

The Single Plan for Student Achievement

School: Wheatland Elementary School
CDS Code: 58-72751-6056840
District: Wheatland School District
Principal: Jim Evans
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Wheatland Elementary School's Vision and Mission Statements

Our goal is to inspire learning and foster success for all students, in a caring school community with involved staff, committed to a goal of excellence in teaching.

In collaboration with parents and the educational community, we strive to meet each student's needs - academic, social, emotional and physical. We recognize, respect, and develop each student's unique potential.

Our curriculum and instructions are aligned with National, State and District Standards and we measure our achievement through standardized assessments. We provide a flexible learning environment that prepares our students for the challenges of a changing world.

School Profile

Wheatland Elementary School was reopened as a kindergarten through third grade school for the 2012-2013 school year. The district is located in south Yuba County. The residents of the community are predominately middle and lower income. During the 2016-2017 school year, the student ethnic population consisted of .3% American Indian or Alaskan, 1.6% Asian, African American 1.3%, Hispanic/Latino of 27.9% and White 61.2%. Approximately 50.00% of the school population received free or reduced lunch. The school attendance rate for the 2016-2017 school year was 96%. These demographics are representative of a typical school year.

The Wheatland School District has experienced declining enrollment for many years. Wheatland Elementary School's enrollment during the 2016-2017 school year was 312. As of September 2017, Wheatland Elementary School's enrollment increased to 317. Occupations of the parents range from unskilled to professional levels.

The school site is comprised of 14 regular education primary classrooms ranging from transitional kindergarten to third-grade, a staffed library, a staffed computer lab, a multi-use room, and 2 RSP/SDC/Learning Center classrooms with one Special Education teacher. Since the 2013-2014 School Year, a SDC primary class has also been housed on the campus. Beginning in the 2014-2015 school year, a County SDC Preschool has been housed on the campus. During the 2016-2017 school year, an additional SDC Preschool was added.

The Wheatland School District continues to implement class size reduction from T/K-3rd grade. Classes in T/K-3rd grade have class sizes in the low 20's. The minutes of instruction in the T/K-3rd classes total 51,060. Nineteen minimum days are scheduled for the 2017-2018 school year.

The Wheatland Elementary School staff enjoys the advantage of excellent parent and community support. Positive attitudes toward school, teachers, adult support staff and each other are long term educational goals for each student at Wheatland Elementary. The staff focuses on effective approaches in building student capacity and teaching children to develop self-regulation.

Character Development

Life Skills are taught and reinforced throughout the year. The Wheatland Elementary School staff is deeply committed to providing and maintaining a strong discipline policy for students. We believe that all students have the right to a quality education. We firmly believe that each student has the right to attend a school where they can learn and play in a positive, safe, threat-free environment.

Increased self-regulation enables students to make appropriate choices in a climate of respect, warmth and support. This requires clear, concise limits and consistent follow-up and natural consequences. Effective behavior management builds character and fosters the development of strong academic skills.

The Life Skills program provides an alternative to suspension from school. Referrals to Life Skills occur when a student has obtained three classroom referrals within a trimester or for more serious offenses such as inappropriate physical behavior. Students who continue to break school rules may receive increasing terms in Life Skills and/or suspension; including In-House suspension; at the discretion of the Principal. The Life Skills Counselor is also available to handle minor discipline offenses, discuss them with students, determine consequences, communicate with parents regarding student behavior, and provide proactive behavior interventions for students with ongoing discipline problems.

When a student displays a consistent pattern of misbehavior resulting in repeated referrals to the Life Skills program, a behavior plan may be created. This plan will identify a more appropriate behavior(s) to teach the student to replace the inappropriate behavior. It will identify supports and accommodations within the classroom as well as a plan to reinforce the student for growth.

To accompany the enforcement of our discipline policy, we also believe that it is important to recognize students who have shown achievement academically and socially. These students are honored through our Renaissance program. Renaissance is a proven student enrichment and recognition program that empowers our students and educators to re-energize their educational atmosphere and create and seize new opportunities for success. The Renaissance program promotes positive behavior, positive grades and positive school and personal accomplishments for all students.

In grades T/K-2nd grade, the Second Steps program is taught. This is a research based, scripted, character development program which teaches communication, empathy and friendship. The instructional program is expanded to Steps to Respect in the 3rd grade which is a research based, scripted, bully prevention program. Since gang affiliations and bullying are precursors to substance abuse, this program has a friendship, anti-bullying component. Substance abuse is a systemic issue that occurs most often in high risk groups of children who are discouraged and lack positive social contact. The Second Steps and Steps to Respect programs, were developed by the Committee for Children as ground floor programs which encourage the development of healthy peer relationships and communication skills and thus reduces substance abuse. In addition, each month a Character Trait is taught in classrooms and by the school counselor in the library. A culminating skit is held at the monthly Flag Assembly highlighting that month's Character Trait.

A school counselor is available two days a week. For the 2017-2018 school year, these two days are Wednesday and Friday. Counseling services are provided to students referred by parents or staff due to concerns regarding issues such as student adjustment and emotional health. For students displaying ongoing behavior problems of a more serious nature, a behavior plan may be more appropriate and a Student Study Team or IEP Team may design such a plan tailored to a student's individual needs.

