

JOINT INDIAN EDUCATION COUNCIL

-Partnership Members-

Santa Rosa Rancheria Lemoore Union High School District
Central Union Elementary School District

YOU ARE INVITED TO ATTEND and PARTICIPATE

Date: Wednesday, March 20, 2019

Place: Santa Rosa Rancheria (SRR) Education Department

Time: 12:30pm - Lunch is Provided

MEETING AGENDA ITEMS

Parent Involvement Plans for CUESD

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Parent Election for IEC Member

Local Control Accountability Plan CUESD & LUHSD

The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Student Attendance Review Board (SARB) Process for CUESD, LUHSD, & SRR

SARB is a community-based effort to bring together resources to assist families with attendance, truancy and behavior issues.

Central Native American Reading Grant for Grades K-4th

We are in year one of a three year grant to support K-4th grade Native American students in the curricular area of reading.

Johnson-O-Malley Funding for Native American Students

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

Title VI Funding for Native American Students

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

Joint Indian Education Committee

Members provide academic, activities, and events updates.

Education Committee Reports

SRR, LUHS, & CUESD

Guests

All invited to attend and share information and ideas.

Parents and public input

Input is encouraged and welcomed

JOINT INDIAN EDUCATION COMMITTEE

**Santa Rosa Rancheria Lemoore Union High School District
Central Union Elementary School District**

**IEC Meeting Sign-In Sheet
Members and Guests**

Meeting Date: March 20, 2019

*** Voting Members**

Printed Name	IEC Position	Site Representation	Signature
Luis Diaz	*Chairperson		
Danny Llamas	*Vice Chairperson		
Erin Ferreira	*Secretary		
Donzia Morales	*Parent		
Isidro Varela	*Parent		
TBA	*Parent		
TBA	*Alternate Parent (voting member when other parent member absent)		
Yodhin Alanis	*Student Representative		
Faye Jeff	*Student Representative		
Danny Llamas	*SRR Ed Department Director Tribal Employee		
Luis Diaz	*SRR Ed Department Tribal Employee		
Erin Ferreira	*School Employee		
Victor Rosa	*Site Administrator		
John Raven	*CUESD District Employee (Non Voting Member)		
Printed Name	IEC Position	Site Representation	Signature
	Guest		
	Guest		

Joint Indian Education Council
Santa Rosa Rancheria,
Lemoore Union High School District, & Central Union Elementary School District
Agenda for March 20, 2019

1. **Call to Order**
 - a. Time
 - b. Roll-Call (Sign-In sheet)
 - c. Establish a Quorum of Members
Members: 3 Parents Indian Students
 1 Alternate Parent (Non-Voting Participant)
 2 Indian Students (1 Middle School & 1 High School)
 1 Site Administrator
 1 School Employee/Teacher
 1 Director of the SRR Education Department
 1 Employee of the SRR Education Department
 1 District Representative (Non-Voting Participant)
2. **Additions, Deletions, and Approval of Agenda**
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
3. **Approval of the Minutes from the Previous IEC Meeting**
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
4. **Introductions of Guests**
5. **Guest Reports or Communications**
6. **Elections of Members Continues from the November IEC Meeting for 2018/19**
 - a. Nominate, Acceptance of Nomination and Vote
(each nomination needs to be approved individually)
 1. Parent Member
 2. Parent Alternate Member (no-voting participant)(A motion was made by _____ and seconded by _____. All approve motion by saying "I".)
7. **Parent Involvement Plans Central & Stratford**
 - a. Review and discussion
8. **Student Attendance & Review Board (SARB) SRR, CUESD, & LUHSD**
 - a. Review and discussion
9. **Local Control Accountability Plan (LCAP) - CUESD & LUHSD**
 - a. Review and discussion
10. **Central Reading Grant for K-4th Native American Students & Math Tutoring**
11. **Johnson-O-Malley (JOM) Funding**
Business and Reporting (Budget To Be Provided)
 - a. Report given by CUESD Representative
 - b. Budget - Review, discuss, and approval as needed
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
12. **Title VI Funding**
Business and Reporting (Budget to Be Provided)
 - a. Report given by LUHSD Representative
 - b. Budget - Review, discuss, and approval as needed
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)

13. **Education Committee Reports (Current Month & One More)**
a. Santa Rosa Rancheria (SRR)
b. Lemoore Union High School District (LHS & Jamison)
c. Central Union Elementary School District (Central & Stratford)

14. **Parent/Public Input**

15. **Adjournment**

(Motion was made by _____ to adjourn the meeting at _____ pm.)
(All approve. Motion by saying "I".)

Revised: 2-19

Joint Indian Education Committee
Santa Rosa Rancheria,
Lemoore Union High School District, & Central Union Elementary School District
Minutes for February 19, 2019

1. Call to Order

- Meeting was called to order at 12:31pm
- The following individuals were in attendance: *Luis Diaz, Danny Llamas, Erin Ferreira, Donzia Morales, Isidro Varela, Yodhin Alanis, Faye Jeff, John Raven, Nancy Davis, Christina Gonzales, Genevieve LeMaster, Melissa Garza, Michelle King, Nataly Llamas, Elizabethe Lozano, Valerie Botelho*
- Established a Quorum of Members
Members: 3 Parents Indian Students
2 Indian Students (1 Middle School & 1 High School)
1 Site Administrator
1 School Employee/Teacher
2 Tribal Employees of the SRR Education Department
1 District Representative (Non-Voting Participant)

2. Additions, Deletions, and Approval of Agenda

A motion was made by Erin Ferreira to approve the February 2019 agenda and seconded by Faye Jeff. All approved and the motion carried.

