

SINGLE PLAN FOR STUDENT ACHIEVEMENT**WHEATLAND ELEMENTARY SCHOOL****58-72751-6056840****2016-2017**DATE OF THIS REVISION **9-28-16**

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: **Jim Evans**Position: **Principal**Telephone Number: **(530) 633-3140**Address: **111 Hooper Street, Wheatland, CA 95692**E-mail address: **jevans@wheatland.k12.ca.us****Wheatland School District**

The District Governing Board approved this revision of the School Plan on 10-20-16

School Profile

Wheatland Elementary School was reopened as a kindergarten through third grade school for the 2012-2013 school year. In 2009, due to budget constraints, the campus merged with Bear River School, forming a K-8 campus. In August of 2012, the school re-opened as a K-3 campus. The district is located in south Yuba County. The residents of the community are predominately middle and lower income. During the 2015-2016 school year, the student ethnic population consisted of 1% American Indian or Alaskan, 2.33% Asian, African American 1%, Hispanic/Latino of Any Race 30.23% and White 56.81%. Approximately 50.00% of the school population receives free or reduced lunch. The school attendance rate for the 2015-2016 school year was 96.44%. 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 2014-2015 school year was 305. Wheatland Elementary School's enrollment decreased to 297 students for the 2015-2016 school year. As of September, 2016 Wheatland Elementary School's enrollment increased to 312. Occupations of the parents range from unskilled to professional levels.

In July, 2009, Wheatland Elementary School moved from its site at 111 Hooper Street, across the field to the new Bear River School. At that time, the school expanded from a K-5th to include a 6th through 8th grade. In August of 2012, Wheatland Elementary School was re-opened as a K-3 campus at 111 Hooper Street. There is a State Preschool Program, a private pay preschool program, and a private preschool in the town of Wheatland. For the 2016-2017 school year, all students in the Wheatland School District may eat breakfast at no cost to the family.

The school site is comprised of 14 regular education primary classrooms, 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. Since the 2014-2015 school year, a County SDC Preschool has been housed on the campus. The school utilizes universal screening to ensure that all learners receive targeted instruction in addition to the core content.

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 K-3rd classes total 51,060. Nineteen minimum days are scheduled for the 2016-2017 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 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 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. The first referral results in a loss of three days of lunch recess during which time the Life Skills Counselor instructs the student in alternative choices. Discipline consequences are progressive and therefore 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 K-2nd, 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-bully 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.

A school counselor is available two days a week. For the 2016-2017 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

Formal and informal methods are used to assess 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. In addition to using a variety of curriculum based chapter and unit assessments, the following assessments are performed:

	Trimester		
	1st	2nd	3rd
District Standards Assessment:	<i>(The DSA is not required for the 2016-2017 school year)</i>		
For Reading	K –3 rd	K –3 rd	K –3 rd
For Math	1 st –3 rd	K –3 rd	K – 3 rd
For Science	N/A	N/A	N/A

Single Plan For Student Achievement	Wheatland Elementary			2016-2017
District Writing Assessment	1 st –3 rd	K –3 rd	K –3 rd	
STAR Assessment (Accelerated Reader)	2 nd –3 rd	2 nd –3 rd	1 st –3 rd	
Early Literacy Assessment	K-1 st	K-1 st	K	
CELDT testing	K-3 rd (all Limited English Proficient Students)			
BPST	K-1 st	K-1 st	K	
SORT	lowest groups at 1 st -3 rd			
CAASPP			3 rd	

Beginning with the 2006-2007 school year, a Response to Intervention system was implemented district-wide. This system will continue for the 2016-2017 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 and the school remains under the designation PI. The SBAC tests students from grades 3 through 11. The students completed the SBAC on computers last spring for the third year of SBAC implementation state wide. (The state did not provide any scores from the SBAC pilot test in spring of the 2013-2014 school year.) Last spring, the 3rd grade students participated in the California CCSS aligned Smarter-Balanced assessment (California Measurement of Academic Performance and Progress) also known as SBAC for the third time.

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: Open Court (New Adoption Will Be Implemented in (2017-2018)
- Mathematics: McGraw-Hill My Math (15-16)
- Social Studies: Scott Foresman (Adopt. 06-07)
- Science: Houghton Mifflin (Adopt. 07-08)

Based on PI status, the site is focused on CCCSS and aligning assessment with instruction in Reading/Language Arts and Mathematics. My Math, a CCCSS aligned mathematics curriculum was implemented at the beginning of the 2015-2016 school year. This year (2016-2017) classroom piloting of ELA adoption options will occur from November 2016 – February 2017.