Assessment

Universal formal and informal assessments are utilized to determine student progress towards the standards on a schedule corresponding to our trimester reporting periods. During school wide and grade level meetings, assessment results are analyzed, and improvement actions are formulated. Assessment results are used to plan student instruction, in class remediation and a variety of student interventions. All grades from T/K-3rd grade are assessed in ELA/Reading at the opening of school and at each trimester. 1st grade through 3rd grade is assessed at the opening of school and at each trimester in mathematics. For determining the reading level (Zone of Proximal Development) for Accelerated Reader 1st grade is assessed with STAR Literacy at the first trimester. At the second and third trimesters, 1st grade is assessed to determine the students' Accelerated Reader ZPD with the STAR Assessment. For 2nd and 3rd grade, the STAR Assessment is utilized to determine the students' ZPD during all trimesters. The Early Literacy Assessment and the Basic Phonics Skills Test are given to kindergarten and 1st grade during the first and second trimesters, and to kindergarten during the third trimester. CELDT testing is given to all Limited English Proficient students. 3rd grade takes the state test (CAASPP) the first two weeks in May

Beginning with the 2006-2007 school year, a Response to Intervention system was implemented district-wide. This system will continue for the 2017-2018 school year. Each classroom teacher maintains a record of assessment and intervention data for each student. At grade level meetings, the data is reviewed to identify students requiring interventions, matching these students to appropriate interventions, monitoring the progress of students in response to interventions, modifying existing intervention plans for students not making adequate progress, and identifying students who do not respond to interventions for special education. The school was designated as a Program Improvement Year 1 site beginning in 2012-2013. During the 2013-2014 school year, the school was designated as a Program Improvement Year 2 school. Also, during the 2013-2014 school year the new state test, the SBAC, was given for the first time in California. The school was frozen at the PI Year 2 status for the 2015-2016 school year. The school met its AYP goals on the 2015-2016 SBAC. The SBAC tests students from grades 3 through 11.

Instruction

The teachers at Wheatland Elementary School teach the California CCSS in English Language Arts, Mathematics, Science, and Social Studies using state approved, district adopted curriculum as follows:

English Language Arts:	McGraw-Hill Wonders	(17-18)
Mathematics:	McGraw-Hill My Math	(15-16)
Social Studies:	Scott Foresman	(06-07)
Science:	Houghton Mifflin	(07-08)

The site is focused on CCCSS and aligning assessment with instruction in Reading/Language Arts and Mathematics. My Math, a

CCSS aligned mathematics curriculum was implemented at the beginning of the 2015-2016 school year. For the 2017-2018 school year, Wonders will be implemented for the first time as the ELA program.

During reading skills groups this year, the staff continues the use of supplemental curriculums. These include SIPPS, Making Meaning (a targeted reading comprehension program), SRA Reading Laboratories, Read Naturally, Rosetta Stone, Web Based Renaissance programs, and Step-Up to Writing.

Interventions

A continuum of interventions is in place to promote academic achievement of at risk students as follows:

General Education

- School wide homogeneous ability groupings for reading
- Pre-teaching and re-teaching of CCSS to at risk students
- Small group and individual instruction
- In K-1st grade para-educators provide tutoring

At Risk Intervention

- Special Education staff provides small group and/or individual instruction to groups of at risk students who have not been identified as students with disabilities to accelerate achievement and prevent them from falling further behind. This correlates to the RTI model for student monitoring and achievement.

After School Instruction: Academic Intervention

- At risk students receive explicit instruction in Math and/or Reading to support standards mastery.

English Language Instruction

- An ELL para-educator provides instruction to students with limited English proficiency to accelerate mastery of English and support academic progress.

Life Skills Instructor

- A para-educator teaches alternatives to inappropriate behavior and works with students whom, due to behavior and/or inattention, require individualized instruction. Alternative educational environments are provided for students who need modified instruction.

Counseling

- On Wednesdays and Fridays, a School Counselor works with students who can benefit from discussion and guidance with a caring adult.

During trimester grade level meetings, teachers plan interventions to accelerate academic achievement of at risk students. After a student has received an ongoing, intensive and systematic program of explicit instruction and fails to demonstrate accelerated academic growth, it is appropriate to consider a psycho-educational assessment to determine if the student has a learning disability or other handicapping condition.

Students with identified special education needs are included in a general education classroom. Modified instruction from the classroom teacher is available in the general education classroom. Specialized instruction is available through the Learning Center staff as specified in the student's IEP.

Staff Development

A minimum of 3 grade level meetings are scheduled each year. During these meetings, the teachers review grade level progress towards California CCSS as well as individual student achievement. Issues related to appropriate implementation of the English Language Arts and Math curriculum are also discussed. Assessment data is reviewed to identify at risk students, and match them with interventions. Grade level activities are coordinated including incentives for achievement, core instruction, and supplemental instruction to ensure that there is consistency.

