

# The Single Plan for Student Achievement

## Wolf Canyon Elementary School

School Name

37-68023-0114009

CDS Code

Date of this revision: August 22, 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Debra McLaren  
Position: Principal  
Telephone Number: 619-482-8877  
Address: 1950 Wolf Canyon Loop  
Chula Vista, Ca. 91913  
E-mail address: [debra.mclaren@cvesd.org](mailto:debra.mclaren@cvesd.org)

## Chula Vista Elementary School District

School District

Superintendent: Francisco Escobedo Ed.D.  
Telephone Number: (619) 425-9600  
Address: 84 East J Street  
Chula Vista, CA 91910-6100  
E-Mail Address: [Francisco.Escobedo@cvesd.org](mailto:Francisco.Escobedo@cvesd.org)

The District Governing Board approved this revision of the School Plan on .

## II. School Mission, Vision and Values

Wolf Canyon Elementary School is on the FAST Track - Fine Arts, Science and Technology. Our goal is to provide greater academic experiences for our students through the arts, science and technology. We believe that students have many different learning styles. We also believe that each child is a person of great worth and deserves excellence in every aspect of their educational experience. Learning does not only happen in the head, it happens in the heart. The Wolf Canyon motto "Responding to the Call of Excellence for All" is at the heart of everything we do.

Mission – Responding to the call of excellence for all.

Vision - We the people of Wolf Canyon Elementary School believe:

- \*Striving for excellence is the ultimate goal.
- \*Respect for all persons, self and environment is essential.
- \*Parent, teachers, students and community are involved.
- \*Character education is essential to the development of social relationships.
- \*Classrooms are child centered and safe.
- \*Mental and emotional stability is necessary for growth in learning.
- \*Students are motivated, confident and enthusiastic.
- \*Learning is fun and laughter abounds.
- \*There is a genuine desire to learn.
- \*Academic growth is evident.
- \*Positive relationships with staff, students and parents flourish.
- \*Teachers are well trained, qualified, committed and know their students' needs.
- \*Self-confidence and self-respect are encouraged.
- \*Problem solving and conflict resolution are improved.
- \*Homework is relevant and meaningful.
- \*Understanding of individual attributes and learning styles is cherished.
- \*Fair and consistent behavior is reinforced.
- \*Flexibility, coping with change, patience, and efficient use of time is critical for success.
- \*Individual and teamwork is valued.
- \*The arts, science and technology are integrated in a resourceful and meaningful way.
- \*School pride is promoted and students, staff and parents are happy.
- \*Students show initiative and ask questions and teachers listen.
- \*Students are meta-cognitive, independent, critical and creative thinkers.
- \*There is respect for other cultures, other viewpoints and ideas.
- \*People greet each other with a smile.
- \*Life long love of learning is truly valued.

### III. School Profile

Wolf Canyon Elementary opened in July 2007 as the 44th school in the Chula Vista Elementary School District. The school was built in 2007 and is located in the Otay Ranch community of Chula Vista, California. The Otay Ranch community is considered a middle class socio-economic area with approximately 18% of the students qualifying for free and/or reduced meals. The Wolf Canyon student population is diverse consisting of a little over 900 students representing several ethnic groups, an English language learner population and students with disabilities. In 2016, Wolf Canyon received two prestigious awards from the California Department of Education: The Gold Ribbon Award and the Excellence in the Arts Education Award.

Wolf Canyon teachers actively participate in the district and school wide training and professional development. The Instructional Leadership Team (ILT) is comprised of one member from each grade level. ILT members are responsible for reviewing the school, district, and state data and creating the path for teaching and learning for each school year. ILT members lead their grade level work around student learning and teaching practices that maximize the learning for all students. All professional development is based on what teachers need in the development of their expertise on grade level content, pedagogical practices, and what current research says. Standards-aligned instruction is continually evolving using a variety of resources, observing peers, and analyzing student work and responses.

Wolf Canyon staff consists of one Principal, one Associate Principal, 38 Classroom Teachers, one Resource Teacher/Coach, one Special Education Resource Teacher, and one full-time Speech and Language Therapist. Support staff include, one part-time Occupational Therapist (OT), one part-time Adaptive Physical Education (APE) Teacher, one part-time school Psychologist, one part-time School Nurse, one full-time Music Teacher, one full-time Art Teacher, one part-time Computer Technician, and one part-time Library Media Specialist. The school offers a total of 34 grades K-6 general education classes and 3 multi-grade special education special day classes (SDC). Additional support staff include: Instructional Assistants (IA), Student Attendants (SA), one School Secretary, one full and one part-time Attendance Clerks, one part-time and two full-time Custodians, three part-time Child Nutrition Specialists, one full-time English Learner Aide, one part-time Social Worker, and one full-time Military Family Life Counselor (MFLC).

The school wide focus on the integration of the Fine Arts, Science and Technology (FAST) throughout the curriculum is evident in all classrooms. All students receive music, art, science and technology instruction in their core instructional program. All students have the opportunity to participate in school wide performances that include drama and movement. Teachers have been trained in various physical education programs and PE is offered in accordance with state regulations for all students. Sixth grade students have the opportunity to learn a variety of authentic dances and participate in a Cotillion in the spring. Additionally, students have the opportunity to participate in extracurricular programs such as the Run 4 Fun, Soccer, Basketball, and Flag Football. Although GATE instruction is provided to all advanced learners through differentiated lessons within each classroom via choice menus, stretch articles, and literature circles, supplemental programs include an after school program that allows students opportunities to participate in the county Science Field Day, Coding Classes, and Cinematography. Wolf Canyon Elementary, "Home of the Timber Wolves", also promotes excellence through social character development with its "Timberwolf Allstar" school wide character education program.