District wide discussions about the curriculum will occur from March 2017 – April 2017.

Selection is expected by the end of the 2016/17 school year for roll out for 2017/18.

K – 5 will be piloting McGraw-Hill *Wonders*, Benchmark *Education Benchmark Advance Program 2*, and National Geographic *Reach for Reading*.

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. Common Core learning materials were purchased and implemented to bridge the existing mathematics and language arts programs to the CCCSS.

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

- 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 in order 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 insure 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 2016-2017 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 program. A continuing focus this year is to utilize the adopted California CCSS My Math program for the second year of its implementation. In order to support these goals, the District provides seven minimum days to 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 program during the current year and for planning for the 2017-2018 school year. Opportunities to participate in the ELA adoption will occur during the 2016-2017 school year. The new ELA adopted program will be implemented during the 2017-2018 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 seven 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. This year the lab has been 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 new Surface 3 tablets. In addition, each classroom has a teacher laptop and document camera. The number of student computers in each classroom range 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 2016-2017 school year. Technology throughout the campus continues to be upgraded on an ongoing basis.

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
- Safety Committee
- School Site Council

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at Wheatland Elementary:

1. Alignment of curriculum, instruction and materials to content and California CCSS performance standards: At each grade level, teachers use the state content area standards and California CCSS in Reading and Math to identify essential standards. Student instruction, assessment and promotion are based on mastery of these essential standards. During the 2016-2017 school year, the staff will continue to focus on curricular pacing and assessment alignment with an emphasis in designing a My Math pacing guide. Teachers will also be provided the opportunity to participate in the ELA adoption. The state adopted curriculum utilized at Wheatland Elementary includes; McGraw-Hill My Math, Open Court Reading, Scott Foresman Social Studies, and Houghton Mifflin Science. These curriculums are fully standards based and utilize an explicit, research based, sequenced approach to instruction. The core instructional materials to be used with the adoptions were purchased through district textbook funds and Title I, and are used within each classroom. Each year textbook funds and Title I are used to expand standards based materials. This complies with the Williams Act for approved mandated curriculum focused on State Standards with all students having equal access to materials. The 2016-2017 school year will be the second year for full implementation of My Math.

2. Availability of standards-based instructional materials appropriate to all student groups: The core curriculum incorporates diversity and thus is of interest to an ethnically diverse student population. Wheatland Elementary fluctuates between 10 and 12% of the student body being second language speakers. This year, 10% of the student body is identified ELL. Approximately 50% of the student body are socio-economically disadvantaged. These students benefit from curriculum that is repetitious, explicit, and sequential (i.e. small steps build progressively). Open Court English Language Arts and My Math have these features built into their activities, materials and instructional sequencing. Social Studies and Science adoptions also incorporate materials that support access for

Second Language and special needs students. Software packages that accompany the adoptions reinforce concepts interactively and visually.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff development focuses on these areas:

- As part of the move to California CCSS, site administration will continue to support the implementation of the My Math program.
- As part of the move to California CCSS, site administration will provide staff the opportunity to participate in the ELA adoption process.
- Instructional Coaching: New teachers receive regular support from TCIP (previously known as BTSA) providers.
- Staff Development Days will focus on curricular organization and implementation.

4. Services provided by the regular program enable under-performing students to meet standards: Within the regular classroom, the teacher will provide daily interventions for students who have not mastered the standards with whole group instruction alone. Based on ongoing assessments, small group workshops pre-teach and re-teach standards. Additionally, for approximately forty-five minutes daily, the students receive intensive reading instruction in school wide homogeneous ability groups. The curriculum for kindergarten is Scott Foresman's Early Reading Intervention, a research based scripted kindergarten prevention program. The first grade, and lower reading groups in 2nd – 3rd grade use a state adopted intervention program, John Shefelbine's Systematic Instruction in Phonics and Phonemic Awareness (SIPPs). Another reading prevention program, Read Naturally, is used to develop reading fluency in at-risk 1st – 3rd grade students. In each classroom, a bank of computers makes it possible to supplement and reinforce instruction with additional practice. Software is available for Reading and Math practice as well as English Language Development. Our technology infrastructure has been updated to allow each classroom to access Renaissance Learning Software for Accelerated Reader and Math, Math Facts in a Flash, English in a Flash, Star Literacy, Moby Max and a range of other programs. In the kindergarten and first grade classrooms, age appropriate software is available in the areas of reading, math, English Language Development, auditory processing and cognitive development. The regular use of the computer station to supplement instruction throughout the day allows the teacher to incorporate continued small group instruction at these grade levels.