Each year the district offers a variety of staff development opportunities targeting instructional skills and research based practices in the teaching of Reading and Math. For the 2017-2018 school year, there are three emphases continued from last year and one additional focus. First, the staff will continue their use of research based instructional strategies and reflective conferencing. Second, teachers will refine their use of how to use the Aeries data management system. Third, staff will use and implement Web Based Renaissance programs as part of the 1st-3rd grade programs. A focus this year is to utilize the adopted California CCSS

Wonders program for the initial year of implementation. To support these goals, the District provides seven minimum days on the school calendar for teacher in-service and collaboration. Each grade level will work with the grade level/district team to ensure effective implementation of the My Math and Wonders programs during the current year and for planning for the 2018-2019 school year.

School Safety

A Safety Committee meets yearly to assess safety issues and plan responses. Currently, the safety committee continues to focus on crisis response as part of a Yuba County team effort in conjunction with our D-PREP recommendations for campus safety. The Catapult Emergency Management System will be utilized during the year by staff in conjunction with lock down practice. Staff lists and site maps including locations of electricity and water mains have been created for use by local and county crisis response team members. Crisis response drills are held yearly.

Technology

Over the past six years, each classroom has developed a student mini lab consisting of at least six computers. These mini labs support the daily use of both remedial (ex. Math Facts) and testing (ex. Accelerated Reader) programs. Currently, a full student lab is accessible by students and staff. An Ed Tech continues to support the Computer Lab. Last year the lab was updated to utilize Windows 10. Classroom computers have been updated to HP Stream laptops. And every classroom's LCD projector replaced with a LCD projector that utilizes Wi-Fi to communicate with the teacher's Surface 3 tablets. In addition, each classroom has a teacher laptop and document camera. The number of student computers in each classroom ranges from six to twelve. Each classroom has access to Read Naturally, Accelerated Math, Accelerated Reader, Math Facts in a Flash, Moby Max, and phonemic awareness software. Additionally, specific programs for the English Language Learner are available including English in a Flash and Rosetta Stone, which focus on reading comprehension and vocabulary for the second language learner. Rosetta Stone software was originally purchased in spring 2007, with additional upgrades purchased to support English language instruction into the 2017-2018 school year. Technology throughout the campus continues to be upgraded on an ongoing basis. The stage was upgraded with high quality audio and video systems for the 2017-2018 school year.

Parent Involvement

A Parent Involvement Policy is posted on the school website and is available in both English and Spanish. The policy is amended as appropriate and approved by the School Site Council at least once a year (Attachment 1).

Parents are encouraged to be partners in their child's education, volunteer and participate at school, and attend informational meetings. Parents are represented by parents elected by their peers on the following committees:

District English Language Advisory Committee

English Language Advisory Committee

Safety Committee

School Site Council

These committees provide input and recommendations which are considered by the School Site Council.

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).

During the 2016-2017 school year, parent input was sought at District English Language Advisory Committee meetings, English Language Advisory Committee meetings, a Safety Committee meeting School Site Council meetings. Teacher input was gathered on an ongoing basis throughout the school year regarding classroom needs which were prioritized. Prior to the opening of the current 2017-2018 school year, all technology was upgraded as well as the installation of high quality porcelain white boards. For the 2017-2018 school year, students, parent, and teachers will be surveyed to determine current and future needs.

Classroom Observations

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

During the 2016-2017 school year, the site administrator informally observed classrooms on a daily or weekly basis and formally observed instruction for teachers on the evaluation cycle. Based upon these observations, the certificated teachers at Wheatland Elementary School are effectively implementing the California Common Core State Standards and utilize best practices for instruction and classroom management. 2017-2018 will be the first year of implementing the new ELA adoption, Wonders. Informal observations and formal observations will focus on ELA. At a minimum, Informal Observations will occur on a monthly basis.

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

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

As a TK-3rd grade program, state assessments are given to 3rd grade only. State assessment results are received after the 3rd graders have been promoted to another campus. Local assessments, focused on ELA's and Mathematics are utilized universally and on a continuous basis throughout the school year. The site's academic programs are modified according to student performance in real time at a minimum occurring at the opening of school and at the conclusion of each trimester. This year, a district pacing guide has been created for the core math program, My Math. This year, interim assessments will be developed to be given in addition to the trimester assessments.

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

Student progress on embedded assessments in ELA (Wonders, first year of implementation 2017-2018) and Mathematics (My Math) are utilized by general education teachers, and the RtI model to modify instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of the Certificated Teachers and Para-Educators at WE are Highly Qualified.

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

Staff Development to support implementing the core ELA program, Wonders, will be provided to teachers in grades TK-3. As a supplementary ELA support, Sondry Systems will be utilized in TK, the Learning Center, and a general education classroom. Should those piloting the program recommend it as an effective program, implementation will occur school-wide in general education.

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

Staff development aligned to content standards which utilize student performance data will occur for teachers in the ELA core adoption of Wonders.

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

Instructional assistance and support for teachers will be provided by qualified and experienced presenters in Wonders. Certificated staff will support peers as instructional coaches on an ongoing basis.

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

Monday Grade Level Meetings will prioritize teacher collaboration by grade level on an ongoing basis.

Teaching and Learning

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

The curriculum in ELA and Mathematics utilized at Wheatland Elementary School are state approved/aligned as well as support materials. Instruction will be implemented consistently at each grade level.

