



Young Explorers

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
Young Explorers TK Academy	33-67199-0142562	12/11/24	January 23, 2025

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.

In alignment with district wide goals and implementation of the Science Of Reading

Is there evidence of alignment between the SPSA and the district LCAP? Is the SPSA aligned to other required LEA plans (e.g. ESSER, A-G, Title II) - if the school is receiving other state/federal funds, is the school aligning use of these funds in alignment with the LEA's plan?

When deciding on the use of federal funds the principal meets with the Parent Advisory Committee and the English Language Learner Advisory Committee members to discuss and analyze data (student assessment and surveys), district and site programs, site priorities, and the budget throughout the year. These meetings ensure planning for the following year has taken place on multiple occasions and include alignment among school staff, parents, and the use of federal funds.

Examples of alignment include our two district-wide PD days and a weekly early release day. The two PD days and the early release days are paid out of general funds. Federal funds were used to cover additional professional development days in July and August as well as after-school PD throughout this year. The Academic Coach funded out of Title I funds follows up with site-based professional development coaching that supports essential standards planning in ELA, math, and ELD.

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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).

Parents were surveyed multiple times throughout the school year related to parent involvement, program satisfaction, and programmatic suggestions.

Throughout the school year, our students, parents & teachers have the opportunity to participate in a variety of surveys. Parents have the opportunity to participate in our annual Title I Survey, and other school surveys given.

The 2023-2024 Title I survey had 7 responses in March, 80% of parents/families rated the content and effectiveness of most parent trainings regarding ways to help you assist your child in doing well at school or with home learning have been effective. 86% of families report that they have received electronic information regarding their child(s) school via Parent Square. Families reported high attendance at these events: Parent Teacher Conferences, Back To School Night, Open House, and Storybook Character Dress Up Day. Surveys are also provided to families at Principal's Meet and Treat events to rate the effectiveness of the workshops.

Families are also surveyed at Parent Conferences In November. We recieved 84 responses on this survey. 95% of our families reported being very satisfied with the overall quality of this program. 100% of YEA families reported that their children feel safe and happy in this program. 87% of YEA families reported being very satisfied with the length of the program. 85% of YEA families reported that they were very satisfied with the program meeting the needs of their child.

The information discussed in the PAC Meeting is shared with ELAC. When information is shared, input is received from ELAC. ELAC provides input that is then taken back to PAC. PAC members will meet throughout the school year and discuss the progress of the goals and activities outlined in the SPSA. The principal provides updates on the activities and collaborates with team members to determine the effectiveness of activities and programs. Teachers share information and our weekly video to keep our educational partners informed about the activities that are being implemented.

The district meets throughout the year with stakeholders including parents, community members, staff members, and site administration through LCAP Educational Partner meetings; additionally, stakeholder meetings are held with both sets of unions, principals, and parent committees. Input from these Educational Partner meetings informed the development of the LCAP and SPSA plans.

All information gathered from these surveys will be used to improve the school climate & learning environment for all students.

Classroom Observations

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

Classroom observations were completed on a weekly basis. All classrooms received a minimum of two visits located either in the classroom setting, cafeteria, playground, etc. On the spot feedback was communicated at the time of the walkthrough.

Each year, identified teachers are required to participate in a formal teacher evaluation process. As part of the evaluation process, each identified teacher will participate in a minimum of two formal classroom observations. In addition to the formal evaluation process, site principals are expected to visit each classroom at least twice a week. During the informal walk-throughs & classroom observations made by site administrators, feedback is given to teachers as to how they can improve their teaching practices & incorporate instructional strategies that will ensure that our students consistently receive "first best instruction." Findings from classroom observations are also used to plan site-based professional development opportunities for teachers.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

District assessments (screeners and common formative assessments) will be used during the school year to monitor academic growth and to modify/plan instruction to ensure our students meet growth targets. There is a need for an Academic coach to support teachers in analyzing data to inform instruction and implement research-based strategies into their lessons. Local assessments are used to compare to the previous year to analyze the area of need for students. These areas will be targeted during daily instruction opportunities.

In the 24-25 academic year, there is a need for additional professional development in all areas highlighted by the PTKLF.

Trimester 3 PESD Universal Screeners were completed in March 2024

TK Trimester 3 Math Screeners

TK: Identify Numerals 0-5 - 85% Mastery

TK: Count to 10 - 95% Mastery

TK: Subitizing - 92% Mastery

TK: Part 1- Count Objects - 98% Mastery

TK: Part 2- Count to Answer "How many?" - 92% Mastery

TK Trimester 3 Literacy Screeners

TK: Uppercase Letter Names - 59% Mastery

TK: Lowercase Letter Names - 46% Mastery

TK: Letter Sounds - 37% Mastery

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

Perris Elementary School District utilizes Illuminate DnA assessments to monitor student progress on the Preschool Learning Foundations (soon to be called the Preschool Transitional Kindergarten Learning Foundations), ELPAC assessments, and district assessments. Teachers are provided time to meet in grade level Professional Learning Communities and analyze assessment results and plan lessons based on those results. Teachers also create common formative assessments to monitor student progress and achievement. Students are then assessed several times throughout the year to monitor progress towards meeting the California State Standards. In addition, teachers use ELPAC assessment results to place students into ELD instruction groups and to annually monitor student progress toward English proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at the Young Explorers Academy continue to meet the requirements for highly qualified teachers who are fully credentialed. The district has a staffing plan in place to ensure that we continue to provide students with teachers who meet the highly qualified status. In addition, YEA maintains the required ratio of 1 adult to 12 students in every classroom on our campus.

