: forward planning and tentative schedules for next year, goal setting and reflection of high leverage strategies.
    - b. Parent and Family Involvement Opportunities
      - Upcoming parent involvement opportunities include: End of Year Award ceremonies (TK/K May 23rd 9am, 3rd/4th May 24th 9am, 1st/2nd May 25th 9am and 5th May 26th 9am) and 5th grade send off (May 26th 130pm)
    - c. Interventions
      - Students recently completed end of year administration for iReady in ELA and Math.
      - Students scoring far below grade level were administered more targeted literacy and numeracy assessments to identify specific needs.
      - ELT and ENT groups will begin in August 2022 based on data from these assessments.
      - Staff continues to utilize targeted literacy prescriptions to remediate literacy skills.
      - Summer Academy was offered to all students. Some students were prioritized and invited for targeted intervention sessions.
  7. Principal's Report
    - a. Upcoming events include:
      - Last day of school--Minimum day--May 26th
      - Summer School--at Valley View--June 1-30th
      - Data confirmation begins June 9th
      - Office closed--June 17th - July 11th
      - First day of school--Thurs Aug 4th
- IV. Hearing Session/Public Comments
1. The following discussion was brought forward:
    - a. Alvord Preschool and Norco College Partnership were discussed. .
    - b. Flyers for Family Engagement: Social Media and Video Games were distributed for review.
- V. Adjournment: Action Item
1. It was motioned/seconded/carried (Ashe/Buckley 7/0/0) to adjourn the meeting at 4:13pm.

***The next School Site Council meeting is TBD for the 2022-2023 School Year***



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, February 24, 2022**

**3:15 p.m.      Zoom ID: 843 2823 4600**

**AGENDA**

- I. **Introductory Procedures**
  1. **Call to Order**
  2. **Establishment of Quorum**
  3. **Pledge of Allegiance**
  4. **Welcome**
- II. **Action Items**
  1. **Minutes of Meeting held January 20, 2022**
  2. **Expenditures Requests (TI, LCFF-LI, LCFF-EL)**
    - a. **Approve Instructional Coach 2022-2023**
    - b. **Approve Early Literacy Coach 2022-2023**
- III. **Discussion/Information**
  1. **Budget Reports**
  2. **Training Topic:**
    - a. **School Accountability Report Card (SARC)**
    - b. **2022-2024 Title 1 Compact Input**
    - c. **2022-2024 Parent Involvement Policy Input**
  3. **School Plan (SPSA) Input**
    - a. **SPSA Goal 1 Conditions of Learning: 1A ELA**
      - o **MOY iReady Reports**
    - b. **SPSA Goal 1 Conditions of Learning: 1B Math**
      - o **MOY iReady Reports**
  4. **Local Control and Accountability Plan (LCAP) Input**
  5. **Parent Committee Reports**
    - a. **ELAC Report**
    - b. **ATP Report**
    - c. **PAC Report**
  6. **Program Reports**
    - a. **Professional Development Opportunities (Paraprofessionals, Teachers)**
    - b. **Parent and Family Involvement Opportunities**
    - c. **Interventions**
  7. **Principal's Report**
- IV. **Hearing Session/Public Comments**
- V. **Adjournment: Action Item**

***The next School Site Council meeting is scheduled for March 17, 2022***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

**Concilio Escolar**

**jueves 24 de febrero del 2022**  
**3:15 p.m. Zoom ID: 843 2823 4600**

**AGENDA**

- I. Procedimientos de Introducción
  1. Llamar al orden
  2. Establecer el Quórum
  3. Juramento a la bandera
  4. Bienvenida
- II. Asuntos de Acción
  1. Minutas de la Reunión del 20 de enero 2022
  2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
    - a. Aprobar el asesor de instrucción 2022-2023
- III. Discusión/ Información
  1. Reportes del Presupuesto
  2. Temas para la capacitación:
    - a. Informe de Responsabilidad Escolar (SARC)
    - b. Recomendaciones del Contrato Título 1 2022-2024
    - c. Recomendaciones de Política de Participación de Padres 2022-2024
  3. Plan Escolar (SPSA) Recomendaciones
    - a. Meta 1 SPSA Condiciones de Aprendizaje: 1A Artes de Lenguaje  
o Reportes iReady
    - b. Meta 1 SPSA Condiciones de Aprendizaje: 1B Matemáticas  
o Reportes iReady
  4. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
  5. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  6. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  7. Reporte del Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

**La próxima reunión del Concilio Escolar está programada para el 17 de marzo del 2022**



# Stokoe Elementary

School Site Council  
 Elementary Sign In Sheet  
 February 24, 2022  
 Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez	<i>[Signature]</i>	Principal	
Michelle Ashe	<i>Michelle Ashe</i>	Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales	<i>Michele Morales</i>	Teacher	Secretary
Lynne Greenlee		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz	<i>[Signature]</i>	Parent/Community Member	
Serafin Juarez		Parent/Community Member	
Charnell Mabon	<i>Charnell Mabon</i>	Parent/Community Member	
Stephanie Thomas	<i>[Signature]</i>	Parent/Community Member	
Lauren Valko	<i>Lauren Valko</i>	Parent/Community Member	Chairperson
<del>OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)</del>			
Erika Bowden		AP	

Stokoe SSC Zoom Report

Feb 24, 2022

Name (Original Name)	User Email	Total Durat Guest
Francine Ramirez	francine.ramirez@alvordsch	118 No
Michele Morales	michele.morales@alvordsch	117 Yes
michelle.ashe		112 Yes
Stephanie	liltweadle@yahoo.com	112 Yes
lorena Diaz		112 Yes
Charnell Mabon-Jones	charnellalicia@gmail.com	110 Yes
1-Stokoe-Gena Buckley		16 Yes
Lauren Valko- Clerkship Coordi	laurenva@ucr.edu	110 Yes



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

**School Site Council**

Thursday, February 24, 2022

3:15 p.m. Zoom ID: 843 2823 4600

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:15 P.M. .
  2. Establishment of Quorum: Quorum was/was not established with 8 out of 10. The following members were present: Francine Ramirez, Michele Morales, Michelle Ashe, Stephanie Thomas, Charnell Mabon-Jones, Gena Buckley, Lorena Diaz, and Lauren Valko..
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. No revisions were noted in the January 20, 2022 minutes
    - a. It was motioned/seconded/carried (Thomas/Valko 8/0/0) to approve the minutes.
  2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. Proposed ongoing categorical expenditure of instructional coach using Title 1 funds for 2022-2023 was reviewed and discussed.
      - o It was motioned/seconded/carried (Ashe/Buckley 8/0/0) to approve ongoing expenditure from Title 1 for instructional coach in the 2022-2023 school year.
    - b. Proposed ongoing categorical expenditure of Early Literacy Teacher using Title 1 funds for 2022-2023 was reviewed and discussed.
      - o It was motioned/seconded/carried (Valko/Morales 8/0/0) to approve ongoing expenditure from Title 1 for Early Literacy Teacher in the 2022-2023 school year.
    - c. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
      - o It was motioned/seconded/carried (Thomas/Ashe 8/0/0) to approve all Title 1, LCFF-LI and LCFF-EL expenditures as listed on the expenditure request sheet.
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
  2. Training Topic:
    - a. School Accountability Report Card (SARC)
      - o Members reviewed and discussed the SARC.
      - o 2022-2024 Title 1 Compact Input
        - ✓ Members reviewed and discussed the Title 1 Compact and ELAC suggestions.
        - ✓ 2022-2024 Title 1 Compact will be approved next month.
      - o 2022-2024 Parent Involvement Policy
        - ✓ Members reviewed and discussed the Parent Involvement Policy and ELAC suggestions.
        - ✓ 2022-2024 Parent Involvement Policy will be approved next month.
  3. School Plan (SPSA) Input
    - a. Input SPSA Goal 1 Conditions of Learning: 1A ELA
      - o Members reviewed Middle of Year iReady reports and proposals for the 2022-2023 SPSA Goal 1A.
      - o Goal 1A was not met.



- o Members reviewed input for proposed goals and actions from ELAC and staff.
- o Members provided input for proposed goals and actions for the 2022-2023 SPSA Goal 1A ELA.
- o Proposed actions/strategies for 2022-2023 goal 1A: coach support for teachers; early literacy teacher support for struggling students; intervention blocks for targeted literacy instruction using prescriptions to remediate skills (including additional hours for support staff); professional development focused on ELA/ELD framework; foundational skills, close reading skills; parent training (Kinder Camp and other workshops to support literacy); celebrate student progress; differentiated, instruction in classrooms during foundational skills.
- o Additional recommendations included:
  - ✓ Daily implementation of site systems for foundational skills routines, close reading and writing strategies
- o Proposed goal
  - ✓ By February 2023, 45% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA.
  - ✓ By February 2023, 50% of students will demonstrate improved placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for ELA.
- o All members were in agreement with the proposed actions, strategies and goals.
- b. Input SPSA Goal 1 Conditions of Learning: 1B Math
  - o Members reviewed Middle of Year iReady reports and proposals for the 2022-2023 SPSA Goal 1B.
  - o Goal 1B was met.
  - o Members reviewed input for proposed goals and actions from ELAC and staff.
  - o Members provided input for proposed goals and actions for the 2022-2023 SPSA Goal 1B Math.
  - o Proposed actions/strategies for 2022-2023 goal 1B: coach support for teachers; early numeracy teacher support for struggling students; professional development focused on conceptual understanding and application of Standards for Mathematical Practice (SMP); daily use of number sense routines and consistent use of mental math strategies and problem types; parent training (Kinder Camp and other workshops to support literacy); small group targeted instruction for remediation. .
  - o Proposed goal
    - ✓ By February 2023, 25% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for Math.
    - ✓ By February 2023, 55 % of students will improve placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for Math.
- 4. Local Control and Accountability Plan (LCAP) Input
  - a. Members continue to agree that support staffing (AP, ENT, ELT, Counselor, IC) at school sites and opportunities for intervention/tutoring are important
- 5. Parent Committee Reports
  - a. ELAC Report
    - o ELAC minutes from February were distributed for review.
    - o February ELAC highlights included: ELPAC assessment, input for SPSA Goal 1A and 1B, CALPADS Language Census, input for Title 1 Compact 2022-2024, Input for Parent Involvement Policy 2022-2024, SARC and participation in the CAFE conference.
    - o Next ELAC meeting is March 2.
  - b. ATP Report
    - o ATP minutes from January were distributed for review.

