

School Year: 2024-25



# 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
Enchanted Hills Elementary School	33671996120547	January 14, 2025	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 Perris Elementary School District's (PESD), LCAP, this plan was developed as a result of a Comprehensive Needs Assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Enchanted Hills improved student outcomes. According to the 2023 California School Dashboard, Enchanted Hills no longer meets the criteria for Additional Targeted Support and Improvement (ATSI), and has exited the ESSA (Every Student Succeeds Act) improvement accountability status.



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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).

Parent involvement opportunities were held in person for the 2023 - 2024 school year. Feedback was gathered on EL programs as well as recommendations for School Site Council. School Site Council was held in person with representation from administration, teachers, other staff, and parents. Programs were reviewed and an opportunity for feedback was given by all stakeholders. SSC members were updated at each meeting regarding EL program updates, progress with students achieving ELA and Math goals aligned to content standards. The CFA and IAB data was reviewed and next steps were shared.

Each family event has been well attended with 90 - 150 guests. A parent survey is given after each "Paws for Reading" Family Friday and results have been very positive. Families provided future topics of interest and shared the most valuable part of the presentation. Some of the future topics families would like to see are training in are Mathematical strategies, school safety, social emotional strategies, bully prevention, and more opportunities for families to participate in lunch with a loved one type of activities. 100% of parents valued the information shared at each presentation as well as the time they were able to spend reading with their child in the classroom.

Our Title 1 Survey was open to parents to complete digitally. 37 parents returned the survey. An average of 95% of parents reported positive results with home/school communication and parent involvement effectiveness. About 20% of parents reported that they did not sign the parent/school/student compact which was provided electronically this school year.

The MTSS Behavior Team meets about once a month to ensure positive systems and supports are in place. During our tied fidelity inventory (TFI) visitation on April 25, 2024, Enchanted Hills scored 93% in tier 1 universal school-wide positive behavior intervention support, 96% in Tier 2 and 94% for Tier 3. Our school will apply for Platinum recognition for our PBIS implementation. The results are a direct reflection of using data to improve school culture and climate. According to the CA Dashboard Data this data will be used to assess school climate and culture and next steps.

## Classroom Observations

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

All classrooms are visited regularly by administration. From these informal walk-throughs & classroom observations, feedback is given to teachers to improve instructional practices and student outcomes. The classroom observations and feedback is also used by our leadership team to provide professional development based on school-wide needs. Based on formal and informal classroom observations a need to increase student discourse and engagement was observed. Other areas of focused included alignment of the rigor of ELA instruction to the grade level content standards, math instruction provided in context, and ELD strategies intentionally integrated throughout each lesson.

Through the collaboration and feedback of our leadership team, our academic coach provides demo lessons and strategies on math, ELA, and student engagement. Additionally, professional development is provided during our Tuesday staff meetings to calibrate instructional implementation in the areas of PBIS, ELA, Math, and ELD.

The leadership team (principal, AP, and academic coach) participate in weekly collaboration meetings and discuss the successes and next steps based on informal observations, data, and needs.

## **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)

## ELA CA DASHBOARD Data:

### Goal 1: English Language Arts

All students are in yellow and 56 points below standard

Students with disabilities are orange and 122.5 points below standard.

Hispanics are yellow and 57.1 points below standard

Socioeconomically disadvantaged student group is in the yellow and 54.2 points below standard

### Goal 2: Math

All student group is in the yellow and 87.3 points below standard

Students with disabilities are orange and 146 points below standard

Hispanic student group are yellow and 88.6 points below standard

Socioeconomically disadvantaged are yellow and 85.6 points below standard

### Goal 3: English Learners

All EL students are in the yellow

In ELA, English Learners are yellow and 52.7 points below standard

In Math, English Learners are yellow and 83 points below standard

### Goal 4: Absenteeism

All students are in the yellow and 37.5% chronically absent

### Suspension Rates:

All students are in the green with 1.1% suspended at least one day

The district is eligible for Differentiated Assistance (DA) for African American students for academics and suspensions and Foster Youth for academics and chronic absenteeism.

### Enchanted Hills data for African American and Foster Youth:

No data for absenteeism for Foster Youth (8 students)

No data for suspension for African Americans (14 students)

No data for academics for African Americans (2 students)

No data for academics for Foster Youth (2 students)

### CAASPP Data- In the 2022/2023 School Year:

32% of students in grades 3-6 met or exceeded standards in ELA

20% of students in grades 3-6 met or exceeded standards in Math

### Priority Root Causes:

1. Lack of effective Tier 1 instructional strategies
2. Lack of alignment to the rigor of the standards
3. Lack of foundational skills

Enchanted Hills will take the following actions to address these needs:

### Goal 1- ELA

Action 1: Professional Development on effective and aligned Tier 1 instruction, science of reading, and research based engagement strategies

Action 2: Learning walks- teachers will visit each other classrooms using a data collection tool, and vertical / horizontal alignment tool that includes academic rigor, student engagement, checking for



understanding, alignment to the rigor standards/ learning goal.

#### Goal 2- Math

Action 1: Professional Development on Building Thinking classrooms, contextual math problems, student discourse

Action 2: Learning walks- teachers will visit each other classrooms using a data collection tool, and vertical / horizontal alignment tool that includes academic rigor, student engagement, checking for understanding, alignment to the rigor standards/ learning goal.

#### Goal 3- English Language Learners

Action 1: Professional Development on integrated and designated ELD, SDAIE Strategies, student engagement

Action 2: Learning walks- teachers will visit each other classrooms using a data collection tool, and vertical / horizontal alignment tool that includes academic rigor, student engagement, checking for understanding, alignment to the rigor standards/ learning goal.

#### Goal 4- Culture/Climate

Action 1: Professional Development on restorative practices, SEL, Coping and calming strategies, classroom management

Action 2: MTSS behavior and MTSS Collaboration Meetings focused on data (attendance, suspension, academic, panorama, sown to grow, etc.)

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

Perris School District provides access to Illuminate Data and Assessment (DNA) to all teachers. District Interim Formative Assessments are critical in our effort to monitor student progress and are used to monitor student progress in English Language Arts and Math. Teachers are provided collaboration time to meet in grade levels for the purpose of analyzing assessment results and plan instruction based on those results. Teachers also use ELPAC assessment results to identify student placement in ELD instruction and to annually monitor student progress toward English proficiency. In addition, assessment data is examined to determine student subgroups' progress toward grade level proficiency.

## Staffing and Professional Development

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

All staff at Enchanted Hills School meet the requirements set forth by the district. The district has a staffing plan committed to hiring and retaining highly qualified and effective certificated, classified and administrative staff.

Professional Development is provided to staff at least on a monthly basis. Topics include PBIS, reading strategies, math strategies, CA standards vertical alignment. Professional Development is also provided on school culture and climate by our site MTSS team and Guiding Coalition (leadership) team. All professional development is aligned to district initiatives and our school initiatives. Professional development is planned according to teacher and student needs based on data and observations. Teachers meet with the academic coach at least once a week for 50 minutes for differentiated professional development based on specific grade level needs. Our academic coach continually supports teachers and grade levels with demo lessons and demo strategies using our district's adopted core curriculum and strategies to teach to the rigor of the CA standards. Our academic coach provides support to new teachers to our district regarding our PESD 5 high leverage instructional strategies and our district's instructional initiatives.

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

The Perris Elementary school district ensures all teachers are highly trained in Universal Design strategies and Differentiation techniques with state adopted curriculum. Professional development affords increased opportunity for participation and addresses needs the need to raise achievement in Language Arts, ELD and Mathematics. The required amount of Title 1 funds will be used for professional development that will aid in meeting achievement goals.

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

Perris Elementary School District has determined ELD and Universal Design Strategies for Differentiated Instruction as the focus of staff development efforts to increase rigor in instruction. All teachers have attended professional development in Universal Design Strategies for Differentiated Instruction. In addition to the District's identified goals, as a site, we have also chosen to focus on mathematical strategies, ELD strategies, and student engagement.

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

An academic coach works collaboratively with teachers to demonstrate lessons, plan instruction and analyze data. Our academic coach has been highly trained to support teachers with instruction of the California State Standards. Additionally, the Site Leadership Team provides teacher mentoring for the purpose of building teacher capacity through collaboration to plan lessons based on data analysis. Site Administration works with specific teachers by providing additional support to improve instruction through collaboration and instructional planning.

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

Enchanted Hills is committed to collaboration. Teachers are provided a collaboration schedule embedded in the instructional week and the opportunity for weekly collaboration meetings before school begins. Teachers discuss data, and analyze assessment results to inform instruction. This collaboration schedule has been established to allow teachers additional time for planning and data analysis. Teachers will also participate in Learning Walks to observe teaching strategies in use by their colleagues and discuss ways to integrate them into their teaching.