3. Approval of the Minutes from the Previous IEC Meeting

A motion was made by Erin Ferreira to approve the November 2018 minutes and seconded by Faye Jeff. All approved and the motion carried.

4. Introductions of Guests

No guests were present.

5. Guest Reports or Communications

N/A

6. Elections of Members Continued from the November IEC Meeting for 2018/19

- No parent was present to elect. Will add election of a member to the March 2019 agenda.

7. CUESD & LUHSD Promotion Retention Plans/Policy

- Nancy Davis discussed that at the end of 1st trimester, during parent conferences, the Promotion Retention Policy is reviewed with each family. The pro/ret policy begins in 2nd grade. The policy outlines requirements for promotion along with an appeal process in regards to retention of a student
- Michelle King review their graduation requirements: 260 units by the end of the senior year, pass their exit interview, meet 90% attendance every year, 2.0 GPA, 40 hours community service, no more than 20 demerits and no more than 5 demerits during their senior year
- Valerie Botelho discussed the attendance and discipline policies in regards to the promotion retention.

8. CUSED & LUHSD MTSS Plans & Progress

- Elizabethe Lozano reviewed the multi-tiered systems and how it addresses all the needs for children and is set up for student success. There are individual tiers that support student needs in the areas of academics, social emotional, and behavioral.
- Valerie Botelho discussed that the high school is planning on hiring a director of student services, continuing with PBIS, and all the social emotional supports that are in place.

- John Raven discussed the upcoming Character Counts Conference and making it more interactive for the students. He is focusing on a positive change and helping students transition from middle school to high school. He would like to give the incoming freshman an overview of what the school has to offer with programs, sports, and clubs.
- Donzia Morales asked if Central and Stratford have ever considered combining and becoming a elementary school and middle school so the transition to high school is a little easier. Nancy Davis and Elizabethe Lozano both commented that the district has thought about and continues to review that proposal.

9. CUESD & LUHSD School Safety Plans

- Nancy Davis discussed safety plan/emergency operations manual that encompass all emergency services, staff requirements, and school personnel. The teachers have a smaller section in their classrooms with specific job details.
- Christina Gonzales has a similar policy for Stratford.
- Valerie Botelho administered a survey to parents and students and took the data to their Site Council for review. They use Invision and align their plans to each school.

10. Central, Stratford, & LUHSD Student Activities Data

- Elizabethe Lozano discussed student activities results for Trimester 3 of 2017/18 and Trimester 1 of 2018/19
 - Central and Stratford both improved with engaging the Native American students with different school activities. There are more Native American students becoming involved with school activities.
 - Faye Jeff commented that she would like to possibly see some Native American studies in school, clubs in high school, cultural group working with school, or high school students working with elementary schools.

11. Title VI Funding

- Nancy Davis discussed the 19/20 grant process. Part I is due March 7th. Part I includes the forms that provides proof of Indian lineage. The counts are being reviewed and will be inputted. Part II will be coming soon and we will need to determine how the funding will be used for 2019/20.
- Current monies for 18/19 school year are being spent
- Victor Rosa is looking into a counselor for Lemoore High
- Donzia Morales spent \$706 and \$1300 for Career Day and the conference "I Am More Than a Number"
- \$1500 will continue to be used for books that students will receive during a author night on the SRR
- \$1000 will continue to be used for homework kits

12. Johnson-O-Malley (JOM) report

- John Raven discussed the budget report:
 - Monies are being allocated and \$4,500 still needs to be spent
 - Donzia Morales made motion to move \$54.00 to the presenter and was seconded by Erin Ferreira. All approved and motion carried.

13. Education Committee Reports

Santa Rosa Rancheria (SRR)

- Positive Parenting classes every Tuesday
- Recognition dinner Thursday Feb. 20th
- Feb 27th Ms. Hainey A-G graduation night
- Feb. 28th Pow-Wow meeting
- Incentive trip Trimester 1
- Hiring College Coordinator to track students and provide higher education classes

LHS

- Registering incoming Freshman
- Yearbook is recruiting
- Drama is having auditions “Beauty and the Beast”
- Sober Grad Tickets are being sold for \$20
- 20 tickets still available for senior grade trip
- FFA Sadie Dance Feb. 23rd
- Scholarships are ongoing,

Jamison

- Basketball is ongoing,
- End of trimester is coming
- Student parent conference march 4th – 8th
- Student led parent conferences are upcoming

Central Union Elementary School District (Central & Stratford)

- 3rd grade Farm Day March 14th
- Saturday School is ongoing
- End of 2nd Trimester is March 1st

Stratford

- Assemblies for positive behavior are being held
- Saturday school is ongoing
- Student Portfolio Day March 1st
- Basketball games are continuing
- PBS Parent training is continuing

14. Parent/Public Input

Donzia Morales works with the high school booster club for a choir fundraiser and they are having an end of the year dinner March 23rd which will be a dinner/show in the high school cafeteria. The tickets are \$40.00 a piece. Donzia invited anyone to join. She also discussed the “I Am More Than a Number” conference/summit and spoke about how amazing it was for their 1st year. She would like to thank everyone for their support and after reflecting they know they need to move the date next year.