- o January ATP highlights included: content evaluations for Family STEAM Night, Parent Involvement Week and Science Fair; event planning for Family Literacy Night; and preliminary event planning for Spring Family STEAM Night
- o Next ATP meeting is March 24<sup>th</sup>.
- c. PAC Report
  - o There was no PAC meeting in February.
  - o Next PAC meeting is March 15<sup>th</sup>.
- 6. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - o Recent staff professional development included: ELPAC/SBAC security protocols and testing accommodations/supports
  - b. Parent and Family Involvement Opportunities
    - o Recent parent involvement opportunities included: AUSD Spelling Bee and AUSD family engagement office virtual workshop: promoting literacy, funding the college dream and transition planning.
    - o Upcoming parent involvement opportunities include: Family Literacy Night (March 2nd), AUSD family engagement office virtual workshops: how emotional health impacts academic progress (March 1) , spring into gardening (March 8), introducing full day TK/K (March 9) and English Learner Supports (March 16)
  - c. Interventions
    - o ELT and ENT student groups have been adjusted based on MOY iReady data and teacher recommendations. All staff will have the opportunity to attend an after hours PD with ELT to review the MTSS process and to revise and create prescriptions to address student needs during classroom interventions.
- 7. Principal's Report
  - a. Upcoming events include:
    - o Read Across America—March 2<sup>nd</sup>
    - o Family Literacy Night—March 2nd 6pm
    - o 5th Grade Panoramic Photo--March 22nd
    - o Career Week—March 7-11
- IV. Hearing Session/Public Comments
  - 1. No additional discussion was brought forward:
    - a. Flyers for the DLI program, Family Engagement Office Workshops, Full Day TK/K and LCAP input meeting were distributed for review.
- V. Adjournment: Action-Item
  - 1. It was motioned/seconded/carried (Thomas/Mabon-Jones 7/0/0) to adjourn the meeting at 5:05 pm

***The next School Site Council meeting is scheduled for March 17, 2022***



Distrito Escolar Unificado Alvord  
Escuela Primaria Philip M. Stokoe

## Concilio Escolar

Jueves 24 de febrero 2022

Zoom: ID de la junta 843 2823 4600

### MINUTA

I. Procedimientos de Introducción:

1. La junta se llamó al orden a las 3:15 p. m.
2. Establecimiento de quórum: Se estableció con 8 de 10. Los siguientes miembros estuvieron presentes: Francine Ramirez, Michele Morales, Michelle Ashe, Stephanie Thomas, Charnell Mabon-Jones, Gena Buckley, Lorena Diaz y Lauren Valko.
3. Se realizó el Saludo a la Bandera
4. Se dio la bienvenida a los miembros y se les pidió anotar su nombre.

II. Asuntos de Acción

1. No se realizaron cambios a la minuta del 20 de enero 2022
  - a. Se propuso la primera moción y fue secundada (Thomas/Valko 8/0/0) para aprobar la minuta.
2. Solicitud de gastos (LI, LCFF-LI, LCFF-EL)
  - a. Se revisó y dialogó acerca del continuo gasto categórico propuesto para la asesora de instrucción utilizando fondos de Título 1 del 2022-2023.
    - ◆ Se propuso la moción y fue secundada (Ashe/Buckley 8/0/0) para aprobar el gasto continuo de Título 1 para la asesora de instrucción por el año escolar 2022-2023.
  - b. Se revisó y dialogó acerca del continuo gasto categórico para el maestro de *Early Literacy* con el uso de fondos Título 1 para 2022-2023.
    - ◆ Se propuso la moción y fue secundada (Valko/Morales 8/0/0) para aprobar el gasto continuo de Título 1 para el maestro de *Early Literacy* por el año escolar 2022-2023.
  - c. Se revisó y dialogó acerca de los gastos categóricos en la hoja de solicitud de gastos categóricos.
    - ◆ Se propuso la moción y fue secundada (Thomas/Ashe 8/0/0) para aprobar los gastos de Título 1, LCFF-LI y LCFF-EL tal y como están en la hoja de solicitud de gastos.

III. Diálogo/Información

1. Reporte de presupuestos
  - a. Se habló de los presupuestos categóricos y fueron revisados.
2. Temas de capacitación
  - a. Reporte de Responsabilidad Escolar (SARC)
    - o Los miembros revisaron y hablaron del Reporte de Responsabilidad Escolar (SARC)
    - o Recomendaciones para el Acuerdo de Título 1
      - ✓ Los miembros revisaron y dialogaron acerca del Acuerdo de Título I y sugerencias de ELAC.
      - ✓ El Acuerdo de Título 1 será aprobado el mes que entra.
    - o Política de Participación Familiar
      - ✓ Los miembros revisaron y hablaron de la Política de Participación Familiar y sugerencias de ELAC.
      - ✓ La Política de Participación Familiar 2022-2024 será aprobada el mes que entra.
3. Recomendaciones para el Plan Escolar (SPSA)
  - a. Recomendaciones para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1A ELA
    - o Los miembros revisaron los reportes de medio año de iReady y propuestas para la Meta 1A para SPSA 2022-2023.
    - o No se legró la Meta 1A
    - o Los miembros proporcionaron recomendaciones para las metas y acciones propuestas por ELAC y el personal.
    - o Los miembros proporcionaron recomendaciones para las metas y acciones para la Meta 1A ELA del SPSA 2022-2023

- o Acciones/estrategias propuestas para la meta 1A de 2022-2023: asesoramiento para maestros; apoyo a maestros de lectoescritura temprana para estudiantes con dificultades; grupos de intervención para la instrucción de lectoescritura dirigida usando prescripciones para remediar habilidades (incluyendo horas adicionales para el personal de apoyo); desarrollo profesional enfocado en ELA/ELD; habilidades fundamentales, habilidades de lectura detallada; capacitación para padres (Kinder Camp y otros talleres para apoyar la lectoescritura); celebrar el progreso de los estudiantes; instrucción diferenciada en los salones durante las habilidades fundamentales.
- o Las recomendaciones adicionales incluyeron:
  - ✓ Implementación diaria de los sistemas locales para rutinas de habilidades fundamentales, lectura detallada y estrategias de escritura.
- o Meta propuesta
  - ✓ Para febrero 2023, el 45% de estudiantes tendrán un rendimiento a nivel o superior al nivel de grado, medido por la administración a mediados de año de la evaluación iReady para ELA.
  - ✓ Para febrero 2023, 50% de los estudiantes demostrarán asignaciones mejoradas medidas al comparar la administración de la evaluación iReady en ELA de principios de año con la de mediados de año.
- o Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas.
- b. Recomendaciones para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1B Matemáticas.
  - o Los miembros revisaron los reportes de mediados de año de iReady y las propuestas para la Meta 1B de SPSA para 2022-2023.
  - o Se logró la Meta 1B
  - o Los miembros revisaron las recomendaciones para las metas y acciones propuestas por ELAC y el personal escolar.
  - o Los miembros proporcionaron recomendaciones para las metas y acciones para la Meta 1B de Matemáticas de SPSA para 2022-2023.
  - o Acciones/estrategias propuestas para la Meta 1B de 2022-2023: apoyo de asesor para maestros; apoyo de maestros de aritmética temprana para estudiantes con dificultades; desarrollo profesional enfocado en la comprensión conceptual y la aplicación de los Estándares para la Práctica Matemática (SMP); uso diario de rutinas de sentido numérico y uso consistente de estrategias de matemáticas mentales y tipos de problemas; capacitación de padres (Kinder Camp y otros talleres para apoyar la lectoescritura); instrucción dirigida en grupos pequeños para recuperación.
  - o Meta propuesta
    - ✓ Para febrero 2023, el 25% de los alumnos tendrán un rendimiento a nivel de grado o superior medido con la administración de la evaluación iReady para Matemáticas a mediados de año.
    - ✓ Para febrero 2023, el 55% de los alumnos mejorarán el nivel medido por la comparación de la administración de la evaluación iReady para Matemáticas de principios y mediados de año.
- 4. Recomendaciones para el Plan Local de Control y Responsabilidad (LCAP)
  - a. Los miembros continúan estando de acuerdo en que el personal de apoyo (AP, ENT, ELT, consejero, IC) en las escuelas y las oportunidades de intervenciones/tutorías son importantes.
- 5. Reporte de los comités de padres
  - a. Reporte de ELAC
    - o Se distribuyó la minuta ELAC de febrero para su revisión.
    - o Los puntos importantes de ELAC de febrero incluyen: Examen ELPAC, recomendaciones para la Meta 1A y 1B, censo de Idiomas CALPADS, recomendaciones para el Acuerdo de Título I 2022-2024, recomendaciones para la Política de Participación Familiar 2022-2024, SARC y participación en la conferencia CABE.
    - o La próxima junta ELAC será el 2 de marzo.
  - b. Reporte de ATP
    - o Se distribuyó la minuta ATP de febrero para su revisión.
    - o Los puntos importantes de ATP de febrero incluyen: Evaluaciones de contenido para la Noche Familiar STEAM, Semana de Participación Familiar y Feria de Ciencias; planeación del evento para la Noche Familiar de Lectoescritura; y planeación preliminar del evento para la Noche Familiar STEAM de primavera.

- o La próxima junta de ATP será el 24 de marzo.
    - c. Reporte de PAC
      - o No hubo junta de PAC en febrero.
      - o La próxima junta de PAC será el 15 de marzo.
  - 6. Reporte de Programas
    - a. Oportunidades de desarrollo profesional (paradocentes, maestros)
      - o Reciente desarrollo profesional incluyó: Protocolos de seguridad ELPAC/SBAC y adaptaciones/apoyos para la evaluación.
    - b. Oportunidades de participación familiar
      - o Recientes oportunidades de participación familiar incluyen: Concurso de ortografía *Spelling Bee* y taller virtual de la oficina de participación familiar: promoción de lectoescritura, costear el sueño universitario y planear la transición.
      - o Las próximas oportunidades de participación familiar incluyen: Noche Familiar de Lectoescritura (2 de marzo), talleres de la oficina de participación familiar de AUSD: Cómo impacta la salud emocional al progreso académico (1 de marzo), jardinería en primavera (8 de marzo), presentación del día completo de TK/K (9 de marzo) y apoyos para alumnos aprendiendo inglés (16 de marzo)
    - c. Intervenciones
      - o Los grupos de alumnos ELT y ENT fueron ajustados con base a datos de MOY iReady y recomendaciones de maestros. Todo el personal tendrá oportunidad de asistir a PD después del horario regular, con ELT para revisar el proceso de MTSS y revisar y crear prescripciones dirigidas a las necesidades de los estudiantes durante las intervenciones en el salón de clase.
  - 7. Reporte de la Directora
    - a. Los próximos eventos incluyen:
      - o *Read Accross America* – 2 de marzo.
      - o Noche Familiar de Lectoescritura – 2 de marzo a las 6 p. m.
      - o Fotografía panorámica de 5<sup>o</sup> grado – 22 de marzo.
      - o Semana de profesiones – del 7 al 11 de marzo.