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

YEA teachers have SBE-adopted instructional materials in Language Arts, Mathematics, Social Studies, Science, and English Language Development. Teachers have received Language Arts and Mathematics training in the implementation and use the SBE-adopted materials, to support this need. The Academic Coach provides additional training to new teachers or teachers in need of additional training in these areas.

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

Perris Elementary School District has determined that supportive, data informed grade level strategies for differentiated instruction are the primary focus of staff development office. The Academic Coach provides additional training to new teachers or teachers in need of additional training in these areas.

At YEA, our experience based learning model has been tied to a throughline of content standards in hopes of closing the experience gap that students encounter when engaging with new curricular challenges. Students who are provided interactive experiences with thematic materials deepen their vocabulary and it has also been proven that they score better on assessments in spite of reading capabilities. Our goal is to have students visit all of YEA's thematic classrooms and interactively engage with content in a new and exciting way.

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

The Academic Coach works collaboratively with teachers to complete demonstration lessons, plan instruction, analyze data, and provide site based professional development opportunities for grade level teams, as well as the entire teaching team. There continues to be a need for the Academic Coach as staffing changes.

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

At YEA there is a commitment to teacher collaboration. Teachers have structured collaboration meeting times where they meet during the school day, and as scheduled during our modified minimum days. Teachers discuss data, analyze assessment results, create differentiated theme based academic center activities, and plan for best first instruction. There continues to be a need for the Academic Coach to provide support to teachers in the areas of ELA, math, and writing. Additional collaboration will be in place to plan for these differentiated activities.

Teaching and Learning

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

At YEA, the instructional program is designed to ensure all students have access to developmentally appropriate academic areas, with the emphasis being placed on social emotional learning, language arts, and math. Our teachers meet regularly to analyze data, plan instruction, and review students' progress towards proficiency. There continues to be a need for the Academic Coach to provide support to teachers in these areas. This support can be provided at the weekly collaboration meetings with the coach to guide the classroom teachers in discussions and plan lessons using research-based strategies. The progress of all student groups is regularly monitored, and instruction is adjusted to meet each student's individual learning needs.

All English Language learners receive Integrated and designated ELD instruction. Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

This academic year 24-25, there is a need for additional professional development on the Preschool Transitional Kindergarten Learning Foundations. . Another area of growth is the attendance school-wide. Chronic absenteeism will be addressed with staff, students, and educating families about the importance of attendance.

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

Teachers in Transitional Kindergarten will provide a minimum of three hours of language arts instruction. All grade levels allow for 150 minutes of daily mathematics instruction. In addition, teachers will look for/create alignments in other curricular areas such as science & social studies to teach language arts & math California State Standards whenever possible.

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

Teachers have worked to create Units of Study in ELA and Math and the Units of Study are implemented by all teachers for instructional, as well as assessment purposes. These instructional guides are developed to allow for flexibility of pacing, reteaching, and intervention as needed.

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

Each teacher and student has a complete set of district adopted, standards based instructional materials in all core content areas as confirmed by our annual Williams visit. All students, including students served in the Special Education program and English Learners, have full access to all core instructional program materials as adopted by the PESD School Board.

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

YEA is committed to the use of standards-based, district adopted instructional materials. TK provides targeted intervention through immediate responses to student learning experiences with a push in to assist students with acquiring the skills necessary to obtain proficiency in language arts & math. Teachers plan collaboratively and use data to guide instruction for the student groups identified within their grade level.

Opportunity and Equal Educational Access

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

YEA is committed to providing evidence-based educational practices to raise student achievement through progress, analyzing data in a timely manner and putting services and programs in place to provide additional support, and/or enrichment opportunities for all students. Our focus will be on planning rigorous instruction based on the student learning needs identified through this process. Most teachers have attended professional development in strategies to meet the needs of all students, and are well trained to implement the use of experience based learning opportunities to meet the needs of our all students including our English Language Learners. Teachers discuss data, analyze assessment results and plan instruction. There continues to be a need for the Academic Coach to provide support to teachers in the areas of ELD, ELA, and Math.

Under-performing students are supported with small group assistance through immediate assistance in language arts and math experiences. In addition, all students performing below grade level, English Language Learners, and our students exceeding grade level have the opportunity to receive additional support, and/or enrichment daily during experience based rotation time. The content of the instruction is aligned with PLF and will support the core programs offered during the instructional day.

Evidence-based educational practices to raise student achievement

YEA teachers use evidence based instructional strategies including SDAIE methodology, Student Engagement, Checking for Understanding, Speaking in Complete Sentences, Bell to Bell Instruction, and differentiated instruction. Other evidence based strategies include. Another evidence based practice is the Academic Coach who provides site based professional development and support for staff.

An evidence-based practice, we will implement this year to address chronic absenteeism is to build relationships with families at the start of the year through Community Outreach Engagement Sessions at the site. Student Support Providers and Admin will provide six weeks of Transition To School sessions for our parents as they may be new to encountering school within our school district.