## Teaching and Learning

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

Curriculum, instruction and materials are aligned to grade level content and performance standards through the adoption of SBE-adopted and approved reading/language arts McGraw-Hill Reading Wonders A Legacy of Literacy (K-6), Math in Focus Mathematics materials (K-6), and the Read 180/System 44 Intervention Program(Grades 4-6). In addition, all teachers have been trained in grade level content and performance standards in each content area that are designed to support instruction of standards and hold students accountable for performing at grade level. Our intervention teacher utilizes the Read 180/System 44 program and consistently monitors student data and progress on their foundational skills. Students in the intervention class utilize technology to take their assessments which lend for immediate access for the teacher to analyze data.

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

Enchanted Hills provides students with the minimum daily minutes of core curriculum required by the state of California. School daily schedules and classroom schedules are developed to follow the minutes of instruction as outlined in the Academic Program Survey.

Small group instruction through Universal Access and Targeted Intervention was provided to students based on data and individual needs.

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

Teachers utilize the District Units of Study and adopted curriculum to plan instruction. Our master schedule allows time for daily targeted intervention in ELA and math. All grade levels participate in a school wide implementation of designated ELD and Targeted Intervention. Identified students in grades 3 - 6 participate in a Reading Intervention Program (System 44/ Read 180) for 60 minutes daily. The master schedule notes a designated time for social / emotional guidance lesson using the Second Step Curriculum and PBIS strategies.

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

Each teacher and student has a complete set of instructional materials in all core content areas as confirmed by our annual Williams Settlement Process visit. All students, including students served in the special education program and English learners, have full access to all core instructional program materials. Data indicates the need for supplement programs in the area of ELA and math to target foundational skills needed to meet grade level standards. The supplemental materials will support core instruction and provide additional practice for students who need it.

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

Enchanted Hills is committed to the use of standards-based, district adopted instructional materials, including intervention materials. The district purchased, and the teachers implement, the core curricular support materials provided in the McGraw Hill Wonders program. Identified students who need more intensive reading intervention in grades 3-6 are provided access Read 180/System 44 Materials. This intervention class is taught by a reading intervention teacher. All grade levels provide a minimum of 30 minutes of targeted intervention to assist students with acquiring the skills necessary to obtain proficiency in language arts & math. Teachers plan collaboratively with their grade level teams and use data to guide instruction for the student groups identified with their grade level. Teachers are provided training and professional development opportunities on an ongoing basis throughout the year. All English learners are provided with additional materials and daily designated instructional time for English Language Development. Teachers are provided professional development at the district and site level. The professional development is focused on the implementation of using the core instructional materials to teach the CA standards. This professional development includes ELD and SEL training. Technology is a learning tool students utilize to access and demonstrate their understanding of the lesson. Teachers utilize technology to enhance their lessons and to gauge student understanding.

## **Opportunity and Equal Educational Access**

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

Enchanted Hills is committed to providing research-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. All teachers have attended professional development in strategies to meet the needs of all students, and are well trained to implement the use of Universal Design strategies & SDAIE Strategies to meet the needs of our English Language Learners.

Under-performing students, specifically students with disabilities, socioeconomically disadvantaged, and Hispanic students, are addressed with differentiated instruction during language arts and math, specifically during Targeted Intervention blocks that have been incorporated into the instructional schedule and daily lesson plans. In addition, all students performing at the benchmark or strategic level, English Language Learners, and gifted students have the opportunity to receive additional support, and or enrichment during the grade level intervention blocks. In addition, after school programs will be offered to students working below grade level proficiency in reading, and/or math. The content of the instruction will be aligned with California State Standards, and will support the core programs offered during the instructional day.

Students in grades 3rd - 6th who have been identified as reading two grade levels or more participate in the reading intervention (Read 180/System44) program with an intervention teacher. This supplemental program provides an opportunity for students to close their gaps in reading.

The Bilingual Instructional Aide push into classrooms to support EL students needing primary language support. Specific students that have not made progress on the ELPAC are targeted to receive additional support.

## Evidence-based educational practices to raise student achievement

Administration, academic coach, and teachers work together to continually provide best first instructional practices and delivery. Training, collaboration, walk throughs, and consistent feedback all provide support for research-based practices to raise student achievement. Professional learning communities review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards. Teachers have identified three essential standards to focus on in the area of ELA. Common Formative Assessments are given regularly and data is reviewed by the teachers and administrative team. Professional Development is provided to teachers based on formal and informal data. Teachers are given the opportunity to showcase strategies and shifts in their teaching implementation that have resulted in student achievement.

## Parental Engagement

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

Resources available for struggling students include targeted intervention, embedded Universal access, grade level intervention groups and extended learning opportunities. Our TIP program provides an afterschool intervention class for students needing additional support in achieving grade level standards. ELOP funds are used to provide afterschool intervention programs to assist underachieving students. The SST process assists teachers in analyzing student needs and arrange intervention and support and the SART/SARB process is in place for students experiencing problems with attendance. Our Family Involvement Action Team assists the school in raising student achievement by providing workshops designed to help our families provide additional support at home. In addition, family involvement opportunities such as family math and literacy and science nights are designed to support families with reinforcing learning at home.

Enchanted Hills also offers a variety of family events and parent workshops. The parent workshops focus on attendance, instructional strategies they could use home, and parenting classes. Additionally, CABE classes are offered for parents of English Language Learners to assist on how parents could be involved as stakeholders in our educational system. Based on the parent surveys, there is a need for continued parent and family opportunities for training on effective parenting strategies, math strategies, and reading strategies. These are advertised both electronically and through paper flyers. Our empathy surveys regarding school attendance showed a need for parent support with establishing effective evening and night routines to ensure a smooth morning for students to attend school. Our school counselor presented Social Emotional Learning (SEL) and Restorative Practice (RP) strategies for home during SSC and Paws for Reading Family Friday Workshop.

The School Site Council (SSC) is charged with the formal role of planning, monitoring, and evaluating programs, and expenditures for categorical programs at Enchanted Hills. The instructional goals outlined in the SPSA are reviewed by the staff and the SSC at each meeting. Parents share the connection they see with student work and the goals outlined on the SPSA. Assessment data, new strategies being implemented, and evidence addressing the goals through pictures and student work are shared.

Other parent advisory groups such as ELAC 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. CAASPP data and ongoing district assessments are shared with teachers, parents, and the SSC.

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 different parent groups. Our School Site Council oversees school programs and its effectiveness. English Language Advisory Committee provides feedback to our school site council to ensure the needs of English Learner students are met. Our Title I meetings are held to inform parents of our supplemental programs collect information and feedback from our families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement.

## Funding

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

There is a need for an Intervention Teacher to work with students who are 2 or more years below grade level proficiency. Additionally, 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. Enchanted Hills Elementary also needs an intervention program in the form of after school tutoring. The intervention program should include supplemental materials and technology (hardware and software) as a means to provide intensive intervention. Targeted Intervention, Universal Access, and small group instruction during the instructional day enable under-performing students to meet standards. Family involvement training, Content Coach, After School Tutoring, Professional Development, supplemental materials, Counseling support and supplemental technology will be provided at Enchanted Hills Elementary. Perris Elementary School District receives Title I funds, LCFF Supplemental/Concentration (unduplicated), and LCFF Supp/Con (English Learners) funds which provide additional monies to increase student achievement through instructional programs and services.

## Fiscal support (EPC)

Perris Elementary School District receives Title I funds, LCFF Supp/Con (unduplicated), and LCFF Supp/Con (English Learners) funds which provide additional monies to increase student achievement through academic supports. A significant percentage of categorical funds are spent on professional development in areas such as California Standards, PLC training, supplemental technology, and collaborative planning time. Additionally, the school will use funds primarily to provide additional support to address students who are at-risk and struggling academically. Expenditures include personnel, materials, supplies, copies, professional development and extra duty pay for certificated and classified staff.

## **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**

Enchanted Hills collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Guiding Coalition Leadership.

SSC Meetings:

September 28, 2023- SSC reviewed the bylaws, SSC Composition, Goal 1 and Goal 2 were reviewed.

November 30, 2023 - SSC reviewed Goal 1 and Goal 2.

December 14, 2023- SSC monitored and evaluated programs for goal 1 and 2 and budget revision.

January 25, 2024- SSC reviewed the school safety plan and Community School's Grant. Feedback was provided. Parents expressed want for more music for students.

February 22, 2024- SSC reviewed proposed action items and the Uniform Complaint Policy.

February 29, 2024- SSC reviewed proposed action items, Federal Program Monitoring (FPM)

May 30, 2024- SSC reviewed Monitoring and Evaluation Form, SPSA for 2024-2025 school year.

