

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Advanced Learning Academy**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Advanced Learning Academy will work with students, parents and the community to provide a safe, positive educational environment. We will utilize high expectations and positive innovative strategies that will engage, inspire, and challenge students to be independent, productive citizens of the 21st Century. All students will use technology, collaboration, and critical thinking in order to be successful in their future college and career paths. The staff and community will encourage ongoing communication to ensure high expectations, effective teaching strategies and collaboration. The Instructional Leadership Team will work with the administrators to provide guidance in improving the culture of the school and the community. There will be an annual facility surveys to ensure that issues are brought forward and addressed quickly. Through the use of 1:1 devices, students will gain equitable access to high quality curricular and instructional program that is accessible from school and home. All students will have routine access to internet-enabled technology at home and school.

#### Strategy/Activity 1

##### Tier 1

ALA uses a blended learning instructional model that includes having all lessons on the Canvas Learning Management System (LMS). Teachers use computers and mobile devices to interact with the instructional technology and project the material using smart devices and Viewsonic computers and monitors. Computers and devices are used as part of daily instruction to support with Universal Design for Learning (UDL) strategies for meeting students at different entry points that allow them to access the curriculum through visuals, auditory input, closed captioning, speech to text, text to speech, and video playback. Additionally students use their chromebooks and other mobile devices throughout the school day, and in every class, to engage in the lesson. Students take their devices home each night to complete work, prepare for the next lesson, and engage in anytime, everywhere learning.

ALA will be expanding to create additional classes for TK-2 students. Supplemental technology will be provided for students to increase engagement and to give them access to the latest teaching and learning software programs and to ensure that instruction is aligned with 21st Century learning. Students will have access to online classes that are supported by school team members will give students the opportunity to close the achievement gap by targeting the specific skills and abilities they are struggling with. Classrooms will have the necessary instructional material to support Universal Design for Learning (UDL) strategies that allow Multi-language Learners and Students with Disabilities to access the curriculum.

Schoolwide Program to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset. Teachers, counselors and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be shown to integrate technology into their curriculum. In addition, various college and career promotion events will be held to pique students interest in possible fields of study and future careers. Students at risk of falling off college and career success will receive close monitoring and careful guidance through various student success committees.

High School Students in Grades 9-12 take Advanced Placement courses throughout the high school program. Many of these students come from low income and multi-language families. Students take the AP test in the spring and participate in study sessions and workshops to prepare for the assessments. ALA will purchase AP Exam Prep Booklets for students to facilitate instruction and prepare for the exam. Advanced Placement test preparation materials and books will be purchased for high school students to increase access for college readiness. AP Courses provide high school students with additional areas where they can excel and become competitive for college admissions. These prep books will help students study and practice for the AP exams.

High School students have the opportunity to enroll in dual enrollment college courses, receiving both high school and college credit. Students also have the opportunity to enroll in CTE courses during the school day and after school, giving them the

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opportunity to complete a variety of career pathways. Students also participate in the Advancement Via Individual Determination (AVID) program to enrich and enhance the students core program.

#### Tier II

Students that are at-risk of becoming disengaged will be supported through our counseling referral system and appropriate interventions will be determined. During registration the counselor reviews the transcript with the student, giving additional support to students who have D's and F's. Students are placed in APEX, study zone, Bridge, and/or summer school courses. Students are given additional assistance from teachers, counselors, support staff, and tutors to ensure student success.

#### Tier III

Students demonstrating persistently low academic achievement and engagement will be placed on a student success plan where parents, teachers, and counselors come together to monitor and support our most at risk students.

### **Budgeted Amount:**

4,500

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### **Strategy/Activity 2**

#### Tier I

Schoolwide program to support positive behavioral outcomes for students. This strategy includes teachers training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior.

#### Tier II

Students that are at-risk of becoming disengaged in school and engage in negative behavior will be supported through COST, our counseling referral system and appropriate interventions will be determined. In addition, Restorative Practices Training will be provided to teachers to provide them with tools and protocols to facilitate circles during advisory classes and with small groups. Trainings outside of the school day (after school or on weekends) will allow for teachers to receive the training as a whole team and strategize ways to implement these strategies cohesively and consistently school-wide. Restorative practices will allow for all students to feel safe and will provide students with opportunities to cultivate their voice and learn how to socially, mentally, and emotionally relate to each other, empathize, express their thoughts, and manage conflicts in their everyday lives.

#### Tier III

Students demonstrating persistently low academic achievement and engagement will be placed on a student success plan where parents, teachers, and counselors come together to monitor and support our most at risk students. Students demonstrating consistent negative behaviors will be placed on CHICO (check-in-check-out) with the counselor and/or a behavior management contract that will be completed with the student, parent, counselor, and administrator.