5. Services provided by categorical funds to enable under-performing students to meet standards: English Language Development: A para-educator provides English Language Development and academic tutoring to identified second language students. Special Education: Educational assessments are provided for those students who have received a variety of general education and specialized interventions and continue to experience academic challenges. The special education program also provides intervention for identified special education students as prescribed in their IEP's/504's. At Risk Intervention: Interventions are available through the special education staff in the learning center including small group and individual instruction for at-risk students who have not mastered grade level standards in general education instruction and intervention. This service is provided as a pre-referral intervention and is intended to be a timely means of preventing children from falling irreparably behind. This at-risk intervention service is utilized after daily general education small group instruction has been insufficient to accelerate progress towards standards.

These Learning Center services are accessed through Student Study Team referral or through teacher-administrator referral with parental approval. K-1st Tutoring/Intervention Program: Achieving our goal of having every child at grade level in reading and math requires that universal assessments are utilized on a frequent and timely basis to ensure appropriate lessons are utilized to close learning gaps for all students. Additional resources are applied at the K-1st grade levels to accelerate and support learning of our at-risk students. A Highly Qualified Para-Educator is in place within each kindergarten, 1st grade classroom, and 1st grade-2nd grade combination classroom. Para-Educators provide small group and individual instruction to at-risk students in addition to providing supplemental math and reading instruction during center time. Teachers and para-educators provide reading intervention to the kindergartener's using Scott Foresman's research based "Early Reading Intervention" program. After School Program: The after school program provides homework support, enrichment activities, and specific remedial instruction aligned to the California CCSS.

6. Use of state and local assessments to modify instruction and improve student achievement: A variety of assessments are available to guide instruction.

- Trimester: Kindergarten –Third Grade Standards Based Report Card Assessment
- Trimester District Standards Assessment (Not mandatory for the 16-17 school year.)
- Trimester District Writing Assessment 1st –3rd grades.
- SORT reading fluency scores are obtained each trimester for the lowest reading groups and are used to re-group students for reading.
- CELDT testing is administered to all new second language students for whom assessment results are not available and to all English Learners to determine their English proficiency and to measure their progress toward becoming Fluent English Proficient.
- The CCCSS SBAC is administered annually to all students in the 3rd grade to measure student achievement in comparison to a national norm. For the second time, the SBAC results have been received from the California Department of Education. Grade Level aggregate data has been received, as well as individual student results. This data will provide a measure of the school's academic program over a one year period. As more SBAC data becomes available, based on trends and patterns in such data, improvements to the academic program will be implemented.
- STAR literacy, reading and math testing is performed each trimester to measure progress.
- The BPST is administered at K and 1st grade to identify reading levels.
- The SORT is administered to each student in the lowest reading groups in the 1st -3rd grades.

At trimester grade level meetings, each classroom teacher will review student data including the above assessments as well as curricular measures to monitor the progress of every student in their class. Assessment data will also be maintained through the Response to Intervention program.

7. Number and percentage of teachers in academic areas experiencing low student performance: At Wheatland Elementary School: 16 teachers (14 GE, 1 SE, and one ½ time music teacher) are fully credentialed. All teachers have a CLAD, an equivalent, or are completing certification. The move to

the California CCSS and up and coming adoptions aligned to the California CCSS are viewed as essential components and supports to enable staff to increase student achievement and exit PI status.

8. Family, school, district, and community resources are available to assist students: A State Preschool program and a Head Start program are located within Wheatland. Wheatland Elementary houses both a County SDC preschool class and a County SDC primary class. Sunset Housing and Bear River Apartments offer affordable housing within the city limits. Access to a variety of medical and community resources is limited by Wheatland's geographic isolation and the lack of affordable transportation. The Family Resource Center is part of a total program allowing identified "at-risk" students support and intervention.

9. 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, and 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.

10. 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 insure 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

SBAC 2015-1016 Spring Results Received in Fall 2016

The following reports provide information on the 3rd grade SBAC performance. The data is from the SBAC test given in the spring of 2016, providing the first opportunity to compare SBAC data from one year to the next. These reports are available on the California Department of Education's website (www.cde.ca.gov). This is the second year data is available through the CDE related to the CAASP for Wheatland Elementary School.

CAASPP DATA

2015-1016 Accountability Progress Reporting-AYP/PI Status

The Adequate Yearly Progress (AYP) is a federal monitoring system that measures progress toward annual federal academic goals.