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

Wheatland Elementary School's instructional minutes are 51,060. The required instructional minutes are 50,400. Therefore, the instructional minutes exceed the required minutes. Daily, there are 290 instructional minutes. In kindergarten, there are 195 minutes of reading/language arts instruction and in mathematics there are 100 minutes of instruction. In the 1st grade there are 125 minutes of reading/language arts instruction and 70 minutes of mathematics instruction. In 2nd grade there are 175 minutes of reading/language arts instruction and 55 minutes of mathematics instruction. In the 3rd grade there are 175 minutes of reading/language arts instruction and 55 minutes of mathematics instruction.

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

A district lesson pacing guide was developed for My Math on 10/2/17. After the initial year of implementation of Wonders (17-18), a pacing guide will be developed for ELA. The Learning Center RtI model will support intervention courses at all grade levels.

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

All teachers and students have state approved standards-based instructional materials available that are appropriate to all student groups.

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

All adopted materials are California State Board of Education approved ensuring that the instructional materials are standards-aligned. Intervention materials that are SBE-adopted will be utilized to support differentiated instruction.

Opportunity and Equal Educational Access

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

Differentiated instruction, particularly in reading/language arts, target underperforming students in the regular education setting and through the RtI model.

14. Research-based educational practices to raise student achievement

Research-based educational practices are imbedded in the state approved standards-based reading/language arts program and in the state approved standards-based mathematics program.

Parental Involvement

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

Parental involvement is strongly encouraged at Wheatland Elementary School, particularly in assisting under-achieving students to close the achievement gap. The school provides small group instruction to assist under-achieving students to close the achievement gap. The district provides budgetary support to the school to fund programs that assist under-achieving students in closing the achievement gap. The community provides extra-curricular activities that help students learn self-regulation which increases stamina and focus to under-achieving students.

16. 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)

Committees involving parents, classroom teachers, and other school personnel in the planning, implementation, and evaluation of the ConApp programs include the School Site Council and the ELAC-DELAC Committees,

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards include class size reduction in TK-3rd grade, trainings for TK teachers, provide EL program, library books, science and art materials, Accelerated Reader, RtI Learning Center Model, implementing CCSS, ELL standards, utilization of formative, interim and summative assessments.

18. Fiscal support (EPC)

Educational Program Consultants are an option to assist Wheatland Elementary School should student performance data show that such a support is likely to improve student academic improvement.

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement: Many of our families have difficulty participating in and fully supporting their children's education due to limited access to medical and community resources, lack of public transportation, and poverty. Additionally, there are a small percentage of students impacted by parental drug abuse, poor nutrition, inappropriate discipline, physical abuse and transience. Due to the isolation of the area as well as its rural nature, limited recreational resources exist within the community. During leisure time in after school hours, many students spend excessive amounts of time engaged in unsupervised activities. Many of our students are not engaged in regular and directed physical activity such as exercise and sports. They may have no place other than school in which to engage in fine or gross motor activities. Often nutritional support is poor. Literacy activities may be infrequent. Opportunities for exposure to the arts are non-existent within the community and many of the families do not have the resources to seek out these experiences for their children. It is commonly accepted that high academic achievement is supported by a broad base of experience and regular engagement in a variety of fine and gross motor activities. The absence of opportunities for varied physical experiences and exposure to the arts thus impacts school achievement. The Wheatland Elementary instructional team strives to provide students experiences to alleviate the impacts from these lack of community resources.

Limitations of the current program to enable under-performing students to meet standards: Enabling under-performing students to meet standards requires regular planning time together as a staff to review assessment results and plan individual student programs. It requires additional personnel to provide the individualized and small group instruction that under-performing students require. It requires staff development in two areas: 1. Essential Skills of Instruction to support learning for every student; 2. Content specific instructional techniques that are grounded in research. It requires supervision to ensure that application of skills is consistently applied within the classrooms. These areas are all addressed in our current school plan; previously, the time and

finances to carry out all aspects of the plan were an ongoing issue in view of yearly budget cuts to categorical programs as well as funding issues relating to declining enrollment. Beginning two years ago, staffing has been increased in the form of a Music Teacher on Thursdays and Fridays. Students facing socio-economic challenges often demonstrate poor academic achievement related to living within the culture of poverty (Ruby Payne). For instance, our students may experience:

- a lack of sequential and goal oriented enrichment experience
- a lack of exposure to sequential verbal narratives
- limited bases of knowledge
- poor vocabulary development
- infrequent literacy models
- cultural values limiting motivation to achieve academically
- a lack of fine and gross motor experience

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT:

Goal #1: All student subgroups will at a minimum, increase by 5 points in ELA/Literacy and Mathematics by spring of the 2017-2018 school year as measured by the School Dashboard Status and Change Report.

Goal #2: Wonders will be utilized as the new ELA/Reading program. Wonders implementation will address the decrease of 3% of students performing Above Standard in Research/Inquiry.

Goal #3: Staff will analyze the areas noted in the aforementioned data to determine areas of program strength and areas of program weakness to inform instructional priorities.