### **Budgeted Amount:**

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### **Strategy/Activity 3**

#### Tier 1

All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support.

#### Tier II

Students that are at-risk of becoming disengaged in school and show poor attendance will be supported through our counseling referral system and appropriate interventions will be determined.

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To increase student engagement all students are given numerous opportunities to engage in Project Based and Place Based learning environments. These flexible learning environments give students the opportunities to work in small groups, breakout groups, and they are able to bring real world events into the classroom.

#### Tier III

For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school. Students who have been identified with Chronic Absenteeism or are at-risk for Chronic Absenteeism will participate in SART/SARB Meetings to develop a plan for regular school attendance. Regular School attendance will also be discussed during monthly parent meetings and all school events

#### **Budgeted Amount:**

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#### **Strategy/Activity 4**

##### Tier I

Students are drawn to our school for the small learning community and opportunities to provide student voice and choice in learning. Part of the school design is to provide social emotional support to students who have identified challenges, and to support students who may be at-risk. Part of our daily instructional program focuses on developing emotional intelligence through circles. We engage in circles at all grade levels, beginning in elementary and continuing all the way through high school. The focus of the circles is to give every student a chance to speak and share their voice throughout the school day. Students learn to listen and support one another academically and social-emotionally. As we move forward, we will identify students who need additional Tier II or III supports from trained consultants/counselors or other mental health specialist.

##### Professional Development in Social Emotional Learning (SEL) -All Students and teachers

Building Teacher Capacity Professional Learning: As part of our professional learning plan, Circulos teachers participate in professional learning opportunities that are anchored to Circulos mission and program goals. Trainings and planning sessions are organized by 4 pedagogical focus areas--flexible learning environments, small learning communities, competency- based and project/place- based learning.

In addition, professional learning includes our Circulos Institute at the beginning of the school year. Teachers are a part of a community for Project/Place based learning, AVID for all students, job-embedded coaching, and individual coaching sessions for ongoing support. Students' academic performance and teacher feedback through surveys will be used to measure the effectiveness of professional development and instructional coaching on building teacher capacity. As per the KPI Goal 1, we hope to see growth by one year in students' RIT scores for math and English, as well as see equivalent achievement on student performance on the SBAC test due to the changes that teachers implement in their instruction. Through a pre- and post-survey, teacher input on the effectiveness of the professional learning will also be reviewed to assess the professional connectedness and positive working environment that teachers feel on campus. One on one meetings are also used to examine the effectiveness of teacher learning.

##### Tier II

The Tier II SEL program is intended to provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. Teachers will be trained on how to identify potential concerns and Tier II and Tier III referrals to part-time consultant/counselor who will meet individually with students and provide tier III individualized support and mental health referrals where necessary. Students that are at - risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are then referred to a therapist, psychologist, and other counseling services both on and off campus.

##### Tier III

Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to support services who will evaluate and provide additional support through a variety of counseling resources, restorative practices, and turning point,

#### **Budgeted Amount:**

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**Total Expenditures**

4,500.00

**Goal 2 - English Language Arts****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

Students will improve English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through Project Based Learning and integration of technology to prepare students in alignment with the new Common Core State Standards. Teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

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**Strategy/Activity 1**

All students will have access to the core ELA program through the Benchmark and StudySync curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. In order to promote reading fluency and proficiency supplemental software programs assessing student reading proficiency will be purchased. Teachers will be trained on best practices to promote language development and create an environment where rigor and language production is valued.

A subscription to JSTOR database will provide high school students with scholarly peer-reviewed journal articles that they need for their project-based learning research projects. All high school students are required to complete a project-based learning project through their PBL courses. The high school currently offers four PBL courses, and students have access to Newsela which provides them access to the curriculum at their reading level. By providing access to a reputable research database, students will have access to rigorous content, college and career-level research, and the opportunity to increase their critical reading and writing skills by analyzing non-fiction texts.

Novels for Literature Circles will be purchased to provide students with contemporary titles written by diverse authors. Currently, a library does not exist for Advanced Learning Academy. By providing students with an extended collection of culturally relevant novels, the school will increase access to literature and non-fiction texts for all students. Providing students with diverse book choices will increase opportunities for reading and improve English Language literacy among students.

**Budgeted Amount:**

9,141

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**Strategy/Activity 2**

Students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system (COST) and appropriate interventions will be determined.

Students at risk of not meeting ELA standards are identified for academic intervention, are placed in a study zone or one period, and provided after school tutoring and are given access to differentiated online programs. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary.