Spring 2016 Test Results for ELA/Literacy and Mathematics – All Students CAASPP

Spring 2016 Test Results for ELA/Literacy and Mathematics- Economic Status CAASPP

CA English Language Development Test (CELDT)-English Learners

This test assesses the English proficiency of our second language speakers

2015-2016 CAASPP RESULTS SUMMARY COMPARISON

2015-2016 STUDENT PERFORMANCE DATA

California Department of Education
Analysis, Measurement, and Accountability Reporting Division
Academic Accountability Unit

2015 Accountability Progress Reporting (APR)

2015-16 PI School Report

School: Wheatland Elementary
LEA: Wheatland
County: Yuba
CDS Code: 58-72751-6056840
School Type: Elementary School

Charter School: No

Date: 6/30/2016
Program Improvement Determinations

2015-16 PI Status: In PI

2015-16 PI Placement: Year 2

First Year of PI Implementation: 2012-2013

Prior PI Placement: Year 2

PI Exit Year:

Special Conditions:

Made 2015 Adequate Yearly Progress (AYP): Yes

Made AYP: Yes
Met: 3 of 3 AYP Criteria
PI Status: In PI

**CAASP SMARTER BALANCED
ENGLISH LANGUAGE ARTS/LITERACY
TEST RESULTS**

ALL STUDENTS

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Overall Achievement	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	80	N/A	N/A	N/A	N/A	N/A	N/A	80
# of Students Tested	78	N/A	N/A	N/A	N/A	N/A	N/A	78
# of Students With Scores	78	N/A	N/A	N/A	N/A	N/A	N/A	78
Mean Scale Score	2407.0	N/A						
Standard Exceeded: Level 4	13 %	N/A	N/A	N/A	N/A	N/A	N/A	13 %
Standard Met: Level 3	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %
Standard Nearly Met: Level 2	40 %	N/A	N/A	N/A	N/A	N/A	N/A	40 %
Standard Not Met: Level 1	27 %	N/A	N/A	N/A	N/A	N/A	N/A	27 %

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	N/A	N/A	N/A	N/A	N/A	N/A	10 %
Near Standard	56 %	N/A	N/A	N/A	N/A	N/A	N/A	56 %
Below Standard	33 %	N/A	N/A	N/A	N/A	N/A	N/A	33 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	N/A	N/A	N/A	N/A	N/A	N/A	10 %
Near Standard	55 %	N/A	N/A	N/A	N/A	N/A	N/A	55 %
Below Standard	35 %	N/A	N/A	N/A	N/A	N/A	N/A	35 %

LISTENING: How well do students understand spoken information?

 LISTENING: How well do students understand spoken information?		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level									
Above Standard	18 %	N/A	18 %						
Near Standard	67 %	N/A	67 %						

 **RESEARCH/INQUIRY: How well can students find and present information about a topic?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	15 %			
Near Standard	N/A	N/A	N/A	N/A	62 %			
Below Standard	N/A	N/A	N/A	N/A	23 %			

CAASP SMARTER BALANCED MATHEMATICS TEST RESULTS

All Students 2015-2016

Overall Achievement	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	80	N/A	N/A	N/A	N/A	N/A	N/A	80
# of Students Tested	78	N/A	N/A	N/A	N/A	N/A	N/A	78
# of Students With Scores	78	N/A	N/A	N/A	N/A	N/A	N/A	78
Mean Scale Score	2417.3	N/A						
Standard Exceeded: Level 4	5 %	N/A	N/A	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	36 %	N/A	N/A	N/A	N/A	N/A	N/A	36 %
Standard Nearly Met: Level 2	35 %	N/A	N/A	N/A	N/A	N/A	N/A	35 %
Standard Not Met: Level 1	24 %	N/A	N/A	N/A	N/A	N/A	N/A	24 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?									
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Above Standard	14 %	N/A	N/A	N/A	N/A	N/A	N/A	14 %	
Near Standard	53 %	N/A	N/A	N/A	N/A	N/A	N/A	53 %	
Below Standard	32 %	N/A	N/A	N/A	N/A	N/A	N/A	32 %	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %
Near Standard	54 %	N/A	N/A	N/A	N/A	N/A	N/A	54 %
Below Standard	26 %	N/A	N/A	N/A	N/A	N/A	N/A	26 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	N/A	14 %						
Near Standard	65 %	N/A	65 %						
Below Standard	21 %	N/A	21 %						