Parental Engagement

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

Family involvement opportunities such as STEAM Night Reading Night, and Game Night are developmentally appropriate nighttime activities that engage our students and reinforce learned school behaviors and routines. Additionally, these nights are designed as a fun way to engage students and families in a play based learning model that encourages academic growth and exposure as well as fun. The school's Student Study Team is designed to provide our family and teachers with additional strategies and resources to further assist them in meeting the needs of at-promise students.

Community Outreach Engagement Session workshops are designed to help our families by providing additional supports to utilize with their children at home. Parent Meet and Treat events are also held to provide families with the opportunity to get ideas and learn strategies to use when working with their students at home. The 2023-2024 Title I Survey responses have 85% of responses indicating the parent trainings are effective. YEA also offers a variety of family events such as dances, student performances, Open Community Night, and spirit days throughout the year to encourage families to engage with the staff, and other families, and the community at large. The 2023-2024 Title I survey has 80% of responses indicating communication is effective.

The School Site Council (SSC) will be charged with the formal role of planning, monitoring, and evaluating programs, and expenditures for categorical programs at YEA. The instructional goals outlined in the SPSA are also reviewed by the staff and the SSC members to reaffirm, and/or revise the instructional goals of the school. Other parent advisory groups such as ELAC, AAPAC, and the Title I parent groups provide input to the School Site Council. The teachers evaluate student performance on a regular basis to determine which instructional practices are having the greatest impact on student achievement.

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)

Parents and community members are included in planning, implementing and evaluating our programs through our many parent groups. School Site Council, ELAC, AAPAC, Title 1 meetings, and Principal Meet and Treat meetings are held on a regular basis to collect/disseminate information and/or give and receive feedback from our parents/families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement and increase parent involvement in our school.

Funding

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

Parent involvement, professional development are services provided by categorical funds that support underperforming students to meet standards.

There is a need for an Academic Coach to work with teachers on analyzing data, designing & planning instruction and training on the use of best teaching practices. This Academic Coach will provide support in the differentiation of instruction. family involvement training, Professional Development, and utilizing supplemental materials. Perris Elementary School District receives Title I funds, LCFF Supplemental/Concentration (unduplicated), and LCFF Supplemental/Concentration (English Learners) funds which provide additional monies to increase student achievement through instructional programs and services.

Fiscal support (EPC)

Title I and LCFF funding (LCFF-Supplemental/Concentration Funds)

Educational Partner 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

The Involvement Process for the SPSA and Annual Review and updates includes the school consulting with SSC, ELAC, and AAPAC as part of the process for the annual review. This will be the first year that YEA has it's own independent parent groupings. For the 23/24 school year parents were invited to collaborative sessions with Perris Elementary as we shared a CDS code with this site. For the 24/25 school year Young Explorers Academy will have its own SSC meetings and election of members.

School Site Council (SSC) meets throughout the school year to discuss the goals and implementation of activities. SSC met 9/20/23, 10/18/23, 11/8/23, 12/13/23, 1/24/24, 2/21/24, 3/20/24, and 6/5/24.

SSC plans to meet 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25

English Language Advisory Committee (ELAC) met 9/20/23, 10/18/23, 11/8/23, 12/13/23, 1/24/24, 2/21/24, 3/20/24, and 6/5/24.

English Language Advisory Committee (ELAC) plans to meet 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25.

African American Advisory Committee (AAPAC) met 9/20/23, 10/18/23, 11/8/23, 12/13/23, 1/24/24, 2/21/24, 3/20/24, and 6/5/24.

African American Advisory Committee (AAPAC) will continue this year and plans to meet 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25.

School Site Council members reviewed both school's mission and vision statements. Together they discussed the comprehensive needs assessment that included data analysis, survey results, classroom observations, and other current instructional programs. Out of that analysis, goals were planned for improvements in student performance in the areas of ELA and Math. During meetings throughout the year, the council reviewed, discussed and updated the SPSA to ensure program activities and services are being implemented.

Advisory committees are invited and encouraged to participate in providing feedback, input, and advise the SSC on the SPSA. Agenda items on educational partner meetings (ELAC and AAPAC) were specifically planned to discuss SPSA contents and provide input. Their input was discussed and considered at SSC meetings. Input ranged from comments, ideas, survey results and suggestions at the scheduled SSC meetings.

School Site Council members meet several times throughout the year to discuss the goals and activities outlined in the SPSA. As activities are implemented, the administrative team and teacher leaders provide updates to the implementation of the programs. Educational partner groups (ELAC, DELAC, DPAC, and AAPAC) are invited to SSC meetings to share information and give updates related to planned activities, services and events.

The district meets throughout the year with educational partners including parents, community members, staff members, and site administration through three LCAP Stakeholder Engagement meetings; additionally, educational partners meetings are held with both sets of unions, principals, and parent committees. Input from these educational partners meetings informed and helped develop the LCAP, SPSA, and ELOP plans.

Resource Inequities

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

During Title I meetings, parent involvement workshops, ELAC, and SSC, the data was reviewed. On the 2023-2024 YEA Title I survey 85% of responses feel home/school communication is effective.

Due to the district's high unduplicated student count- low-income, English Learners, and foster youth, the district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during the school day for small group differentiated instruction. Additionally, supplemental programs in ELA Handwriting were purchased and time was carved into the school day for these supports. Federal monies and grants are being used to provide professional development for teachers and provide after-school, Saturday, and Summer School programs focusing on academics, social-emotional, and enrichment activities for all students.