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Professional development is provided for all teachers to promote academic language and learning across the curriculum, training in EL strategies, special education strategies, and in the integration of technology to enrich, enhance, and ensure equal access to the core program for all students.

**Budgeted Amount:**

1,000

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**Strategy/Activity 3**

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

The lowest performing students and those performing three or more grade levels below standard and struggling academically are referred to the Student Success Team process. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (Counselor, Teacher)

504 Plan

Referral for testing

IEP

Referral for additional counseling/ therapy services

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data, focusing on the most at risk students. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

**Budgeted Amount:**

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**Total Expenditures**

10,141.00

**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English learners will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for ELs in their courses. ELs will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English Language skills

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**Strategy/Activity 1**

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In order to support our mission of 21st century learning, we will work to maintain a low student: teacher ratio that allows us to engage in flexible learning environments with access to blended learning instruction. Teachers and classified staff will receive professional development in student-centered practices that prepare them for college and career. We will provide tutoring before school, during lunch, and afterschool.

All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained on best practices to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners.

Culturally Relevant Leveled Library books that can be checked out by students who are EL or are struggling.

**Budgeted Amount:**

12,909

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**Strategy/Activity 2**

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner tutoring where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students individual needs and provides additional support so that students continue to make progress towards acquiring English.

Professional Development for teaches to develop a deeper understanding of the research based strategies to support the linguistic needs of students identified as English Learners. This includes best first instruction in AVID strategies for developing WICOR and opportunities for Advanced Placement courses.

**Budgeted Amount:**

2,000

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**Strategy/Activity 3**

A certificated staff member will provide literacy support for English Learners who have not yet passed the ELPAC exam and need personalized tutoring for reading, writing, speaking, and listening of the English Language. These community week and after school sessions will provide students with additional opportunities to practice the English language, with the goal of becoming redesignated.

English learners identified at-risk of becoming long term English learners and show signs of academic struggles due to limited English language fluency will be placed in the tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs and ensure student success.

**Budgeted Amount:**

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**Total Expenditures**

14,909.00
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## Goal 4 - Math

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School Math Goal:

Students will demonstrate improved mathematics achievement through the use of explicit, strategic data and informed instruction based on the newly adopted Common Core State Standards, as measured by local and state assessments. Students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed to be successful in Algebra through technology-driven curriculum and instruction. Teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress. All students will have access to high quality, standards-aligned instructional materials. Students will have the grade level skills to be prepared for college/careers of the 21st century.

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#### Strategy/Activity 1

Circulos promotes a strong core academic program with a focus on mathematics and content based academic language that is used to justify answers and complete learning logs. All stakeholders will be trained on strategies to promote the successful implementation of the CA State Standards (CCSS) and training in EL strategies, special education strategies, and in the integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students. Materials and supplies will be purchased for student use to give them the hands on experience to learn math, present their thinking, collaborate with classmates and other teams.

Technology-based software and hardware will be provided to ensure equitable student access to high-quality instruction. Technology will be utilized to assess student progress, monitor (growth) assessments for all academic programs, and to actively engage students in the learning process. The IXL Learning software program is an immersive online program that improves student understanding, performance, and confidence in math by creating a differentiated learning environment. IXL generates questions at the right level of rigor for every student and continues to adapt with students as they grow. IXL's diagnostic tools will help identify individual student needs and will guide students to the specific skills they are most ready to work on. Whether they need to fill in some gaps from earlier grades or need more of a challenge, IXL's practice skills will help improve students' academic achievement in math. Teachers' use of technology and iPad mini's for instruction assist with increasing teacher/student interactions.

Students will be part of an academic math club that will help them to develop math skills in a fun and competitive atmosphere. Students will have the opportunity to learn from each other and participate in math discussions to demonstrate learning.

#### Budgeted Amount:

15,000

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#### Strategy/Activity 2

Small group pullout during personalized learning time to provide additional support for targeted students. Math instruction during this time will supplement the Math curriculum and give students conceptual math instruction that supports the curriculum. Students identified at risk will be targeted for additional mathematics support using interventions to help students reach grade level competency and demonstrate algebra readiness by Grade 9.

Before and After School tutoring and Small group instruction targeting areas of need using data from MAP assessment, IXL, PSAT/SAT.

