

The Single Plan for Student Achievement

School: James K. Polk Elementary School
CDS Code: 10-73965-0106476
District: Central Unified School District
Principal: Geoff Garratt
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

James K. Polk Elementary School's Vision and Mission Statements

Belief: Every student can learn

Vision: Every student is prepared for success in college, career, and community

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning

Core Values: Character, leadership, innovation, continuous improvement

School Profile

Polk Elementary, named for President James K. Polk, is themed on California history and the Westward Movement. The school is a K-6 elementary school situated on twenty acres in a Fresno County rural area that is rapidly transitioning to a suburban setting. Polk Elementary was founded on August 11, 2004 with an enrollment of 360. Currently Polk's enrollment is 837 students.

Professional Learning Communities (PLC):

A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Polk's professional learning communities, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results. Each grade level, K-6, uses the following four critical questions to guide their PLCs for the sole purpose of improving student learning:

What is it we expect students to learn?

How will we know when they have learned it?

How will we respond when they do not learn?

How will we respond when they already know it?

James K. Polk Elementary is unique as the first Fresno County school to be themed on California history and the Westward Movement. We emphasize the courage and bravery of the early pioneers who settled the West and hope to transmit these values to our students.

Polk uses a variety of progress indicators. Fountas and Pinnel DIBELS assessments are used to obtain a reading level for all students in the school three to four times per year. Accelerated Reader's STAR test is given four times annually to check for growth. Intervention students are progress monitored during the year using DIBELS and Fountas and Pinnell. In addition, the district performance tasks are given three times annually and results are reviewed and used to guide instruction.

The integration of technology throughout all content area instruction and the use of adaptive curriculum is evident at Polk Elementary School. Polk Elementary is proud to utilize The Mind Institute's ST Math Program, now in its eighth year of implementation. Polk uses the ST Math software programs before, during, and after the regular school day. Polk also serves 80 students in the Camp Polk After School Program. Exemplary programs in the after school program include ST Math, the Lexia Reading Program, Accelerated Reader and extra-curricular activities.

Polk has been a recipient of the Bonner Virtues and Character Education Award in 2006, 2010, 2012 and 2014. Polk has been recognized as a Gold Level PBIS model school in 2014 and 2015, 2016, and was recognized for achieving a silver level school for the Superintendent's Model Arts award through Fresno County Office of Education. We also participate in the CSUF Peer Mediation Program. Students learn how to peacefully solve conflict on the playground. These programs help foster problem solving abilities in our students and lay the foundation for active citizenship in the future.

GATE: The needs of identified Gifted students are addressed in individual classrooms and through a pull out program. In grades 2 through 6 identified students are clustered together in one classroom with students who are on or below grade level. Every attempt is made to balance the classrooms so that one class does not receive all of the GATE students and all of the high achieving non-GATE identified students. We have placed GATE students with teachers who are or have participated in the District sponsored GATE certification program.

Learning Center Model: Support is provided through both push-in and pull-out in the areas of need the student qualifies for on his or her IEP. Weekly core test support, accommodations for district performance tasks, and statewide assessment accommodations are

provided according to the stipulations on the individual student's IEP. Teachers aide push-in and pull-out according to the individual student's needs stated on the IEP. The push-in and pull-out times provide core support in the areas of language arts and math. The students are mainstreamed to the general education classroom based on the percentage of time written on the individual student's IEP. The lower performing students are mainstreamed for the morning opening, art, recess, lunch, and PE. The higher performing students, who are scheduled to take the CMA for the statewide assessment, are mainstreamed during core academic times for the area (s) specified on the IEP.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At the conclusion of each school year a Parent Survey is sent home to each family we serve for completion. The results of our annual and anonymous parent surveys for the year 2015-2016 indicates that Polk Elementary School is strong in all three dimensions, School - Parent Communication, Quality Instruction, and School Climate. 4 of 5 categories within School - Parent Communication received 80% or more strongly agreed (with the other being rated at 77.9%). This was an increase of 3 of the 5 categories in the previous year. The area for growth 77.9% in Staff returns phone calls/emails within 24 hours. Under Quality Instruction, 5 out of 9 categories reflected that 83% or greater agreed or strongly agreed that the quality of instruction was high. The 4 areas for growth (72%, 65%, 72%, 69%) are associated with our music, theater arts, school clubs and athletic program. # of the 4 areas of growth in the category had an increased % of parents agree/strongly agree compared to the 2015-2016 survey. School climate received positive marks as all 6 categories rated at or above 85% agreed or strongly agreed with 5 of the 6 categories receiving marks above 90%.