#### ELAC Meetings:

September 21, 2023: Introduction, Election of officers, Election of members, Robert's Rules of Order, Importance of School Attendance

October 19, 2023: Presentation from counselor, Mrs. Gonzalez-Social and emotional learning, Purpose of ELAC, Responsibilities of being an ELAC member, Election results

December 14, 2023: Initial ELPAC assessment, Reclassification criteria, DELAC Report, CAFE Class Project 2

January 25, 2024: Report from DELAC representatives, Importance of School Attendance.

Presentation from counselor, Mrs. Gonzalez: "Sown to Grow"

February 29, 2024: Williams Uniform Complaint Procedures, Reclassification Update, Summative ELPAC, 5th Grade Physical Fitness Exam

May 2, 2024: Summative ELPAC, CAASPP Testing, Musical Theater program, Topics/celebration for last ELAC meeting of the school year

Consultations with SSC, ELAC and district teams impacted the SPSA development and evaluation in the following way:

SSC requested an increase on Math workshops for families. Goal 2, Action 3 included parent involvement opportunities in math.

ELAC requested more workshops and trainings strategies for home. School counselor presented two workshops to ELAC parents on Restorative Practices and Social Emotional Learning.

District Office consultation provided students with a musical theatre opportunity based on their feedback.

## Resource Inequities

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

The Guiding Coalition Leadership Team worked on a root cause analysis on why socioeconomically students are not meeting proficiency in Math as measured by the CAASPP. So far, it's been determined that teaching strategies are one root cause for our current data. The leadership team, including administration, teacher leaders, and support staff, addressed this by participating in differentiated evidence-based professional development. Our academic coach provided high-leverage, research-based professional development on instructional strategies such as direct instruction, components of building thinking classrooms, and SDAIE strategies.

Using the Education Resource Strategies Resource Equity diagnostic, the following inequalities were revealed: students don't have access to viable tier 1 instruction and students don't have enrichment opportunities / field trips in all grades K-6th.

The needs assessment review revealed that although the school's overall CAASPP data improved in ELA and math, there is a need to shift instructional practices to meet the rigor of CA standards. Teachers will focus on essential standards in their grade level. Data will be analyzed through common formative assessments to determine next steps for instruction. The administrative team will work collaboratively with the Guiding Coalition, academic coach, and teaching staff to ensure relevant and grade specific support.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	2.03%	2.09%	1.79%	9	10	8
Asian	0.23%	0.21%	0.22%	1	1	1
Filipino	0.23%	0.42%	0.22%	1	2	1
Hispanic/Latino	94.14%	93.74%	94.41%	418	449	422
Pacific Islander	%	0%	%	0	0	
White	2.03%	1.25%	1.34%	9	6	6
Multiple/No Response	0.23%	0.63%	0.67%	1	3	3
	<b>Total Enrollment</b>			444	479	447

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	87	52
Grade 1	73	63	67
Grade 2	58	78	60
Grade3	61	63	77
Grade 4	64	65	63
Grade 5	68	54	67
Grade 6	60	69	61
<b>Total Enrollment</b>	444	479	447

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	215	249	237	40.8%	48.4%	53.0%
Fluent English Proficient (FEP)	32	25	30	9.8%	7.2%	6.7%
Reclassified Fluent English Proficient (RFEP)	23	9		8.2%	5.2%	

### Conclusions based on this data:

1. Reclassifying students by ensuring students are receiving intentional language support needs to be a priority based on the data.
2. Teachers need to be informed of the district's criteria to reclassify students as English Proficient.
3. Providing specific targeted intervention for language acquisition needs to be a priority.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	63	76	60	61	75	60	61	75	100.0	96.8	98.7
Grade 4	64	63	64	62	61	63	62	61	63	96.9	96.8	98.4
Grade 5	71	55	68	69	53	66	69	53	66	97.2	96.4	97.1
Grade 6	62	69	63	62	67	60	62	67	60	100.0	97.1	95.2
All Grades	257	250	271	253	242	264	253	242	264	98.4	96.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2379.	2397.	2377.	8.33	21.31	13.33	21.67	16.39	14.67	25.00	21.31	29.33	45.00	40.98	42.67
Grade 4	2387.	2420.	2407.	3.23	11.48	7.94	14.52	24.59	17.46	16.13	11.48	14.29	66.13	52.46	60.32
Grade 5	2424.	2441.	2422.	2.90	0.00	4.55	20.29	30.19	16.67	28.99	24.53	19.70	47.83	45.28	59.09
Grade 6	2431.	2445.	2432.	0.00	2.99	3.33	9.68	19.40	11.67	29.03	23.88	26.67	61.29	53.73	58.33
All Grades	N/A	N/A	N/A	3.56	9.09	7.58	16.60	22.31	15.15	24.90	20.25	22.73	54.94	48.35	54.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	16.39	6.67	66.67	49.18	60.00	26.67	34.43	33.33
Grade 4	4.84	8.20	6.35	56.45	60.66	65.08	38.71	31.15	28.57
Grade 5	4.35	3.77	7.58	59.42	62.26	56.06	36.23	33.96	36.36
Grade 6	6.45	4.48	3.33	41.94	47.76	46.67	51.61	47.76	50.00
All Grades	5.53	8.26	6.06	56.13	54.55	57.20	38.34	37.19	36.74

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.00	11.48	9.33	53.33	47.54	42.67	41.67	40.98	48.00
<b>Grade 4</b>	4.84	11.48	6.35	41.94	42.62	38.10	53.23	45.90	55.56
<b>Grade 5</b>	4.35	1.89	3.03	46.38	60.38	43.94	49.28	37.74	53.03
<b>Grade 6</b>	0.00	1.49	0.00	29.03	37.31	36.67	70.97	61.19	63.33
<b>All Grades</b>	3.56	6.61	4.92	42.69	46.28	40.53	53.75	47.11	54.55

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	6.67	13.11	5.33	68.33	63.93	76.00	25.00	22.95	18.67
<b>Grade 4</b>	4.84	9.84	6.35	69.35	77.05	68.25	25.81	13.11	25.40
<b>Grade 5</b>	1.45	7.55	4.55	71.01	64.15	62.12	27.54	28.30	33.33
<b>Grade 6</b>	9.68	4.48	3.33	62.90	68.66	66.67	27.42	26.87	30.00
<b>All Grades</b>	5.53	8.68	4.92	67.98	68.60	68.56	26.48	22.73	26.52

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.33	22.95	10.67	65.00	54.10	64.00	26.67	22.95	25.33
<b>Grade 4</b>	4.84	11.48	14.29	61.29	62.30	58.73	33.87	26.23	26.98
<b>Grade 5</b>	7.25	9.43	10.61	52.17	64.15	48.48	40.58	26.42	40.91
<b>Grade 6</b>	1.61	7.46	5.00	61.29	61.19	60.00	37.10	31.34	35.00
<b>All Grades</b>	5.53	12.81	10.23	59.68	60.33	57.95	34.78	26.86	31.82

**Conclusions based on this data:**

1. There is a need to improve 6th grade ELA achievement data in reading and writing. There needs to be a strategic plan to align reading and writing instruction.
2. 5th and 6th grade need to improve listening skills. Strategies to improve listening skills need to be implemented.
3. 4th and 5th grade need to improve in the area of research/inquiry by bundling these skills with writing and reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	63	76	60	63	76	60	63	76	100.0	100.0	100
Grade 4	63	63	64	62	63	64	62	63	64	98.4	100.0	100
Grade 5	71	55	68	71	55	68	71	55	68	100.0	100.0	100
Grade 6	62	69	63	62	69	63	62	69	63	100.0	100.0	100
All Grades	256	250	271	255	250	271	255	250	271	99.6	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2367.	2400.	2412.	5.00	15.87	13.16	11.67	20.63	19.74	23.33	19.05	35.53	60.00	44.44	31.58
Grade 4	2375.	2430.	2412.	1.61	4.76	4.69	4.84	14.29	14.06	22.58	42.86	29.69	70.97	38.10	51.56
Grade 5	2402.	2407.	2421.	1.41	1.82	7.35	4.23	3.64	5.88	21.13	21.82	20.59	73.24	72.73	66.18
Grade 6	2395.	2406.	2418.	0.00	1.45	1.59	3.23	5.80	11.11	24.19	17.39	19.05	72.58	75.36	68.25
All Grades	N/A	N/A	N/A	1.96	6.00	7.01	5.88	11.20	12.92	22.75	25.20	26.57	69.41	57.60	53.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	12.70	6.58	33.33	38.10	53.95	61.67	49.21	39.47
Grade 4	1.61	1.59	3.13	27.42	46.03	40.63	70.97	52.38	56.25
Grade 5	0.00	3.64	4.41	33.80	25.45	29.41	66.20	70.91	66.18
Grade 6	0.00	0.00	1.59	25.81	30.43	31.75	74.19	69.57	66.67
All Grades	1.57	4.40	4.06	30.20	35.20	39.48	68.24	60.40	56.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	14.29	15.79	53.33	53.97	57.89	40.00	31.75	26.32
Grade 4	1.61	4.76	3.13	37.10	63.49	59.38	61.29	31.75	37.50
Grade 5	1.41	1.82	2.94	52.11	50.91	55.88	46.48	47.27	41.18
Grade 6	0.00	0.00	0.00	50.00	49.28	57.14	50.00	50.72	42.86
All Grades	2.35	5.20	5.90	48.24	54.40	57.56	49.41	40.40	36.53