Parent engagement and involvement in supporting student learning and school activities is vital to our school's success. We have established a variety of programs that encourage parent involvement and participation school wide including but not limited to: SSC (School Site Council), ELAC (English Learner Advisory Council), PTA, Military Support Committee, Parent Reading Tutors, as well as a host of volunteer opportunities. All communication is posted on the school blog - [wolfcanyontimberwolves.org](http://wolfcanyontimberwolves.org), and is updated each week. Additionally, all information on the school blog is communicated via the school automated message system every Sunday evening. All district communication and relevant community information are also posted as links to the school blog.

Wolf Canyon Elementary School is proud to be the first school designed as a "Green School" in the Chula Vista Elementary School District promoting energy conservation.

## **IV. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Appendix A)**

Wolf Canyon established an internal accountability system for student achievement. This involves gathering data on student learning through multiple types of assessments: Baseline beginning of the year assessments; an 8-10 week quarterly monitoring system to examine progress toward school and district reading, mathematics and writing benchmarks; review of District Local Measures; use of various grade level formative assessments, and CELDT reports. Data is analyzed school-wide, by grade level, cross-grade level, and by individual teacher. Individual student goals are established and addressed during instructional student/teacher conferences weekly. Students who need interventions or acceleration to support student learning are identified and taught in small guided instructional groups. Quarterly monitoring of student progress is reviewed with administration and a plan for instructional growth is developed for each child. Students who are identified as "at-risk" during the monitoring sessions are referred to the Student Solutions Team (SST) for targeted intervention involving observations and data collection.

The Chula Vista Elementary School District Local Measures (LM) results for 2015 - 2016:

LM Reading Grades K-1 78%

LM Reading Grades 2-6 69%

LM Writing Grades K-2 68%

LM Mathematics Grades K-2 81%

The California Assessment of Student Progress and Performance (CAASPP) results for 2015 - 2016:

English Language Arts (ELA) Grades 3-6 77%

Mathematics CAASPP 3-6 60%;

Science California Standards Test (CST) Grade 5 80%

### **B. Surveys**

A major finding in the 2015-2016 Hanover Research Survey showed a need for greater technology support for staff, parents, and teachers. There is a need for updated equipment, greater efficiency with network, and more user friendly systems.

### **C. Classroom Observations**

Daily walkthroughs and monthly routine written observations suggest a continued need to address instructional delivery methods, build greater expertise in differentiated instruction as well as develop knowledge and use of research based strategies and techniques to meet the needs of English learners, socio-economically disadvantaged and students with disabilities. Observations also reveal some common threads among grade levels with regard to routines, schedules and lesson planning. The school wide expectations include maintaining well organized and interactive content walls, rigorous use of leveled libraries to support all learners, and strong evidence of standards-aligned lessons which define clear purpose and demonstrate quality core instruction. Effective utilization of instructional technology programs for all students continue to be addressed in professional development. Focus lessons, guided instruction, productive group work and collaborative tasks are areas that require further staff development. Classroom observations additionally reveal a need to explore more rigorous text selection while developing students' close reading skills, setting appropriate individual student goal, effectively monitoring student goals and their progress towards those goals, and providing quality feedback that is timely. Establishing effective content, language and social objectives for each grade level based on the California State Standards while providing more in-service on designing lessons that promote greater depth of knowledge will be critical. Determining core reading material that all students will need to read during the school year is needed to develop "wide reading" for students to develop greater vocabularies.

Observations of writing and mathematics instruction continue to be a focus for the 2016 - 2017 school year. There is also an urgent need to examine the instructional programs for English learners and Students with Disabilities to promote and ensure greater progress and proficiency on district and statewide assessments.

### **D. Student Work and School Documents**

Teachers review student work using a Looking at Student Work Protocol (LASW) at least two times per quarter. During quarterly student monitoring student assessment data is collected and reviewed to determine the instructional plan for growth for each student. Instructional objectives are established and teachers monitor students progress towards grade level quarterly and mid-year benchmarks. Documents include but are not limited to: Achieve 3000 Lexile progress reports, Developmental Reading Assessment (DRA) levels, weekly quizzes, anecdotal notes, and other grade level assessments created by teachers.

**E. Analysis of Current Instructional Program (See Appendix B)**

Current data results show a need to provide more strategic instructional plans for meeting the needs of English learners and Students with Disabilities. Greater targeted instruction with an emphasis on high impact learning surface and deep strategies, as identified by John Hattie in his Visible Learning research, and more frequent checks for understanding will be the focus.

## **V. Description of Barriers and Related School Goals**

Some identified barriers and related goals that challenge our school community include:

- Limited funding for technology.
- Limited funding for professional development.
- Class size in Special Day Classrooms to meet the needs of this diverse population.
- Limited availability of substitute teachers.

\* Continued high student mobility.