15. Adjournment

Erin Ferreira made a motion to adjourn the meeting at 1:50pm and seconded by Faye Jeff. All approved and the motion carried.

Respectfully submitted by,

Erin Ferreira

Next IEC Meeting:
 March 19, 2019
 12:30pm @ SRR Education Department

Central Union Elementary School
15783 18th Avenue
Lemoore, CA 93245

Parent Involvement Plan

Revision 11/7/18

Positive Parent Involvement is Essential to Student Achievement

Research shows that when families are involved in a child's education, test scores are higher, attendance is better and students have a more positive attitude. Central has developed a parent involvement plan that relates to students meeting academic goals and outlines opportunities for families to engage in their child's education.

Facts

Families can make a significant difference in a child's learning and academic success. The following are some important facts:

- Children ages 0 to age 18 spend more time out of the school environment than in the school environment.
- When families are involved in schools, reading test scores are higher.
- If a family values education and encourages learning, they can raise successful learners, regardless of income-level.

How Parents Can Help

Ask Questions Daily Ask what the child is learning and encourage specifics. A child should know what he or she is learning such as addition of two digits numbers, long division or multiple representations of data in algebra class. Ask the child if he/she is doing good work and help him/her self-assess the work. If a child can self-assess, then he/she is becoming an independent learner and can see the relevance of the work. If a child does not know how or when to use information, it will soon be forgotten.

Participate in the Parent-Teacher Club Join our PTC and support our student and parent activities. Contact our PTC president, **Christa Orton**, through the school office (924-7797) for more information. Our PTC meetings are held on the **fourth Wednesday** of each month at **3:15pm in Room 1**.

Volunteer Share your time and talents with our students and staff. Serve as a mentor, become a tutor, assist as a lunch buddy, share your area of expertise with us. Attend our volunteer training class each school year so you may participate. To obtain a schedule of training sates visit the CUESD webpage (central.k12.ca.us) or the school site main office.)

Visit the School Regularly Don't wait for a special occasion. Come by and visit your child's classroom. Get to know your child's teacher, the office staff and our administration team. We want to get to know you. Quality learning requires meaningful two-way communication. In the interest of student safety, please sign-in and sign-out in the school office.

Advocate for Your Child You know your child better than anyone. Help us to learn more about him/her. Make sure the teacher, the nursing staff, the school office personnel, and the site administrators know about any special needs your child may have. Attend parent-teacher conferences. Contact the school staff any time you have a question, concern or an idea to improve our school. Contact phone number is 924-7797. Once you reach the school office you will be directed to the appropriate point of contact.

Create an Enriched Learning Environment at Home Did you know that the home is a classroom too? Many learning opportunities happen in the home and community. Offer different kinds of reading material such as magazines, newspapers, and books. Reading enhances vocabulary and develops critical thinking skills. Contact our school librarian, **Mrs. Arnold**, if you are interested in checking out reading material for your child over school holidays or summer vacation.

Have Family Fun Spend a few minutes every day simply being together and enjoying each other's company. Listen to your child. Choose an activity that you and your child enjoy doing together.

Parent Involvement Opportunities

In order to support and promote parent involvement, our school is organizing our parent involvement plan around the **Six National Standards for Parent/Family Involvement**.

Standard 1 (Communicating)

Communication between home and school is regular, two-way, and meaningful.

Standard 2 (Parenting)

Parenting skills are promoted and supported.

Standard 3 (Student Learning)

Parents play an integral role in assisting student learning.

Standard 4 (Volunteering)

Parents are welcome in the school and their support and assistance are sought.

Standard 5 (School Decision Making and Advocacy)

Parents are full partners in the decisions that affect children and families.

Standard 6 (Collaborating and Community)

Community resources are used to strengthen schools, families, and student learning.

Communicating

Below are a variety of tools that Central School utilizes to ensure meaningful communication between homes and school. If you need more information regarding home to school communication contact **Mrs. Davis**, Principal at Central. The phone number and e-mail for contacting **Mrs. Davis** are 924-7797 and **ndavis@central.k12.ca.us**.

- Weekly Student Calendar
- Meet and Greet Your Teacher in August
- Parent-Teacher conferences at the end of the first trimester
- Student Handbook provided for each family in August
- Parent Informational Letters
- SARB Process for approved student attendance

- English Learner Advisory Committee (ELAC) meets quarterly (18/19 school year – no committee)
- Indian Education Committee (IEC) meets seven times per school year
- School Site Council (SSC) meets quarterly
- Individual Education Plans (IEP) for Special Education Students
- Parents' Procedural Safeguards are presented to parents of students with an IEP
- Class Showcases
- School Climate Surveys are given to each family once each year
- Interpreters are provided for bilingual families as needed
- Parent PowerSchool Mobile App

Parenting Activities may include parenting workshops, parent information center, and removing barriers such as cultural and language differences. Contact **Mrs. Gonzales**, Assistant-Principal, for further information. Her contact information is; 924-7797 and agonzale@central.k12.ca.us.

- Informational pamphlets and brochures are provided on a variety of subject matter areas
- Parents complete a formal classroom walk through with a debriefing time scheduled after the walk through.
- District Phone Messenger is used to provide information to parents.
- Parents have asked to be texted regarding school events.

Student Learning Parents can help students with specific projects, grade level performance standards, homework assignments, and setting of educational goals.