#### IV. Sesión de Audiencia/Comentarios públicos

1. No se presentó ningún asunto.

- a. Para su revisión, se distribuyeron circulares del programa DLI, talleres de la oficina de Participación Familiar, día completo para TK/K y recomendaciones para LCAP.

#### V. Clausura: Asunto de acción

1. Se propuso la moción, fue secundada y aprobada (Thomas/Mabon-Jones 7/0/0) para clausurar la junta a las 5:05 p. m.

***La próxima junta del Concilio Escolar está programada para el 17 de marzo 2022***



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, March 17, 2022**

**3:15 p.m.      Zoom 943 2823 4600**

**AGENDA**

- I.    Introductory Procedures
  - 1. Call to Order
  - 2. Establishment of Quorum
  - 3. Pledge of Allegiance
  - 4. Welcome
- II.   Action Items
  - 1. Minutes of Meeting held February 24, 2022
  - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  - 3. Approval of 2022-2024 Title 1 Compact
  - 4. Approval of 2022-2024 Parent Involvement Policy
- III. Discussion/Information
  - 1. Budget Reports
  - 2. School Plan (SPSA) Input
    - a. SPSA Goal 1 Conditions of Learning: 1C EL Students
  - 3. Local Control and Accountability Plan (LCAP) Input
  - 4. Parent Committee Reports
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  - 5. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  - 6. Principal's Report
- IV.   Hearing Session/Public Comments
- V.   Adjournment: Action Item

***The next School Site Council meeting is scheduled for April 21, 2022***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

***Concilio Escolar***

**jueves, 17 de marzo del 2022**

**3:15 p.m. Zoom 843 2823 4600**

**AGENDA**

- I. Procedimientos de Introducción
  1. Llamar al orden
  2. Establecer el Quórum
  3. Saludo a la Bandera
  4. Bienvenida
- II. Asuntos de Acción
  1. Minuta de la Reunión del 24 de febrero 2022
  2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
  3. Aprobar el Contrato Título 1 2022-2024
  4. Aprobar el Política de Participación de Padres 2022-2024
- III. Diálogo/Información
  1. Reportes del Presupuesto
  2. Plan Escolar (SPSA)
    - a. Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL
  3. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
  4. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  5. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  6. Reporte de la Directora
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción
- VI. ***La próxima reunión del Concilio Escolar está programada para el 21 de abril del 2022***



# Stokoe Elementary

School Site Council  
 Elementary Sign In Sheet  
 March 17, 2022  
 Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez	<i>[Signature]</i>	Principal	
Michelle Ashe	<i>Michelle Ashe</i>	Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales	<i>Michele Morales</i>	Teacher	Secretary
Lynne Greenlee	<i>Lynne Greenlee</i>	Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Serafin Juarez	<i>Serafin Juarez</i>	Parent/Community Member	
Charnell Mabon	<i>Charnell Mabon</i>	Parent/Community Member	
Stephanie Thomas	<i>Stephanie Thomas</i>	Parent/Community Member	
Lauren Valko	<i>Lauren Valko</i>	Parent/Community Member	Chairperson
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	



Stokoe Elementary SSC Zoom Report

March 17, 2022

Name (Original Name)	User Email	Total Duration (I Guest
Francine Ramirez	francine.ramirez@alvordsct	75 No
michelle.ashe		69 Yes
Michele Morales-SST Coordinator/ 2nd Grade Teacher		75 Yes
serafin.juarez		68 Yes
Charnell Mabon-Jones		67 Yes
1-Stokoe-Gena Buckley		66 Yes
Stephanie		66 Yes
Lauren Valko- Clerkship Coordinator		63 Yes
Lynne Greenlee		15 Yes



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, March 17, 2022**

**3:15 p.m. Zoom: 843 2823 4600**

**MINUTES**

**I. Introductory Procedures**

1. Meeting was called to order at 3:21pm
2. Establishment of Quorum: Quorum was established with 9 out of 10. The following members were present: Francine Ramirez, Gena Buckley, Michele Morales, Michelle Ashe, Stephanie Thomas, Serafin Juarez, Charnell Mabon-Jones, Lauren Valko, and Lynne Greenlee
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

**II. Action Items**

1. No revisions were noted in the February 24, 2022 minutes:
  - a. It was motioned/seconded/carried (Thomas/Valko 9/0/0) to approve the minutes as revised.
2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
  - b. It was motioned/seconded/carried (Valko/Juarez 9/0/0) to approve all Title 1, LCFF-LI and LCFF-EL expenditures as listed on the expenditure request sheet.
3. Approval of 2022-2024 Title 1 Compact
  - a. Members reviewed and discussed the 2022-2024 Title 1 Compact.
  - b. It was motioned/seconded/carried (Juarez/ Ashe 9/0/0) to approve the 2022-2024 Title 1 Compact.
4. Approval of 2022-2024 Parent Involvement Policy
  - a. Members reviewed and discussed the 2022-2024 Parent Involvement Policy.
  - b. It was motioned/seconded/carried (Mabon-Jones/Valko 9/0/0) to approve the 2022-2024 Parent Involvement Policy.

**III. Discussion/Information**

1. Budget Reports
  - a. Categorical budgets were reviewed and discussed.
2. School Plan (SPSA) Input
  - a. Input SPSA Goal 1 Conditions of Learning: 1C EL Students
    - Members reviewed EL student achievement reports and discussed proposals for 2022-2023 SPSA Goal 1C EL students.
    - SPSA Goal 1C EL Students was met.
    - Members reviewed input from staff and ELAC and provided input for proposed actions for the 2022-2023 SPSA Goal 1C EL Students.
    - Proposed actions/strategies: coach support for teachers; professional development focused on ELA/ELD frameworks and Designated/Integrated ELD; parent training (ELAC, Kinder Camp, CABE, family nights); additional intervention/tutoring support for EL students; continued focus on small group instruction, reading and oral language production during DELD
    - Proposed goal
      - ✓ 35% of EL students will perform at moderately developed or well developed levels of overall proficiency as measured by 2022 administration of ELPAC.
      - ✓ By March 2023, 70% of EL students will demonstrate positive growth in reading fluency as measured by comparing beginning of the year administration and middle of the year administration of a DIBELS passage.
    - All members were in agreement with the proposed actions, strategies and goals.
3. Local Control and Accountability Plan (LCAP) Input
  - a. Members continue to agree that support staff at elementary school sites are important (ENT, ELT, AP, Counselor, IC).
  - b. Members were pleased to hear that Stokoe will have a full time AP next year, but dismayed to hear the instructional coach positions have been eliminated district wide.

4. Parent Committee Reports
  - a. ELAC Report
    - ELAC minutes from March were distributed for review.
    - March ELAC highlights included: Strategies to support EL students with phonics and reading, input for SPSA Goals 1C, SARC, and CABE participation.
    - Next ELAC meeting is April 6<sup>th</sup>.
  - b. ATP Report
    - There was no ATP meeting in February.
    - Spring STEAM Night date has been changed to April 20th.
    - Next ATP meeting is March 24<sup>th</sup>.
  - c. PAC Report
    - March PAC highlights included: PAC purpose, parent engagement local indicator, LCAP stakeholder input
    - Next PAC meeting is y 17th
5. Program Reports
  - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - Recent staff professional development included: Strategies to support EL success with ELPAC, ELPAC domains--tasks and instructional domains, Stokoe Systems for Success, and Number Strings reflection and planning
  - b. Parent and Family Involvement Opportunities
    - Upcoming parent involvement opportunities include: Family STEAM Night (April 20th), and Family Engagement Office Parent Workshops: Talking to teens about risky behavior (April 5th), Raising money smart kids (April 12th), Talking to children about divorce (April 19th)
  - c. Interventions
    - Students continue to participate in targeted literacy and numeracy intervention instruction based on Middle of Year iReady.
6. Principal's Report
  - a. Upcoming events include:
    - Spring Break—March 28 – April 1
    - ELPAC Testing--April 11- 22
    - .

IV. Hearing Session/Public Comments

1. The following discussion was brought forward
  - a. Alvord Preschool will be coming soon to Stokoe
  - b. Norco/RCC partnership is resuming with an early childhood focus.
  - c. Planning for remodeling and construction to support these programs will begin soon.
  - d. There will not be summer school on Stokoe campus this year because of possible construction. Stokoe students will participate in summer school on a different AUSD campus
  - e. Shade structure will be fully functional after Spring Break.
2. Flyers for Tobacco Use Prevention Education, LCAP Input, TK/K Registration, and Family Engagement Workshops were distributed.

V. Adjournment: Action Item

1. It was motioned/seconded/carried (Valko/Juarez 9/0/0) to adjourn the meeting at 4:21pm

***The next School Site Council meeting is scheduled for April 21, 2022***



**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Philip M. Stokoe**

**Concilio Escolar**

Jueves 17 de marzo 2022

Zoom: ID de la junta 843 2823 4600

**MINUTA**

- I. Procedimientos de Introducción:
  1. La junta se llamó al orden a las 3:21 p. m.
  2. Establecimiento de quórum: Se estableció con 9 de 10. Los siguientes miembros estuvieron presentes: Francine Ramirez, Gena Buckley, Michele Morales, Michelle Ashe, Stephanie Thomas, Serafín Juárez, Charnell Mabon-Jones, Lauren Valko y Lynne Greenlee.
  3. Se realizó el Saludo a la Bandera
  4. Se dio la bienvenida a los miembros y se les pidió anotar su nombre.
- II. Asuntos de Acción
  1. No se realizaron cambios a la minuta del 24 de febrero 2022
    - a. Se propuso la primera moción y fue secundada (Thomas/Valko 9/0/0) para aprobar la minuta.
  2. Solicitud de gastos (LI, LCFF-LI, LCFF-EL)
    - a. Se revisó y dialogó acerca de la hoja de solicitud de gastos propuestos de gastos categóricos.
    - b. Se propuso la moción y fue secundada (Valko/Juárez 9/0/0) para aprobar los gastos de Título 1, LCFF-LI y LCFF-EL en la lista de solicitud de gastos.
  3. Aprobación del Acuerdo Título I 2022-2024
    - a. Los miembros revisaron y hablaron del Acuerdo Título I 2022-2024.
    - b. Se propuso la moción y fue secundada (Juárez/Ashe 9/0/0) para aprobar el Acuerdo Título I 2022-2024.
  4. Aprobación de la Política de Participación Familiar
    - a. Los miembros revisaron y hablaron de la Política de Participación Familiar 2022-2024.
    - b. Se propuso la moción y fue secundada (Mabon-Jones/Valko 9/0/0) para aprobar la Política de Participación Familiar 2022-2024
- III. Diálogo/Información
  1. Reporte de presupuestos
    - a. Se habló de los presupuestos categóricos y fueron revisados.
  2. Recomendaciones para el Plan Escolar (SPSA)
    - a. Recomendaciones para la Meta I de SPSA, Condiciones de Aprendizaje: 1C Estudiantes EL
      - Los miembros revisaron los reportes de rendimiento de los alumnos EL y hablaron de propuestas para la Meta 1C de SPSA 2022-2023 para estudiantes EL.
      - Se logró la Meta 1C EL de SPSA.
      - Los miembros revisaron las recomendaciones del personal y ELAC y proporcionaron recomendaciones para acciones propuestas para la Meta 1C de SPSA 2022-2023 para estudiantes EL.
      - Acciones/estrategias propuestas: apoyo con asesoría para maestros; desarrollo profesional concentrado en la estructura de ELA/ELD y ELD Designado/Integrado; capacitación para padres (ELAC, Kinder Camp, CABE, noches familiares); apoyo con intervención/tutoría adicional para estudiantes EL; continuo enfoque en instrucción en grupo pequeño, lectura y producción de lenguaje verbal durante DELD.
      - Meta propuesta
        - ✓ 35% de estudiantes EL rendirán a nivel de desarrollo moderado y bien desarrollado en el dominio general, medido por la administración de ELPAC 2022.
        - ✓ Para marzo 2023, 70% de los estudiantes EL demostrarán progreso positivo en fluidez de lectura, medido con la comparación de los resultados en el texto de DIBELS administrado a principios y mediados del año.
      - Todos los miembros estuvieron de acuerdo con las acciones propuestas, estrategias y metas.
  3. Recomendaciones para el Plan Local de Control y Responsabilidad (LCAP)