## VI. Planned Improvements in Student Performance

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

### Goal 1: English Language Arts

- By June 2017, the percentage of grades K-1 students scoring at grade level or above on the **Local Measures Reading Assessment** will increase from:

Student Groups	From	To
All	78%	85%
English Learners	62%	75%
Students with Disabilities	35%	40%

- By June 2017, the percentage of grades 2-6 students scoring at grade level or above on the **Local Measures Lexile Assessment** will increase from:

Student Groups	From	To
All	69%	80%
English Learners	36%	65%
Students with Disabilities	4%	30%

- By June 2017, the percentage of 3<sup>rd</sup> grade students scoring at grade level or above on the **Smarter Balanced/CAASPP** will increase from:

Student Groups	From	To
All	77%	85%
English Learners	30%	65%
Students with Disabilities	0%	25%

- By June 2017, the percentage of grades 3 -6 students scoring met or proficient on the **Smarter Balanced/CAASPP** Assessment will increase from:

Student Groups	From	To
All	77%	85%
English Learners	32%	65%
Students with Disabilities	8%	25%

- By June 2017, the percentage of grades K-2 students scoring at grade level or above on the **Local Measures Writing Assessment** will increase from:

Student Groups	From	To
All	68%	75%
English Learners	60%	65%
Students with Disabilities	16%	25%

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
Grades K-6 Students	913
Grades K-6 English Learners	150
Grades T/K-6 Students with Disabilities	3
Grades 4-6 GATE Students	91
Grades K-6 Foster Students	0

### 1. 3-5 Actions to be taken to reach this goal

#### Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. All grade levels plan weekly instruction using California State Standards and California Standards Appendix B text exemplars, and core reading materials selected by each grade level.	July 2016 - June 2017	\$1,000 Raz Kids and A-Z Books (grades K/1)
b. All grade levels will use the Accelerated Reader reports, Developmental Reading Assessments (DRA), Achieve 3000 reports, Imagine Learning (ILE) reports, and anecdotal notes to plan and monitor student progress towards California State Standards in English Language Arts (ELA).	July 2016 - June 2017	\$3,000 Accelerated Reader (AR)
c. All teachers will implement research-based best practices, disaggregate data, and analyze student work to develop goals and an instructional plan for accelerated growth for each student to meet and/or exceed the California State Standards in English Language Arts (ELA).	July 2016 - June 2017	\$9,100 Total substitute costs a. Beginning of year Kinder subs - \$1,000 b. Student Monitoring - \$1,500 c. Student Study Team (SST) - \$1,800 d. Pre-assessment for Incoming Kinders - \$1,200 e. ELA adoption support - \$1,200 f. ILT Professional development support and planning - \$2,400

#### Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
---------------------	----------------------------	-----------------------

## Tier II

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. All teachers will conduct weekly reading conferences with every child grades K-6 using Achieve 3000 Reports, SIPPS, running records, Imagine Learning (ILE) reports for English learners, and Accelerated Reader reports to monitor progress towards goals and set new goals to ensure each child is meeting DRA and Lexile level midyear and end of the year targets.	July 2016 - June 2017	See 1 a.
b. All students will receive small guided group instruction differentiated to meet the needs of each student based on grade-level assessments, teacher observations, and anecdotal notes.	July 2016 - June 2017	
c. Using data from Accelerated Reader reports, Achieve 3000 reports, and Imagine Learning (ILE) individual reports, English learners, students with disabilities, foster youth, limited income students, and any other students identified as "at-risk" will receive small guided group instruction daily using research-based strategies/techniques, English language development (ELD) strategies, targeted vocabulary/language frames, and oral language practice techniques .	July 2016 - June 2017	See 1 a.
d. All teachers in Grades 3-6 will provide extended learning opportunities for GATE students during the school day included but are not limited to: literature circles, book talks, multi-media presentations, choice menus, Achieve 3000 Stretch activities, and project based learning activities. Additional optional learning opportunities for GATE students outside the regular school day include: Cinematography Club, Computer Coding, and Science Field Day.	July 2016 - June 2017	\$2,000 GATE (Site-Control)

## Tier III

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Additional small guided and/or individual instruction will be provided based on results from assessments, anecdotal notes, and observations to support all students at risk including but not limited to students with disabilities, limited income students, and foster youth. Reading/writing individual conferences using Achieve 3000 articles, Read Naturally and/or 6 Minute Solution fluency passages, and Accessing Complex Texts will be used exclusively to improve student performance and progress in reading.	July 2016 - June 2017	
b. Resource Specialist (RSP) teacher will push-in and/or pull out to work with small guided groups daily to support students who need additional review and/or re-teaching of material/foundational skills.	July 2016 - June 2017	\$500 for materials and/or supplies for RSP teacher

### Tier III

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
c. Principal will conduct quarterly student progress monitoring with all teachers reviewing all students' progress towards individual ELA goals, midyear, and end of the year benchmarks. Extended learning opportunities will be identified and provided for Advanced and GATE students. Specific strategies will be identified and provided daily for English learners, students with disabilities, limited income students and foster youth.	July 2016 - June 2017	See 2 d.

## 2. Teacher Collaboration

- a. **Horizontal:** Teachers will collaborate and create grade level curriculum maps aligned to California State Standards. Teachers will engage in professional learning by reading and discussing weekly peer reviewed educational articles and John Hattie's work on Visible Learning for Literacy. Teachers will reflect on teaching practices, examine student work, and plan lessons to meet the needs of all learners and maximize the use of best practices. Research on Surface, Deep, and Transfer strategies will guide the professional development on teaching and learning.
- b. **Vertical:** Teachers will participate in vertical collaboration to share best practices and monitor student progress using the school created LASW (Looking at Student Work) Protocol. Teachers will develop a plan for writing that incorporates many relevant writing purposes within the three text types. The writing plan will show a continuum of writing purposes for kindergarten through sixth grade.