**Conclusions based on this data:**

1. 5th and 6th grade students are about 70% below standard in Problem Solving & Modeling / Data Analysis. A root cause analysis needs to be done to identify possible reasons students are 20% lower than 3rd and 4th grade.
2. 78% of students are below standard in concepts and procedures in 6th grade. This is about 40% more than 4th grade. Vertical articulation through the lens of student problems on concept and procedures need to analyzed to identify potential teaching gaps.
3. Communicating reasoning 3rd and 4th grade data are about the same. The number of students below standard increase in this area in 5th and 6th grade. Comparing student expectations in 3rd/4th to 5th/6th can improve instructional practice and student outcomes.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1411.5	1405.1	1417.3	1418.5	1408.7	1428.0	1395.1	1396.4	1392.0	33	57	39
<b>1</b>	1429.9	1433.6	1421.8	1439.4	1440.2	1440.1	1419.8	1426.5	1403.0	34	33	39
<b>2</b>	1453.9	1473.9	1465.9	1455.9	1469.5	1458.4	1451.5	1477.9	1472.9	35	37	34
<b>3</b>	1492.1	1475.1	1472.1	1482.9	1458.4	1463.5	1500.7	1491.2	1480.3	29	34	32
<b>4</b>	1495.4	1524.5	1482.8	1483.9	1514.2	1467.0	1506.4	1534.3	1498.0	29	29	27
<b>5</b>	1502.1	1509.4	1482.9	1483.6	1500.0	1465.8	1520.2	1518.3	1499.5	36	25	33
<b>6</b>	1497.5	1508.5	1492.5	1492.5	1492.7	1471.0	1502.0	1523.7	1513.6	24	33	32
<b>All Grades</b>										220	248	236

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.06	10.53	10.26	30.30	22.81	48.72	51.52	43.86	30.77	12.12	22.81	10.26	33	57	39
<b>1</b>	0.00	0.00	2.56	20.59	18.18	38.46	50.00	63.64	30.77	29.41	18.18	28.21	34	33	39
<b>2</b>	8.57	10.81	8.82	37.14	35.14	38.24	31.43	51.35	47.06	22.86	2.70	5.88	35	37	34
<b>3</b>	13.79	11.76	3.13	41.38	26.47	31.25	34.48	29.41	43.75	10.34	32.35	21.88	29	34	32
<b>4</b>	10.34	27.59	0.00	41.38	51.72	37.04	34.48	10.34	40.74	13.79	10.34	22.22	29	29	27
<b>5</b>	8.33	12.00	6.06	33.33	40.00	21.21	30.56	36.00	42.42	27.78	12.00	30.30	36	25	33
<b>6</b>	8.33	9.09	6.25	12.50	27.27	25.00	45.83	42.42	34.38	33.33	21.21	34.38	24	33	32
<b>All Grades</b>	7.73	11.29	5.51	31.36	30.24	34.75	39.55	40.73	38.14	21.36	17.74	21.61	220	248	236

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.06	12.28	17.95	45.45	31.58	41.03	36.36	35.09	33.33	12.12	21.05	7.69	33	57	39
<b>1</b>	2.94	6.06	17.95	32.35	33.33	33.33	52.94	51.52	30.77	11.76	9.09	17.95	34	33	39
<b>2</b>	11.43	10.81	11.76	31.43	43.24	41.18	45.71	40.54	44.12	11.43	5.41	2.94	35	37	34
<b>3</b>	17.24	14.71	6.25	41.38	32.35	40.63	27.59	26.47	37.50	13.79	26.47	15.63	29	34	32
<b>4</b>	13.79	44.83	11.11	41.38	37.93	44.44	34.48	6.90	29.63	10.34	10.34	14.81	29	29	27
<b>5</b>	19.44	28.00	9.09	36.11	44.00	30.30	19.44	16.00	39.39	25.00	12.00	21.21	36	25	33
<b>6</b>	16.67	15.15	9.38	37.50	36.36	31.25	33.33	36.36	28.13	12.50	12.12	31.25	24	33	32
<b>All Grades</b>	12.27	17.34	12.29	37.73	36.29	37.29	35.91	31.85	34.75	14.09	14.52	15.68	220	248	236

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	18.18	12.28	12.82	72.73	68.42	76.92	9.09	19.30	10.26	33	57	39
<b>1</b>	29.41	33.33	38.46	61.76	57.58	48.72	8.82	9.09	12.82	34	33	39
<b>2</b>	20.00	27.03	20.59	62.86	72.97	76.47	17.14	0.00	2.94	35	37	34
<b>3</b>	37.93	17.65	18.75	55.17	58.82	65.63	6.90	23.53	15.63	29	34	32
<b>4</b>	68.97	41.38	29.63	27.59	55.17	59.26	3.45	3.45	11.11	29	29	27
<b>5</b>	13.89	32.00	15.15	69.44	56.00	66.67	16.67	12.00	18.18	36	25	33
<b>6</b>	8.33	12.12	21.88	70.83	81.82	53.13	20.83	6.06	25.00	24	33	32
<b>All Grades</b>	27.73	23.39	22.46	60.45	65.32	63.98	11.82	11.29	13.56	220	248	236

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.06	15.79	17.95	69.70	52.63	66.67	24.24	31.58	15.38	33	57	39
<b>1</b>	0.00	3.03	0.00	61.76	66.67	69.23	38.24	30.30	30.77	34	33	39
<b>2</b>	14.29	13.51	5.88	80.00	78.38	76.47	5.71	8.11	17.65	35	37	34
<b>3</b>	20.69	17.65	3.13	44.83	50.00	71.88	34.48	32.35	25.00	29	34	32
<b>4</b>	10.34	48.28	0.00	58.62	37.93	76.92	31.03	13.79	23.08	29	29	26
<b>5</b>	30.56	28.00	12.50	38.89	56.00	56.25	30.56	16.00	31.25	36	25	32
<b>6</b>	25.00	15.15	3.13	66.67	69.70	65.63	8.33	15.15	31.25	24	33	32
<b>All Grades</b>	15.00	18.95	6.41	60.00	58.87	68.80	25.00	22.18	24.79	220	248	234



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.06	8.77	5.13	75.76	73.68	82.05	18.18	17.54	12.82	33	57	39
<b>1</b>	8.82	3.03	12.82	35.29	57.58	46.15	55.88	39.39	41.03	34	33	39
<b>2</b>	8.57	16.22	2.94	62.86	56.76	79.41	28.57	27.03	17.65	35	37	34
<b>3</b>	0.00	8.82	9.38	68.97	38.24	37.50	31.03	52.94	53.13	29	34	32
<b>4</b>	3.45	13.79	0.00	58.62	68.97	62.96	37.93	17.24	37.04	29	29	27
<b>5</b>	2.78	0.00	0.00	66.67	60.00	48.48	30.56	40.00	51.52	36	25	33
<b>6</b>	8.33	9.09	3.13	16.67	42.42	34.38	75.00	48.48	62.50	24	33	32
<b>All Grades</b>	5.45	8.87	5.08	56.36	58.06	56.36	38.18	33.06	38.56	220	248	236

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	27.27	35.09	38.46	63.64	33.33	41.03	9.09	31.58	20.51	33	57	39
<b>1</b>	0.00	0.00	7.69	82.35	69.70	61.54	17.65	30.30	30.77	34	33	39
<b>2</b>	5.71	16.22	14.71	68.57	70.27	73.53	25.71	13.51	11.76	35	37	34
<b>3</b>	27.59	29.41	0.00	65.52	41.18	87.50	6.90	29.41	12.50	29	34	32
<b>4</b>	24.14	34.48	14.81	58.62	55.17	55.56	17.24	10.34	29.63	29	29	27
<b>5</b>	25.00	32.00	27.27	50.00	48.00	45.45	25.00	20.00	27.27	36	25	33
<b>6</b>	12.50	27.27	18.75	66.67	57.58	65.63	20.83	15.15	15.63	24	33	32
<b>All Grades</b>	17.27	25.40	17.80	65.00	52.02	61.02	17.73	22.58	21.19	220	248	236

**Conclusions based on this data:**

1. 3rd grade students have the highest percentage of students at the beginning level in listening. Strategies for listening skills need to be implemented.
2. 3rd grade students have the highest percentage of students at the beginning level in reading. There needs to be a focus on alignment with the rigor of reading expectations on the ELPAC.
3. 3rd grade students have the highest percentage of students at the beginning level in oral language. A review of oral language proficiency criteria and how to embed this in integrated and designated ELD needs to be a focus.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
479	88.1	52	1
Total Number of Students enrolled in Enchanted Hills Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	249	52
Foster Youth	5	1
Homeless	21	4.4
Socioeconomically Disadvantaged	422	88.1
Students with Disabilities	32	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1
Asian	1	0.2
Filipino	2	0.4
Hispanic	449	93.7
Two or More Races	3	0.6
White	6	1.3

### Conclusions based on this data:

- 52% of the student population at EH are English Learners and there needs to be a strong emphasis on strategically embedding ELD strategies throughout the instructional day.
- 93.7% of the student population are Hispanic. There should be intent with connecting students background and culture into their learning.