Goal #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Actions to achieve Goals #1, 2, and 3

1. Provide small group instruction in the classroom, in pull out instruction and/or in after school with targeted instruction for English Language Arts/Literacy and Mathematics.
2. Learning Center services are available to at-risk students in addition to students with identified disabilities.
3. Highly Qualified Para-Educators (tutors) will provide remedial intervention in kindergarten and first grade.
4. Use of technology programs to support academic development will be utilized in the areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.
5. All students and staff will have equal access to technology.
6. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and stimulating fine motor development) will be provided to each classroom. Implementation of the California CCSS will progress throughout the current school year with an emphasis on Wonders.
7. All teachers will utilize research based instructional skills to promote standards based learning in the classroom. Training on the California CCSS, with an emphasis on ELA/Reading, will occur during the current school year.
8. The principal will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of the lessons observed.
9. Staff development efforts will target instructional efficacy and content mastery.
10. Each trimester, teachers will utilize student performance data to identify at risk students, evaluate growth and match students to interventions.
11. Grade levels will meet monthly to discuss instructional and enrichment programs and to ensure educational consistency across the grade level.
12. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.
13. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.
14. Improved achievement in the area of written language will be supported by implementing a consistent articulated writing program.
15. English in a Flash, Rosetta Stone, and Earobics programs are available to support development of auditory processing.
16. One ELL para educator will be available to target English Language Development.
17. Learning center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.
18. Use of Renaissance Web Based programs including Accelerated Reader, Accelerated Math, STAR Literacy, and STAR Math will be implemented and utilized in the 1st-3rd grades to enhance student achievement in ELA and Mathematics.

19. Software will be expanded to support remedial instruction.
20. All T/K-3rd grade classes will be taught a high-level music program by a Music Teacher.

Actions to achieve goal #4:

21. Effective behavioral management strategies will be implemented within T/K-3rd grade classrooms.
22. A Life Skills counselor will provide counseling to students with office or classroom referrals.
23. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.
24. Trimester Renaissance assemblies will honor all students who have perfect attendance, have met Accelerated Reader goals, have high grades, or show strong evidence of all-around effort and character for both academic and non-academic achievements.
25. A counselor is available two days per week.
26. Classroom furniture (i.e. student desks, horseshoe tables, computer tables, chairs, white boards, overhead projectors, computers, technology, etc.) will be updated as needed to maintain safe, comfortable, efficient and attractive learning environments.
27. The playgrounds have been expanded with safe equipment to support physical development.
28. Surveillance cameras for filming high risk areas of the campus will be monitored.
29. Incentives to encourage reading, academic achievement and strong character will be in place, coordinated by grade levels.
30. The new security fences will remain secured during the instructional day.
31. The student computer lab, teacher tablets, and classroom lab devices will be updated on an as needed basis.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	97	80	76	93	78	76	93	78	76	95.9	97.5	100
All Grades	97	80	76	93	78	76	93	78	76	95.9	97.5	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2410.2	2407.0	2413.5	11	13	15.79	31	21	28.95	35	40	27.63	23	27	27.63
All Grades	N/A	N/A	N/A	11	13	15.79	31	21	28.95	35	40	27.63	23	27	27.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	10	15.79	56	56	53.95	32	33	30.26
All Grades	12	10	15.79	56	56	53.95	32	33	30.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	10	14.47	59	55	50.00	28	35	35.53
All Grades	13	10	14.47	59	55	50.00	28	35	35.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	18	23.68	67	67	64.47	17	15	11.84
All Grades	16	18	23.68	67	67	64.47	17	15	11.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	15	11.84	54	62	55.26	31	23	32.89
All Grades	15	15	11.84	54	62	55.26	31	23	32.89

Conclusions based on this data:

1. For the first time in this three year longitudinal data, 100% of the students took the CAASPP.
2. This three year longitudinal data shows that in Overall Achievement for All Students, there is a 2-3% increase in the percentage of students achieving at Standard Exceeded.
3. In Reading, Writing and Listening there has been an increase in the percentage of students Above Average each year. Spring 2017 CAASPP scores in Research/Inquiry had a decrease of 3% of students performing Above Standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	97	80	76	93	78	76	93	78	76	95.9	97.5	100
All Grades	97	80	76	93	78	76	93	78	76	95.9	97.5	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2415.7	2417.3	2426.5	3	5	10.53	35	36	32.89	38	35	36.84	24	24	19.74
All Grades	N/A	N/A	N/A	3	5	10.53	35	36	32.89	38	35	36.84	24	24	19.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	14	18.42	55	53	55.26	33	32	26.32
All Grades	12	14	18.42	55	53	55.26	33	32	26.32

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	21	19.74	53	54	61.84	33	26	18.42
All Grades	14	21	19.74	53	54	61.84	33	26	18.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	14	17.11	55	65	59.21	28	21	23.68
All Grades	17	14	17.11	55	65	59.21	28	21	23.68

Conclusions based on this data:

1. For the first time in this three-year longitudinal data, 100% of the students took the CAASPP.
2. This three-year longitudinal data shows that in Overall Achievement for All Students, there is a 2-6% increase in the percentage of students achieving at Standard Exceeded.