## 3. Professional Development Plan (including training & follow up coaching)

Teachers will meet in grade level collaboration meetings to share best practices. Teachers will participate in site based professional development to gain greater understanding of the California State Standards, and will monitor student outcomes and progress quarterly. The principal will work with the Instructional Leadership Team (ILT) to observe, monitor, and coach teachers to strengthen school wide practices in reading instruction that meets the needs of all students

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control - \$109,675  
LCAP - \$80,6600

## 5. Engagement of Parents and community in supporting goals

Parents will be given several opportunities to participate and provide input on the Local Control Accountability Plan (LCAP). Parent representatives on School Site Council (SSC) and the English Learner Advisory Committee (ELAC) will monitor and review the Single Plan for Student Achievement (SPSA) once per quarter during the school year. Parent volunteers will be recruited to provide tutoring, homework support, and be liaisons to other parents. Parents will continue to be informed about any district parent workshops or training for California State Standards. Principal/Vice Principal or designee will arrange for opportunities for parent training on school technology programs. Teachers will continue to inform parents by providing weekly progress reports.

## 6. Accountability

- a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**
  - School wide assessments will be reviewed with grade levels and/or the principal quarterly to:
    - a. Calibrate work samples and determine next steps for instructional plan for growth.
    - b. Conduct weekly walkthroughs to monitor student progress across grade levels.
    - c. Principal/Vice Principal will provide quality feedback and/or coaching based on the needs or requests of the teachers.

**b. Create plans and hold people accountable for follow through:**

Principal/Vice Principal will conduct weekly grade level and individual classroom observations providing written and oral feedback.

Principal/Vice Principal will hold scheduled instructional conferences 1-2 times per quarter with each teacher during their VAPA time to review observation notes and address instructional needs of the teachers.

Principal/Vice Principal and teachers will schedule grade level meetings 1-2 times per quarter to look at student work, determine next steps, develop new goals and establish a timeline for meeting these goals.

Principal/Vice Principal will review weekly grade level lesson plans and provide feedback, coaching or resources needed to meet goals and timelines.

## VI. Planned Improvements in Student Performance (continued)

### Goal 2: Mathematics

- By June 2017, the percentage of grades K-2 students meeting or exceeding the **Local Measures Math Assessment** will increase from:

Student Groups	From	To
All	81%	85%
English Learners	71%	75%
Students with Disabilities	46%	50%

- By June 2017, the percentage of grades 3 -6 students scoring met or proficient on the **Smarter Balanced/CAASPP** Assessment will increase from:

Student Groups	From	To
All	64%	75%
English Learners	21%	65%
Students with Disabilities	5%	25%

#### Student groups and/or grade levels to participate in this goal Identify real numbers of students from data

Grades K-6 Students	913
Grades K-6 English Learners	150
Grades T/K-6 Students with Disabilities	3
Grades 4-6 GATE Students	91
Grades K-6 Foster Youth	0

### 1. 3-5 Actions to be taken to reach this goal

#### Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Teachers will use the district adopted math program and pacing guides to deliver California State Standards-aligned core instructional lessons..	July 2016- June 2017	
b. Teachers will use the district adopted math program and/or teacher created pre- and post assessments and follow the district pacing guide.	July 2016 - June 2017	
c. All teachers will identify key math vocabulary and concepts, establish daily "Problem of the Day" routines, practice daily mental math problems to promote math fluency, use math vocabulary when discussing math, and give daily opportunities to develop conceptual understanding of mathematics through problem solving.	July 2016 - June 2017	

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
d. All students will complete at least 2 lessons per week for 20 minutes each on the Dreambox math program to practice mathematical skills and develop greater understanding of mathematical concepts..	July 2016 - June 2017	\$7,000 Dreambox Math Online Program
e. Teachers will use REFLEX Math program to support students who need math fluency skill development..	July 2016 - June 2017	\$2,700 REFLEX Math Online Program
f. Teachers will meet to plan additional professional development looking at student math work to determine next steps..		\$5,700 (Total substitute cost) a. Student Monitoring - \$1,500 b. Student Study Team (SST) - \$1,800 c. ILT Professional development support and planning - \$2,400

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Teachers will meet with small targeted groups and/or individual students based on the results from pre- and post assessments, observations, and anecdotal notes. Teachers will monitor student progress towards meeting the California State Standards and develop a plan for instructional growth for each student quarterly..	July 2016 - June 2017	
b. Teachers will pull small guided groups daily based on student needs to review and re-teach content, correct misconceptions, deepen conceptual understanding, and develop the eight mathematical practices.	July 2016- June 2017	
c. English learners, students with disabilities, foster youth, limited income students, and any other students identified as "at-risk" will receive small guided mathematics instruction using variety of instructional techniques the may include but are not limited to: Hands-on manipulatives, LESH model examples, and graphic organizers. .	July 2016 - June 2017	
d. All teachers in Grades 3-6 will provide extended learning opportunities for GATE students during the school day including but are not limited to: Math challenge problems, multi-media presentations, choice menus, and project based learning activities. Additional optional learning opportunities for GATE students outside the regular school day include: Cinematography Club, Computer Coding, and Science Field Day.	July 2016 - June 2017	\$2,000 GATE (Site-Control)

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

### Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Teachers will conference with individual students to correct misconceptions, misunderstandings, and address students needs based on progress data..	July 2016 - June 2017	
b. Resource Specialist (RSP) teacher will push-in to work with small guided group daily to support students who need additional review and/or re-teaching of material/foundational skills.	July 2016 - June 2017	
c. Principal will conduct quarterly student progress monitoring with all teachers reviewing all students' progress towards individual math goals, midyear, and end of the year benchmarks. Extended learning opportunities will be identified and provided for Advanced and GATE students. Specific strategies will be identified and provided daily for English learners, students with disabilities, limited income students and foster youth.	July 2016 - June 2017	See Goal #1 line 2 d.