Classroom Observations

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

Classroom observations are conducted regularly throughout the school year. Classroom observations focus on student learning supported through instruction practice, student engagement and types of questioning. The intentional teaching of the learning objective (measurable), using a three-phase direct instruction lesson model (I do, We do, You do), inquiry and the use of authentic tasks based on thematic units of study, systematically checking for understanding throughout the lesson, and the use of academic vocabulary throughout the lesson are all areas observed. Frequency of student participation and engagement are observed. The implementation and use of technology in the classroom with every student having a tablet (TK-2) or a chrome book (3-6), is evident. Justification and collaboration by the students is evident throughout the lesson. These areas are evident in the classrooms at Polk Elementary. The reflection from these observations are valuable in the continuous improvement of our classroom practice and effectiveness as measured by student learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Claim Analysis based on Smarter Balance data (grades 3-6), is used to determine which standards are in need of remediation to improve student performance. Results of the school-wide Fountas and Pinnell (TK-6), and DIBELS (3-6), measurement of reading abilities is also presented and monitored closely for students in intervention. District performance tasks are administered three times per year. Student results are reviewed by students and staff. This data drives both student goal setting as well as lesson design and instruction. The Accelerated Reader STAR test is given as a base line test at the beginning of the year for all students and at least three more times thereafter to monitor progress. The principal and teachers monitor Accelerated Reader data as well as The Mind Institute ST Math progress continually throughout the school year.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as Smarter Balance and CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

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

100% of the teachers and instructional aides at Polk meet the requirements for highly qualified staff.

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

The Polk staff development calendar illustrates alignment of staff development needs such as honing instructional practice, implementing the CUSD Instructional Action Plan, Professional Learning Communities (PLCs), and implementing and monitoring of the instructional Five Non-Negotiables and strategies in the area of writing conventions, reading comprehension, early reading literacy skills, mathematical spatial conceptual development and problem solving, effective lesson design, and student engagement. We continue to include professional development to meet the ongoing needs of our students and our Pioneer community.

Non Negotiables

1. Posting an appropriate learning objective (measurable)

- Intentionally teaching the learning objective and referencing it throughout the lesson
- Using SBE-adopted, local Board approved core curriculum
- Providing closure which intentionally provides the students with the opportunity to link their learning to the learning objective

2. Implementing a three-phase/direct instruction lesson model (“I do, we do, you do”)

3. Engaging students in rigorous, relevant, standards-based instruction using a variety of engagement strategies with opportunities to justify their thinking in collaborative groupings

4. Checking for understanding using a system which provides for equitable distribution of response opportunities, a variety of response methods and providing differentiated support throughout each stage of the instruction

5. Using academic vocabulary throughout the lesson (Marzano, 6 step model)

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/Social Science, Mathematics/Science and ELD. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction for all students including those from poverty, foster care, GATE and meeting the social emotional needs of our students.

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

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes every week so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district performance tasks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the data to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time during the year when teachers are together for Teacher Collaboratives.

Teaching and Learning

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

All classes in Grades K-6 have state adopted curriculum aligned to the California content standards:

Subject: ELA and ELD; Grades: K-6 Houghton-Mifflin

Subject: History/Social Studies: Grades K-6: Houghton-Mifflin

Subject: Mathematics: Grades: TK - 6: Pearson Math

Subject: Science: Grades K-6 Scott Foresman

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

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

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment map for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the map ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course map is the foundational map for the strategic support class. The teacher uses the basic core course map and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

All classrooms at Polk Elementary School have standards-based instructional materials available to all student groups. 100% of our classrooms were in compliance with the Williams Act as reported September, 2016. In order to support grade level core instruction Polk has core instructional materials for the SPED teachers to enable support of the core program for students in Special Education.

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

Identify intensive students (2 years or more below grade level in Literacy)

1. Focus on good first teaching
2. Re-teaching based on formal and informal assessment results
3. Intervention-Extended Day Literacy support
4. Develop fully functioning data driven PLCs

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school in which students are connected while preparing all students for college, career and community is emphasized.

Parental Involvement

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

Resources available to assist these students:

Family: Fall and Spring parent conferences, teacher to home communication and Admin to home communication. Parent nights throughout the school year covering topics such as literacy and technology. Our Polk library is open to siblings of Polk students for story time and to check out books. Polk PTA hosts many parent events such as breakfast events and a family art night.

School: The Polk staff receive on-going training each year to keep current in best practice research, writing, reading and mathematics in order to improve delivery of the District adopted standards-based instructional program, as well as the use and integration of technology.

District: The District secures categorical funding through submission of the Consolidated Application. It disseminates, collects, and submits various reports such as the R-30 Language Census, Title I Report, CalWORKS, etc. It coordinates all categorical programs and maintains all District categorical budgets.