When looking at YEA's Screeners Data the majority of our students did not attend Preschool programs. Data will need to be gathered yearly to determine who will need additional supports based on these resource inequities. Students in the following groups are the focus groups for the 23/24 School Year.

TK Literacy Screener Data T3
Avg. %
Correct: 45.2%
(143 students)

Hispanic

Avg. %
Correct: 16.7%
(4 students)
Two or More
Races

Avg. %
Correct: 26.7%
(5 students)
White

Avg. %
Correct: 37.3%
(25 students)
Special Ed

Avg. %
Correct: 39.9%
(91 students)
English
Learner

TK Math Screener Data T3

Avg. %
Correct: 75.0%
(4 students)
Two or More
Races

Avg. %
Correct: 70.0%
(4 students)
White

Avg. %
Correct: 87.2%
(25 students)
Special Ed

Avg. %
Correct: 90.8%
(89 students)
English
Learner

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

High Quality Teaching and Learning

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 1

By the end of the school year, 80% of Young Explorers TK Academy students will accurately identify upper and lower case letters of the alphabet and correctly associate each letter with its corresponding sound in isolation as measured by screener assessment data. Screeners are administered 4 times a year. A score of 4 or above on the report card will be considered proficient in each trimester.

Identified Need

Our students are performing lower in identifying letter sounds than in any other area. Additional focus and supports are in need to close the achievement gap for this specific skillset. We will seek to close the achievement gap by ensuring our students are taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment activities that occur during school as well as at TK Super Saturdays.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PESD TK Universal Screeners	TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 59% Mastery TK: Lowercase Letter Names - 46% Mastery TK: Letter Sounds - 37% Mastery	80% of Young Explorers TK Academy students will accurately identify upper and lower case letters of the alphabet and correctly associate each letter with its corresponding sound in isolation

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 with a greater focus on meeting the needs of SWD, Foster Youth, Homeless Youth, African American and English Language Learners.

Strategy/Activity

Building Professional Capacity (i.e. Professional Development / Collaboration)

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)

7084

Source(s)

LCFF 0707: Supplemental Concentration

Professional Development - Attend NAEYC Conference. This amount will include registration, conference fees, and substitute pay to support the facilitation of consistency in our classrooms.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL students will have equal access to technology.

Strategy/Activity

Supplemental Technology Software/Apps/devices, and include equipment to utilize such software/apps/devices.

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)

0

Source(s)

LCFF 0707: Supplemental Concentration

Implementing and tracking Footsteps 2 Brilliance data consistently as an at home resource. Highlight F2B use and letter recognition specifically. Include parents in their child's data monitoring and goal setting process.

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

We will increase the number of Parent Involvement Activities offered as well as the number parents participating in said activities.

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)
2000	LCFF 0707: Supplemental Concentration Provide parent involvement activities to bridge a home to school connection including student populations, such as Homeless Youth, Foster Youth, SWD, African American and English Language Learners. (i.e. FIAT, Parent Advisory Committee, math night, reading night, etc.). This includes vendors, consultants, and/or presenters.
1092	LCFF 0707: Supplemental Concentration Provide parent involvement activities to bridge a home to school connection, include materials/supplies and resources to use for these activities.
0	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

High Quality Teaching and Learning

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematical as well as English Language Development Standards and the Next Generation Science Standards.

Goal 2

By the end of the school year, 95% of TK students will demonstrate proficiency in: number identification (0-5), exhibit accurate one-to-one correspondence when counting objects up to 10, classify objects based on shape and other attributes with over 90% accuracy, and demonstrate understanding of basic measurement concepts (e.g., longer/shorter, heavier/lighter) in everyday contexts as measured by screener assessment data.

Identified Need

Trimester screener data will be discussed in grade level meetings to identify progress and potential areas for needed support.

Our students are performing lower in identifying numerals 0-5 than in any other area. Additional focus and supports are in need to close the achievement gap for this specific skillset. We will seek to close the achievement gap by ensuring our students are taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment activities that occur during school as well as at TK Super Saturdays.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PESD TK Universal screener	TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 85% Mastery TK: Count to 10 - 95% Mastery TK: Subitizing - 92% Mastery TK: Part 1 - Count Objects - 98% Mastery TK: Part 2 - Count to Answer "How many?" - 92% Mastery	95% of TK students will demonstrate proficiency in: number identification (0-10), exhibit accurate one-to-one correspondence when counting objects up to 10, classify objects based on shape and other attributes with 80% accuracy, and demonstrate understanding of basic measurement concepts (e.g., longer/shorter, heavier/lighter) in everyday contexts as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		measured by screener assessment data.

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)

Strategy/Activity

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.

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 Technology Software/Apps/devices, and include equipment to utilize such software/apps/devices.

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)

2098

Source(s)

LCFF 0707: Supplemental Concentration

Purchase Supplemental technology to support the instruction of students identified as at promise, with a focus on math foundational skills such as basic facts and numeracy skills. (ESGI)

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

Intervention/acceleration activities within the school day.

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)
1500	LCFF 0707: Supplemental Concentration Purchase supplemental materials and supplies to support the instruction of specific skills with a focus on math foundational skills such as basic facts and numeracy skills. This action is to include math manipulatives.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

High Quality Teaching and Learning

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 3

By the end of the year, 80% of TK students will score of 4 or above on the ELA and Math areas of the report card and will be considered proficient in ELA and Math as measured by screener assessment data.