## 2. Teacher Collaboration

- a. **Horizontal:** Teachers will collaborate and create grade level curriculum maps aligned to California State Standards. Teachers will engage in professional learning by reading and discussing weekly peer reviewed educational articles and John Hattie's work on Visible Learning for Literacy. Teachers will reflect on teaching practices, examine student work, and plan lessons to meet the needs of all learners and maximize the use of best practices. Research on Surface, Deep, and Transfer strategies will guide the professional development on teaching and learning.
- b. **Vertical:** Teachers will participate in monthly cross grade level collaborations to look at student work on "writing explanations in math" use a protocol for the discussions. Teachers will analyze and use the findings from looking at student work to inform their instruction. Teachers will discuss the math concepts, vocabulary, and skills students need to be successful mapping out progression that includes the 8 mathematical practices throughout grades K - 6.

## 3. Professional Development Plan (including training & follow up coaching)

Teachers will meet in grade level collaboration meetings to share best practices. Teachers will participate in the district and site based professional development to gain greater understanding of the California State Standards in Mathematics, GO Math, and the District Pacing Guide supplemented with Eureka Math activities. Teachers will discuss strategies for effectively monitoring student outcomes. Teachers will share best practices throughout the school year during grade level collaboration and in school professional development meetings.

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control - \$109,675  
LCAP - \$80,6600

## 5. Engagement of Parents and community in supporting goals

Parents will be given several opportunities to participate and provide input on the Local Control Accountability Plan (LCAP). Parent representatives on School Site Council (SSC) and the English Learner Advisory Committee (ELAC) will monitor and review the Single Plan for Student Achievement (SPSA) once per quarter during the school year. Parent volunteers will be recruited to provide tutoring support, homework support, and be liaisons to other parents for support. Parents will continue to be informed about any District parent workshops or training for California State Standards. Principal will arrange for opportunities for parent training on school technology programs. Teachers will continue to inform parents by providing weekly academic and behavior progress reports.

## 6. Accountability

**a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

School wide assessments will be reviewed with grade levels and/or the principal quarterly to:

- a. Calibrate work samples and determine next steps for instructional plan for growth.
- b. Conduct weekly walkthroughs to monitor student progress across grade levels.

**b. Create plans and hold people accountable for follow through:**

Principal/Vice Principal will conduct weekly grade level and individual classroom observations providing written and oral feedback.

Principal/Vice Principal will hold scheduled instructional conferences each month with each teacher during their music time to review observation notes and address instructional needs of the teachers.

Principal/Vice Principal and teachers will schedule grade level monthly meetings to look at student work, determine next steps, develop new goals and establish a timeline for meeting these goals.

Principal/Vice Principal will review weekly grade level lesson plans and provide feedback, coaching or resources needed to meet goals and timelines.

**VI. Planned Improvements in Student Performance (continued)**

**Goal 3: Annual Measurable Achievement Objectives (AMAO I, II, and Reclassification)**

- **AMAO I: (State Goal 63.5%)** By June 2017, the percentage of students making one level/year of growth as measured by the CELDT will increase from:

Student Groups	From	To
English Learners	81.6%	85%

- **AMAO II: Less than 5 Years (State Goal 26.7%)** By June 2017, the percentage of students receiving an overall CELDT score of 4 or 5 will increase from:

Student Groups	From	To
English Learners	51.2%	60%

- **AMAO II: More than 5 Years (State Goal 54.7%)** By June 2017, the percentage of students receiving an overall CELDT score of 4 or 5 will increase from:

Student Groups	From	To
English Learners	80%	85%

- **Reclassification:** By June 2017, the percentage of English Learners in grades 3-6 reclassified to Fluent English Proficient will increase from: (10-15% annually)

Student Groups	From	To
English Learners	36%	40%

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
Grades K-6 English Learners	150

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Teachers will call on English learners (EL's) at least 50% of the time in order to maximize opportunities for EL's to practice academic language as measured by principal and peer walkthroughs.	July 2016 - June 2017	
b. Teachers will plan purposeful student partnerships and triads to provide English role models to maximize opportunities for EL's to practice academic language as measured by principal and peer walkthroughs.	July 2016 - June 2017	

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
c. Teachers will provide environmental support for EL's through picture support and process charts as measured by physical environment rubric.	July 2016 - June 2017	
d. English learners will receive scaffolding and increased opportunities to develop English proficiency in reading, writing, listening and speaking as measured by formative assessments, teacher schedules, and principal walkthroughs.	July 2016 - June 2017	

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. All students at CELDT levels 1-3 will use Imagine Learning (ILE) for at least 100 minutes per week in primary grades and 120 minutes in upper grades as measured by ILE weekly reports and principal observations. Imagine Learning licenses go to all K-2 students levels 1-5 and all 3rd - 6th grade students levels 1 and 2..	July 2016 - June 2017	\$40,000 total - LEP Aide Support - (59% LEP and 41% Site Control)
b. All English learners will receive daily small guided ELD (English Language Development) either designated or integrated instruction for no less than 20 minutes a day to acquire proficiency in English and/or to access the core curriculum. Designated ELD (English Language Development) and Integrated SDAIE (Specifically Designed Academic Instruction in English) is for all English learners who are moving from Emerging to Bridging. .	July 2016 - June 2017	
c. All English learners will meet once per week in individual conferences with the classroom teacher to check for understanding using reading running records and/or inventories, writing prompt assessments, and written explanations in math to monitor progress towards established success criteria .	July 2016 - June 2017	