ECONOMIC STATUS English Language Arts/Literacy Economically Disadvantaged

Overall Achievement	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	40	N/A	N/A	N/A	N/A	N/A	N/A	40
# of Students Tested	39	N/A	N/A	N/A	N/A	N/A	N/A	39
# of Students With Scores	39	N/A	N/A	N/A	N/A	N/A	N/A	39
Mean Scale Score	2391.7	N/A						
Standard Exceeded: Level 4	10 %	N/A	N/A	N/A	N/A	N/A	N/A	10 %
Standard Met: Level 3	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %
Standard Nearly Met: Level 2	31 %	N/A	N/A	N/A	N/A	N/A	N/A	31 %
Standard Not Met: Level 1	38 %	N/A	N/A	N/A	N/A	N/A	N/A	38 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	N/A	N/A	N/A	N/A	N/A	N/A	5 %
Near Standard	51 %	N/A	N/A	N/A	N/A	N/A	N/A	51 %
Below Standard	44 %	N/A	N/A	N/A	N/A	N/A	N/A	44 %

WRITING: How well do students communicate in writing?								
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	N/A	N/A	N/A	N/A	N/A	N/A	5 %
Near Standard	49 %	N/A	N/A	N/A	N/A	N/A	N/A	49 %
Below Standard	46 %	N/A	N/A	N/A	N/A	N/A	N/A	46 %

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23 %	N/A	N/A	N/A	N/A	N/A	N/A	23 %
Near Standard	49 %	N/A	N/A	N/A	N/A	N/A	N/A	49 %
Below Standard	28 %	N/A	N/A	N/A	N/A	N/A	N/A	28 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	N/A	N/A	N/A	N/A	N/A	N/A	10 %
Near Standard	59 %	N/A	N/A	N/A	N/A	N/A	N/A	59 %
Below Standard	31 %	N/A	N/A	N/A	N/A	N/A	N/A	31 %

ECONOMICALLY DISADVANTAGED MATH

Overall Achievement	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	40	N/A	N/A	N/A	N/A	N/A	N/A	40
# of Students Tested	39	N/A	N/A	N/A	N/A	N/A	N/A	39
# of Students With Scores	39	N/A	N/A	N/A	N/A	N/A	N/A	39
Mean Scale Score	2405.5	N/A						
Standard Exceeded: Level 4	3 %	N/A	N/A	N/A	N/A	N/A	N/A	3 %
Standard Met: Level 3	36 %	N/A	N/A	N/A	N/A	N/A	N/A	36 %
Standard Nearly Met: Level 2	31 %	N/A	N/A	N/A	N/A	N/A	N/A	31 %
Standard Not Met: Level 1	31 %	N/A	N/A	N/A	N/A	N/A	N/A	31 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?									
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Above Standard	13 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13 %
Near Standard	50 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50 %
Below Standard	37 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
$\frac{a}{b} = c$								
Area Performance Level								
Above Standard	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %
Near Standard	54 %	N/A	N/A	N/A	N/A	N/A	N/A	54 %
Below Standard	31 %	N/A	N/A	N/A	N/A	N/A	N/A	31 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	N/A	N/A	N/A	N/A	N/A	N/A	11 %
Near Standard	68 %	N/A	N/A	N/A	N/A	N/A	N/A	68 %
Below Standard	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %

NOT ECONOMICALLY DISADVANTAGED ELA/LITERACY

Overall Achievement	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	40	N/A	N/A	N/A	N/A	N/A	N/A	40
# of Students Tested	39	N/A	N/A	N/A	N/A	N/A	N/A	39
# of Students With Scores	39	N/A	N/A	N/A	N/A	N/A	N/A	39
Mean Scale Score	2422.3	N/A						
Standard Exceeded: Level 4	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %
Standard Met: Level 3	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %
Standard Nearly Met: Level 2	49 %	N/A	N/A	N/A	N/A	N/A	N/A	49 %
Standard Not Met: Level 1	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %

READING: How well do students understand stories and information that they read?								
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %
Near Standard	62 %	N/A	N/A	N/A	N/A	N/A	N/A	62 %
Below Standard	23 %	N/A	N/A	N/A	N/A	N/A	N/A	23 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %
Near Standard	62 %	N/A	N/A	N/A	N/A	N/A	N/A	62 %
Below Standard	23 %	N/A	N/A	N/A	N/A	N/A	N/A	23 %



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	N/A	N/A	N/A	N/A	N/A	N/A	13 %
Near Standard	85 %	N/A	N/A	N/A	N/A	N/A	N/A	85 %
Below Standard	3 %	N/A	N/A	N/A	N/A	N/A	N/A	3 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %
Near Standard	64 %	N/A	N/A	N/A	N/A	N/A	N/A	64 %
Below Standard	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %

NOT ECONOMICALLY DISADVANTAGED MATH

Overall Achieve	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	40	N/A	N/A	N/A	N/A	N/A	N/A	40
# of Students Tested	39	N/A	N/A	N/A	N/A	N/A	N/A	39
# of Students With Scores	39	N/A	N/A	N/A	N/A	N/A	N/A	39
Mean Scale Score	2429.1	N/A						
Standard Exceeded: Level 4	8 %	N/A	N/A	N/A	N/A	N/A	N/A	8 %
Standard Met: Level 3	36 %	N/A	N/A	N/A	N/A	N/A	N/A	36 %
Standard Nearly Met: Level 2	38 %	N/A	N/A	N/A	N/A	N/A	N/A	38 %
Standard Not Met: Level 1	18 %	N/A	N/A	N/A	N/A	N/A	N/A	18 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	N/A	N/A	N/A	N/A	N/A	N/A	15 %
Near Standard	56 %	N/A	N/A	N/A	N/A	N/A	N/A	56 %
Below Standard	28 %	N/A	N/A	N/A	N/A	N/A	N/A	28 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	26 %	N/A	N/A	N/A	N/A	N/A	N/A	26 %
Near Standard	54 %	N/A	N/A	N/A	N/A	N/A	N/A	54 %
Below Standard	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	N/A	N/A	N/A	N/A	N/A	N/A	18 %
Near Standard	62 %	N/A	N/A	N/A	N/A	N/A	N/A	62 %
Below Standard	21 %	N/A	N/A	N/A	N/A	N/A	N/A	21 %

English Learner California English Language Development Test (CELDT)

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	***			2 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (7.0%)
Early Advanced	***	3 (43.0%)	8 (73.0%)	3 (33.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	14 (48.0%)
Intermediate	***	4 (57.0%)	3 (27.0%)	4 (44.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	12 (41.0%)
Early Intermediate	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (3.0%)
Beginning	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	2 (100.0%)	7 (100.0%)	11 (100.0%)	9 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	29 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	***	474.9	523.8	531.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speaking	***	435.9	496.0	501.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading	*****	416.6	491.9	507.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writing	*****	414.6	516.6	511.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

Report generated: Thursday, September 15, 2016
2016

Data last updated: Wednesday, July 27,

2015-2016 CAASPP RESULTS SUMMARY COMPARISON ELA/LITERACY	ELA/LITERACY All Students 3rd Grade (2014-2015 in Red)	ELA/LITERACY Economically Disadvantaged 3rd Grade (2014-2015 in Red)	ELA/LITERACY NOT Economically Disadvantaged 3rd Grade (2014-2015 in Red)
Standard Exceeded: Level 4	11% 13%	2% 10%	18% 15%
Standard Met: Level 4	31% 21%	31% 21%	31% 21%
Standard Nearly Met: Level 2	35% 40%	33% 31%	37% 49%
Standard Not Met: Level 1	23% 27%	33% 38%	14% 15%
2015-2016 CAASPP RESULTS SUMMARY COMPARISON MATHEMATICS	MATHEMATICS All Students 3rd Grade (2014-2015 in Red)	MATHEMATICS Economically Disadvantaged 3rd Grade (2014-2015 in Red)	MATHEMATICS NOT Economically Disadvantaged 3rd Grade (2014-2015 in Red)
Standard Exceeded: Level 4	3% 5%	0% 3%	6% 8%
Standard Met: Level 4	35% 36%	31% 36%	39% 36%
Standard Nearly Met: Level 2	38% 35%	40% 31%	35% 38%
Standard Not Met: Level 1	24% 24%	29% 31%	20% 18%

2014-2015/2015-2016 Growth Comparison of Students Who Met or Exceeded Standard:

- ELA All Students -8%
- ELA Economically Disadvantaged -2%
- ELA Not Economically Disadvantaged -13%

- Mathematics All Students +3%
- Mathematics Economically Disadvantaged +8%
- Mathematics Not Economically Disadvantaged -1%

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT:

Goal #1: All student subgroups will at a minimum, increase the percent of students who “Met or Exceed the Standard” by 5% in ELA/Literacy and Mathematics by spring of the 2016-2017 school year.

Goal #2: My Math will be implemented in an effective manner supporting an improvement in math scores that closes the small performance gap between ELA/Literacy and Mathematics.