- a. Los miembros continúan estando de acuerdo en que el personal de apoyo (AP, ENT, ELT, consejero, IC) en las escuelas primaria son importantes.
  - b. Los miembros estuvieron complacidos al escuchar que Stokoe tendrá un subdirector de tiempo completo para el año que entra, pero desencantados al enterarse que el puesto de asesor de instrucción será eliminado a nivel Distrito.
4. Reporte de los comités de padres
- a. Reporte de ELAC
    - Se distribuyó la minuta ELAC de marzo para su revisión.
    - Los puntos importantes de ELAC de marzo incluyen: Estrategias para apoyar a los estudiantes EL con fonética y lectura, recomendaciones para la Meta 1C para SPSA, SARC y participación en CABE.
    - La próxima junta ELAC será el 6 de abril.
  - b. Reporte de ATP
    - No hubo junta de ATP en febrero.
    - La fecha de la Noche STEAM cambió al 20 de abril.
    - La próxima junta de ATP será el 24 de marzo.
  - c. Reporte de PAC
    - Los puntos importantes de la junta PAC de marzo incluyen: Propósito de PAC, indicador local de participación familiar, recomendaciones de personas interesadas en LCAP.
    - La próxima junta de PAC será el 17.
5. Reporte de Programas
- a. Oportunidades de desarrollo profesional (paradocentes, maestros)
    - Reciente desarrollo profesional incluyó: Estrategias para apoyar el éxito de EL con ELPAC, áreas de ELCAP – áreas de actividades e instrucción, *Systems for Success* de Stokoe y reflexión y planeación de *Number Strings*.
  - b. Oportunidades de participación familiar
    - Las próximas oportunidades de participación familiar incluyen: Noche Familiar STEAM (20 de abril) y talleres de la Oficina de Participación Familiar: Diálogo con adolescentes acerca de conductas de riesgo (5 de abril), colecta de dinero *Smart Kids* (12 de abril), platicar con los niños acerca del divorcio (19 de abril).
  - c. Intervenciones
    - Los alumnos continúan participando en lectoescritura específica e intervención en matemáticas básicas con base en iReady de mediados de año.
6. Reporte de la Directora
- a. Los próximos eventos incluyen:
    - Vacaciones de primavera – 28 de marzo al 1 de abril.
    - Examen ELPAC – del 11 al 22 de abril.

#### IV. Sesión de Audiencia/Comentarios públicos

1. Se presentó el siguiente diálogo
  - a. Muy pronto Preescolar Alvord llegará a Stokoe
  - b. Se reanuda la colaboración entre Norco y RCC con enfoque en la primera infancia
  - c. Muy pronto vendrá la planeación para remodelación y construcción para apoyar estos programas.
  - d. Este año, no tendremos escuela de verano en Stokoe debido a posibles obras. Los alumnos de Stokoe participarán en la escuela de verano en otra escuela de AUSD.
  - e. Después de las vacaciones de primavera, estará lista la estructura para sombra.
2. Se repartió información para Educación en Prevención de Uso de Tabaco, recomendaciones para LCAP, inscripción para TK/K y talleres de Participación Familiar.

#### V. Clausura: Asunto de acción

1. Se propuso la moción, fue secundada y aprobada (Valko/Juárez 9/0/0) para clausurar la junta a las 4:21 p. m.

**La próxima junta del Concilio Escolar está programada para el 21 de abril 2022**



**ALVORD UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, April 21, 2022**

**3:15 p.m.      Zoom: 843 2823 4600**

**AGENDA**

- I. Introductory Procedures
  1. Call to Order
  2. Establishment of Quorum
  3. Pledge of Allegiance
  4. Welcome
- II. Action Items
  1. Minutes of Meeting held March 17, 2022
  2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information
  1. Budget Reports
  2. School Plan (SPSA) Input
    - a. SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
    - b. SPSA Goal 3 Student Engagement: 3A Chronic Absenteeism and 3B School Climate (Suspensions)
      - Aeries Reports
      - School Climate Needs Assessment Summary
    - c. ELAC Academic Needs Assessment Report
    - d. Staff Needs Assessment Report
  3. Local Control and Accountability Plan (LCAP) Input
  4. Parent Committee Reports
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  5. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  6. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

***The next School Site Council meeting is scheduled for May 19, 2022***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

***Concilio Escolar***

**Jueves, 21 de abril del 2022**  
**3:15 p.m. Zoom: 843 2823 4600**

**AGENDA**

- I. Procedimientos de Introducción
  1. Llamar al orden
  2. Establecer el Quórum
  3. Saludo a la Bandera
  4. Bienvenida
- II. Asuntos de Acción
  1. Minuta de la Reunión del 17 de marzo 2022
  2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
  1. Reportes del Presupuesto
  2. Plan Escolar (SPSA) Recomendaciones
    - a. Meta 2 SPSA Resultados Estudiantiles: 2A AVID y 2B Participación de Padres
    - b. Meta 3 SPSA Participación Estudiantil: 3A Ausentismo Crónico y 3B Clima Escolar (Suspensiones)
      - Reportes de Aeries
      - Resumen de Reporte de Clima Escolar
    - c. Resumen de Reporte de Necesidades Académicos de ELAC
    - d. Resumen de Reporte de Necesidades de los Maestros
  3. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
  4. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  5. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  6. Reporte de la Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

***La próxima reunión del Concilio Escolar está programada para el 19 de mayo del 2022***



# Stokoe Elementary

School Site Council  
 Elementary Sign In Sheet  
 April 21, 2022  
 Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Francine Ramirez		Principal	
Michelle Ashe		Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales	Michele Morales	Teacher	Secretary
Lynne Greenlee		Other Staff	
<b>PARENTS/STUDENTS/COMMUNITY MEMBERS</b>			
Lorena Diaz	Lorena Diaz	Parent/Community Member	
Serafin Juarez		Parent/Community Member	
Charnell Mabon	Charnel Mabon Jones	Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Lauren Valko	Lauren Valko	Parent/Community Member	Chairperson
<b>OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)</b>			
Erika Bowden		AP	



Stokoe Elementary  
SSC Zoom Report April 21, 2022

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Francine Ramirez	francine.ramirez@alvords	90	No
Lauren Valko- Clerkship Coordinator		89	Yes
1-Stokoe-Gena Buckley		90	Yes
Lynne Greenlee		90	Yes
Stephanie		88	Yes
lorena Diaz/ Villegas middle school		85	Yes
Michele Morales		68	Yes
Charnell Mabon-Jones		81	Yes



ALVORD UNIFIED SCHOOL DISTRICT  
Stokoe Elementary School

***School Site Council***

Thursday, April 21, 2022

3:15 p.m. Zoom: 843 2823 4600

**MINUTES**

- I. Introductory Procedures
  1. Meeting was called to order at 3:21pm.
  2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Lauren Valko, Stephanie Thomas, Charnel Mabon Jones, Lorena Diaz, Gena Buckley, Lynne Greenlee and Michele Morales
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. No revisions were noted in the March 17, 2022 minutes:
    - a. It was motioned/seconded/carried (Thomas/Morales 8/0/0) to approve the minutes as revised.
  2. Expenditures Requests (T1, LCFF-LI, LCFF-EL)
    - a. No categorical expenditures were brought forward for approval.
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
  2. Training Topic:
    - a. Members discussed SSC roles and responsibilities. SSC has reviewed, evaluated and analyzed student data to develop SPSA goals. 2022-2023 SPSA will be approved by SSC in May.
  3. School Plan (SPSA)
    - a. Input SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
      - Members reviewed AVID data, parent participation data and discussed proposals for 2022-2023 SPSA Goal 2A AVID and 2B Parent Involvement.
        - o Members discussed:
          - The importance of note-taking strategies and suggested broadening that to include AVID (3 column notes/learning notebooks) along with Step Up to Writing, graphic organizers or annotation strategies
          - The benefits of continuing with virtual event options or live stream even when we resume in person events
      - SPSA Goal 2A AVID was not met.
      - SPSA Goal 2B Parent Involvement was met.
      - Members reviewed input from staff and ELAC and provided input for proposed actions for the 2022-2023 SPSA Goal 2A AVID and 2B Parent Involvement.
      - Proposed actions/strategies: emphasis on college readiness; multiple types and modes of communication between home and school (including student planners/folders, monthly newsletters, social media, PeachJar, Blackboard Connect, classroom apps); student recognitions for achievement; parent education and networking opportunities to educate, motivate and encourage

parent support of college readiness; career day; ongoing implementation of AVID strategies to support student organization, time management and note-taking skills; ongoing professional learning opportunities related to implementation of systems that support an equitable climate and establishment of academic systems of excellence.