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Provide 2 small guided group sessions per day clustered by grade level or with Resource Specialist (RSP) groups.	July 2016 - June 2017	
b. Modify homework and classroom assignments utilizing one or two reading passages with more repetition to support greater progress in reading, writing, and accelerate expressive/receptive language development.	July 2016 - June 2017	

**2. Teacher Collaboration**

- a. **Horizontal:** Teachers will collaborate and create grade level curriculum maps aligned to California English Language Development Standards using the Language and Literacy Tool for the California English Language Development Standards. Teachers will engage in professional learning by reading and discussing weekly peer reviewed educational articles, the Application of Common Core State Standards for English Language Learners handout, and John Hattie's work on Visible Learning for Literacy. Teachers will collaborate to reflect on teaching practices, examine student work, and plan lessons to meet the needs of English learners. During collaboration teachers will identify how to implement strategies in small group instruction for designated and integrated English Language Development (ELD).
- b. **Vertical:** Teachers will participate in vertical collaboration to share best practices and monitor student progress using the school created LASW (Looking at Student Work) Protocol. Teachers will collaborate across grade levels to develop a plan that focuses on using strategies that promote English Language Development (ELD) to support all English learners K-6 with a focus on reclassification and proficiency on district and statewide assessments. Cross grade level collaboration will identify quarterly benchmarks for each student monitoring period to determine student growth towards the mastery of grade level standards in English Language Arts and Mathematics.

**3. Professional Development Plan (including training & follow up coaching)**

Teachers will meet in grade level collaboration meetings to share best practices. Teachers will participate in site based professional development to gain greater understanding of the California English Language Development Standards using the Language and Literacy Tool for the California English Language Development Standards. Additional training will be provide to the ILT to support the development of teacher expertise in using the ELD standards to align instruction.

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

Site Control - \$109, 675  
 LCAP - \$80,6600

**5. Engagement of Parents and community in supporting goals**

Parents will be given several opportunities to participate and provide input on the Local Control Accountability Plan (LCAP). Parent representatives on School Site Council (SSC) and the English Learner Advisory Committee (ELAC) will monitor and review the Single Plan for Student Achievement (SPSA) once per quarter during the school year. Parents will continue to be informed about any District parent workshops or training for California State Standards. Principal/Vice Principal will arrange for opportunities for parent training on school technology programs and the California English Language Development Standards. Teachers will continue to inform parents by providing weekly academic and behavior progress reports.

**6. Accountability**

a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

School wide assessments will be reviewed with grade levels and/or the principal quarterly to:

- a. Calibrate work samples and determine next steps for instructional plan for growth.
- b. Conduct weekly walkthroughs to monitor student progress across grade levels.

b. **Create plans and hold people accountable for follow through:**

Principal/Vice Principal will conduct weekly grade level and individual classroom observations providing written and oral feedback.

Principal/Vice Principal will hold scheduled instructional conferences each month with each teacher during their music time to review observation notes and address instructional needs of the teachers.

Principal/Vice Principal and teachers will schedule grade level monthly meetings to look at student work, determine next steps, develop new goals and establish a timeline for meeting these goals.

Principal/Vice Principal will review weekly grade level lesson plans and provide feedback, coaching or resources needed to meet goals and timelines.

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #4**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

--

<b>Student groups and/or grade levels to participate in this goal</b>	<b>Identify real numbers of students from data</b>
---	--

--	--

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**2. Teacher Collaboration**

- a. **Horizontal:**
- b. **Vertical:**

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**6. Accountability**

- a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**
- b. **Create plans and hold people accountable for follow through:**

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #5**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

--

<b>Student groups and/or grade levels to participate in this goal</b>	<b>Identify real numbers of students from data</b>
---	--

--	--

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**2. Teacher Collaboration**

- a. **Horizontal:**
- b. **Vertical:**

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**6. Accountability**

- a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**
- b. **Create plans and hold people accountable for follow through:**

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #6**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

--

<b>Student groups and/or grade levels to participate in this goal</b>	<b>Identify real numbers of students from data</b>
---	--

--	--

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**2. Teacher Collaboration**

- a. **Horizontal:**
- b. **Vertical:**

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**6. Accountability**

- a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**
- b. **Create plans and hold people accountable for follow through:**

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #7**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

--

<b>Student groups and/or grade levels to participate in this goal</b>	<b>Identify real numbers of students from data</b>
---	--

--	--

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**2. Teacher Collaboration**

- a. **Horizontal:**
- b. **Vertical:**

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**7. Accountability**

- a. **Means of evaluating progress towards this goal (i.e., every 7-8 weeks):**
- b. **Create plans and hold people accountable for follow through:**

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #8**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

--

<b>Student groups and/or grade levels to participate in this goal</b>	<b>Identify real numbers of students from data</b>
---	--

--	--

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
----------------------------	-----------------------------------	------------------------------

**2. Teacher Collaboration**

- a. **Horizontal:**
- b. **Vertical:**

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**8. Accountability**

- a. **Means of evaluating progress towards this goal (i.e., every 8-8 weeks):**
- b. **Create plans and hold people accountable for follow through:**  
 Conduct weekly grade level and individual classroom observations providing written and oral feedback.  
 Hold grade levels monthly meetings to look at student work, determine next steps, develop new goals and establish a timeline for meeting these goals.  
 Principal will review weekly grade level lesson plans and provide feedback, coaching or resources needed to meet goals and timelines.