Goal #3: Staff will analyze the areas noted in the aforementioned data to determine areas of programic strength and areas of programic 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 My Math.
7. All teachers will use research based instructional skills to promote standards based learning in the classroom. Training on the California CCSS, with an emphasis on My Math, 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 insure 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, Mimio's, etc.) will be updated as needed to maintain a 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.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the CA English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline <i>All activities are ongoing unless noted</i>	Related Expenditures	Estimated Cost	Funding Source
<p><u>Alignment of instruction with content standards:</u></p> <p>District trimester assessments are aligned to standards New adoptions are CCSS based</p>	<p>ELA Comm. Math St. Comm.</p>	<p>None (see Instructional Strategies)</p> <p>Buy-back days Stipends Textbooks and Materials</p>	<p>None to Site None to Site None to Site</p>	<p>District " District</p>
<p><u>Improvement of instructional strategies and materials:</u></p> <p>Trimester assessment of student progress towards standards</p> <p>Ongoing use of assessment results to plan instruction (RTI and Aeries data management)</p> <p>Training on CCSS w/site admin.</p> <p>Team meetings discussing instructional strategies and curriculum integration</p>	<p>Teachers/Admin Teachers/Admin/ Teachers/Admin Teachers/Admin</p>	<p>None</p> <p>Training/release time/Materials/consultant</p> <p>None</p> <p>None</p>	<p>None</p> <p>\$5,000 consultant</p> <p>None</p> <p>\$3500.00</p>	<p>District Title 1 District Title II/Site</p>
<p><u>Extended learning time:</u></p> <p>ELL Instruction After-school instruction</p> <p>Ability grouped instruction/para-educator support Special Education intervention</p>	<p>ELL Para-educ. After-School Grant Teachers Special Ed</p>	<p>Salaries Employee Benefits</p> <p>Program Staff and Materials Salaries</p>	<p>\$12,206 \$1,157.96</p> <p>See Staff Dev Site</p>	<p>EIA LCFF Funds SPED ARRA SPED ARRA</p>
<p><u>Increased educ. opportunity/ access to technology:</u></p> <p>School based computer lab</p> <p>Accelerated Math and Reading programs After-school student computer classes</p>	<p>Comp Technician/ Admin/Teachers After-school Staff</p>	<p>Salaries/ Equipment</p> <p>Materials</p> <p>Salaries</p>	<p>None to site \$7,000 None to site</p>	<p>District Title 1 After-School Program</p>

CST Historical Assessment Results: Pre-SBAC (CST)

SUMMARY of 2013 Data and Comparisons

Numbers below reflect percentages of students tested.

*2012-2013 was the final year that both 2nd and 3rd grade students took the CST assessments to measure student mastery of the grade level standards. Last spring, the SBAC was given to the 3rd grade students, not as a pilot test, but as a new state level test. Individual student data was provided to the school in the fall of 2015. The following data represents the historical state assessment data. During this time, Wheatland Elementary School varied from a K-5 to a TK-3rd campus. Thus, at this time, as only 3rd grade takes the SBAC only 3rd graders will comprise 2014-2015 and subsequent years state assessment data. Historically, performance was ranked into 5 bands: advanced, proficient, basic, below basic, and far below basic. Students were expected to achieve at the proficient level.

2nd Grade

ELA

% Students At:	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
Proficient or Above	48	57	65	44	66	66	58	58	43
Basic or Above	90	87	87	79	81	93	77	84	82
Below Basic and Far Below Basic	9	13	12	21	13	8	22	16	18

Math

% Students At:	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
Proficient or Above	66	71	71	52	79	70	85	61	56
Basic or Above	89	95	86	83	95	87	95	90	88
Below Basic and Far Below Basic	12	5	14	15	6	14	5	10	12

3rd Grade

ELA

% Students At:	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>
Proficient or Above	48	46	36	45	48	44	41	36	40
Basic or Above	82	84	69	74	80	74	83	84	78
Below Basic and Far Below Basic	18	16	31	22	20	26	17	16	22

Math

% Students At:	2013	2012	2011	2010	2009	2008	2007	2006	2005
Proficient or Above	66	67	62	66	67	63	70	59	71
Basic or Above	92	84	82	88	86	73	94	88	92
Below Basic and Far Below Basic	8	16	19	12	14	18	5	12	9

Student Groups Performing Below Standards or Expectations

The school did not meet its Annual Yearly Progress in the spring of 2013, and was designated as a PI Year 2 site. Three grade level groups were statistically significant; school wide, white and socioeconomically disadvantaged. No groups met the AYP criteria for English-Language Arts. Neither schoolwide nor socioeconomically disadvantaged students met the AYP criteria for mathematics. The white subgroup met the AYP for mathematics and was in safe harbor. As a site, combining 2nd and 3rd grade, second language learners did not meet the AYP criteria in the spring of 2013.