3. 88.1% of the student population are socioeconomically disadvantaged which can affect access to experiences. Bringing the experiences to the classroom, before/after school are imperative to addressing the whole child.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. The performance data in the category of Suspension Rates is GREEN. This continues to be an area of focus for EH, and we will continue to utilize other means of correction and restorative practices when addressing student behavior.

2. The performance data in the category of Chronic Absenteeism is YELLOW. This continues to be an area of focus for EH, and we will continue to monitor chronic absenteeism rates, and share best practices around attendance with students, families and staff.
3. The performance data for both English Language Arts and Mathematics is YELLOW. We have made significant growth in both areas. We will continue to make instructional shifts based on student data and students meeting Essential Standards in both ELA and math.

# School and Student Performance Data

## Academic Performance English Language Arts

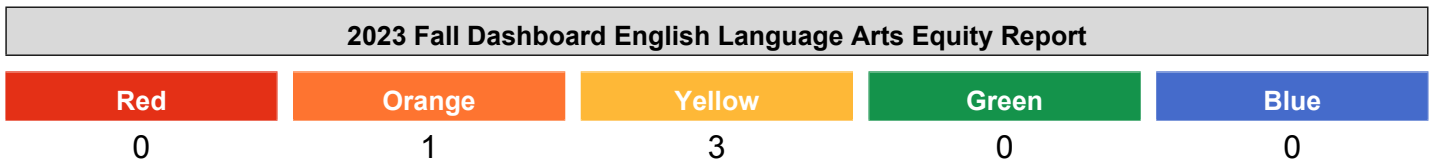
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 56 points below standard Increased Significantly +20.8 points 224 Students	<b>English Learners</b>  Yellow 52.7 points below standard Increased Significantly +33.8 points 116 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 54.2 points below standard Increased Significantly +21.8 points 210 Students	<b>Students with Disabilities</b>  Orange 122.5 points below standard Increased +12.6 points 31 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 57.1 points below standard Increased Significantly +20.5 points 213 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
65.6 points below standard Increased Significantly +30.4 points  102 Students	40.6 points above standard Increased Significantly +66.3 points  14 Students	62.5 points below standard Increased +5.4 points  99 Students

**Conclusions based on this data:**

1. Socioeconomically disadvantaged and English Learners are in the yellow. SDAIE strategies during integrated and designated ELD need to have a strong focus throughout instruction.
2. Students with Disabilities are in the ORANGE performance band. A root cause analysis with staff will be done to identify possible reasons.
3. Reclassified students scored 40.6 above standard and are out performing EO students. All students should receive best first instruction and participate in SDAIE strategies.

# School and Student Performance Data

## Academic Performance Mathematics

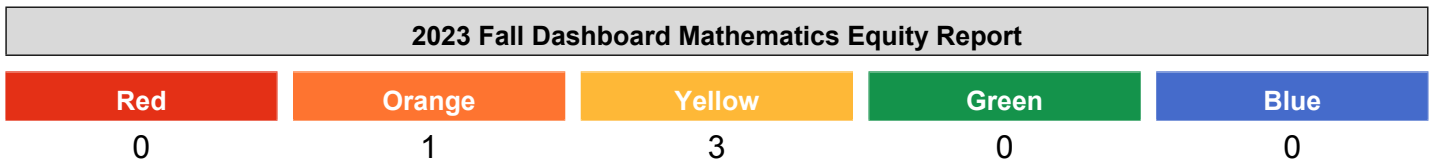
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.







This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 87.3 points below standard Increased Significantly +24.8 points 224 Students	<b>English Learners</b>  Yellow 83 points below standard Increased Significantly +31.1 points 116 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 85.6 points below standard Increased Significantly +26.8 points 210 Students	<b>Students with Disabilities</b>  Orange 146 points below standard Increased Significantly +50.8 points 31 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.6 points below standard Increased Significantly +23.2 points 213 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97 points below standard Increased Significantly +22.5 points 102 Students	18.8 points above standard Increased Significantly +98.2 points 14 Students	94.2 points below standard Increased Significantly +18 points 99 Students

#### Conclusions based on this data:

- English Learners increased an average of 31.1 points distance from standard. A strong focus and emphasis on ELD strategies during integrated and designated ELD needs to continue.
- Overall student performance for Students with Disabilities is in the ORANGE performance band with an increase of 50.8 points distance from standard. Further "root cause" analysis and empathy interviews with special education students and staff will be a next step.
- Overall performance of Reclassified English Learners increased significantly. Reclassified English Learners increased their distance from standard by 98.2 points and are currently 18.8 points above standard. Continuing to monitor RFEP students and their progress is imperative for continued growth with our RFEP students.

# School and Student Performance Data

## Academic Performance English Learner Progress

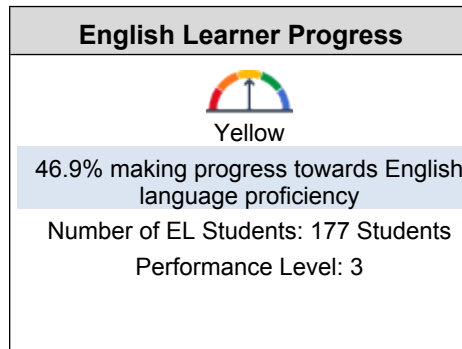
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33	61	1	82

#### Conclusions based on this data:

- 46% of our English Language Learners are progressing at least one ELPI Level in a given year. Further analysis of which grade levels and which students grew will be beneficial in determining specific next steps.
- Almost 19% of EL students decreased one ELPI Level. Determining why these students decreased will help provided targeted instruction and support.
- Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

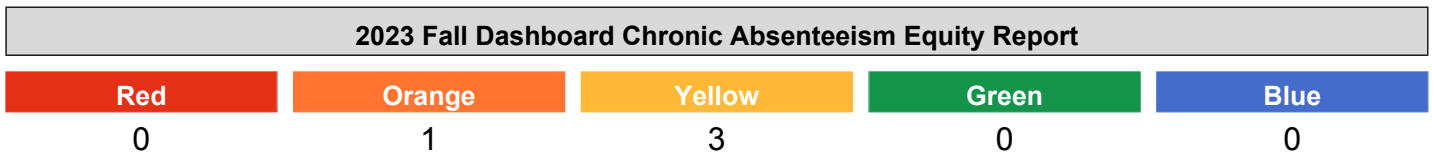
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>37.5% Chronically Absent</p> <p>Declined Significantly -24.2</p> <p>523 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>30.7% Chronically Absent</p> <p>Declined Significantly -24.2</p> <p>277 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>8 Students</p>
<p><b>Homeless</b></p> <p>20.7% Chronically Absent</p> <p>Declined -39.3</p> <p>29 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>38.5% Chronically Absent</p> <p>Declined Significantly -23.2</p> <p>475 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>47.3% Chronically Absent</p> <p>Declined -28.7</p> <p>55 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>45.5% Chronically Absent</p> <p>Declined -21.2</p> <p>11 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>2 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center"></p> <p>Yellow</p> <p>37.4% Chronically Absent</p> <p>Declined Significantly -24</p> <p>489 Students</p>	<p>35.7% Chronically Absent</p> <p>0</p> <p>14 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>

**Conclusions based on this data:**

1. Although this is an improvement from the previous year, there is a need to identify the 30.7% students who were chronically absent.
2. Overall rates for chronic absenteeism have decreased by 24.2%. These students need to be identified to determine any commonalities and potential root causes.
3. A root cause analysis regarding absenteeism for SWD needs to be done.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

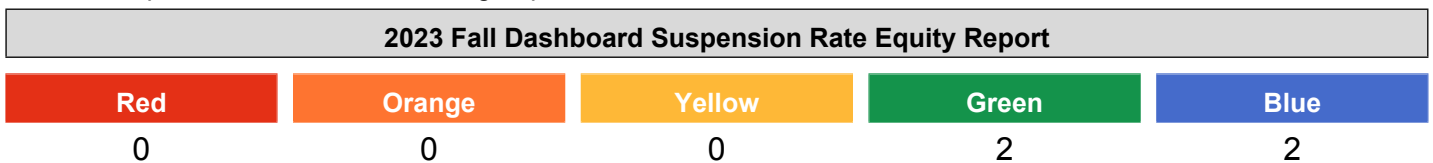
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined Significantly -3.1</p> <p>558 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>1% suspended at least one day</p> <p>Declined Significantly -1.3</p> <p>288 Students</p>	<p><b>Foster Youth</b></p> <p>0% suspended at least one day</p> <p>11 Students</p>
<p><b>Homeless</b></p> <p>0% suspended at least one day</p> <p>Declined -5.9</p> <p>30 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined Significantly -3.1</p> <p>502 Students</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -7.4</p> <p>56 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -8.3</p> <p>14 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined Significantly -2.7</p> <p>519 Students</p>	<p>0% suspended at least one day</p> <p>15 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

**Conclusions based on this data:**

1. Progressive Discipline and Other Means of Correction, and behavioral interventions need to be continually discussed in lieu of suspension.
2. For the 22-23 schoolyear, there were no suspensions for students with disabilities. A deeper dive of the alternatives to suspension needs to be conducted.
3. PBIS school-wide and classroom strategies must remain a priority to explicitly teach desired behaviors as well as RP to foster student agency in the school community.