- Proposed goal 2A
  - *By April 2023, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and note-taking strategies will be used on a weekly basis in 100% of classrooms as measured by teacher survey responses.*
- Proposed goal 2B
  - *By April 2023, the total number of parents attending involvement events will increase by 5% when comparing 2020-21 events with 2021-22 events as measured by event sign-in sheets.*
- All members were in agreement with the proposed actions, strategies and goals.
- b. Input SPSA Goal 3 Student Engagement: 3A Attendance and 3B School Climate (Discipline and Suspensions)
  - Members reviewed attendance data, discipline/suspension data, school climate survey data and discussed proposals for the 2022-2023 SPSA Goal 3A Attendance and 3B School Climate (Discipline and Suspension).
    - Members discussed:
      - Adjusting attendance incentives to students with excellent attendance next year
  - SPSA Goal 3A Attendance was not met.
  - SPSA Goal 3B School Climate (Discipline and Suspensions) was met.
  - Members reviewed input from staff and ELAC. Members provided input for proposed actions for the 2022-2023 SPSA Goal 3A Attendance and 3B School Climate (Discipline and Suspension)
  - Proposed actions/strategies: counselor support for teachers, students and parents; Student Success Team (SST) meetings for intervention support; character development, conflict resolution, anti-drug and anti-bullying programs; monthly disaster drills; discipline assemblies and staff consistency with systems of success; incentives and supplemental resources/materials to motivate and improve attendance; monthly attendance reports at parent meetings
  - Proposed goal 3A
    - By April 2023, the absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries.
  - Proposed goal 3B
    - By April 2023, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.
- c. All members were in agreement with the proposed actions, strategies and goals.
- d. ELAC Academic Needs Assessment Report was reviewed and discussed. ELAC recommendations were considered during all phases of goal development.
- e. ~~Teacher Needs Assessment Report was reviewed and discussed. Staff recommendations were considered during all phases of goal development.~~
  - Our site focus will shift to ELA next year beginning with intervention and foundational skills
- f. Previously approved actions and proposed goals for 2022-2023 SPSA were reviewed and discussed.
- g. 2022-2023 SPSA will be approved at the next SSC meeting on May 19, 2022.

4. Local Control and Accountability Plan (LCAP) Input
    - a. Members discussed alignment of our SPSA goals with all goals outlined in LCAP.
  5. Parent Committee Reports
    - a. ELAC Report
      - o April ELAC highlights included: Strategies to support EL students with reading comprehension; Input for SPSA Goals 2A, 2B, 3A and 3B; ELAC Academic Needs Assessment Report; and LCFF EL budget input.
      - ELAC minutes from April were distributed for review.
      - Next ELAC meeting will be May 4<sup>th</sup>.
    - b. ATP Report
      - March ATP highlights included: Content evaluations for Family Literacy Night and Career Week; and Final event planning for Family STEAM Night
      - ATP minutes from March were distributed for review.
      - Next ATP meeting will be April 28<sup>th</sup>.
    - c. PAC Report
      - Next PAC meeting will be May 17<sup>th</sup>.
  6. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent professional development for paraprofessionals and teachers included: ELPAC administration and SBAC administration
    - b. Parent and Family Involvement Opportunities
      - Recent parent involvement opportunities included: Family STEAM night.
      - Upcoming parent involvement opportunities include: end of year awards ceremonies
    - c. Interventions
      - Staff continues to utilize targeted literacy prescriptions to remediate literacy skills.
      - Students continue to receive support from ELT and ENT.
      - 40 students were prioritized to participate in Summer Academy. Summer Academy is available for all students. Summer Academy will happen on Valley View campus.
  7. Principal's Report
    - a. Upcoming events include:
      - iReady Administration—April 18-29
      - SBAC Administration—May 2- 18
      - 5th vs Staff Kickball Game--May 23
- IV. Hearing Session/Public Comments
1. No additional discussion was brought forward:
    - a. Flyers for TK/K Registration, Family Engagement Workshops, and Age Appropriate Discipline were distributed for review.
- V. Adjournment: Action Item
1. It was motioned/seconded/carried (Mabon-Jones/Valko 8/0/0) to adjourn the meeting at 4:43pm

***The next School Site Council meeting is scheduled for May 19, 2022***



Distrito Escolar Unificado Alvord  
Escuela Primaria Philip M. Stokoe

## Concilio Escolar

Jueves 21 de abril 2022 3:15 p. m.

Zoom: ID de la junta 843 2823 4600

### MINUTA

- I. Procedimientos de Introducción:
  1. La junta se llamó al orden a las 3:21 p. m.
  2. Establecimiento de quórum: Se estableció con 8 de 10. Los siguientes miembros estuvieron presentes: Francine Ramirez, Lauren Valko, Stephanie Thomas, Charnel Mabon Jones, Lorena Diaz, Gena Buckley, Lynne Greenlee y Michele Morales
  3. Se realizó el Saludo a la Bandera
  4. Se dio la bienvenida a los miembros y se les pidió anotar su nombre.
- II. Asuntos de Acción
  1. No se realizaron cambios a la minuta del 17 de marzo 2022
    - a. Se propuso la primera moción y fue secundada (Thomas/Morales 8/0/0) para aprobar la minuta.
  2. Solicitud de gastos (LI, LCFF-LI, LCFF-EL)
    - a. No se presentaron gastos categóricos para su aprobación
- III. Diálogo/Información
  1. Reporte de presupuestos
    - a. Se habló de los presupuestos categóricos y fueron revisados.
  2. Tema de capacitación
    - a. Los miembros hablaron de las funciones y responsabilidades de SSC. SSC revisó, evaluó y analizó los datos estudiantiles para desarrollar las metas SPSA. El SPSA 2022-2023 se aprobará en mayo por SSC.
  3. Plan Escolar (SPSA)
    - a. Recomendaciones para la Meta 2 de SPSA, Resultados Estudiantiles: 2A AVID y 2B Participación Familiar.
      - Los miembros revisaron los datos de AVID, participación familiar y hablaron de las propuestas para la Meta 2A AVID de SPSA para 2022-2023 y 2B de Participación Familiar.
      - o Los miembros hablaron de lo siguiente:
        - La importancia de las estrategias para tomar notas y sugirieron ampliarlo para incluir AVID (notas en 3 columnas/cuadernos de aprendizaje) junto con *Step Up to Writing*, organizadores gráficos y estrategias para tomar apuntes.
        - Los beneficios de continuar con las opciones de eventos virtuales o transmitidos en vivo, incluso cuando regresemos a eventos en persona.
      - La Meta 2A AVID de SPSA no se logró.
      - La Meta 2B de Participación Familiar se logró.
      - Los miembros revisaron las recomendaciones del personal y de ELAC y proporcionaron recomendaciones para las acciones propuestas para la meta 2A AVID y 2B Participación Familiar de SPSA 2022-2023.
      - Acciones/estrategias propuestas: Énfasis en preparación para la universidad. Múltiples tipos y modos de comunicación entre el hogar y la escuela (incluyendo agenda/fólder estudiantil, boletines informativos mensuales, medios sociales, *PeachJar*, *Blackboard Connect*, aplicaciones para el salón de clases); reconocimiento de logros estudiantiles; educación para padres y oportunidades de establecimiento de redes para educar, motivar y fomentar el apoyo familiar y preparación para la universidad; día de profesiones, implementación continua de estrategias AVID para apoyar la organización de los alumnos, organización del tiempo y habilidades para tomar apuntes; continuas oportunidades de aprendizaje profesional relacionado con la implementación de sistemas para apoyar un entorno equitativo y establecimiento de sistemas de excelencia académica.
      - Propuesta para la meta 2A

- o *Para abril 2023, 100% de los maestros de salones de clase continuarán con el uso de fólderes/agendas/calendarios de comunicación semanalmente y las estrategias para tomar apuntes se usarán semanalmente en el 100% de los salones medido con las respuestas de maestros en las encuestas.*
- Propuesta para la meta 2B
  - o *Para abril 2023, el número total de los padres que asisten a eventos de participación se incrementará en un 5% cuando se comparen los eventos de 2020-21 con los de 2021-22, medido por las hojas de registro de los eventos.*
- Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas.
- b. Recomendaciones para la Meta 3 de SPSA Participación Estudiantil: 3A Asistencia Escolar y 3B Entorno Escolar (disciplina y suspensiones).
  - Los miembros revisaron los datos de asistencia, disciplina/suspensiones, de la encuesta del entorno escolar y dialogaron acerca de las propuestas para la Meta 3A de Asistencia Escolar y 3B del Entorno Escolar (disciplina/suspensiones) de SPSA 2022-2023.
    - o Los miembros hablaron de lo siguiente:
      - Ajuste de incentivos de asistencia para estudiantes con excelente asistencia escolar el próximo año.
  - La Meta 3A Asistencia Escolar de SPSA no se logró.
  - La Meta 3B Entorno Escolar (disciplina y suspensiones) de SPSA se logró.
  - Los miembros revisaron las recomendaciones del personal y de ELAC. Los miembros proporcionaron recomendaciones para las acciones propuestas para la Meta 3A de Asistencia Escolar y 3B de Entorno Escolar (disciplina y suspensiones) de SPSA 2022-2023.
  - Acciones/estrategias propuestas: apoyo del consejero para maestros, estudiantes y padres; juntas del Equipo de Apoyo Estudiantil (SST) para apoyo de intervención; desarrollo del buen carácter, resolución de conflicto, programas anti drogas y acoso escolar “bullying;” simulacros mensuales de desastre; asambleas de disciplina y constancia del personal con sistemas de éxito. Incentivos y recursos/materiales suplementarios para motivar y mejorar la asistencia escolar; reportes mensuales de asistencia escolar durante las juntas para padres.
  - Propuesta para la meta 3A
    - o Para abril 2023, la tasa de ausentismo disminuirá en un 0.5% medido por datos de reportes locales en AERIES.
  - Propuesta para la meta 3B
    - o Para abril 2023, la tasa de suspensiones permanecerá dentro de 0.5% medido por reportes locales en AERIES.
- c. Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas.
- d. Se revisó y habló del reporte de evaluación de necesidades académicas de ELAC. Las recomendaciones de ELAC fueron consideradas durante todas las fases del desarrollo de metas.
- e. Se revisó y habló del reporte de evaluación de necesidades de los maestros. Las recomendaciones del personal fueron consideradas durante todas las fases del desarrollo de metas.
  - El enfoque de nuestra escuela se redirigirá a ELA el próximo año iniciando con intervención y habilidades básicas.
- f. Se revisaron y habló de las acciones y metas propuestas aprobadas anteriormente para SPSA 2022-2023.
- g. SPSA 2022-2023 será aprobado en la próxima junta de SSC del 19 de mayo 2022.
- 4. Recomendaciones para el Plan Local de Control y Responsabilidad (LCAP)
  - a. Los miembros hablaron de la alineación de nuestras metas de SPSA con las descritas en LCAP.
- 5. Reporte de los comités de padres
  - a. Reporte de ELAC
    - o Los puntos importantes de ELAC de abril incluyen: Estrategias para apoyar a los estudiantes EL en comprensión de lectura; recomendaciones para las metas 2A, 2B, 3A y 3B para SPSA; reporte de la evaluación de necesidades académicas de ELAC y recomendaciones para el presupuesto LCFF EL.
    - Se distribuyó la minuta de ELAC de abril para su revisión.
    - La próxima junta ELAC será el 4 de mayo.
  - b. Reporte de ATP