Appendix A - School and Student Performance Data Forms (continued)

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

**CAASPP Results (All Students)**

**Mathematics**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS and PROCEDURES			PROBLEM SOLVING and MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

**Appendix A - School and Student Performance Data Forms (continued)**

**Table 2a: Title III Accountability (Wolf Canyon Elementary School)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	78	103	114
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	78	103	114
Number Met	51	70	93
Percent Met	65.4%	68.0%	81.6%
NCLB Target	59.0	60.5	62.0%
Met Target	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	91	12	111	22	121	25
Number Met	36	--	44	15	62	20
Percent Met	39.6%	--	39.6%	68.2%	51.2%	80.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	<b>Yes</b>	--	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Table 2b: Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6959	6827	
Percent with Prior Year Data	100.0		
Number in Cohort	6958	6825	
Number Met	4694	4307	
Percent Met	67.5	63.1	
NCLB Target	59.0	60.5	62.0%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6955	1573	6816	1518		
Number Met	2254	1031	2065	940		
Percent Met	32.4	65.5	30.3	61.9		
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		

**Appendix A - School and Student Performance Data Forms (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	2	50	2	50							4
<b>1</b>	6	27	10	45	6	27					22
<b>2</b>	8	35	10	43	3	13	1	4	1	4	23
<b>3</b>	7	50	1	7	5	36			1	7	14
<b>4</b>	2	10	11	52	3	14	3	14	2	10	21
<b>5</b>	2	20	8	80							10
<b>6</b>	11	55	4	20	4	20	1	5			20
<b>Total</b>	38	33	46	40	21	18	5	4	4	4	114

## **Appendix B - Analysis of Current Instructional Program**

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

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

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All teachers implement the California State Standards. The Common Core Standards Appendix B "Text Exemplars" are used to supplement the core reading program. Each grade level determines and uses additional supplemental and complimentary resources and online programs based on student needs as indicated by progress towards quarterly benchmarks in reading, mathematics, writing, and English Language Development (ELD). Flexible student grouping is used to support the teaching and re-teaching of lessons for all students to meet the quarterly benchmarks and end of the year success criteria. Parent and community volunteers are recruited and trained to provide tutoring for targeted students in 2nd grade for reading to support the district LCAP goal in ensuring all students at the end of 3rd grade are proficient in reading by 2018.

Grade level teams use a variety of methods to assess students' mastery of the California State Standards. Among them are School Assessments, District Benchmarks, District Local Measures, Achieve 3000 Level Set, DRA, and SBAC Blueprint.

Grade level teams meet 2 times per quarter to review student assessment data using a "Looking at Student Work" protocol. Teachers and principal monitor instructional practices to promote continuous growth and improvement for all students. Grade level lesson plans reflect content and language objectives, standards, and high impact learning strategies. Principal/Vice-Principal walkthroughs and observations are conducted weekly to provide feedback to all teachers on the continuity of content and practice in each grade level.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

Differentiated instruction is provided for all students based on formative assessments which includes but is not limited to: Imagine Learning, Achieve 3000, Running Records, Fluency Assessments, and Mathematics Quizzes and Chapter Tests. Students classified as 1 - 3 on the CELDT (California English Language Development Test) receive individualized instruction at least 4 times per week for 20 minutes each session on Imagine Learning. All students receive weekly guided instruction and individual learning conferences from the classroom teacher. Pre/post test and/or regular classroom formative assessment data is used to determine the purpose for the instructional lessons each week in all content. Students identified as "At-Risk" during student monitoring with administration and/or in the Student Study Team (SST) process are placed on an instructional growth plan and/or progress monitoring plan. All English learners receive designated ELD (English Language Development) and/or integrated SDAIE Specially Designed Academic Instruction in English) based on the CELDT level and/or needs determined through other assessments.

## **Teaching and Learning**

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All grade levels adhere daily to their grade level specific instructional time allocation for English Language Arts defined in the California English Language Arts Framework. All grade levels provide mathematics instruction based on the time allocations set forth in the state of California Mathematics Framework. Lesson pacing is in accordance with the district pacing guides for Mathematics, Writing and History Social Science. Small group guided instruction is provided daily in all classrooms based on the needs of the students according to assessment information. Lesson plans are submitted weekly and reviewed to monitor adherence to the school wide expectations and promote equity and access for all students. All lesson plans and lesson delivery models must reflect an understanding of the Gradual Release of Responsibility (GRR).

Instructional minutes at Wolf Canyon Elementary are in accordance with state law requirements for grades K-6. Our language arts block is 2.5 hours daily in K-6 and in mathematics 60-75 minutes daily in grades 1-6 and 30 minutes in kindergarten. Small group guided instruction is a school wide expectation in English Language Arts (ELA) to meet the needs of diverse learners.

Current teaching practices include the following: Focus lesson strategies, guided instruction, collaborative tasks, group and peer discussion, and individual tasks. Teachers continue to deepen their understanding of lesson purpose, analyzing what students say and do, and providing quality, timely feedback.

For the 2016 - 2017 school year the instructional focus will be on writing explanations in mathematics. Professional development will focus on the high impact surface, deep, and transfer strategies for student learning as identified.

## **Opportunity and Equal Educational Access**

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Wolf Canyon Elementary uses the Common Core State Standards to create standards-aligned lessons for all students. All students have access to core content instruction coupled with resources that meet the needs of diverse learners.

The instructional strategies and practices at Wolf Canyon are a result of thorough review of scientifically based research. Instructional strategies are provided for all students and may include but are not limited to: Guided Language Acquisition Design (GLAD), Specially Designed Academic Instruction in English (SDAIE), and ELD (English Language Development) strategies.