- Meet and Greet the Teacher event provides important information about each grade level and classroom.
- Parents are provided with the grade level expectations and assessment requirements.
- Individual plans are established for children who are having difficulty in academic areas or social/behavioral areas.
- Teachers provide classroom expectations to the parents.
- Parents are appreciating the classes that are using the, "Remind Me" app or are texting.
- Parents are using the PowerSchool Mobile app. To support student learning at home.

Volunteering Parents are afforded opportunities for volunteerism during and outside of the regular school hours. See our weekly calendar of events for notification of the various school activities. Central students take home a weekly Central News calendar each Friday. Information may also be obtained at our District and School webpage (central@k12.ca.us.)

- Meet and Greet Your Teacher
- Volunteers in the Classroom
- School Pictures
- Staff Appreciation Week
- Field Trips
- 8th Grade Graduation
- School/Community Partnerships
- Committee Members

School Decision Making and Advocacy The school provides well-publicized processes for influencing decisions, raising issues or concerns, and resolving problems. All parents are invited and encouraged to participate in the making of decisions that affect their children. Contact **Mrs. Davis**, Principal for more information. Contact information is 924-9979 or **ndavis@central.k12.ca.us**.

- Parent input regarding class placement for their child for the following year is provided in the spring.
- School climate surveys are provided and the information is shared among the staff, parents, and community. These surveys assist us in our goal setting.
- Individual Educational Plans are developed for students with special needs with the assistance and input of the parent.
- Intervention plans are developed with parents for behavioral support for students.

Collaborating with the Community The school utilizes community resources and develops partnerships within our community. The students participate in community service activities. Community members are involved in our school volunteer programs.

- The Santa Rosa Rancheria Education and the Cultural Department works with students on understanding the Native culture by bringing activities and events to our school.
- The local Fire Department visits our school and educates students on fire safety.

**Central Parent Involvement Budget Plan
2018/19**

Activity/Other	Date	Bussing	Cost-Bus	Other Materials	Cost - Materials
Barnes & Noble Book Store Field Trip & Lunch at Woodward Park 3 rd & 4 th	April 3, 2019	Yes	\$250.00* (site will cover the cost of the bussing)	Student Book Purchase - \$10.00 Each	\$200.00 Books
Book Bowl Grades 2 Book Bowl Grade 3 Book Bowl Grade 4	March 20, 2019 10:15am MUR 9:00am MUR 8:30am MUR	No		-Awards/Prizes -Treats for Participants/Judges/Parents Book Purchase for Students to Read	\$100.00 \$40.00* \$100.00
Coffee Break/Second Cup of Coffee	May 1, 2019 7:15am MUR	No		-\$5.00 per student book selected from the Book Fair that student reads to the parent during the event. Staff to model ways parents can support reading at home -Muffins & Coffee -The Parent Institute Brochures	\$300.00* Maximum (\$5.00 X 60 students) \$100.00*
Magic School - Reading & Science K-2 Event	February 22, 2019 1:00pm MUR	No			\$300.00*

				Reading & Science Stations Using the Magic School Bus Materials (Science Kits & Books)	
Total Bussing			\$250.00* Site will cover the cost of the bussing	Total Materials	\$1540.00*
				Grand Total for Bussing and Materials \$1,790.00* Site covering the costs above \$1,500	

Blue = Activity
Black = Materials

Red = Sub Totals for Bussing/Materials
Green = Grand Total for Funding Year

* = Estimated Cost

Stratford Elementary School

Title I School-Level Parent Involvement Policy

Stratford Elementary School has developed a written Title I parent involvement policy with input from Title I parents. Parents have had the opportunity to give input during School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings. The policy is distributed to parents at parent teacher conferences, at our annual Title I meeting, and will be included in our school handbook for the 2018-19 school year. Stratford Elementary School's policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Stratford Elementary School does the following:

1. Convenes an annual meeting to inform parents of Title I students regarding Title I requirements and their rights to be involved in the Title I program.
Parents are notified of the annual meeting through fliers sent home with students. The agenda is posted at least 72 hours before the meeting in a public area at the school.
2. Offers a flexible number of meetings.
Meetings include SSC, ELAC, and parent teacher conferences. Other opportunities for involvement are determined as needed.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.
This is accomplished through SSC and ELAC meetings where we review the school site plan and Title I parental involvement policy. Program data is continually reviewed throughout the year in these meetings.
4. Provides parents of Title I students with timely information about Title I programs.
Title I program information is disseminated at the annual title I meetings and at SSC and ELAC meetings held throughout the school year.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
An explanation of the curriculum, assessments, and proficiency levels students are expected to meet is disseminated at Back to School Night, parent/teacher conferences, the annual Title I parents meeting, SSC, and ELAC.

6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Parents of Title I students may request a meeting with their child's classroom teacher or other school personnel to participate in decisions related to the education of their child.

School-Parent Compact

Stratford Elementary School has jointly developed with, and distributed to parents of Title I students, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

The compact is presented to staff and parents for their input for the following school year, and it is distributed in the student handbook at the beginning of each school year.

Building Capacity for Involvement

Stratford Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

Information is shared at Back to School Night, parent teacher conferences, SSC and ELAC meetings.

2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.

Materials and training are offered to parents of Title I students through classes presented by professional educators.

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.

This occurs during our monthly staff meetings.