#### Budgeted Amount:

1,000

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**Strategy/Activity 3**

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

The lowest performing students and those performing three or more grade levels below standard and struggling academically are referred to the Student Success Team process. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (Counselor, Teacher)

504 Plan

Referral for testing

IEP

Referral for additional counseling/ therapy services

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data, focusing on the most at risk students. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

**Budgeted Amount:**

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**Total Expenditures**

16,000.00

**Goal 5 - Content Area Goal****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

Students will demonstrate improved science and social science achievement through the use of explicit, strategic data and informed instruction based on the newly adopted Common Core State Standards, as measured by local and state assessments. All students will participate in student-centered practices that allow for voice and choice in learning. Students will develop projects that integrate interests in Science, Technology, Engineering, Arts, and Science (STEAM). Teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

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**Strategy/Activity 1**

All students have access to the Core curriculum in Science, and Math. Students who choose elective offerings in STEAM, Computer Science, Art and Music have access to the core curriculum in those areas.

Professional Learning and Planning time for teachers will provide necessary training for competency-based learning instruction, performance task design, and interdisciplinary units. These opportunities are essential for core innovations, such as personalized learning, small learning communities, project-based learning, and competency-based learning to be implemented within the high school program across content areas.

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Project and Place- based learning for all students: All Students at Circulos complete a year-long Action Research Project that aligns with their core curriculum and student interest designed to impact their community. They learn alongside their teachers and community partners in cohorts based on their chosen topics within spaces in the community. As a graduate, each student will have completed one project-based course per year in grades 9-12, and will receive A-G course credit for each course completed. At the end of each year- long project experience, each student will participate in a learning exhibition and curate a presentation of their community impact and research findings, and showcase a creative piece in a community space. Parents, community partners, and educators will be invited to interact with the students, ask questions, and offer feedback on projects. In addition, students will have the opportunity to take these skills and apply them to real life situations through competitions and presentations. This supports our most at risk students by giving them opportunity to attain the skills and abilities necessary to research, create presentations, and use their English skills to orally present their argument/proposal. This teaches them to apply the skills they have learned, increasing engagement and assisting students in connecting what they have learned to post secondary college and careers.

Competency- Based Learning Across the Curriculum: At Circulos, competencies across the curriculum are expected learning outcomes for all high school students that are transferable knowledge and skills embedded in all content areas. Circulos has 12 competencies with included rubrics that give students clear, explicit, and measurable expectations for learning, allows students to advance upon mastery, receive timely and differentiated supports, and allow for clarity around self and teacher assessment of learning. All core classes including electives will implement one performance task per 6 weeks utilizing the competency rubric, and the focus competency- cultivate voice will be embedded throughout the school. At the end of the year, every student will self-assess their learning of the competencies in a Defense of Learning Presentation in front of families, community, teachers and their peers.

Academic Discourse Across all Disciplines and Advisory Circles: This year at Circulos, there is a school wide focus on academic discourse in all courses, with a school-wide protocol for scaffolding student discourse, Manera de Circulos- Cultivating voice. Structures have been created within the master schedule to provide for an emphasis on cultivating student voice through advisory circles, where students are given the space everyday to develop and use their voice as it relates to their learning, their identity, their peers, and the community. A school-wide discourse rubric for teacher, student, parents, and community will be utilized to assess and reflect on la manera de circulos- cultivate voice in all courses throughout the school day. All advisory circles will utilize College Board Schools Center for Learning Curriculum combined with the circle structure to reflect on their learning, build their identity, develop relationships, and make connections to their community. Further evaluation of this goal will include an oral defense of learning, reading scores, speaking and listening scores for EL's, and re-designation rates.

Feedback from students and parents indicate that they would like expanded course offerings that include instrumental music, vocal music, art, dance, drama (theater arts), speech and debate- (communication arts) engineering (PLTW), photography (digital media arts), robotics, and Esports. We will work within our team to allocate resources and staff to support the course needs and A-G requirements either in person or through online classes.

**Budgeted Amount:**

4,950

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**Strategy/Activity 2**

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through teacher interventions. Teachers collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Students will be offered additional opportunities to learn using hands on materials and supplies both in the classroom and in the Makerspace lab.

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Students will be provided with tutoring and enrichment in the areas of STEM, Arts and Music. Students will have the opportunity to become more engaged in school through the use of makerspace and through the use of other hands on materials to create projects that are relevant to their lives.

**Budgeted Amount:**

8,486

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**Strategy/Activity 3**

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

The lowest performing students and those performing three or more grade levels below standard and struggling academically are referred to the Student Success Team process. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (Counselor, Teacher)

504 Plan

Referral for testing

IEP

Referral for additional counseling/ therapy services

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data, focusing on the most at risk students. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

**Budgeted Amount:**

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**Total Expenditures**

13,436.00
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## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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### School Parent Engagement Goal:

Parents and community members will be partners in the planning, and decision making as well as problem solving in order to provide opportunities for our students to achieve high academic success. ALA will strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure school environment.