Community Resources: Through the Foundation for Central Schools, grants are offered to classroom teachers to enhance learning two times per year. Funding is also provided for co-curricular activities such as the athletic program each year.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Polk Elementary School has a School Site Council that is comprised of elected members that both represent the site and parents from the community that we serve. We meet quarterly to advise, review, adopt, and monitor implementation of the programs at Polk Elementary school. Members of the SSC take on leadership roles within the committee as well as participate on our District Advisory Committee.

Funding

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

There are several services provided by categorical funds to enable under-performing students to meet standards:

- * The Accelerated Reader program is fully implemented K-6 enabling students to read at the Zone of Proximal Development. All library books are purchased with a corresponding AR test for reading comprehension.
- * English Language Learners receive HM core ELD instruction in leveled groups. Teachers are certified through training to administer and score the California English Language Development Test (CELDT).
- * Teachers, Intervention Specialist and administrators have been trained in early literacy development through the Cullinan Education Center Orton-Gillingham method to provide explicit phonics instruction to students who demonstrate gaps in decoding ability.
- * Extended day learning opportunities for literacy and language development.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Polk Elementary School believes that an intentional focus on reading is imperative to our students success. The full implementation of Guided Reading in grades TK-6, intentional literacy support systems, the monitoring of student growth using Accelerated Reader, Fountas and Pinnell, DIBELS, and providing the necessary professional development, and supports as we teach to the Common Core State Standards will have a tremendous impact our students success.

All Pioneers must develop an ownership of their learning. Through this process, all students will identify who they are as a learner and work to accomplish academic growth and success. Various opportunities, strategies and systems will be needed to build the ability in each student to be able to reflect on their academic and behavioral growth in a manner that spurs continuous improvement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	108	113	108	110	108	109	100.0	97.3
Grade 4	124	117	124	114	123	114	100.0	97.4
Grade 5	103	134	102	132	102	132	99.0	98.5
Grade 6	116	106	116	104	116	104	100.0	98.1
All Grades	451	470	450	460	449	459	99.8	97.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2410.1	2421.1	18	24	22	20	33	27	27	29
Grade 4	2441.4	2459.7	13	14	21	37	31	19	34	30
Grade 5	2489.7	2496.4	12	17	36	32	25	23	26	27
Grade 6	2541.4	2547.0	16	20	41	40	28	26	16	13
All Grades	N/A	N/A	15	19	30	32	30	24	26	25

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	17	50	46	34	38
Grade 4	12	17	48	51	40	32
Grade 5	6	22	58	43	36	35
Grade 6	16	13	53	61	30	26
All Grades	13	17	52	50	35	33

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	29	44	39	40	32
Grade 4	14	19	54	59	33	22
Grade 5	28	27	42	43	29	30
Grade 6	28	28	53	54	19	17
All Grades	21	26	49	48	30	26

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	16	75	65	14	19
Grade 4	11	11	63	73	26	16
Grade 5	8	14	66	62	26	23
Grade 6	14	13	73	77	13	11
All Grades	11	14	69	69	20	18

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	28	48	53	27	19
Grade 4	23	19	47	56	30	25
Grade 5	25	26	64	53	11	21
Grade 6	34	46	57	46	9	8
All Grades	27	29	54	52	20	19

Conclusions based on this data:

1. Students meeting or exceeding standards increased by 6.3% from 2015 (44.6%) to 2016 (51.0%)
2. Claims for reading and writing saw the most increase of students performing above standard
3. Claims for listening and research/inquiry have 48% or more of our students performing at or near standard for those levels. Instruction needs to ensure students are attaining skills necessary to achieve at or above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	108	113	108	110	108	110	100.0	97.3
Grade 4	124	117	124	114	124	114	100.0	97.4
Grade 5	103	134	102	132	102	132	99.0	98.5
Grade 6	116	106	116	105	116	105	100.0	99.1
All Grades	451	470	450	461	450	461	99.8	98.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2433.6	2429.9	13	19	39	31	27	23	21	27
Grade 4	2435.0	2467.3	6	12	17	31	44	37	33	20
Grade 5	2479.2	2485.0	9	11	18	27	36	26	37	37
Grade 6	2531.1	2532.7	14	19	23	29	43	26	20	27
All Grades	N/A	N/A	10	15	24	29	38	28	28	28

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	34	40	33	28	34
Grade 4	13	24	32	39	55	37
Grade 5	15	18	33	37	52	45
Grade 6	23	32	45	32	32	35
All Grades	21	26	38	36	42	38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	21	51	53	28	26
Grade 4	10	12	51	55	40	32
Grade 5	9	20	43	39	48	42
Grade 6	11	15	62	53	27	31
All Grades	13	17	52	49	35	33