# 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 Arts

## LEA/LCAP Goal

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 Standard and the Next Generation Science Standards.

## Goal 1

Enchanted Hills will improve student outcomes in Language Arts from -56 DFS to -31 DFS on the CA Dashboard.

## Identified Need

Students at Enchanted Hills who are underperforming in Language Arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA CAASPP Imagine Learning ELA</p>	<p>ELA CAASPP scores for the 2022-2023 school year show that 32% of students in grades 3-6 met or exceeded standards. Hispanic students -57.1 points distance from standard. Socioeconomically Disadvantaged Students are -54.2 points distance from standard. Students with Disabilities are -122.5 points distance from standard.</p>	<p>Increase a minimum of 25 points from -56 points below standard to -31 points below standard. Increase the number of students in grades 3rd 6th who meet or exceed that standards for 32% to 40% on the CAASPP.</p>

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

## Strategy/Activity 1

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

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

English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Professional Development on effective and aligned Tier 1 instruction, science of reading, AVID, integrated ELD strategies, and research based engagement strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Title I Part A: Professional Development

Staff Meetings, Leadership Meetings, Grade Level Collaboration Meetings

**Strategy/Activity 2**

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

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

Learning walks- teachers will visit each other classrooms using a data collection tool, and vertical / horizontal alignment tool that includes academic rigor, student engagement, checking for understanding, alignment to the rigor standards/ learning goal, integrated ELD strategies.

Strategy/Activity

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)

12,540

Source(s)

Title I Part A: Collaboration

3x Yearly for each grade level.  
\$220 per sub x 19 teachers = \$4,180 (per trimester)  
\$4,180 x 3 trimesters = \$12,540

**Strategy/Activity 3**

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

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

Families of English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Parent Workshops on literacy and reading strategies to support students at home and build home-school connectedness.

**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)
1,305	Title I Part A: Parent Involvement  Science of Reading Literacy at home Reading Strategies to do with your child (fiction and non-fiction) Materials and Supplies Staff extra duty for planning/presenting

**Strategy/Activity 4**

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

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

Families of English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Learning tools for Literacy

**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)
8,000	Title I Part A: Supplemental Materials and Supplies  \$1,000 per grade level + intervention teachers = \$8,000

**Strategy/Activity 5**

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

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

Families of English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Supplemental Technology to access the supplemental curriculum Imagine Language and Literacy

**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)

3,637

Source(s)

Title I Part A: Supplemental Technology

Student headphones

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### ANALYSIS

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

See attached Title 1 Program Funded Program Evaluation

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

See attached Title 1 Program Funded Program Evaluation

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

See attached Title 1 Program Funded Program Evaluation

# 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

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 2

Increase at a minimum of 31 points from -87.3 points below standard to -56.3 points below standard in Math as measured by the California Dashboard.

## Identified Need

Students at Enchanted Hills who are underperforming in Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	<p>Math CAASPP scores for the 2022-2023 school year show that 20% of students in grades 3-6 met or exceeded standards.</p> <p>Hispanic students are 88.6 points below standard, English Learners are 97 points below standard, Socioeconomically Disadvantaged are 85.6 points below standard and Students with Disabilities are 146 points below standard.</p>	<p>Increase a minimum of 31 points from -87.3 points below standard to -56.3 points below standard.</p> <p>Increase the number of students who are meeting or exceeding standards on the CAASPP from 20% to 28% in grades 3rd -6th.</p>

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

## Strategy/Activity 1

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

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

English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Professional Development on Building Thinking classrooms, contextual math problems, student discourse.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Learning walks- teachers will visit each others classrooms using a data collection tool, and vertical / horizontal alignment tool that includes academic rigor, student engagement, checking for understanding, alignment to the rigor standards/ learning goal, integrated ELD, AVID strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,540

Title I Part A: Collaboration

3x Yearly for each grade level.  
\$220 per sub x 19 teachers = \$4,180 (per trimester)  
\$4,180 x 3 trimesters = \$12,540

### Strategy/Activity 3

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

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

Families of English Learners, Foster Youth, Socioeconomically disadvantaged

Strategy/Activity

Math Parent Workshops to support students at home and build school-home connectedness.

### 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)

1,305

Title I Part A: Parent Involvement

Grade Level Specific Workshops  
Building Thinking Classrooms  
Math Strategies in context at home  
Materials/Supplies  
Staff extra duty for planning/presenting

## Strategy/Activity 4

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

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

Families of English Learners, Foster Youth, Socioeconomically disadvantaged

### Strategy/Activity

Supplemental Technology to access the supplemental curriculum Imagine Math

### 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)

3,637

#### Source(s)

Title I Part A: Supplemental Technology

Student Headphones

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

See attached Title 1 Program Funded Program Evaluation

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

See attached Title 1 Program Funded Program Evaluation

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

See attached Title 1 Program Funded Program Evaluation



# 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

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

73 students (about 30%) of identified English Language Learners will be Reclassified Fluent English Proficient (RFEP) by at the end of the 2024 - 2025 school year.

## Identified Need

Students at Enchanted Hills who are not being reclassified fluent English Proficient (RFEP).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RFEP Criteria Report Cards CAASPP Data District Benchmark Data	4% of students met reclassification criteria and were redesignated.	30% (73 students) of EL students will reclassify based on their ELPAC scores and reclassification criteria.

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)

Identified English Language Learners who have not been reclassified (RFEP).

### Strategy/Activity

Professional Development on integrated and designated ELD, SDAIE Strategies, student engagement.

### 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)

0

LCFF 0702: EL Supplemental

0

LCFF 0702: EL Supplemental

## Strategy/Activity 2

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

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

Identified English Language Learners who have not been reclassified (RFEP).

Strategy/Activity

Learning walks- teachers will visit each other classrooms using a data collection tool, and vertical / horizontal alignment tool that includes integrated/designated ELD strategies, academic rigor, student engagement, checking for understanding, alignment to the rigor standards/ learning goal, SDAIE Strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF 0702: EL Supplemental

## Strategy/Activity 3

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

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

Identified English Language Learners who have not been reclassified (RFEP).

Strategy/Activity

Parent workshops on ELPAC, EL Strategies on Reading, Writing, Listening, Speaking to helps students at home and build home-school connectedness. CABE Parent Classes to increase parent training on how to support and advocate for their students.

### 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)

10,637

LCFF 0702: EL Supplemental



## Strategy/Activity 4

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

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

Identified English Language Learners who have not been reclassified (RFEP).

### Strategy/Activity

After School Support For Dual Language Students.

### 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)

3640

#### Source(s)

LCFF 0702: EL Supplemental

$\$65 \times 4 \times \text{monthly} \times 7 \text{ months} = \$1,820$

$\$1,820 \times 2 \text{ teachers} = \$3640$

# 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 they feel safe and are motivated to come school; and parents feel welcome and are encouraged to actively participate in their child's education.

## Goal 4

Increase average daily attendance to 95% and decrease suspensions by 1%.