Conclusions from Student Performance Data

Historically, second language learners classified as Limited English Proficient (LEP) lagged behind children who are classified as Full English Proficient (FEP) and those who speak English as a first language. The following table compares performance of these two groups based on the CST from spring of 2013:

Second Language Learners

ELA		2nd		3rd	
		ELL	E&F	ELL	E&F
	Prof./Adv.	60	46	0	53
Basic	30	44	33	34	
Below & Far Below Basic	10	10	66	13	

Math		2nd		3rd	
		ELL	E&F	ELL	E&F
	Prof./Adv.	60	67	34	70
Basic	30	21	33	25	
Below & Far Below Basic	10	12	33	6	

Prof./Adv.: Proficient/Advanced

Students who were socio-economically disadvantaged lagged significantly behind those who were not classified as Economically Disadvantaged. The following table depicts the performance of these two groups:

Not Economically Disadvantaged Learners/Economically Disadvantaged Learners

ELA		2 nd		3 rd	
		NED	ED	NED	ED
	Prof./Adv.	50	47	63	34
	Basic	39	46	27	41
	Below & Far Below Basic	12	8	10	25

Math		2 nd		3 rd	
		NED	ED	NED	ED
	Prof./Adv.	75	54	70	62
	Basic	19	27	23	28
	Below & Far Below Basic	6	19	7	9

NED: Not Economically Disadvantaged; ED: Economically Disadvantaged

Note: The data cited above is for the purpose of identifying trends and addressing shortfalls and may be statistically insignificant or unreliable because as the data is disaggregated the numbers of students on which data is based grows smaller.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Wheatland Elementary School

School Site Council Members

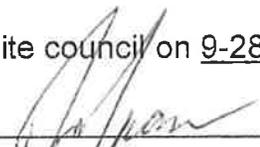
2016-2017

Name	2 Year Term	Membership Expires	Designation
Heather Griffith	15/16 – 16/17	Final 16/17 Meeting	Parent
Adam Mitchell	15/16 – 16/17	Final 16/17 Meeting	Parent
Leanne Luis	15/16 – 16/17	Final 16/17 Meeting	Parent
Kelsie Sills	16/17 – 17/18	Final 17/18 Meeting	Parent
Lindsey Miller	16/17 – 17/18	Final 17/18 Meeting	Parent
Brooke Plant	15/16 – 16/17	Final 16/17 Meeting	Teacher
Heather McCourtie	15/16 – 16/17	Final 16/17 Meeting	Teacher
Amanda Pentecost	16/17 – 17/18	Final 17/18 Meeting	Teacher
Bobbi Brown	16/17 – 17/18	Final 15/16 Meeting	Classified
Jim Evans	Ongoing	N/A	Principal

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) student’s selected representatives to the council (Education Code 52012).

This school plan was adopted by the school site council on 9-28-16

Jim Evans
Name School Principal


Signature

9-28-16
Date

Heather Griffith
Name of SSC Designee


Signature

9-28-16
Date

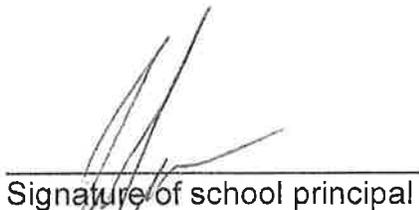
RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board that the School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law. This school plan is based upon an analysis of student academic performance and assures that activities that increase academic achievement in areas of reading, math and science will be prioritized. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. The plan for this site conforms to and supports policy set by the governing board and its administrative designees.

This school plan was adopted by the School Site Council on 9-28-16.

Attested:

Jim Evans
Typed name of school principal


Signature of school principal

9-28-16
Date

Heather Griffith
Name of SSC Designee


Signature

9-28-16
Date

School District: Wheatland

Instructional Minutes Calculation

FYE 8/17/16

Initial Date 08/17/16

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 290

Per Day

Number of Normal Days 161

Minutes from Normal 46,690

Days

Total Instructional Days**Total Instructional Minutes** **Grade: TK-3****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 230

Per Day

Number of Minimum 19

Days

Minutes from Minimum 4,370

Days

180**51,060****50,400**

Attachment 1
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.

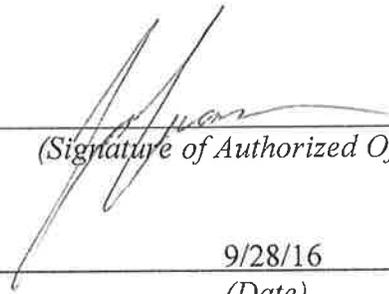
The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats 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 9/28/16 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 12/1/2016. It will be made available to the local community on or before 12/1/2016 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)

9/28/16
(Date)