3. In Concepts & Procedures there is a three year trend of 2-4% of the students performing Above Standard. In Problem Solving & Modeling/Data Analysis from 2015-2016 there was a 7% increase in students performing Above Standard. However, from 2016-2017 there was a 1% decrease in students performing Above Standard. In Communicating Reasoning there was a decrease of 3% of the students performing Above Standard from 2015-2016. However, from 2016-2017 there was an increase of 3% of the students performing Above Standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***	***			***	***			
1			9	38	43	36	54	57	36	8		18			
2	15		14	23	73	86	46	27		15					
3		22			33		67	44	100	33					
Total	6	7	9	24	48	43	55	41	35	15	3	13			

Conclusions based on this data:

1. The percent of 2014-2015 2nd grade students testing Advanced was 15%. As third grade students in 2015-2016, the percent testing Advance increased to 22%.
2. The percent of 2014-2015 1st Grade students testing Early Advanced was 38%, and increased to 73% in 2015-2016. The percent of 2nd grade students testing Early Advanced in 2014-2015 was 23%. As third grade students in 2015-2016, the percent testing Early Advanced increased to 33%.
3. The percent of 2014-2015 1st Grade students testing Intermediate was 54%, and decreased to 27% in as second graders in 2015-2016. This cohort increased to 100% in 2016-2017. The percent of 2nd grade students testing Intermediate in 2014-2015 was 46%. As third grade students in 2015-2016, the percent testing Intermediate increased to by 2% to 44%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							38	25		25	50		38	25	
1				38	43		54	57		8					
2	14			21	73		43	27		14			7		
3		22			33		57	44		29			14		
Total	5	5		19	36		48	36		17	15		12	8	

Conclusions based on this data:

1. In 2014-2015, the second grade had 14% test at the Advanced level. As third graders in 2015-2016, the percent of students testing at the Advanced level increased by 8% to 22%.
2. In 2014-2015, the first grade had 38% test at the Early Advance level. As second graders in 2015-2016, with an increase of 35%, 73% of the second graders tested at the Early Advanced level.
3. In 2014-2015, 38% of the kindergarten students tested at the Intermediate level. As first graders in 2015-2016, a 19% increase in students testing at the Intermediate level totaled 57%. In 2014-2015, 54% of the first grade students tested at the Intermediate level. In 2015-2016 this percent dropped by 27% to 27% testing at the Intermediate level. In 2014-2015, 43% of the second graders tested at the Intermediate level. As third graders in 2015-2016, a 1% increase led to 44% of the third graders testing at the Intermediate level.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts/Literacy
LEA/LCAP GOAL:
Improve student achievement for all students.
SCHOOL GOAL #1:
Increase the Overall Achievement for All Students achieving at the Standard Exceeded level by 3% to a total of 19%.
Data Used to Form this Goal:
2016-2017 CAASPP Results.
Findings from the Analysis of this Data:
For the 2016-2017 CAASPP, for the Overall Achievement for All Students category, 16% of the students tested at the Standard Exceeded level.
How the School will Evaluate the Progress of this Goal:
Compare 2017-2018 CAASPP results with the 2016-2017 CAASPP results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement year 1 of the newly adopted ELA program, Wonders.	Current to May 11, 2018	Certificated Staff/Admin	Personnel	1000-1999: Certificated Personnel Salaries	None Specified	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts/Literacy
LEA/LCAP GOAL:
Improve student achievement for all students.
SCHOOL GOAL #2:
Increase CAASPP results for Research/Inquiry by 4% to exceed 16-17 CAASPP results by 3% and exceed 14-15 and 15-16 by 1%.
Data Used to Form this Goal:
CAASPP Results (All Students) in Research/Inquiry for 14-15, 15-16, and 16-17.
Findings from the Analysis of this Data:
16-17 CAASPP Results (All Students) in Research/Inquiry show a decrease of 3% of all students from the 15-16 CAASPP.
How the School will Evaluate the Progress of this Goal:
The results of the 17-18 CAASPP Results (All Students) in Research/Inquiry.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement year 1 of the newly adopted ELA program, Wonders.	Current to May 11, 2018	Certificated Staff/Admin	Personnel	1000-1999: Certificated Personnel Salaries	None Specified	0.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Improve student achievement for all students.
SCHOOL GOAL #3:
Increase CAASPP Results (All Students) in Overall Achievement for All Students Standard Exceeded 3% to include 14% of all students.
Data Used to Form this Goal:
CAASPP Results (All Students) in Overall Achievement for All Students 16-17.
Findings from the Analysis of this Data:
16-17 CAASPP Results show only 11% of All Students achieving at the Standard Exceeded level.
How the School will Evaluate the Progress of this Goal:
The results of the 17-18 CAASPP Results (All Students) in Mathematics in the category of Overall Achievement for All Students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize My Math and trimester assessments to inform instructional decisions.	Current to May 11, 2018	Certificated Staff/Admin	Personnel	1000-1999: Certificated Personnel Salaries	None Specified	0.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Improve student achievement for all students.
SCHOOL GOAL #4:
Increase CAASPP Results (All Students) in 17-18 in Mathematics Problem Solving & Modeling/Data Analysis by 3% to 23% of all students achieving at the Above Standard Level.
Data Used to Form this Goal:
CAASPP Results (All Students) 15-16 and 16-17 in Problem Solving & Modeling/Data Analysis.
Findings from the Analysis of this Data:
In 15-16, 21% of all students achieved at the Above Standard level in Problem Solving & Modeling/Data Analysis. In 16-17, there was a 1% decrease of all students who achieved at the Above Standard level in Problem Solving & Modeling/Data Analysis to 20%.
How the School will Evaluate the Progress of this Goal:
The results of the 17-18 CAASPP Results (All Students) in Mathematics in the category of Problem Solving & Modeling/Data Analysis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize My Math and trimester assessments to inform instructional decisions.	Current to May 11, 2018	Certificated Staff/Admin	Personnel	1000-1999: Certificated Personnel Salaries	None Specified	0.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Improve student achievement for all students.
SCHOOL GOAL #5:
Maintain Overall Participation for All Students at 100% of Enrolled Students Tested.
Data Used to Form this Goal:
CAASPP Results (All Students) Mathematics Overall Participation for All Students % of Enrolled Students Tested *14-15 95.9%, *15-16 97.5%, *16-17 100%.
Findings from the Analysis of this Data:
There has been an upward trend for the past three years of CAASPP Results (All Students) Mathematics Overall Participation for All Students % of Enrolled Students Tested.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated based on 2017-2018 CAASPP Results (All Students) Mathematics Overall Participation for All Students % of Enrolled Students Tested.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Prepare and motivate staff and students for the 2017-2018 CAASPP	Current to May 11, 2018	Certificated Staff/Admin	Personnel	1000-1999: Certificated Personnel Salaries	None Specified	0.00