The Student Study Team (SST) is a regular education function. The purpose of the team is to address the needs of students who are at risk (academic, emotional, behavior, health, attendance). The team is comprised of the general and special education teachers. The team meets quarterly to collaborate, meet with parents, and develop strategies that enable students to be successful in the classroom. Instructional services are provided in either a push-in or pull-out model of the classroom based on the students' needs. The specialists work closely with the classroom teacher to support the continuity of learning while addressing the particular needs of our special education students. The Resource Specialist (RSP) and instructional assistants meet daily with students who have Individualized Educational Plans (IEP's). Learning goals on the IEP's are addressed through the educational program by all special education staff as specified by the services and offer of FAPE in the IEP's.

GATE students receive extended learning opportunities daily using choice menus, stretch activities, and literature circles. Our GATE students participate in enrichment activities after school including but not limited to: Computer Coding, Cinematography, and Science Field Day.

Students who participate in the after school YMCA childcare program support students in their homework by having students work on assignments or in the library on computers (2 days a week).

All students at CELDT levels 1-3 will use Imagine Learning (ILE) for at least 100 minutes per week in primary grades and 120 minutes in upper grades as measured by ILE weekly reports and principal observations. Imagine Learning licenses go to all K-2 students levels 1-5 and all 3rd - 6th grade students levels 1 and 2. All English learners will receive daily small guided ELD (English Language Development) either designated or integrated instruction for no less than 20 minutes a day to acquire proficiency in English and/or to access the core curriculum. Designated ELD (English Language Development) and Integrated SDAIE (Specifically Designed Academic Instruction in English) is for all English learners who are moving from Emerging to Bridging.

## **Involvement**

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parents and community members have ample opportunities to participate in the education of Wolf Canyon students. Parents can select one or more of the following activities/organizations:

1. School Site Council (SSC)
2. English Language Advisory Committee (ELAC)
3. District Advisory Council (DAC)
4. Budget Advisory Council (BAC)
5. Safety Committee
6. Parent Teacher Association (PTA)
7. Volunteer opportunities in the classroom and throughout the school

## **Funding**

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Funding supports underperforming students in the following ways:

1. Raz Kids and Reading A-Z Online Reading Programs
2. Dreambox Math Online Math Program
3. Reflex Math Online Program
4. Read Naturally Program
5. Intervention materials (SRA, 6 Minute Solution)
6. Sub costs for teacher training and professional in-services
7. Professional development, training and coaching

## Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
X Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program. School Compensatory Education SCE	\$47,522
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$33,138
High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
School Allocation Unit	\$
Visual & Performing Arts Grant	\$
English Learner Acquisition Program (ELAP)	\$
List Other State or Local funds (list and describe): Site Control funding distributed based on allocations formulas at the school district level Imagine Learning Carryover	\$
Total amount of state categorical funds allocated to this school	\$80,660

<b>Federal Programs under No Child Left Behind (NCLB)</b>		<b>Allocation</b>
	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
False	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
	Total amount of federal categorical funds allocated to this school	\$
<b>Total amount of state and federal categorical funds allocated to this school</b>		<b>\$80,660</b>

## Appendix D - Recommendations and Assurances (Wolf Canyon Elementary School)

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: August 22, 2016

Attested:

Debra McLaren

Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Dania Suazo

Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## **Appendix E - California Reading First Plan: Assurance Statements**

This section applies only to Title I schools and, if applicable can be found in the Title I addendum to the SPSA

## Appendix F - Home/School Compact

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

### **Student Pledge:**

Home/School Compact Policy

Homework should help a child:

- Develop independent study habits and self-discipline.
- Reinforce classroom instruction by further application and experience.
- Enrich school experiences as a result of independent study, individual research and experimentation.
- Inform his parents when assignments are made and when they are due.
- Bring necessary materials home and return materials on time.
- Complete the assignments neatly, accurately and on time.

Suggested weekly time allotments are:

- Grades K-1: 5 days per week for approximately 30-45 minutes per night (at least 15-20 minutes of reading per night.)
- Grades 2-3: 5 days per week for approximately 45 minutes - 1 hour per night (at least 30-40 minutes of reading per night.)
- Grades 4-6: 5 days per week for approximately 1-2 1/2 hours per night (at least 45 minutes to an hour of reading per night.)

If a student consistently fails to complete homework assignments, the following procedures will be followed:

- Effort grade is affected.
- Counseling by the pupil's teacher.
- The teacher will contact the parent.
- The school principal will contact the parent via a phone call, e-mail or home visit.

### **Parents Pledge:**

Parents are encouraged to:

- Provide a study place with a minimum of distractions and interruptions.
- Monitor the student as needed.
- Communicate with the teacher if there are questions about homework assignments or if students have difficulty in completing assignments in a reasonable time.
- Make sure that school materials are returned.
- Check to see that work is completed.

### **Staff Pledge:**

Your child's teacher is committed to:

- Explaining and clarifying assignments with students at the time homework assignments are made.
- Periodically providing assignments other than pencil and paper activities.
- Evaluating and monitoring homework assignments.
- Informing parents when students consistently fail to complete assignments.

## Appendix G - School Site Council Membership (Wolf Canyon Elementary School)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debra McLaren	X				
Beverly Prange			X		
Victoria Bowman			X		
Giulia Longo		X			
Dania Suazo				X	
Mavi Thomas				X	
Sydney Masterson				X	
Kelly Zielinski				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.