Identified Need

District screener assessments are given four times each school year. A score of 4 or above on the report card will be considered proficient in each trimester. Trimester screener data will be discussed in grade level meetings to identify progress and potential areas for needed support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trimester screener	Determined by 2023/2024 screener data results	By the end of the year, 80% of TK students will score of 4 or above on the ELA and Math areas of the report card and will be considered proficient in ELA and Math as measured by screener assessment data.

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 will benefit from having well trained, highly effective teachers and support staff. Greater emphasis will be placed on English Learner students experiencing homeless.

Strategy/Activity

Building Professional Capacity (i.e. Professional Development/ Collaboration / Conferences...)

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)

1500

LCFF 0702: EL Supplemental

Professional Development will be offered to ensure best instruction and best practices. Throughout the school year professional development opportunities are made available to classified, certificated, and administrative staff. This Professional Development action will include travel expense, registration fee, extra duty, and substitute pay.

1795

LCFF 0702: EL Supplemental

Parent opportunities for parent involvement such as trainings. Including materials/supplies and conferences. This includes vendors and/or presenters.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Supplemental classroom materials and supplies
LCFF 0702

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)

1729

LCFF 0702: EL Supplemental

Provide materials to implement instructional practices to support instruction for EL students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Supplemental Technology Software/Apps/devices, and include equipment to utilize such software/apps/devices.
LCFF 0702

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)

1000

Source(s)

LCFF 0702: EL Supplemental

Purchase Supplemental technology to support the instruction of English Learners. This action is to include software, apps, devices, equipment, headphones, etc.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture

LEA/LCAP Goal

LCAP GOAL 4: PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education.

Goal 4

By the end of the school year, 80% of TK students will demonstrate improved social-emotional skills by consistently using strategies to regulate emotions, engage positively with peers and adults, demonstrate empathy and understanding of others' perspectives, and effectively communicate needs and feelings in age-appropriate ways as measured by observations, parent/teacher feedback, and data collection.

Identified Need

We identified high rate of chronic absenteeism for Young Explorers Academy based on our Student Information System (SIS) data. Multiple factors to be considered and analyzed: i.e. young children are more susceptible to getting sick as their immune systems adapt to the increased exposure to illnesses at school. Further clarification is necessary to determine additional underlying causes for chronic absenteeism from new families each year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Survey Attendance Reports	When looking at chronic absenteeism rates on the district's Student Information System (SIS), YEA had an Average Daily Attendance rate of 85.92% for the 2023-2024 school year. 85% of parents feel that communication from the school site is effective	Our goal is to decrease our absenteeism rate to no more than 10% meaning we'd have an average daily attendance rate of 90% or better.

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 with a greater focus on meeting the needs of SWD, Foster Youth, Homeless Youth, African American and English Language Learners.

Strategy/Activity

Parent Involvement Activities

We will seek to increase the number of Parent Involvement Activities offered as well as the number parents participating in said activities. These activities will educate parents of the importance of regular school attendance and equip them with tools to support students academically. We will also provide parent involvement activities to bridge a home to school connection including student populations, such as Homeless Youth, Foster Youth and other student groups. (i.e. STEAM Winter Wonderland Night, Reading Night, Welcome To School Sessions, Community Outreach Sessions, etc.)

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)

2000

LCFF 0707: Supplemental Concentration

Supplemental Instructional Materials and Supplies (chart paper, markers, sentence frames, whiteboards, organizational tools.)

1000

LCFF 0707: Supplemental Concentration

Materials and supplies for an Attendance Goal Setting initiative.

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

Academic, attendance, and/or SEL Enrichment including PBIS Team responsible for Social Skills implementation, assemblies, incentives, educational study trips, Student Leader Groups, etc.

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)

3000

LCFF 0707: Supplemental Concentration

Implement PBIS, assemblies, educational study trips, and other activities to support academic achievement, improved attendance, and a positive learning environment. This action will include substitute pay, extra duty for staff, and materials and supplies to support these opportunities for students (such as incentives, awards, recognition, etc.).

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	\$00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0

Other Federal State and Local Funds

List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables 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 (\$)
------------------	-----------------

Subtotal of **additional Federal Funds** included for this school: \$0

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$25798

Total of federal, state, and/or local funds for this school: \$25798

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 0707: Supplemental Concentration	19,774	0.00
LCFF 0702: EL Supplemental	6,024	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF 0702: EL Supplemental	6,024.00
LCFF 0707: Supplemental Concentration	19,774.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,092.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF 0702: EL Supplemental	6,024.00
	LCFF 0707: Supplemental Concentration	19,774.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,176.00

Goal 2
Goal 3
Goal 4

3,598.00
6,024.00
6,000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Total Title I Part A Allocation Amount Specified in Form C	0	0
LCFF 0707: Supplemental Concentration	19,774	0.00
LCFF 0702: EL Supplemental	6,024	0.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF 0702: EL Supplemental	6,024.00
LCFF 0707: Supplemental Concentration	19,774.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
Title I Part A : Parent Involvement	
Title I Part A : Professional Development	
Title I Part A : Intervention	
Title Part A : Collaboration	
Title I Part A : Supplemental Technology	
Title I Part A: Supplemental Materials and Supplies	
Total Title I Part A : Allocation (Expended)	
Total Title I Part A Allocation Amount Specified in Form	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
- 1 Classroom Teachers
- 3 Other School Staff

Name of Members	Role
Jacqueline Howe	Principal
Brenda Green	Classroom Teacher
Johanna Deniz	Other School Staff
Angelica Otanez	Other School Staff
Christina Williams	Other School Staff
Veronica Benetiz	Parent or Community Member
Carrie Dixon	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 5/28/24.