## Identified Need

All Students

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data Dashboard Data	Chronic absenteeism is at 37.5%.	Increase average daily attendance to 95% and decrease suspensions by 1%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Professional Development on restorative practices, SEL, Coping and calming strategies, classroom management

### 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)

4,500

LCFF 0707: Supplemental Concentration  
  
Extra Duty for Staff  
\$65 x 2 hours x 23 teachers = \$3,000  
\$25 x 1 hr x 6 supervision aides x 10 months = \$1500

**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**

MTSS behavior Meetings focused on data (AVID, attendance, suspension, academic, panorama, sown to grow, 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)

3,000

Source(s)

LCFF 0707: Supplemental Concentration  
  
MTSS Behavior Team Monthly Meetings extra duty  
\$65 x 8 hours x 3 teachers = \$1560  
\$25 x 8 hours x 5 staff members = \$1,000

**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**

Materials and Supplies to support students' wellbeing across campus

**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)

4,000

Source(s)

LCFF 0707: Supplemental Concentration  
  
\$500 x 7 grade levels = \$3,500  
\$500 for additional calming centers

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

MTSS Behavior, MTSS Academic Team Collaboration on data (attendance, CFA, district assessments, suspensions, panorama, CHKS, sown to grow, literacy and math screeners) and to support the steps of implementing actions for student wellbeing. (Staff extra duty for collaboration and implementing action steps)

### 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)

9,378

#### Source(s)

LCFF 0707: Supplemental Concentration

$\$65 \times 15 \text{ teachers} \times 2 \text{ hours} = \$1,950$   
 $\$1,950 \times 3 \text{ (1 collaboration meeting per trimester)} = \$5,850$

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

AVID Training and AVID Implementation of WICOR and AVID Certification, AVID School Wide Systems, AVID Schoolwide Leadership, AVID Schoolwide Culture. Including materials to support these actions.

### 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)

12806

#### Source(s)

LCFF 0707: Supplemental Concentration

AVID Summer Institute and Professional Development Conferences, materials that meet the needs of our diverse learners with evidence based practices to advance school and district wide goals.

11,000	LCFF 0707: Supplemental Concentration  AVID Materials and Supplies to implement WICOR and Schoolwide AVID Systems, including materials to support these actions (organization project display boards, etc.)

**Strategy/Activity 6**

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

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

All Students

**Strategy/Activity**

RAAWEE Attendance Software

**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)
5,928	LCFF 0707: Supplemental Concentration  Monitor all student attendance with a focus on Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students.

# 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in the subject areas of English Language Arts, Mathematics, and</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Coach	July 1, 2024 - June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	117,152
Reading Intervention Teachers	July 1, 2024-June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	135,150

# 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	\$42,964
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$42964

### 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: \$42964

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: \$64,889

Total of federal, state, and/or local funds for this school: \$107,853

# 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
Title I Part A: Parent Involvement	2,610.00	0.00
LCFF 0707: Supplemental Concentration	50,612	0.00
LCFF 0702: EL Supplemental	14277	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF 0702: EL Supplemental	14,277.00
LCFF 0707: Supplemental Concentration	50,612.00
Title I Part A: Collaboration	25,080.00
Title I Part A: Parent Involvement	2,610.00
Title I Part A: Professional Development	0.00
Title I Part A: Supplemental Materials and Supplies	8,000.00
Title I Part A: Supplemental Technology	7,274.00

## Expenditures by Budget Reference

Budget Reference	Amount
	60,162.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF 0702: EL Supplemental	14,277.00
	LCFF 0707: Supplemental Concentration	50,612.00
	Title I Part A: Collaboration	25,080.00
	Title I Part A: Parent Involvement	2,610.00



	Title I Part A: Professional Development	0.00
	Title I Part A: Supplemental Materials and Supplies	8,000.00
	Title I Part A: Supplemental Technology	7,274.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,482.00
Goal 2	17,482.00
Goal 3	14,277.00
Goal 4	50,612.00

# Summary of Expenditures in this Plan

## Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
<b>Total Title I Part A Allocation Amount Specified in Form C</b>	42,964	0
Title I Part A: Parent Involvement	2,610.00	0.00
LCFF 0707: Supplemental Concentration	50,612	0.00
LCFF 0702: EL Supplemental	14277	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	14,277.00
LCFF 0707: Supplemental Concentration	50,612.00
Title I Part A: Collaboration	25,080.00
Title I Part A: Parent Involvement	2,610.00
Title I Part A: Professional Development	0.00
Title I Part A: Supplemental Materials and Supplies	8,000.00
Title I Part A: Supplemental Technology	7,274.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	252,302.00

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
<b>Title I Part A : Parent Involvement</b>	2,610.00
<b>Title I Part A : Professional Development</b>	
<b>Title I Part A : Intervention</b>	
<b>Title Part A : Collaboration</b>	25,080.00
<b>Title I Part A : Supplemental Technology</b>	7,274.00
<b>Title I Part A: Supplemental Materials and Supplies</b>	8,000.00
<b>Total Title I Part A : Allocation (Expended)</b>	42,964
<b>Total Title I Part A Allocation Amount Specified in Form</b>	42,964

# School Site Council Membership

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

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

Name of Members	Role
Jewel Desosa	Principal
Melody Murrieta	Other School Staff
Wendee Tippets	Classroom Teacher
Robin McClellan	Classroom Teacher
Ingrid Alfaro	Classroom Teacher
Alfredo Cardenas	Parent or Community Member
Margarita Carrillo	Parent or Community Member
Julian Rosas	Parent or Community Member
Sara Bonilla	Parent or Community Member
Karla Mendoza	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 6/1/2023.

Attested:



Principal, Renee Carbajal on May 30, 2024



SSC Chairperson, Sara Bonilla on may 30 2024

## Monitoring and Evaluation

Copy from your Plan

Develop *with* those responsible for executing/implementing each action, prior to launching the action

Update prior to each educational partner meeting from Galaxy and/or internal budget monitoring tool

Update as evidence is collected

Complete in the spring with the educational partners when developing the next Plan.

Goal # 1	Budgeted Amount		Actions	Metric(s)	Who is responsible for	Expenditures to Date		Monitoring	Evaluation
SPSA Goal	Title 1	LCFF	Actions being funded.		Teachers Paraeducators Counselors Assistant Principal Parent Liaison Principal	Title 1	LCFF	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?
Goal #1- Activity 1	Title 1 Intervention: \$124,342 Title 1 Supplemental Materials \$540		Reading Intervention Teacher will provide support to at promise students including socioeconomically disadvantaged and Hispanic students. Includes materials and supplies for intervention teacher.	This action is funded as a centralized service.		\$0.00		This action is funded as a centralized service.	Continue as a centralized service.
Goal #1 Activity 2	Goal #1 Activity 2 Title 1: Professional Development \$81,062		Academic Coach will provide professional development and demonstration lessons to support teachers in a school-wide systems to support efficient collaboration and implementation of instructional programs. To address students who are socioeconomically disadvantaged, Hispanic, and students with disabilities, academic coach will provide professional development for teachers to include evidence and research-based practices including but are not limited to: Direct instruction, jig-saw, response to intervention, feedback, success criteria, classroom discussion, reciprocal teacher, planning and prediction.	This action is funded as a centralized service.		\$0.00		This action is funded as a centralized service.	Continue as a centralized service.
Goal #1	\$64,500.00	\$0.00	Replacement of 20% of student chrome books / chargers To provide access for all students with a focus on socioeconomically disadvantaged (SED) students.	Technology survey from students.	Teachers Assistant Principal Categorical Program Clerk Principal	\$0.00		New Action Item. Not spent due to the action being funded as a centralized service as of March 2024	Discontinue based on district's updated technology plan as a centralized service.
Goal #1	\$10,000	\$0.00	Replacement of student headphones. To provide access for all students with a focus on socioeconomically disadvantaged (SED) students.	Technology survey from students.	Teachers Assistant Principal Categorical Program Clerk Principal	\$5,064.25		New Action Item	Continue for supplemental technology for supplemental programs (headphones) to ensure student can access content.
Goal #1	\$13,851.78 \$500.00		Teacher / SPED Team Collaboration to ensure student language arts goals are supported by effective strategies implemented by the general education and special education teachers. This will be measured by students' growth from their baseline data. Family Reading Night- Parent Engagement	Collaboration agendas and minutes. Parent Survey	Teachers Assistant Principal Assistant Principal Principal	\$2,697.50 \$375.00		Kinder and 2nd grade literacy groups show improvement of students acquiring reading skills. 6th grade data improved by collaborating on math strategies. Parent Engagement sign in sheet and surveys.	Continue as needed based on student and grade level response to data. Increased parent engagement and knowledge how to support students with reading activities at home.













# Enchanted Hills Elementary School

2024 - 2025

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

***This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).***

- 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 about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).***

*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 meetings in the morning or evening (ESSA Section 1116[c][2]).***

- 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 involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).***

*The school principal will:*

- Invite input on the school plan from 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 (ESSA Section 1116[c)(4)[A]).***

*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][B]).***

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

*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 in more fully participating in the education of their children (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 trainings and workshops throughout the year for families.

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

*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 (ESSA Section 1116[e][14]).***

- 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 that parents understand (ESSA Section 1116[f]).***

- AVID Planners
- Connect Ed automated calls
- Parent Portal for student grades, test scores, emails, attendance, health records
- School Marquee
- Parent-Teacher Conferences in November
- Communication Application

*Please attach the School-Parent Compact to this document.*

This policy was adopted by the Enchanted Hills Elementary School on **May 30, 2024** and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 8/30/24.