4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Distributes to Title I parents, information related to school and parent programs, meetings and other activities in a form and language that the parents understand. Information is distributed in both Spanish and English and translators are provided as needed.
5. Provides support for parental involvement activities requested by Title I parents. As requests are submitted, parents are referred to existing programs or needs are addressed at the site.

Accessibility

1. Stratford Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents of students with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Strategy/Activity 5

1.5 Parent Engagement Opportunities

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Mrs. Gonzales

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBS Parent Trainings offered to assist parents with helping their children in the area of reading
Amount	6,125.36
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support parent/child literacy events
Amount	5,000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support on-site parent engagement opportunities
Amount	1,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support on-site parent engagement opportunities

CUSD LCAP Annual Update on 2018-19 Plan

Goals & Required Metrics

Goal 1			Goal 2																		
Ensure students are prepared for 21 st Century Learning and beyond through fully implementing CA State Standards and integration of technology throughout instruction.			Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools.																		
2A Implementation of SBE adopted standards	Local Indicator Option 2 – Reflection Tool	Local Indicators (Priority 2) – Met <table border="1" style="margin-left: 20px; width: 100%; border-collapse: collapse;"> <tr> <td>1. Providing PD for teaching to Standards and Framework</td> <td style="text-align: center;">4</td> </tr> <tr> <td>2. Instructional Materials aligned to Standards and Framework</td> <td style="text-align: center;">5</td> </tr> <tr> <td>3. Progress implementing policies/programs supporting staff in identifying areas where they can improve</td> <td style="text-align: center;">4</td> </tr> <tr> <td>4. Other Adopted Academic Standards</td> <td style="text-align: center;">3</td> </tr> <tr> <td>5. Support for Teachers and Admin.</td> <td style="text-align: center;">4</td> </tr> </table>	1. Providing PD for teaching to Standards and Framework	4	2. Instructional Materials aligned to Standards and Framework	5	3. Progress implementing policies/programs supporting staff in identifying areas where they can improve	4	4. Other Adopted Academic Standards	3	5. Support for Teachers and Admin.	4	1A Teacher appropriately assigned & fully credentialed 1B Pupil Access to Instructional Materials 1C Facilities maintained	SARC (2017-18) Williams Review - Board Resolution Sufficiency of Materials Facilities Inspection Tool	Local Indicator (Priority 1) – Met 1A – Number/percent of misalignments of teachers of English Learners : 0/0% Total Teacher Misassignments: 0 Vacant Teacher positions: 0 1B – Number/percentage of students without access to their own copies of standards-aligned materials: 0/0% 1C – Number of identified sites where facilities which do not meet the “Good Repair”: 0 Exemplary Overall Ranking at each site						
1. Providing PD for teaching to Standards and Framework	4																				
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5. Support for Teachers and Admin.	4																				
2B Programs/Services enable ELs to access CA and ELD standards	Local Indicator Option 2 – Reflection Tool Academic Performance Indicator: ELA Academic Performance Indicator: Math Dashboard	Local Indicators (Priority 2) – Met Implementation of English Language Development aligned to Standards rated 5 English Learners <u>Academic Performance Indicator: ELA</u> Yellow, Low 29.8 points below Standard Increased Significantly (21.2 points) <u>Academic Performance Indicator: Math</u> Yellow, Low 48.6 points below Standard Increased Significantly (28.4 points) (Fall 2018 Dashboard: 2017-18 data)	7A Broad Course of study 7B Programs/Services Unduplicated Students 7C Programs/Services Students with exceptional needs	Master Schedule 1 Performance or Exhibit per Site in Visual and/or Performing Arts	Broad Curriculum <table border="1" style="margin-left: 20px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Course</th> <th>% Enrolled</th> </tr> </thead> <tbody> <tr><td>ELA</td><td></td></tr> <tr><td>Math</td><td></td></tr> <tr><td>History/Social Science</td><td></td></tr> <tr><td>Science/Health</td><td></td></tr> <tr><td>Physical Ed.</td><td></td></tr> <tr><td>Visual and Performing Arts</td><td></td></tr> <tr><td>English Language Development</td><td></td></tr> </tbody> </table> <p style="margin-left: 20px;">Technology is integrated across contents.</p>	Course	% Enrolled	ELA		Math		History/Social Science		Science/Health		Physical Ed.		Visual and Performing Arts		English Language Development	
Course	% Enrolled																				
ELA																					
Math																					
History/Social Science																					
Science/Health																					
Physical Ed.																					
Visual and Performing Arts																					
English Language Development																					
3A Parental input in decision making 3B Promote parent participation - unduplicated pupils 3c Promote parent participation - exceptional needs	Local Indicator Option 1 – Local Survey	3A - Agree XX% Disagree X% 3B- Agree XX% Disagree X% 3C- Agree XX% Disagree X% (2018-19 Local Survey)	8 Pupil Outcomes	Learning in Broad Course of Study % of Students passing all courses in Broad Course of Study. T2 Grades	Learning in Broad Curriculum <i>(based on T2 Passing Grade)</i> <table border="1" style="margin-left: 20px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Course</th> <th>% Passing</th> </tr> </thead> <tbody> <tr><td>ELA</td><td></td></tr> <tr><td>Math</td><td></td></tr> <tr><td>History/Social Science</td><td></td></tr> <tr><td>Science/Health</td><td></td></tr> <tr><td>Physical Ed.</td><td></td></tr> <tr><td>VAPA</td><td></td></tr> <tr><td>ELD</td><td></td></tr> </tbody> </table>	Course	% Passing	ELA		Math		History/Social Science		Science/Health		Physical Ed.		VAPA		ELD	
Course	% Passing																				
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Math																					
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4A Statewide Assessments