Attested:



Principal, Jacqueline Howe on 5/28/24



SSC Chairperson, Alexandra Abitia on 5/28/24



What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of the Young Explorers Academy and Perris Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Building Partnerships

- Back to School Night: 8/15/24
- Title I Meetings: 8/15/24 & 4/3/25
- Parent Meetings - SSC, ELAC, AAPAC
- Parent Conferences 11/18/24 - 11/27/25
- Family Reading Night 3/6/25
- Movie Nights 11/15/24 & 2/21/25
- Open House: 4/3/25
- Winter Wonderland STEAM Night 12/12/24
- Trunk Or Treat 10/25/24
- Family Sneak A Peek Event: 8/14/24

Regularly Scheduled Events

- Parent Advisory Committee
- ELAC
- AAPAC
- School Site Council
- YE Community Outreach Sessions

Communication Regarding Student Learning

The Young Explorers TK Academy is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly AVID Communication Folders
- School Website/Social Media Posts
- Parent-Teacher Conferences in November
- Aeries Communication via ParentSquare
- By Phone and/or Email

Do you have questions about your child's progress?
Contact your child's teacher by phone at (951) 322-4865.



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School-Parent
Compact for
Achievement

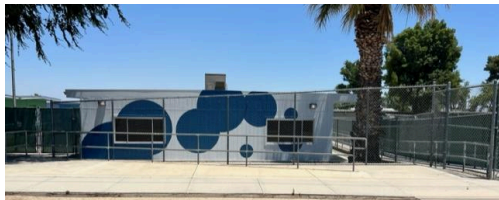
Young Explorers Academy
Jacqueline Howe, Principal
<https://www.perrisd.org/Page/17>
(951) 322-4865

Our Goals for Student Achievement

Perris Elementary School District Goals
Beginning in the 2024-25 school year, increase at a minimum of 3 points in ELA & Math as measured by the California Dashboard.

Young Explorers TK Academy Goals 2024-25:

- Increase the percent of students meeting or exceeding standards as determined by the Preschool TK Learning Foundations.
- Increase the percent of students meeting and exceeding social emotional learning standards as determined by the Preschool Learning Foundations.
- Increase the exposure to vocabulary and realia for our students learning English.
- Focus on maintaining high student attendance percentages by educating families and children about the importance of consistently coming to school.



Young Explorers Academy's Mission:

To improve the school readiness of our students using interactive hands-on, experience based learning in joyful busy classrooms.

Young Explorers Academy's Vision:

To shape all future leaders, thinkers, and changemakers of tomorrow.



Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support forming partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make school accessible and welcoming places for families, which helps each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.



Family Parent Pledge

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read to me every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent/teacher conferences, Back to School Night, Open House, and Family Nights.
- Communicate the importance of education and learning to my child.
- Respect the school staff, students, and families.

Student Pledge

I agree to carry out the following responsibilities:

Come to school ready to learn and work hard.

Bring necessary materials, completed assignments, and homework.

Know and follow school and classroom expectations.

Ask for help when I need it.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Limit my screen time and instead study or read every day after school.

Respect my school, fellow students, teachers, and other staff.





¿Qué es un pacto entre padres y escuela?

El Pacto de Rendimiento Escolar es un acuerdo que padres, alumnos y profesores elaboran conjuntamente. En él se explica cómo padres y profesores colaborarán para garantizar que todos nuestros alumnos alcancen o superen los estándares de su curso.

- Vínculos con los objetivos del plan de mejora escolar
- Centrarse en las habilidades de aprendizaje de los alumnos
- Describir cómo los profesores ayudarán a los alumnos a desarrollar esas habilidades mediante una enseñanza de alta calidad
- Compartir estrategias que los padres puedan utilizar en casa
- Explicar cómo se comunicarán los profesores y los padres sobre el progreso de los alumnos
- Describir las oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el aula

Desarrollado conjuntamente

Los padres, estudiantes y personal de la Academia Young Explorers y la Escuela Primaria Perris desarrollaron este Pacto Escuela-Padres para el Logro. Los maestros sugirieron estrategias de aprendizaje en casa, los padres agregaron ideas para hacerlas más específicas, y los estudiantes nos dijeron lo que les ayudaría a aprender. Las reuniones se llevan a cabo cada año para revisar el Pacto y hacer cambios basados en las necesidades de los estudiantes.

Creación de asociaciones

- Noche de Regreso a la Escuela: 8/15/24
- Reuniones Título I: 8/15/24 & 4/3/25
- Reuniones de padres - SSC, ELAC, AAPAC
- Conferencias de padres: 11/18/24 - 11/22/24
- Noche Familiar de Lectura: 3/6/25
- Noches de cine 11/15/24 & 2/21/25
- Jornada de puertas abiertas: 4/3/25
- Noche STEAM en el País de las Maravillas Invernal: 12/12/24
- Truco o trato: 10/25/24
- Eventos familiares: 8/14/24

Actos programados regularmente

- Viernes Bandera
- ELAC
- Consejo Escolar
- FIAT
- Sesiones comunitarias YE

Comunicación Sobre Aprendizaje de los alumnos

La Academia Young Explorers TK se compromete a mantener una comunicación frecuente y bidireccional con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos comuniquemos con usted son:

- Carpetas semanales de comunicación AVID
- Sitio web de la escuela / Mensajes de medios sociales
- Conferencias de padres y maestros en noviembre
- Comunicación Aeries a través de ParentSquare
- Por teléfono y/o correo electrónico

¿Tiene preguntas sobre el progreso de su hijo?
Póngase en contacto con el maestro de su hijo por teléfono al (951) 322-4865.