- Los puntos importantes de la junta ATP de marzo incluyen: Evaluaciones de contenido para la Noche Familiar de Lectoescritura y semana de profesiones; planeación final para la Noche Familiar STEM.
  - Se distribuyó la minuta de la junta de marzo para su revisión.
  - La próxima junta de ATP será el 28 de abril.
  - c. Reporte de PAC
    - La próxima junta de PAC será el 17 de mayo.
  - 6. Reporte de Programas
    - a. Oportunidades de desarrollo profesional (paradocentes, maestros)
      - Reciente desarrollo profesional incluyó: Administración de ELPAC y SBAC.
    - b. Oportunidades de participación familiar
      - Las recientes oportunidades de participación familiar incluyen: Noche Familiar STEAM.
      - Las próximas oportunidades de participación familiar incluyen: las ceremonias de premiación de fin de año.
    - c. Intervenciones
      - El personal continúa utilizando prescripciones en lectoescritura específicas para remediar las habilidades en esta materia.
      - Los alumnos continúan recibiendo apoyo de ELT y ENT.
      - 40 alumnos fueron priorizados para participar en la Academia de Verano, la cual está disponible para todos los estudiantes y se llevará a cabo en el plantel de Valley View.
  - 7. Reporte de la Directora
    - a. Los próximos eventos incluyen:
      - Administración de *iReady* – 18-29 de abril
      - Administración de SBAC – del 2 al 18 de mayo
      - Juego de *Kickball* 5<sup>o</sup> vs personal escolar – 23 de mayo
- IV. Sesión de Audiencia/Comentarios públicos
1. No se presentaron comentarios adicionales.
    - a. Se repartió información para la inscripción de TK/K, talleres de participación familiar y disciplina apropiada para la edad.
- V. Clausura: Asunto de acción
1. Se propuso la moción, fue secundada y aprobada (Mabon-Jones/Valko 8/0/0) para clausurar la junta a las 4:43 p. m.
- La próxima junta del Concilio Escolar está programada para el 19 de mayo 2022***



# Stokoe Elementary

## Staff Needs Assessment Summary

### March 2022

24 Staff members participated in the survey

How prepared are you to effectively and consistently implement each of the following components of standards-based instruction in your classroom				
	Very Prepared	Somewhat Prepared	Not Prepared	N/A
Differentiation and small groups	14	9	1	0
Feedback to students	15	8	1	0
Using assessment data to guide instruction	15	9	0	0
Intervention using targeted, skill based prescriptions	9	12	2	0
Number Sense Routines (Number Strings)	19	5	0	0
Numeracy instruction	13	11	0	0
Writing instruction	9	13	2	0

How prepared do you feel to meet the needs of English Learners in your classroom				
	Very Prepared	Somewhat Prepared	Not Prepared	N/A
Integrating ELD standards and content standards into classroom instruction	15	9	0	0
Using the Proficiency Level Descriptors (PLD) to determine appropriate expectations for classroom instruction and assessment	11	12	1	0
Communicating with parents of ELs	10	10	4	0



**Rate the following as it relates to your ability to successfully integrate technology into your instruction**

	Very Prepared	Prepared	Not Prepared	N/A
Using digital platforms to support instruction	17	7	0	0
Google Classroom and Google Apps	18	6	0	0
Blended virtual learning	17	6	1	0

**Please rate each of the following as it relates to the instructional coach**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Approachable	22	2	0	0	0
Gathers resources	16	7	1	0	0
Models instructional practices	16	7	1	0	1
Designs and facilitates effective professional learning opportunities	13	9	2	0	0
Analyzes student data	11	7	2	0	4
Provides one to one coaching	16	5	1	0	2
Exhibits deep knowledge of a wide variety of instructional practices	10	11	2	0	1
Fosters a safe, trusting environment for teachers	21	3	0	0	0
Builds relationships effectively	20	4	0	0	0
Spends time working on activities that most impact student learning	13	5	2	0	4
Helps to reflect and improve my practice	13	5	2	0	2
Plays an active role in improving curriculum and instruction	12	9	2	0	1

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I receive information in a timely manner, allowing me to do my job effectively.	9	14	1	0
I have opportunities to share ideas and collaborate with my colleagues	8	13	3	
I have opportunity to give input and play a part in the continuous school improvement process (data analysis, developing/revising school goals)	9	12	3	

**I would like to receive professional development on the following:**

- Data Analysis/Formative Assessments--1 (4.1%)
- Managing and De-escalating Student Behavior--7 (29.2%)
- Project Based Learning--8 (33.3%)
- **Foundational Skills Instruction--10 (41.6%)**
- Close Reading Instruction--6 (25%)
- **Writing Instruction--11 (45.8%)**
- Numeracy Instruction--2 (8.3%)
- Integration of Technology (Digital Literacy/21st Century Skills)--2 (8.3%)
- **MTSS, Prescriptions, Interventions, Monitoring/Documenting Student Progress--12 (50%)**
- D-ELD/ Language Acquisition--2 (8.3%)
- Differentiation Strategies--6 (25%)
- Social Emotional Learning/ Restorative Practices--6 (25%)
- Enrichment for Gifted/Talented Students--8 (33.3%)
- Specialized Learning Strategies for Students with Disabilities--4 (16.6%)
- Culturally Responsive Practices (equitable, inclusive teaching practices--7 (29.2%)
- STEM Integration--6 (25%)
- AVID--3 (12.5%)
- PBIS (Positive Behavior Intervention and Supports--5 (20.8%)

**What programs/supplies do I need for my students to reach grade level standards?**

- Decodable readers/phonics materials --3 (12.5%)
- Math manipulatives--2 (8.3%)
- Math curriculum--3 (12.5%)
- **Writing instructional materials/curriculum/PD--5 (20.8%)**
- **Foundational skills consistency/curriculum/program--5 (20.8%)**
- Intervention block/program--2 (8.3%)
- Technology programs (Nearpod, Brainpop)--1 (4.1%)
- Supplies (pencils, dry erase markers, paper)--2 (8.3%)

### What areas are a strength for my grade level?

- ELA (foundational skills, phonics, phonemic awareness, writing)--2 (8.3%)
- Math (early numeracy, number sense)--2 (20.8%)
- Sharing resources, materials--5 (34.5%)
- Flexible--4 (12.5%)
- Supportive/Cooperative team--9 (37.5%)
- Instruction (create rubrics, discuss standards, share instructional strategies) 3--(12.5%)
- Technology--1 (4.1%)
- Differentiation strategies--2 (8.3%)

### What areas need improvement in my grade level?

- Math--2 (8.3%)
- ELA (Writing, foundational skills) --6 (25%)
- Small group/differentiated instruction--2 (8.3%)
- ELD instruction--1 (4.1%)
- Common assessments/data analysis--1 (4.1%)
- Cohesiveness (instructional alignment/norms/shared understanding)--6 (25%)
- Honest/transparent/effective communication--5 (20.8%)
- Time--2 (8.3%)
- Behavior management--3 (12.5%)

### Our school strengths are:

- Caring staff with student focus--8 (33.3%)
- Site leadership (admin, coaches, support staff)--1 (4.1%)
- Communication--3 (12.5%)
- Systems for success--1 (4.1%)
- Systems to support collaboration/teamwork/peers--5 (20.8%)
- Facilities with potential (gym, museum, math/science lab)--1 (4.1%)
- Supplies/materials/manipulatives --1 (4.1%)

### School priorities that we should address:

- Systems for cohesiveness/accountability (first best instruction/common instructional strategies, curriculum consistency, consistent reinforcement of systems/expectations) --7 (29.1%)
- SEL, student behaviors, Playworks--6 (25%)
- Intervention, differentiating instruction, remediation of skills, MTSS--2 (8.3%)
- Parent involvement/communication/events--1 (4.1%)
- Facilities upkeep/cleanliness--6 (25%)
- School culture--community building--3 (10.3%)
- Inclusive teaching practices (Anti-bias), whole child education (academic, social)--1 (4.1%)
- ELD--1 (4.1%)



Alvord Unified School District  
Philip M. Stokoe Elementary School  
Parental Involvement Policy  
2022-2024

**PART I. GENERAL EXPECTATIONS**

Stokoe Elementary School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools (SBE, 1994). The SBE listed six priorities (or types) of effective parent involvement programs: communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. These priorities provide a framework of shared responsibility between families and schools. Our school recognizes them as standards toward a committed and coordinated effort to empower parents to work cooperatively as full partners in working toward our mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Stokoe Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and 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—*

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *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;*
- *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Stokoe Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Input from parents at School Site Council (SSC), English Language Advisory Council (ELAC), Action Teams for Partnership (ATP) and Principal's Coffee meetings
  - School-Parent Compact (Title 1 Compact)
  - Blackboard Connect/Parent Square—Parent Phone Messages
  - Input from Leadership Team/Grade Levels
  - Review with parents at Annual Title 1 meeting
  
2. Stokoe Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Policy will be included with registration materials
  - Policy will be reviewed at Annual Title 1 meeting
  - Copies of the policy will be available in the main office
  - Policy will be posted on school website
  - Blackboard Connect/Parent Square—Parent Phone Messages
3. Stokoe Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
- The Parent Involvement Policy will be revised every other year
  - School academic achievement, parental concerns, and safety issues will assist in revising the Parent Involvement Policy
4. Stokoe Elementary School will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title 1
  - About the requirements of Title 1
  - Of their rights to be involved
  - About their school's participation in Title I:
    - Meetings will be held at various times to accommodate all parents
    - Meeting will be recorded and posted for viewing after initial meeting
    - Meeting notices will be sent home with all students
    - Translation services will be made available for all written parent notices and meetings
    - Blackboard Connect/Parent Square—Parent Phone Messages
5. Stokoe Elementary School will hold a flexible number of meetings at varying times and will provide child care, paid for with Title I funding as long as these services relate to parental involvement:
- Child Care will be provided for all meetings as needed
  - In person or virtual meetings and workshops will be held in the morning and evening to accommodate all parents. Information from workshops will be recorded when feasible.
  - Blackboard Connect/Parent Square—Parent Phone Messages will be used to inform parents of meetings and events
  - Electronic notices will go home with every student (Peach Jar, Google Classroom, Class Dojo, Remind and/or Class Tag)
  - Input from parents via SSC, ELAC, Parent Teacher Organization (PTO), ATP, and Principal's Coffee Meetings will be used to plan special events that are of interest to parents
6. Stokoe Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
- Notice of meetings for SSC and ELAC meetings will be provided a minimum of 72 hours in advance
  - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members and posted on school website
  - Results of annual state testing will be available in a timely manner
  - Blackboard Connect/Parent Square—Parent Phone Messages
7. Stokoe Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet during:
- Parent-Teacher Conferences
  - Annual Title 1 Meeting
  - SSC, ELAC, ATP and Principal's Coffee Meetings
  - Family Nights
  - TK/Kinder Camp
  - Parent Involvement Week
8. Stokoe Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- SSC and ELAC meetings
  - PTO meetings