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 Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Implement the Master Plan for English Learner Success
SCHOOL GOAL #1:
Provide EL services as determined by the Master Plan for English Learner Success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Observation/monitoring and implementation of EL services	8/17-6/18	Site Admin/Ed Specialist	Bilingual Aide	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	4000.00
			Bilingual Aide	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	1000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Providing intervention classes for all schools.
SCHOOL GOAL #2:
Have a Fall session of Academic Intervention and a Spring session of Academic Intervention.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide A.I.	9/19/17-12/7/17 1/23/18-4/26/18	ASES and Site Admin	Site Contribution of 1 of 2 teachers for each A.I. Session (ASES Matches Funds)	1000-1999: Certificated Personnel Salaries	Title I	7700.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Providing technology at all schools.
SCHOOL GOAL #3:
Replace/update technology on an on-going basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration between technology department and school site.	8/17-6/18	Site Admin/Technology Department	Technology Replacements/Upgrades	4000-4999: Books And Supplies	General Education	4000.00
			Technology Replacements/Upgrades	4000-4999: Books And Supplies	Title I	3000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Enhancing the implementation of Renaissance.
SCHOOL GOAL #4:
Support Renaissance weekly, at each trimester and at the conclusion of the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support of Renaissance	8/17-6/18	Certificated Staff/Site Admin	Shirts, Rewards Assemblies, Rewards Trip	4000-4999: Books And Supplies	Title I	3000.00
			Shirts, Reward Assemblies, Rewards Trip	None Specified	ASB	3000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Library books, science & arts materials refresh
SCHOOL GOAL #5:
To enhance library books, science activities and arts materials.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement A.R., science activities and art in the classrooms	8/17-6/18	Certificated Staff	Library books/science activities/art	4000-4999: Books And Supplies	General Education	7000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title III Part A: Language Instruction for	4000.00	4,000.00
Title III Immigrant Education Program	1000.00	1,000.00
Title I	7700.00	7,700.00
General Education	4000.00	4,000.00
Title I	3000.00	3,000.00
Title I	3000.00	3,000.00
ASB	3000.00	3,000.00
General Education	7000.00	7,000.00
None Specified		
None Specified		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Evans	X				
Evie Paul		X			
Lisa Lake		X			
Amanda Pentecost		X			
Bobbi Brown			X		
Kelsie Sills				X	
Lindsey Miller				X	
Robin Bogdanoff				X	
Jessica Teter				X	
Angela Conway				X	
Numbers of members of each category:	1	3	1	5	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/4/17.

Attested:

Jim Evans

Typed Name of School Principal

Signature of School Principal

Date

Kelcie Sills

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Attachment 1

School District: Wheatland

Instructional Minutes Calculation

FYE 2017-2018

Initial Date 08/17/17

School: Wheatland Elementary

Grade: TK-3

Regular Day

Start Time	8:15:00 AM
End Time	2:00:00 PM
Total (In Hours)	5:45
Hours	5
Minutes	45
Total Minutes Per Day	345
Break/Recess	15
Break/Recess	
Lunch	40
Passing Time	
Instructional Minutes Per Day	290
Number of Normal Days	161

Minutes from Normal Days	46,690
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Total Instructional Days

Total Instructional Minutes

Required Minutes (higher of 82/83 or 86/87)

In Compliance

Minimum Day

Start Time	8:15:00 AM
End Time	1:00 PM
Total (In Hours)	4:45
Hours	4
Minutes	45
Total Minutes Per Day	285
Break/Recess	15
Break/Recess	
Lunch	40
Passing Time	
Instructional Minutes Per Day	230
Number of Minimum Days	19

Minutes from Minimum Days	4,370
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180

Grade: TK-3

51,060

50,400

Attachment 2
SCHOOL PARENTAL INVOLVEMENT POLICY

Based on Wheatland School District Board Policy 6020, adopted August 2010.