*Jewel Desosa*

Signature of Authorized Official

May 30, 2024

California Department of Education  
July 2018



# Enchanted Hills Elementary School

2024 - 2025

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

***Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de 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 convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).***

*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

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

- 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 y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).***

*El director de la escuela:*

- Invitar al Comité asesor del aprendizaje del 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.
- Asegurara 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 de Título I, Parte A, información oportuna sobre los programas de Título I, Parte A (ESSA Sección 1116[c)(4)[A]).***

*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 de Título I, Parte A con 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 los estudiantes cumplan (ESSA Sección 1116[c][4][B]).***

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

*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 Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar 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.
- Diseminar 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 de padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).***

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

- 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 provee oportunidades para la participación de todos los padres del Título I, Parte A, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entiendan (Sección 1116[f] de ESSA).***

- Planificadores AVID
- Connect Ed llamadas automatizadas
- Portal de padres para calificaciones de estudiantes, puntajes de exámenes, correos electrónicos, asistencia, registros de salud
- Carpa escolar
- Conferencias de padres y maestros en noviembre
- Aplicación de comunicación

*Por favor, adjunte el Pacto de padres de familia escolar a este documento.*

Esta póliza fue adoptada por **Enchanted Hills Elementary** el **5/30/2024** y estará en efecto durante el período de **period of time policy is in place**.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa del Título I, Parte A en, o antes: 8/30/24.

*Jewel Desosa*

**Signature of Authorized Official**

**June 1, 2023**

Departamento de Educación de California  
Julio de 2018



## ¿Qué es un acuerdo entre la escuela y los padres?

Un Pacto Escuela-Padre para el éxito es un acuerdo que padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o excedan los estándares del nivel de grado.

Conexión con las metas del plan de mejoramiento escolar

- Enfoque en las habilidades de aprendizaje del estudiante
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades usando instrucción de alta calidad
- Compartir estrategias que los padres pueden usar en casa
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases

## Desarrollado conjuntamente

Los padres, estudiantes y personal de la escuela Enchanted Hills desarrollaron este Pacto Escuela-Padres para el éxito. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas para hacerlas más específicas, y los estudiantes nos dijeron lo que les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el pacto y hacer cambios basados en las necesidades de los estudiantes.

## Construyendo Alianzas

- Orientación de Kinder 8/14/2024
- Noche de regreso a clases: 8/23/2024
- Reunión de Título I : 4/9/2025
- "Paws" para Familias: 9/30/24, 10/25/24, 1/31/25, 2/28/25, 3/28/25, 5/30/25 @ 8:15 a.m.
- Conferencias de padres: 11/18-22/2024
- Noche de matimaticas 10/20/2023@ 5:30 p.m.
- Noche de Feria de Ciencias para Padres 12/16/2024 @ 5:30 p.m.
- Noche de leer 3/20/2025 @ 5:30 p.m.
- Casa abierta 4/9/2025 @ 5:30 p.m.

### Eventos programados

- Viernes bandera 8:00am
- ELAC un jueves del mes 8:15am
- Concilio escolar la jueves del mes 2:30pm

## Comunicación sobre el aprendizaje de los alumnos

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

- Organizador AVID
- Llamadas automáticas
- Actualizaciones en el sitio web de la escuela
- Calificación actual en el Portal de Padres
- Conferencias de padres y maestros en noviembre
- Twitter: @Enchanted\_PESD

¿Tiene preguntas sobre el progreso de su hijo?  
Comuníquese con el maestro de su hijo por teléfono al **(951)443-4790**.



## Enchanted Hills Elementary School

CASA DE LOS PANDAS

POSITIVO  
RESILIENTE  
INTEGRIDAD  
DEDICADO  
EMPATÍA

Pacto escuela-  
padres de familia  
para el éxito

Enchanted Hills Elementary School  
Jewel Desosa, Principal

<https://www.perris.k12.ca.us/Page/9>

(951) 443-4790

## Nuestras Metas para el Logro Estudiantil

### Metas de la Escuela Enchanted Hills

- ELA: Enchanted Hills mejorará los resultados de los estudiantes en Artes del Lenguaje de -56 DFS a -31 DFS en el CA Dashboard.
- Math: Increase at a minimum of 31 points from -87.3 points below standard to -56.3 points below standard in Math as measured by the California Dashboard.
- ELD: 73 estudiantes (alrededor del 30%) de los Estudiantes del Idioma Inglés identificados serán Reclasificados con Dominio del Inglés (RFEP) al final del año escolar 2024 – 2025.

<b>POSITIVE</b>	See the good around you
<b>RESILIENT</b>	Never give up
<b>INTEGRITY</b>	Do the right thing no matter who is there
<b>DEDICATED</b>	Be a hard worker
<b>EMPATHY</b>	Put yourself in someone else's shoes

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito estudiantil en la escuela y en la vida.



### Compromiso del personal

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un currículo e instrucción de alta calidad.
- Esforzarme para motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso del estudiante.
- Proporcionar tareas significativas para reforzar y extender 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 consistentemente con las familias y mis colegas de la escuela para hacer la escuela accesible y acogedora para las familias que ayudan a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, a los estudiantes, al personal y a las familias.

Miembro del personal \_\_\_\_\_



### Compromiso de los padres de familia

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un lugar y un momento tranquilo para hacer la tarea y controle el tiempo que pasa frente a la pantalla.
- Leerle a mi hijo o animarle a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tenga alguna inquietud.
- Asegurarme de que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Participar en la escuela en actividades tales como tomar decisiones en la escuela, ser voluntario y/o asistir a conferencias de padres y maestros, la Noche de regreso a clases, la Casa abierta y las noches familiares.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar al personal de la escuela, a los estudiantes y a las familias.

Firma del padre/ tutor \_\_\_\_\_

### Compromiso del Estudiante

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Vengan a la escuela listos para aprender y trabajar duro.
- Traiga los materiales necesarios, las tareas completadas y la tarea.
- Conocer y seguir las expectativas de la escuela y del aula.
- Pedir ayuda cuando la necesite.
- Comunicarme regularmente con mis padres y maestros sobre las experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Limitar mi tiempo frente a la pantalla y en su lugar estudiar o leer todos los días después de la escuela.
- Respetar a mi escuela, a mis compañeros, a los profesores y al resto del personal.



Firma del Estudiante: \_\_\_\_\_



## 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 Enchanted Hills 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

- Kindergarten Orientation 8/14/2024
- Back to School Night 8/23/2024
- Title I Meeting: 4/9/2025
- Science Fair Parent Night 12/16/2024 @ 5:30 p.m.
- Paws for Reading: 9/30/24, 10/25/24, 1/31/25, 2/28/25, 3/28/25, 5/30/25 @ 8:15 a.m.
- Family Math Night 10/20/2024 @ 5:30 p.m.
- Parent Conferences 11/18-22/2024
- Family Reading Night 3/20/2025 @ 5:30 p.m.
- Open House 4/9/2025 @ 5:30 p.m.

## Regularly Scheduled Events

- Friday Flag 8:00am
- ELAC: Thursday once a month @ 8:15am
- School Site Council First Thursday a month @ 2:30pm

## Communication about Student Learning

Enchanted Hills Elementary School 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:

- AVID Planner
- Connect Ed automated calls
- Updates on the school web site
- Current grade on Parent Portal
- Parent-Teacher Conferences in November
- Social Media Page  
Twitter: @Enchanted\_PESD
- Do you have questions about your child's progress? Contact your child's teacher by phone at **(951)443-4790**.



## Enchanted Hills Elementary School

HOME OF THE PANDAS

POSITIVE  
RESILIENT  
INTEGRITY  
DEDICATED  
EMPATHY

## School-Parent Compact for Achievement

Enchanted Hills Elementary School  
Jewel Desosa, Principal

<https://www.pedis.k12.ca.us/Page/3>  
(951) 443-4790

## Our Goals for Student Achievement

### Enchanted Hills Elementary School Goals

ELA: Enchanted Hills will improve student outcomes in Language Arts from -56 DFS to -31 DFS on the CA Dashboard.

Math: Increase at a minimum of 31 points from -87.3 points below standard to -56.3 points below standard in Math as measured by the California Dashboard.

ELD: 73 students (about 30%) of identified English Language Learners will be Reclassified Fluent English Proficient (RFEP) by at the end of the 2024 - 2025 school year.

<b>P</b> OSITIVE	See the good around you
<b>R</b> ESILIENT	Never give up
<b>I</b> NTEGRITY	Do the right thing no matter who is there
<b>D</b> EDICATED	Be a hard worker
<b>E</b> MPATHY	Put yourself in someone else's shoes

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.



### 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, homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and 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 help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Staff Member \_\_\_\_\_



### 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.

Parent/Guardian Signature \_\_\_\_\_

### 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.

Student Signature \_\_\_\_\_