Academic Performance Indicator: ELA

Academic Performance Indicator: Math

Dashboard

ELA	Status	Change
All Students	Green, Medium 8.9 above Standard	Increased (12)
English Learners	Yellow, Low 29.8 below Standard	Increased Significantly (21.2)
Socio-Dis.	Yellow, Low 9.5 below Standard	Increased (14.7)
Hispanic	Yellow, Low 8.9 below Standard	Increased (14.7)
SWD *Greatest Need	Orange, Very Low 71.4 below Standard	Increased Significantly (19.5)
American Indian	Yellow, Low 52.5 below Standard	Increased Significantly (19.8)
African American	Green, Medium 5.7 above Standard	Increased (9.2)
Filipino	Blue, Very High 70.8 above Standard	Increased Significantly (20.5)
White	Green, High 36.8 above Standard	Increased (4.8)
2 or more races	Green, High 24.8 above Standard	Maintained, (1.1 down)
Math	Status	Change
All Students	Green, Medium 17.3 below Standard	Increased Significantly (17.9)
English Learners	Yellow, Low 48.6 below Standard	Increased Significantly (28.4)
Socio-Dis.	Yellow, Low 35.6 below Standard	Increased Significantly (19.4)
Hispanic	Yellow, Low 34.2 below standard	Increased Significantly (19)
SWD	Yellow, Low 87.2 below Standard	Increased Significantly (32)
American Indian	Orange, Very Low 95.5 below Standard	Increased Significantly (22.7)

8 Pupil Outcomes

Students in Healthy Fitness Zone
State Physical Fitness Testing

Physical Fitness Testing (PFT)
DataQuest 2017-18 Report

School Year	State % in HFZ - 5 th Grade	CUSD % in HFZ - 5 th Grade	State % in HFZ - 7 th Grade	CUSD % in HFZ - 7 th Grade
15-16	49.0 %	62.1 %	55.5 %	51.8%
16-17	47.6 %	64.9 %	54.9 %	54.1%
17-18	46.9 %	48.1 %	53.3 %	53%
18-19	To be Completed in Spring			

		<table border="1"> <tr> <td>*Greatest Need</td> <td></td> <td></td> </tr> <tr> <td>African American</td> <td>Green, Medium 18 below Standard</td> <td>Increased Significantly, (28.7)</td> </tr> <tr> <td>Filipino</td> <td>Blue, Very High 44.1 above Standard</td> <td>Increased Significantly (29.2)</td> </tr> <tr> <td>White</td> <td>Green, High 11.3 above Standard</td> <td>Increased (819)</td> </tr> <tr> <td>2 or more races</td> <td>Blue, High 1.8 above Standard</td> <td>Increased Significantly, (15.7)</td> </tr> <tr> <td colspan="3" style="text-align: center;">Performance Gap Two or More Levels below All Students</td> </tr> <tr> <td>SWD</td> <td colspan="2">Performance Gap in ELA Orange</td> </tr> <tr> <td>American Indian</td> <td colspan="2">Performance Gap in Math Orange</td> </tr> </table> <p style="text-align: center;">Socioeconomically Disadvantaged - Socio-Dis. Students with Disabilities - SWD Greatest Needs Any "Red" or "Orange" On Performance Indicator (Fall 2018 Dashboard: 2017-18 data)</p>	*Greatest Need			African American	Green, Medium 18 below Standard	Increased Significantly, (28.7)	Filipino	Blue, Very High 44.1 above Standard	Increased Significantly (29.2)	White	Green, High 11.3 above Standard	Increased (819)	2 or more races	Blue, High 1.8 above Standard	Increased Significantly, (15.7)	Performance Gap Two or More Levels below All Students			SWD	Performance Gap in ELA Orange		American Indian	Performance Gap in Math Orange				
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4C Percentage of ELs making progress on ELPAC	See Goal #3	See Goal #3																											
4D English Learner Reclassification Rate	See Goal #3	See Goal #3																											