DISTRICT STRATEGIES FOR TITLE I SCHOOLS

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board.
- b. Invite input on the LEA plan from other district committees and school site councils.
- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318).

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.

b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.

c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.

d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318).

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training.

c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.

d. Train parents/guardians to enhance the involvement of other parents/guardians.

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.

f. Adopt and implement model approaches to improving parent involvement.

g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.

h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

j. Provide a master calendar of district activities and district meetings.

k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means.

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.

o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.

p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318).

The Superintendent or designee may:

a. Identify overlapping or similar program requirements.

b. Involve district and school site representatives from other programs to assist in identifying specific population needs.

c. Schedule joint meetings with representatives from related programs and share data and information across programs.

d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318).

The Superintendent or designee shall:

a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318).

b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318).

c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503).

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.
- b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318).

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318).

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318). Wheatland Elementary School agrees to implement the following and in compliance with statutory requirements and Wheatland School District Board Policy 6020.

- Wheatland Elementary School will present the School Site Plan and Title I Parental Involvement Policy each year at the Fall Site Council Meeting.
- These items will be discussed at Back to School Night.
- Notices will be posted at school and on the website to invite parents to the school site council meeting.
- Copies of the Parent Involvement Policy will be posted on the school website and available in the office by request.
- The Parent Compact is included in the Wheatland School District Parent Handbook that is distributed on the first day of school.
- The policy will be translated into Spanish for Spanish speaking families.

- At this time all Wheatland Elementary School teachers are Highly Qualified, and all Wheatland Elementary School students have met annual academic goals so there is not the need to distribute Parent Deficiency Notices.
- The School Accountability Report Cards are located in the office and available upon parental request and are posted on the school website when released.
- Parents shall receive timely information about the programs and shall have opportunities to meet regularly to formulate program input if desired.
- Parents will be kept apprised of student progress with trimesterly progress reports and trimesterly report cards.
- Insofar as practical, individual parent-teacher conferences also shall be held to discuss the student's progress and placement and to describe methods the parents can use to complement the student's instruction.

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement. Wheatland Elementary School will:

- Provide meeting notices of any school events or parental involvement meetings.
- Should parent involvement be low, an alternative time will be provided.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314. Wheatland Elementary School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs are discussed at parent/teacher conferences.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs. Wheatland Elementary School will provide information:

- Flyers, monthly calendars, and website notifications.

- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs are discussed at parent/teacher conferences.

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Wheatland Elementary School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs and assessments are discussed at parent/teacher conferences.
- Progress reports and report cards.
- Website data for parents to review student progress (programs such as Accelerated Reader, Accelerated Math, and Math Facts in a Flash).
- School site plan outlines curriculum and assessment tools.

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians. Wheatland Elementary School will participate through:

- Site Council Meetings.
- ELAC/DLAC District Meetings.
- Parent Teacher Conferences.
- Student Study Team Meeting, if appropriate.
- Communication with the Principal.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district Wheatland Elementary School families will be encouraged to:

- Meet with the teacher to work to rectify the problem.
- Meet with the principal as a second step to seek resolution.
- If problem is not rectified, parents will put their concerns in writing and deliver to the school office.
- Principal will deliver written concerns to the district superintendent with response to parents forthcoming.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and

parents/guardians will build a partnership to help students achieve state standards. Wheatland Elementary School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- A) that parents play an integral role in assisting their child's learning;*
- B) that parents are encouraged to be actively involved in their child's education at school;*
- C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- D) the carrying out of other activities, such as those described in section this section for school compliance.*

See Wheatland Elementary School Compact that follows.

This compact shall address the following. Please see Wheatland Elementary School Compact that follows.

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time. See Wheatland Elementary School Compact that follows.
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318).

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318).

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318).

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504).

The Superintendent or designee may:

a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

c. Provide parents/guardians with information about students' class assignments and homework assignments.

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications.
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on district and school issues.
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.

5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

Narrative of Summary for Wheatland Elementary School:

Wheatland Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

Wheatland Elementary School will describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through their child's class and observation of classroom activities.

The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

Compact will be on the School Website, in the School Handbook, and distributed the first day of school for all students (via Parent Handbook). The individual compact distributed on the first day of school will be signed by parent and child and returned to the school office. Compact will be reviewed at Back to School Night and New Parent/Student Orientation Meetings. School Compact will be provided in student's native language, insofar as possible.

The school, will with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:

- The State's academic content standards,
- The State's student academic achievement standards.
- The State and local academic assessments including alternate assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators:

This will be done with in District workshops, through parent- teacher conferences, and informational meetings at the school site.

The school will, with assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, and Preschool, and conduct other activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable in a language the parents can understand by any of the means below:

- Through notices sent home with students.
- By posting on the school's message board.
- By posting in the school newsletter.
- Through use of the District's all call system.
- Posting on the website

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Parental Review of Policy.

This policy was adopted by Wheatland Elementary School on 10-10-17 and will be in effect for the period of one year. The school will make this policy available to all parents of participating Title I, Part A children on or before 12/1/2017. It will be made available to the local community on or before 12/1/2017 and posted on the school website. Wheatland Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

10-10-17

(Date)