Young Explorers
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EL HOGAR DE LOS
EXPLORADORES

Escuela y Padres
- Pacto Por Los
Logros

Young Explorers Academy
Jacqueline Howe, Directora
<https://www.perrisesd.org/Page/17>

(951) 322-4865

Nuestros Objetivos

Rendimiento de los Alumnos

Metas del Distrito Escolar Primario de Perris
Comenzando en el año escolar 2024-25,
aumentar en un mínimo de 3 puntos en ELA y
Matemáticas como medido por el Tablero de
California.

Objetivos de la Academia Young Explorers TK
para 2024:

- Aumentar el porcentaje de alumnos que alcanzan o superan los estándares determinados por los Fundamentos del Aprendizaje Preescolar.
- Aumentar el porcentaje de estudiantes que cumplen y superan los estándares de aprendizaje socioemocional según lo determinado por los Fundamentos de Aprendizaje Preescolar.
- Aumentar la exposición al vocabulario y realia para nuestros estudiantes que aprenden inglés .
- Centrarse en mantener altos porcentajes de asistencia de los alumnos educando a las familias y a los niños sobre la importancia de acudir sistemáticamente a la escuela.



Misión de la Academia Young Explorers:

Mejorar la preparación escolar de nuestros estudiantes utilizando interactivo, basado en la aprendizaje interactivo basado en la experiencia en las aulas ocupadas alegres.

Visión de la Academia Young Explorers:

Formar a todos los futuros líderes, pensadores y agentes de cambio del mañana.



Promesa Del Personal

Acepto asumir las siguientes responsabilidades:

- Proporcionar un plan de estudios y una enseñanza de alta calidad.
- Me esfuerzo por motivar a mis alumnos para que aprendan.
- Tener altas expectativas y ayudar a cada niño a desarrollar el amor por el aprendizaje.
- Comunicarme regularmente con las familias sobre el progreso de los alumnos.
- Proporcionar tareas diarias significativas para reforzar y ampliar el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar constantemente con las familias y mis colegas de la escuela para hacer de la escuela un lugar accesible y acogedor para las familias, lo que ayuda a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar la escuela, a los alumnos, al personal y a las familias.



Promesa De Los Padres

Acepto asumir las siguientes responsabilidades:

- Proporcionar un tiempo y un lugar tranquilos para hacer los deberes y controlar el tiempo de pantalla.
- Leer a mi hijo o animarle a que me lea todos los días.
- Comunicarme con el profesor o la escuela cuando tenga alguna preocupación.
- Asegurarme de que mi hijo asiste a la escuela todos los días, duerme lo suficiente, recibe atención médica periódica y se alimenta adecuadamente.
- Supervisar regularmente los progresos de mi hijo en la escuela.
- Participar en la escuela en actividades como la toma de decisiones escolares, el voluntariado y/o la asistencia a conferencias de padres y profesores, la Noche de Vuelta al Cole, la Jornada de Puertas Abiertas y las Noches Familiares.
- Comunicar a mi hijo la importancia de la educación y el aprendizaje.
- Respetar al personal de la escuela, a los alumnos y a las familias.

Promesa de los Estudiantes

Acepto asumir las siguientes responsabilidades:

Ven a la escuela dispuesto a aprender y a trabajar duro.

Traer los materiales necesarios, las tareas terminadas y los deberes.

Conocer y cumplir las expectativas de la escuela y del aula.

Pedir ayuda cuando la necesite.

Comunicarme regularmente con mis padres y profesores sobre mis

escolares para que puedan ayudarme a tener éxito en la escuela.

Limitar mi tiempo de pantalla y, en su lugar, estudiar o leer todos los días después de clase.

Respetar mi colegio, a mis compañeros, a los profesores y al resto del



experiencias

personal.



Young Explorers TK Academy 2024 - 2025

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means to carry out the parental and family involvement requirements designated in Title I, Part A, pursuant to Section 1116 (c) of the ESSA.

- We will jointly develop with families, and distribute to families, a school Family Engagement Policy that the school and families agree.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.
- We will review the annual LCAP Family Engagement goals.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

The school convenes an annual meeting to inform parents of the requirements of Title I, Part A and of the parents' right to participate in the Title I, Part A program (Section 1116 [c] [1] of the ESSA)

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

The school offers a flexible number of meetings for Title I, Part A parents, such as morning or evening meetings (Section 1116 [c] [2] of the ESSA).

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

The school engages parents of Title I, Part A students in an organized, ongoing, and timely manner, in planning, reviewing, and improving the school's Title I, Part A programs and student engagement policy. Title I, Part A parents (ESSA Section 1116 [c] [3]).

The school principal will:

- Invite input on the school plan from the English Learner Advisory Committee and the School Site Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Family Involvement Action Team (FIAT) Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (Section 1116 [c] (4) [A] of the ESSA).