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### Strategy/Activity 1

Based on parent feedback through surveys, parent meetings, and committee suggestions, invite community agencies/organizations and district-sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. Parent workshops will continue to be supported as requested by our parents. Provide grade-level and topic-specific family workshops led by our Family and Community and Engagement Liaison that equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in planning these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity.

We are building Capacity for Parent Leadership through Wellness Center programming. Encourage parents to participate as volunteers, attend meetings, workshops, or events, and participate on school committees. Actively recruit new members for Title I committees (SSC and ELAC) and other school committees and volunteer in classrooms to build parent capacity. Provide for childcare as needed.

Our school will use the available technologies to maintain consistent communication with parents and families, and our Parent Wellness Center will play a key role in meeting parent needs and communicating information. In understanding that parents play a crucial role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, Carnivals, Parent/Teacher conferences, Parent meetings) through a variety of means: monthly Principal Newsletter, fliers, teacher contacts, banners, school marquee, ParentSquare, email, and phone messaging. Classroom teachers are expected to communicate regularly with parents. Our school will hold regular recognition and celebration events for our parents to feel welcome and take pride in their child's accomplishments. We will continue to support seasonal festivals, a Spring talent show, 5th-grade promotion activities, grade-level performances, and schoolwide exhibitions (STEM, PBL and Math Family Day, science fair, social studies displays, etc.).

Circulos will provide a variety of classes and workshops throughout the school year on topics including, but not limited to, input and listening sessions, parenting skills, drug and alcohol awareness, college and career readiness, understanding transcripts, accessing the parent portal "Aeries," understanding assessments, and parent classroom walk-throughs during Back to School Night and Open House. Circulos parents are invited to attend all school activities, seminars, place-based learning excursions, and learning exhibitions. The goal is to increase parent involvement numbers at parent meetings, information, and education sessions. Parent feedback and survey data will be reflected in the California Healthy Kids Survey with increased parent-school connectedness measures.

The parents also participate in monthly project-based learning events and may attend the district Parent Conference. Incentives, coffee, and light refreshments are purchased to motivate parents to attend the meetings.

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Publicity/School Recruitment Initiative: An active social media presence on Facebook, Instagram, and the school web page will engage the community and promote school programs and awareness of school core innovations, implementation, and mission to all stakeholders, including teachers, students, parents, educators, and the community. We have parent listening and input sessions to drive what students and families need and solicit input on the co-creation of programs and classes. We will have school development workshops and parent walk-throughs to garner additional input on school and instructional improvement measures.

Assemblies and awards are given for attendance, citizenship awards, and raffles for students with perfect attendance all year.

Parents are informed of student progress through the progress reports and semester grades, report cards, parent/teacher conferences, and additional parent conferences held as needed. Classified staff will be available to translate during activities throughout the year.

Parents will be informed of student progress on an ongoing basis through progress reports, semester grades, the Parent Aeries Portal, ParentSquare, and the SST process. Substitutes will be necessary so parents can attend the meetings throughout the school day.

**Budgeted Amount:**

1,000

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**Strategy/Activity 2**

Parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Through COST families, teachers and mental health specialist collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Through the wellness center family members in need of community assistance with housing and food are connected with appropriate community agencies. This includes connecting families in need to community services and counseling. In an effort to reach a greater number of parents additional efforts will be made to communicate with parents through a variety of media sources.

Parent Leadership. SSC members may attend SSC training. SSC/ELAC members will attend the district DAC/DELAC meetings. Members share out information at the monthly parent meetings. Child care will be provided at meetings.

**Budgeted Amount:**

500

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**Strategy/Activity 3**

SST - a student success plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior; SSTs and to support student success.

Circulos will refer parents with students demonstrating chronic absenteeism, persistently negative behavior, and/or struggling academically to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services: student monitoring - check-in/check-out and additional tutoring with a trusted adult (outreach consultant, counselor, teacher)

504 Plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment;

Referral for testing – when a requesting for evaluating special education; IEP – Individualized Education Plan for students with special needs; and Referral for additional counseling/ therapy services based on IEP team decision.

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The Wellness Center will provide parents/families with support for families and their students who have challenges with individualized interventions based on the family's needs.

**Budgeted Amount:**

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**Total Expenditures**

1,500.00



## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	4,500.00
Goal Area 2, English Language Arts	10,141.00
Goal Area 3, English Learner Progress	14,909.00
Goal Area 4, Math	16,000.00
Goal Area 5, Content Area Goal	13,436.00
Goal Area 6, Parent Engagement	1,500.00
<b>Total Funds Budgeted</b>	<b>60,486</b>