- ATP meetings
  - Principal's Coffee Meetings
  - Parent-Teacher Conferences
9. Stokoe Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
- School wide plan will be shared with parents, input will be gathered and considered during SSC and ELAC parent meetings
  - If any parent comments dissatisfaction regarding the school wide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Deputy Superintendent
  - All efforts will be made to revise the plan so that it meets with satisfaction of all parents.
10. Stokoe Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
- Notices/flyers sent home in English and Spanish
  - Blackboard Connect/Parent Square—Parent Phone Messages sent in home language
  - Translation services available for meetings and workshops
  - Family Nights
  - ELAC meetings
  - Principal's Coffee Meetings
  - TK/Kinder Camp
  - Parent Involvement Week
  - California Association of Bilingual Education (CABE) Conference
  - "Google Classroom, "Class Dojo", "Remind" and/or "Class Tag"
  - Child care will be provided for all meetings as needed

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Stokoe Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- Parent workshops at a variety of times
  - Family Nights
  - College and Career Events (Career Day)
  - Parent-Teacher Conferences
  - Blackboard Connect/Parent Square—Parent Phone Messages
  - Annual Title 1 Meeting
  - TK/Kinder Camp
  - CABE Conference
  - Principal's Coffee Meetings
  - ELAC, SSC, ATP and PTO Meetings
  - Student Success Team (SST) Meetings
  - Running Rockets/ 100 Mile Club
  - Parent Involvement Week
  - Peach Jar
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
- Parent input will be given regarding the school-parent compact
  - The school-parent compact will be electronically signed by all stakeholders as indicated on the compact as part of registration materials
  - Copies of the school-parent compact will be available on the school website and front office
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards, the State's student academic achievement standards, the

State and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators during:

- Parent workshops at a variety of times
  - Parent -Teacher Conferences
  - Annual Title 1 Meeting
  - CAFE Conference
  - TK/Kinder Camp
  - Family Nights
  - Parent Involvement Week
  - ELAC, SSC, ATP and PTO meetings
  - SST meetings
  - Awards ceremonies (Flag Ceremony, Semester Awards, Reclassification Awards, SBAC Achievements)
  - "Google Classroom, "Class Dojo", "Remind" and "Class Tag"
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, healthy lifestyle training, and using technology, as appropriate, to foster parental involvement, by providing information during:
- SST meetings
  - Parent workshops at a variety of times
  - TK/Kinder Camp
  - Family Nights
  - Parent Involvement Week
  - Running Rockets/100 Mile Club
  - Parent-Teacher Conferences
5. The school will, with the assistance of its district 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:
- Professional Development trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
  - Professional Learning Community training
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by offering:
- TK/Kinder Camp to be held each spring for incoming TK/Kindergarten students and their parents/caregivers
  - Head Start preschool available on-site
  - School library opportunities for parent use
7. The school will, to the extent feasible and appropriate, 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:
- All event notices will be available in English and Spanish
  - Announcements will be displayed on the school marquee, school office bulletin boards, monthly newsletters and school website. Announcements on school office bulletin boards will be written in English and Spanish
  - Flyers and notices will be sent 72 hours before events. Students will be encouraged to remind their parents of upcoming events
  - Blackboard Connect/Parent Square—Parent Phone Messages providing notices in English and Spanish
  - Classroom communications from teachers to parents including class newsletters, emails, "Google Classroom," Class Dojo", "Remind" and "Class Tag"

PART IV.      ADOPTION

This School 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 minutes from the parent council meetings.

This policy was adopted by the Stokoe Elementary School on March 17, 2022, and will be in effect for the period of 2022–24 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2022. It will be made available to the local community on or before September 2022. The Stokoe Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



\_\_\_\_\_  
Francine Ramirez, Principal



\_\_\_\_\_  
Date







**Distrito Escolar Unificado Alvord**  
**Escuela Primaria Phillip M. Stokoe**  
**Póliza de Participación Escolar de Padres**  
**2022-2024**

**PARTE I. EXPECTATIVAS GENERALES**

La póliza de participación de padres de La Escuela Primaria Stokoe se basa en la póliza de la Mesa Directiva de Educación Estatal, la cual fue establecida para realzar la participación de los padres en las escuelas (SBE, 1994). La póliza SBE anota seis prioridades (o tipos) de programas de participación efectiva de padres: comunicación, destrezas de padres, aprendizaje de los estudiantes, servicios voluntarios, hacer decisiones escolares y abogacía, y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y las escuelas. Nuestra escuela reconoce estos estándares como un esfuerzo comprometido y coordinado para habilitar a los padres para que trabajen en cooperación como socios totales hacia nuestra misión de asegurar que cada estudiante dominará o excederá los estándares académicos, mientras desarrolla destrezas académicas y de la vida.

La Escuela Primaria Stokoe está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres y distribuirá a los padres de los alumnos participantes, una Póliza de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que están participando.
- La escuela notificará a los padres acerca de la Póliza de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.
- La escuela tendrá disponible para la comunidad la Póliza de Participación Escolar de Padres.
- La escuela proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La escuela actualizará periódicamente la Póliza de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el contrato escuela-padres como un componente de su Póliza de Participación Escolar de Padres.
- La escuela está de acuerdo en ser regida por los requisitos legales de la definición de la participación escolar de los padres y realizará programas, actividades y procedimientos de acuerdo con esta definición:

*La Participación escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:*

- *los padres juegan un papel esencial ayudando en el aprendizaje de su hijo/a;*
- *se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*
- *los padres son socios mayoritarios en la educación de sus hijos y están incluidos, cuando es apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de su hijo/a;*
- *se siga adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

**PARTE II. DESCRIPCION DE COMO LA ESCUELA IMPLEMENTARA LOS COMPONENTES REQUERIDOS DE LA POLIZA DE PARTICIPACION ESCOLAR DE PADRES**

1. La Escuela Primaria Stokoe tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Póliza de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo la sección 1118 (b) de ESEA:
  - Información obtenida de los padres en las reuniones del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Iniciativa de Liderazgo para la Participación de Padres (ATP) y el Café con la Directora.
  - Contrato entre la Escuela y los Padres (Contrato Título 1)
  - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
  - Información de parte del Equipo de Liderazgo/Niveles de Grado
  - Repaso con los padres en las reuniones anuales de Título 1

2. La Escuela Primaria Stokoe tomará las siguientes acciones para distribuir la Póliza de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:
  - La póliza se incluyera con los materiales de inscripción
  - La póliza se repasará en las reuniones anuales de Título 1
  - La póliza se distribuirá con los materiales de inscripción
  - Habrá copias de la póliza disponibles en la oficina escolar
  - Habrá copias de la póliza disponibles en el sitio escolar del internet
  - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
3. La Escuela Primaria Stokoe periódicamente actualizará la Póliza Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
  - La política será revisada cada dos años.
  - Logros escolares académicos, inquietudes de los padres y asuntos de seguridad nos ayudarán en la revisión de la Política de Participación de Padres.
4. La Escuela Primaria Stokoe organizará una reunión anual para informar a los padres de lo siguiente:
  - Que la escuela de su hijo/a participa en el Título I,
  - Acerca de los requisitos para el Título I,
  - De su derecho de participar
  - Sobre la participación de su escuela en el Título 1:
    - Las reuniones se llevarán a cabo en diferentes horarios para acomodar a todos los padres
    - La reunión se recordará y publicará para su mirar después de la reunión inicial
    - Los avisos se enviarán a casa con todos los estudiantes
    - Habrá servicios de traducción disponibles para todos los avisos escritos para los padres y para las reuniones.
    - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
5. La Escuela Primaria Stokoe tendrá un número flexible de reuniones en horarios variables y proveerá cuidado para niños pagado por los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
  - Se proveerá cuidado para niños en todas las reuniones según sea necesario
  - Las reuniones y talleres (en persona o por medio de Zoom) se llevarán a cabo por la mañana y por la noche para acomodar a todos los padres. Cuando sea posible, se recordará la información de los talleres
  - Mensajes telefónicos para padres—Blackboard Connect /Parent Square se utilizará para informar a los padres sobre las reuniones y eventos
  - Los avisos electrónicos se enviarán a casa con cada estudiante (Peach Jar, Google Classroom, Class Dojo, Remind y Class Tag)
  - La información de los padres vía reuniones SSC, ELAC, ATP, Organización de Padres y Maestros (PTO), y el Café con la Directora se utilizará para planear eventos especiales que son de interés para los padres.
6. La Escuela Primaria Stokoe proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
  - Los avisos para las reuniones SSC y ELAC se serán disponibles con 72 horas de anticipación
  - Las agendas y minutas de las reuniones ELAC y SSC se envían en inglés y español a los miembros participantes y habrán disponibles en el sitio escolar del internet
  - Los resultados de los exámenes estatales anuales serán disponibles de manera oportuna
  - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
7. La Escuela Primaria Stokoe proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del estudiante y los niveles de habilidad que se espera que alcancen:
  - Conferencias entre Padres y Maestros
  - Reunión Anual de Título 1
  - Reuniones SSC, ELAC, ATP y Café con la Directora
  - Noches Familiares

- Instituto TK/Kinder
  - Semana de Participación de Padres
8. Si los padres de los niños que están participando lo piden, La Escuela Primaria Stokoe proveerá oportunidades para reuniones regulares para hacer formular sugerencias y participar, cuando sea adecuado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
- Reuniones SSC y ELAC
  - Reuniones de la Organización PTO
  - Reuniones ATP
  - Reuniones del Café con la Directora
  - Conferencias entre Padres y Maestros
9. La Escuela Primaria Stokoe presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
- El Plan Escolar se repasará con los padres en las reuniones SSC y ELAC
  - Si cualquier padre comenta su desacuerdo tocante al plan escolar, los comentarios se enviarán a la Oficina de Proyectos Especiales y al Superintendente Delegado
  - Se harán todos los esfuerzos para revisar el plan para cumplir con la satisfacción de todos los padres
10. La Escuela Primaria Stokoe tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
- Los avisos/volantes se enviarán a casa en inglés y español
  - Mensajes telefónicos para padres—Blackboard Connect/Parent Square se envía a casa en el idioma del hogar
  - Se proveerán servicios de traductores para las reuniones y talleres
  - Noches Familiares
  - Reuniones ELAC
  - Reuniones de Café con la Directora
  - Instituto TK/Kinder
  - Semana de Participación de Padres
  - Conferencias de la Asociación de Educación Bilingüe de California (CABE)
  - Se proveerá cuidado para niños en todas las reuniones según sea necesario
  - Programas celulares de “Google Classroom,” “Class Dojo,” “Remind” y “Class Tag”