Goal 3			Goal 4																																										
Meet the needs of English Learners to acquire English Language Proficiency and academic proficiency.			Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying.																																										
2B Programs/Services enable ELs to access CA and ELD standards	English Learner Performance Indicator (ELPI) Dashboard	English Learner Performance Indicator (ELPI)	5A School Attendance	P2 Attendance Data	Daily Avg. Attendance																																								
		N/A			P2 2017	P2 2018	P2 2019																																						
		Dashboard, Fall 2018			District	97%	97%																																						
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <i>Transition year due to ELPAC replacing CELDT</i> </div>			Akers Elementary	97%	97%																																						
					Central Elementary	97%	97%																																						
R. J. Neutra	97%		97%																																										
Stratford Elementary	96%	95%																																											
4C Percentage of ELs who make English Proficiency progress as measured by ELPAC	data files for ELPI Calculation CDE	N/A	5B Chronic Absenteeism	Chronic Absenteeism Rate Indicator Dashboard	<table border="1"> <thead> <tr> <th>Absenteeism</th> <th>Status</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Green, 4.5%</td> <td>Maintained, 0.4%</td> </tr> <tr> <td>Hispanic</td> <td>Orange, 6.5%</td> <td>Increased 1.2%</td> </tr> <tr> <td>SWD</td> <td></td> <td></td> </tr> <tr> <td>American Indian</td> <td>Orange, 7.1%</td> <td>Increased 1.3%</td> </tr> <tr> <td>English Learners</td> <td>Red, 11.1%</td> <td>Increased 5.6%</td> </tr> <tr> <td>Socio-Dis.</td> <td>Orange, 5.9%</td> <td>Increased 0.9%</td> </tr> <tr> <td>SWD</td> <td>Green, 4.5%</td> <td>Declined 2.1%</td> </tr> <tr> <td>Two or More Races</td> <td>Green, 4%</td> <td>Declined 0.9%</td> </tr> <tr> <td>White</td> <td>Green, 2.7%</td> <td>Maintained, 0.2%</td> </tr> <tr> <td>Filipino</td> <td>Yellow, 2.6%</td> <td>Increased 1.2%</td> </tr> <tr> <td>African American</td> <td>Green, 2.9%</td> <td>Declined 2%</td> </tr> <tr> <td>Foster Youth</td> <td>Orange, 9.1%</td> <td>Increased 2.4%</td> </tr> </tbody> </table>		Absenteeism	Status	Change	All Students	Green, 4.5%	Maintained, 0.4%	Hispanic	Orange, 6.5%	Increased 1.2%	SWD			American Indian	Orange, 7.1%	Increased 1.3%	English Learners	Red, 11.1%	Increased 5.6%	Socio-Dis.	Orange, 5.9%	Increased 0.9%	SWD	Green, 4.5%	Declined 2.1%	Two or More Races	Green, 4%	Declined 0.9%	White	Green, 2.7%	Maintained, 0.2%	Filipino	Yellow, 2.6%	Increased 1.2%	African American	Green, 2.9%	Declined 2%	Foster Youth	Orange, 9.1%	Increased 2.4%
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4D EL Reclassification Rate	Dataquest	Reclassification Rate 2017-18 38.6%	5C Middle School Drop out Rate	CALPADS 1.6 Report	Middle School Dropout Rate 0% 2017-18 Data																																								

Dashboard Fall 2018

Suspension	Status	Change
All Students	Green, 2.6%	Declined 1.3%
English Learners	Green, 1.2%	Declined 1%
Socio-Dis.	Yellow, 3.1%	Declined 1%
Hispanic	Orange, 3.6%	Maintained, 0.1%
SWD	Yellow, 5.5%	Declined, 3.4%
American Indian	Green, 2.2%	Declined 7.1%
African American	Yellow, 4.2%	Declined 1.2%
Filipino	Blue, 0%	Declined 1.3%
White	Green, 2%	Declined 1.5%
2 or more races	Green, 1.7%	Declined 1.9%
Foster Youth	Orange, 3.6%	Maintained, 0.2%

6A Pupil Suspension

Suspension Rate Indicator Dashboard

6B Pupil Expulsion

CALPADS Report 7.3

0.0%, DataQuest 2017-18 data

0/0%, (CALPADS Report 7.3, 2017-18)

Local Survey

Sense of Safety
(2018-19 Local Staff Survey)

6C Local Measures - sense of safety and school connectedness

Will be updated with 18-19 Survey results

School Connectedness
(2018-19 Local Staff Survey)

Santa Rosa Rancheira
JOM Budget Proposal
FISCAL YEAR 2018-2019

March 2019

DESCRIPTION	Carry Over	ALLOCATION	BUDGET		
			TENTATIVE	REVISION (+/-)	FINAL
School Year 15-16- Extension until 12/30/18	\$ 2,258.24		\$ 2,258.24	\$ -	\$ 2,258.24
School Year 16-17 - Apply for Extension 9/30/18	\$ 6,193.00		\$ 6,193.00	\$ -	\$ 6,193.00
School Year 17-18 - Apply for Extension 9/29/18	\$ 6,193.00		\$ 6,193.00	\$ -	\$ 6,193.00
School Year 18-19- Allocation 9/30/19		\$ 6,193.00	\$ 6,193.00	\$ -	\$ 6,193.00
Total Allocation					\$ 20,837.24
2016 Leadership Unity Youth Conference				\$ (2,258.24)	\$ (2,258.24)
2017 Leadership Unity Youth Conference				\$ (6,193.00)	\$ (6,193.00)
2018 Leadership Unity Youth Conference				\$ (6,193.00)	\$ (6,193.00)
SUBTOTAL		\$ 6,193.00			\$ 6,193.00
PERSONNEL- Paid by Tribal Council			\$ -	\$ -	\$ -
Fringe Benefits -Paid by Tribal Council			\$ -	\$ -	\$ -
SUBTOTAL			\$ -	\$ -	\$ -
CONTRACTUAL					\$ -
Conference			\$ 3,000.00		\$ 3,000.00
Approved Adjustment			\$ 54.00		\$ 54.00
Presenter (I Am More Than A Number Conference Speaker)			\$ 1,639.00		\$ 1,639.00
Danielle TA'Sheena Finn				\$ (300.00)	\$ (300.00)
Kenneth Shirley				\$ (139.00)	\$ (139.00)
Juanita C Toledo				\$ (500.00)	\$ (500.00)
Tiffany Adams				\$ (700.00)	\$ (700.00)
SUBTOTAL			\$ 4,693.00		\$ 3,054.00
EQUIPMENT					\$ -
SCHOOL SUPPLIES			\$ 500.00		\$ 500.00
SUBTOTAL			\$ 500.00	\$ -	\$ 500.00
INCENTIVE					\$ -
COLLEGE VISITS			\$ 1,000.00		\$ 1,000.00
SUBTOTAL			\$ 1,000.00	\$ -	\$ 1,000.00
INDIRECT COST					\$ -
District Administration				\$ -	\$ -
Sequestration				\$ -	\$ -
SUBTOTAL			\$ -	\$ -	\$ -
TOTAL			\$ 6,193.00		\$ 4,554.00