The school principal will provide information about Title I programs to families in a timely manner by:

- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Sending messages through the automated messaging system.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c] [4] [SI]).

Methods of sharing this will include:

- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports

- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Family Involvement Action Team (FIAT) Meetings/Workshops

With the help of Title I, Part A parents, the school educates staff members on the value of parental contributions and how to work with parents as equal partners (Section 1116 [e] [3] of ESSA).

With assistance from the district, the school site will accomplish this by:

- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and support parents to participate more fully in their children's education. (ESSA Section 1116 [e] [4]).

The school principal will form partnerships with community-based organizations and other public agencies to:

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide training and workshops throughout the year for families.

The school distributes information related to school and parenting programs, meetings, and other activities to Title I, Part A parents in a format and language that parents understand (Section 1116 [e] [5] of the ESSA).

The school principal will ensure to develop and disseminate critical school and student information to families:

- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
 - Family Engagement Policy
 - Inform parents of English learners how they can be involved in the education of their children
 - All required parent/family notifications

The school provides support for parental involvement activities requested by Title I, Part A parents (Section 1116 [e] [14] of the ESSA).

- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand (ESSA Section 1116 [f])

- Back to School Night 8/15/24
- Title I Meeting 8/15/24
- Parent Conferences 11/18/24 - 11/22/24
- Family Winter STEAM Event 12/12/24
- Family Reading Event 3/6/25
- Family Movie Night 11/15/24 & 2/21/25
- Trunk or Treat 10/25/24
- Open House 4/3/25
- TK Prom 5/16/25
- TK - Community Night 5/29/25
- ELAC 9/4/24, 10/2/24, 11/6/24, 2/12/25,
3/12/25, 4/9/25, 5/28/25
- AAPAC 9/4/24, 10/2/24, 11/6/24, 2/12/25,
3/12/25, 4/9/25, 5/28/25
- SSC 9/4/24, 10/2/24, 11/6/24, 2/12/25,
3/12/25, 4/9/25, 5/28/25

This policy was adopted by Young Explorers TK Academy on May 28, 2024 and will be in effect for the period of July 1, 2024 to June 30, 2025.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before August 16, 2024.

Jacqueline Howe

Jacqueline Howe
5/28/2024

California Department Of Education



Young Explorers TK Academy 2024 - 2025

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta política describe los medios para llevar a cabo los requisitos de participación de los padres y la familia designados en el Título I, Parte A, de conformidad con la Sección 1116 (c) de la ESSA.

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.
- Revisaremos las metas anuales sobre la participación familiar del LCAP

Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente escolar.

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en la noche (Sección 1116 [c] [2] de ESSA).

El director de la escuela o la persona que éste designe convocará reuniones anuales para informar a las familias sobre:

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

- El director de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la política de participación de los padres del Título I, Parte A (ESSA Sección 1116 [c] [3]).

El director de la escuela:

- Invitar al Comité asesor del aprendizaje de inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Proporcionar a las familias la oportunidad de hacer aportes a través de la Encuesta título I sobre la Póliza de participación familiar de la escuela, las reuniones anuales del Título I y las reuniones del Equipo de acción para la participación de familias (FIAT).
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurará de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, información oportuna sobre los programas del Título I, Parte A (Sección 1116 [c] (4) [A] de la ESSA).

El director de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en anuncio electrónico afuera de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes (ESSA Sección 1116 [c] [4] [SI]).

Los métodos para compartir esto incluirán:

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela
- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)
- Reuniones/talleres del Equipo de acción para la participación de familias (FIAT)

Con la ayuda de los padres de Título I, Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales (Sección 1116 [e] [3] de la ESSA).

Con la ayuda del distrito, la escuela logrará esto por medio de:

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

La escuela coordina e integra el programa de participación de los padres de Título I, Parte A con otros programas y realiza otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Distribuir recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entienden (Sección 1116 [e] [5] de la ESSA).

El director de la escuela se asegurará de desarrollar y diseminar información crítica de la escuela y del estudiante a las familias.

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
 - Póliza de participación familiar en la escuela
 - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos
 - Todas las notificaciones requeridas a los padres/familias

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (Sección 1116 [e] [14] de ESSA).

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.
- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela brinda oportunidades para la participación de todos los padres de Título I, Parte A, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y un idioma que los padres entienden (Sección 1116 [f] de la ESSA)

- | | |
|--|---|
| ● Noche de vuelta a la escuela | 8/15/24 |
| ● Reunión Título I | 8/15/24 |
| ● Conferencias de padres | 11/18/24 - 11/22/24 |
| ● Evento STEAM de invierno para familias | 12/12/24 |
| ● Lectura en familia | 3/6/25 |
| ● Noche de películas en familia | 11/15/24 & 2/21/25 |
| ● Tronco o trato | 10/25/24 |
| ● Jornada de puertas abiertas | 3/20/25 |
| ● TK Prom | 5/16/25 |
| ● TK - Noche comunitaria | 5/29/25 |
| ● ELAC | 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25 |
| ● AAPAC | 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25 |
| ● SSC | 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25 |

Esta política fue adoptada por la Escuela Primaria Perris el 28 de mayo de 2024 y estará en vigor durante el período del 1 de julio de 2024 al 30 de junio de 2025. La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa Título I, Parte A en, o antes del 16 de agosto de 2024.

Jacqueline Howe

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5/28/2024

Departamento de Educación de California