### **PARTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE EL ESTUDIANTE TENGA ALTOS LOGROS ACADEMICOS**

1. La Escuela Primaria Stokoe aumentará la capacidad de los padres y alumnos para tener una fuerte participación escolar de los padres la cual asegure la participación y apoyo a una sociedad compuesta por la escuela, padres y comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación:
- Talleres para padres de diferentes horas
  - Noches Familiares
  - Eventos del colegio y las carreras
  - Conferencias entre Padres y Maestros
  - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
  - Reunión Anual de Título 1
  - Instituto TK/Kinder
  - Conferencia CABE
  - Reuniones de Café con la Directora
  - Reuniones ELAC, SSC, ATP y PTO
  - Reuniones del Equipo de Asistencia Estudiantil (SST)
  - Club de Correr 100 Millas
  - Semana de Participación de Padres
  - Peach Jar

2. La escuela incorporará el contrato escuela-padres como componente de su Póliza de Participación Escolar de Padres:
  - Solicitaremos Información de los padres sobre el contrato escuela-padres
  - El contrato escuela-padres será firmada de manera electrónico por todos los interesados con los materiales de inscripción
  - Copias del contrato escuela-padres habrá disponible en el sitio escolar del internet o en la oficina
  
3. Con la ayuda del distrito, la escuela proveerá ayuda a los padres de los niños que reciben servicios de la escuela para que entiendan temas tales como los siguientes: Los estándares del contenido académico del Estado, los estándares del Estado de logros académicos del estudiante, las evaluaciones académicas Estatales y locales incluyendo evaluaciones alternas, los requisito de Título 1, como monitorear el progreso del niño, y como trabajar con los educadores durante:
  - Talleres para padres de diferentes horas
  - Conferencias entre Padres y Maestros
  - Reunión Anual de Título 1
  - Conferencia CABA
  - Universidad para Padres
  - Instituto de TK/Kinder
  - Noches Familiares
  - Semana de Participación de Padres
  - Reuniones ELAC, SSC, ATP y PTO
  - Reuniones SST
  - Ceremonias de Reconocimiento (Flag Ceremony, Reconocimientos de Semestre, Reconocimientos de Reclasificación, Logros SBAC)
  - Programas celulares de "Google Classroom," "Class Dojo", "Remind" y "Class Tag"
  
4. Con ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: entrenamiento de alfabetización, de estilos de vida saludables, y el uso de tecnología apropiadamente para fomentar la participación escolar de los padres con información durante:
  - Reuniones SST
  - Talleres para padres de diferentes horas
  - Instituto de TK/Kinder
  - Noches Familiares
  - Semana de Participación de Padres
  - Club de Correr 100 Millas
  - Conferencias entre Padres y Maestros
  
5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en atraer, comunicarse y trabajar junto con los padres como si fueran socios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, con:
  - Entrenamiento para el desarrollo profesional de maestros y personal semi-profesional tocante a la participación de padres, comunicación y asociación
  - Entrenamiento sobre la Comunidad de Aprendizaje Profesional
  
6. Hasta donde sea posible y apropiado, la escuela coordinará e integrará la participación escolar de padres en programas y actividades con *Head Start*, *Reading First*, *Early Reading First*, *Even Start*, *Home Instruction Programs for Preschool Youngsters*, *Parents as Teachers Program*, y escuelas preescolares públicas y otros programas y conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen más profundamente en la educación de sus hijos con:
  - Instituto Pre-K el cual se lleva a cabo cada primavera para los padres/guardianes de niños que están por entrar al Kindergarten
  - Plantel Preescolar del Head Start disponible en la escuela
  - Biblioteca Escolar con oportunidades disponibles para uso de los padres

7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en un formato uniforme y que se entienda, incluyendo formatos alternativos si son solicitados y a cierto grado en un lenguaje que los padres puedan entender:

- Todos los avisos sobre eventos serán disponibles en ambos idiomas inglés y español
- Los anuncios se exhibirán en la marquesina electrónica escolar, en el tablero de anuncios de la oficina escolar, en los noticieros y por el sitio escolar del internet. Los anuncios en los tableros de la oficina estarán escritos en ambos idiomas inglés y español
- Los anuncios serán disponibles con 72 horas de anticipación. Se animará a los estudiantes para que recuerden a sus padres los próximos eventos
- Mensajes telefónicos para padres—Blackboard Connect/Parent Square proporcionando avisos en ambos idiomas inglés y español
- Comunicaciones del salón de clase de parte de los maestros para los padres incluyendo el uso de email, noticias del salón y programas celulares “Google Classroom,” “Class Dojo”, “Remind” y “Class Tag”

#### PARTE IV. ADOPCION

La Póliza de Participación Escolar de Padres ha sido desarrollada de acuerdo y en común con los padres de los niños que participan en Título I, programas Parte A, como se demuestra en las minutas de los concilios para padres.

Esta póliza fue adoptada por la Escuela Primaria Stokoe el 17 de marzo, 2022, y estará en efecto durante el periodo de los años escolar 2022-24. La escuela distribuirá ésta póliza a todos los padres de niños que participan en Título I, Parte A y estará disponible en o antes de septiembre, 2022. Estará disponible para la comunidad local en o antes de septiembre, 2022. La Escuela Primaria Stokoe hará la notificación de la póliza en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.



Francine Ramirez, Directora



Fecha





*Abvord Unified School District*  
**Stokoe ELEMENTARY SCHOOL**  
**TITLE 1 SCHOOL COMPACT**  
**2022-2024**



**PARENT RESPONSIBILITIES**

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, etc.)
- Help your child as needed; look over homework to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adults with respect.
- Comply with school dress code, attendance and discipline policies.
- Emphasize the importance of school attendance and learning standards with my child; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Be aware of grade level standards and expectations for my child; Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, volunteer in the classroom, attend parent workshops, and/or become involved in PTO, ATP, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal (if pandemic conditions permit).

**STUDENT RESPONSIBILITIES**

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly for at least 20 minutes.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy and discipline policies.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.
- If I see something, I will say something. I will not be a bully or bystander.

**STAFF RESPONSIBILITIES**

I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of grade level standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits; Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year to discuss academic achievement.
- Provide opportunities for parents to observe in their child's classroom if requested.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_





**Alvord Unified School District**  
**ESCUELA PRIMARIA Stokoe**  
**CONTRATO DE ESCUELA TITULO 1**  
**2022-2024**



**RESPONSABILIDADES DE LOS PADRES**

La educación de mi hijo/a es muy importante. Mi participación en la educación de mi hijo/a afectará directamente su rendimiento y actitud. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un lugar tranquilo para estudiar y asignar una hora específica para hacer la tarea. El área de estudio debe estar bien alumbrada y estar bien equipada con los materiales necesarios como: lápices, plumas, papel, etc.
- Asistir a su hijo(a) cuando sea necesario;
- Asegurarse que el niño(a) entendió y completó su tarea; Firmar y regresar todos los papeles que requieran firma del padre/guardián.
- Leeré diariamente por 20 minutos con mi hijo/a para asegurar su práctica diaria en la lectura
- Fomentar actitudes positivas hacia la escuela;
- Trataré a otros estudiantes, padres, otros adultos y al personal con respeto.
- Cumplir con las pólizas de vestuario, disciplina y asistencia escolar y del distrito.
- Hablar con mi hijo/a sobre la importancia de la asistencia escolar y de los estándares de aprendizaje; Asegurarse que mi hijo/a asista puntualmente a clases diariamente y que esté preparado para un día completo de aprendizaje
- Tendré conocimiento a los estándares y las expectativas de los niveles de grado; Mantendré la comunicación con los maestros o administradores escolares según sea necesario.
- Asistiré a las Conferencias para Padres, prestar servicios voluntarios en el salón de clases, asistir a los talleres para padres, y/o participar en PTO, ATP, ELAC y SSC cuando sea posible.
- Haré arreglos con cuando menos de 24 horas con el maestro/a o con la directora para visitar el salón y observar a mi niño/a si así lo deseo (si permite las condiciones del pandémico).

**RESPONSALIBIDADES DEL ESTUDIANTE**

Mi educación es importante. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. Entiendo que soy responsable por mi propio éxito y que debo esforzarme para lograrlo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Participaré activamente en clase y buscaré ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salón de clases puntualmente y con mi mejor esfuerzo; Llevar a casa todo lo necesario para completar las asignaciones.
- Estaré seguro de entregar la información escolar a papá o mamá y regresarla a tiempo.
- Leer todas las noches por 20 minutos.
- Demostrar respeto a todos los adultos en la escuela; Seguiré todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros, así como las diferencias culturales, raciales, étnicas y religiosas.
- Cumplir con el reglamento de vestuario y disciplina.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salón y campo de recreo, incluyendo respetar a todos los adultos.
- Asistiré a la escuela puntualmente todos los días.
- Conoceré los estándares básicos comunes del Estado de CA de nivel de grado que debo aprender y tratar lo mejor que pueda de lograr los estándares.
- No usaré drogas, alcohol, tabaco y no usaré ningún tipo de agresión o violencia incluyendo la visual, verbal o electrónica.
- Si veo algo, diré algo. No seré un acosador o un espectador.

**RESPONSABILIDADES DE LOS MAESTROS**

Entiendo que la experiencia escolar es muy importante para cada estudiante, así como mi papel como maestro/a y modelo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveeré un currículo e instrucción de alta calidad.
- Mantendré altas expectativas y formaré relaciones afectuosas y genuinas con los estudiantes.
- Enseñaré todos los estándares del nivel de grado y le proveeré su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el aprendizaje y el logro de los estándares del nivel de grado.
- Proveeré tarea que refleje y reinforce los conceptos enseñados en el salón de clase; Asegurarse que las asignaciones no excedan los límites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendré la comunicación regularmente con los padres y los estudiantes tocantes al progreso del estudiante en la clase; Dar información correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Trataré de saber cuáles son las necesidades individuales de cada estudiante y diferenciar la instrucción cuando sea necesario
- Proveeré un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Trataré a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, étnicas y religiosas.
- Tendré una conferencia anual con los padres (mínimo una) y repasará el logro académico.
- Proveeré a las padres oportunidades para observar en el salón de su hijo/a si lo solicitan.

Firma del Padre/Guardián

Fecha

Firma del Estudiante

Fecha

Firma del Maestro/a

Fecha