John Raven
Director of Curriculum and Instruction

Danny Llamas
Director- SR Rancheria Ed. Center

Title VI

Approved Budget for 2018/19 School Year - Approval Date: May 23, 2018

Personnel: (\$30,250)

LUHSD Summer School (18/19) (Certificate)	\$5,000 + Benefits	\$500
LUHSD Summer School (18/19) (Certificate)	\$5,000 + Benefits	\$500
LUHSD Afterschool at SRR Ed. Math (18/19) (Certificated)	\$6,000 + Benefits	\$600
LUHSD Afterschool at SRR Ed. ELA (18/19) (Certificated)	\$5,000 + Benefits	\$500
Central Summer School (18/19) (Certificated)	\$4,000 + Benefits	\$400
LUHSD or Central School Counselor Support at the SRR Ed. Dept (18/19)	\$2,500 + Benefits	\$250

Supplies: (\$6,206)

Jamison High – Lang. Arts/Math Supplemental Materials		\$500
SRR Ed. Dept – School Materials (Student Binders)		\$2,000
Native Cultural Supplies for Activities and Crafts		\$500
Career Day Supplies Can be used for, “I Am More Than a Number” conference		\$706
Student Homework Kits		\$1,000
Strudent Book Handout (Grade Level Books)		\$1,500

Other: (\$16,900)

CUESD Consultant Assistance Math (Furtado)		\$15,600
Career Day Inspirational Speaker, “I Am More Than a Number” conference		\$1,300

Indirect Cost: (\$2,808)

LUHSD 5%		\$2,808
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Blue = Addition to the 2018/19 Budget

Red = Allocation utilized for this funding cycle

TOTAL GRANT FOR 2018-2019 SCHOOL YEAR:

\$56,164

March 2019

- Central Staff
- Birthdays
- Found In Apps
- Student Activities
- Assessment
- Staff General
- US Holidays

February 2019							March 2019							April 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
				1	2	3					1	2	3	1	2	3	4	5	6	
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	
25	26	27	28				25	26	27	28	29	30	31	29	30					

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25	26	27	28	1	2	
Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	8:00 AM 8:00am Saturday School w/ Teacher & Instructional Aide Rm	
4	5	6	7	8	9	Daylight Saving Time
STEM Teacher on Campus - Work Day	4th-8th Grades Due to the Office	STEM Teacher First Day with Students	4th-8th Report Cards Mailed Home			
Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing		
11	12	13	14	15	16	St. Patrick's Day
Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	8:00 AM 8:00am Saturday School w/ Teacher & Instructional Aide Rm	
18	19	20	21	22	23	2
5th-8th Grades Healthy Kids Survey	Physical Fitness Testing	Physical Fitness Testing	Holl	Physical Fitness Testing	ELPAC Summative Window	
25	26	27	28	29	30	3
ELPAC Summative Window	3rd-8th Opinion/Argument Writing Assessment	Grade 5 (AB) - Number and Operations Fractions	3rd-8th Opinion/Argument Writing Assessment	3rd-8th Opinion/Argument Writing Assessment	8:00 AM 8:00am Saturday School w/ Teacher & Instructional Aide Rm	
Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing	Physical Fitness Testing		

Stratford Elementary School - March Update

School Events

March 1	End of Trimester 2 Read Across America Pajama Parties (K-5 students and parents) Basketball Games @Kings Christian
March 5	PBS Parent Training
March 8	Basketball Games @Stratford vs. Parkview
March 9	Saturday School
March 11	Trimester 2 Outstanding Attendance Activity Stratford School Board Presentation "C" Boys & Girls Basketball Tournament
March 12	PBS Parent Training "B" Boys and Girls Basketball Tournament
March 13	"A" Girls Basketball Tournament
March 14	Chris Clark Motivational Presentation (7 th -8 th grade students) Trimester 2 Academic & Character Awards Assemblies 3 rd Grade Farm Day Field Trip
March 15	Peach Blossom Festival @ Fresno State University
March 18	Spring Picture Day
March 19	PBS Parent Training
March 20	STEAM Museum (Mobile Ed Productions) on campus (K-6 students)
March 21	Mobile Dairy Classroom on campus (K-5 students) College & Career Night Fieldtrip (7 th -8 th grade students)
March 23	Saturday School
Mar 25-29	Opinion/Argument Writing Task (3 rd -8 th grade)
March 29	8 th Grade Disney Youth Education Series @Disneyland

Upcoming in April:

April 5	8 th Grade Character Conference
April 6	Saturday School
April 9	Lemoore Junior Olympics Track Meet
April 10	8 th Grade Pictures
April 11	Lemoore Zone Qualifier Track Meet
April 12	Spring Festival
Apr 15-22	Spring Break
April 23	Mr. Peace Assembly (K-8 students) Progress Reports mailed home
April 24	Kings County Junior Olympics Track Meet
April 27	Saturday School