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	34	54	48	22	18
Grade 4	11	20	41	53	48	27
Grade 5	9	11	59	52	32	36
Grade 6	16	22	65	56	20	22
All Grades	15	21	54	52	31	26

Conclusions based on this data:

1. Students meeting or exceeding standards increased by 9.5% from 2015 (34.5%) to 2016 (44.0%).
2. Students were most successful in communicating reasoning.
3. Claims associated with concepts and procedures, and problem solving and modeling data had the highest % of students performing below standards. Instruction needs to ensure students are attaining skills necessary to achieve at or above standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		50	83		50	17	***								
1	50	25	59	25	50	24	25	25	18						
2				39		9	43	60	55	17	30	36		10	
3					10	13	64	45	63	36	30	13		15	13
4			20	13	10	33	50	80	20	13	10	7	25		20
5		11		100	11	56		33	44		33			11	
6					***				63			13	***	***	25
Total	18	11	24	28	23	23	38	41	35	12	17	9	4	8	8

Conclusions based on this data:

1. Polk Elementary needs to increase the intentionality of our planning and instruction. This will ensure that EL students continue to receive the necessary supports that provide students complete access of the curriculum in the classroom.
2. An increase of student performance on CELDT for students at Advanced or Early Advanced from 34 students (14-15) to 47 students (15-16)
3. We now have a significant number of long term EL students (6 students). We must provide necessary instruction for language acquisition for both the current group of long term EL students, and those that are "at risk" of becoming long term.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	7	7		14	31		28	29		31	11		21	22	
1	48	26		23	43		26	30		3					
2				38			42	60		17	30		4	10	
3					14		64	45		36	27			14	
4	8			17	8		42	77		8	15		25		
5		8		67	8		17	33			25		17	25	
6					20						20		***	60	
Total	16	8		23	23		34	38		17	15		11	15	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	76	75	74
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	76	75	74
Number Met	51	35	45
Percent Met	67.1%	46.7%	60.8%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

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	95	6	104	9	70	18
Number Met	29	--	23	--	26	4
Percent Met	30.5%	--	22.1%	--	37.1%	22.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	--	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Polk did not meet the target AMAO 1 (Target 62%, Polk achieved 60.8%), and for AMAO 2 Polk met the target for less than 5 years (Target 25.4%, Polk achieved 37.1%), but did not meet the target for 5 or more years (Target 52.8, Polk achieved 22.2%).
2. Polk now has a statistically significant number of long term EL students.
3. We need to continue to meet the needs of our EL students early in their language development to ensure continued student success in language acquisition, and become more intentional with the diagnoses and support that our long term/at risk of long term students are receiving.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

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	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By August of 2017 all students will meet grade level expectations in reading, writing, and listening as assessed by the Smarter Balanced assessment, and Fountas and Pinnell grade level literacy data.
Data Used to Form this Goal:
2015-2016 F&P Data (Grades K-6), DIBELS Data (Grades 3-6), 2014-2015 Literacy Intervention and Support Data, and 2015-2016 Smarter Balance Data (Grades 3-6) compared with 2015-2016 Data
Findings from the Analysis of this Data:
Polk has established systems for literacy support and intervention, and building additional capacity in staff in the teaching of reading. These supports continue to grow to meet the needs of all students in all grade levels. Polk continues to refine their instruction with an increased intentional focus on the purpose of what we ask the students to do, how we ask the students to demonstrate their knowledge, and more clearly assess and analyze the effectiveness of our practices. Year to year data shows growth in ELA for our student population, but continues to provide guidance in areas in need of continuous improvement.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: Smarter Balance Performance Data Grades 3-6: % Met or Exceeded ELA Standards; Overall: Grew 6.3% to 51% (44.6% in 2015); English Learners: Grew 12% to 27.8% (15.8% in 2015); Non English Learners: Grew 6% to 53% (47% in 2015); Cohort of 321 students enrolled at Polk and assessed in 2015 and 2016 grew 14% to 55% (39% in 2015) CUSD Performance Tasks DIBELS data Fountas and Pinnell data Literacy Support Progress Monitoring AR data Writing Samples

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Smarter Balance results for all students grades 3-6, year to year Smarter Balance cohort data, ongoing progress monitoring of student literacy levels in all grades TK-6, district performance tasks/benchmark assessments.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.	8/10/16 - 6/8/17	Principal GIA ISC Teachers	Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF	500.00
			Professional Development Opportunities (such as but not limited to ASCD)	5000-5999: Services And Other Operating Expenditures	LCFF	1000.00
Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.	8/10/16 - 10/31/17	Principal GIA ISC Teachers Librarian	Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	16607.72
			Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), students identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	LCFF	16607.73

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	LCFF	6000.00
			Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10000.00
			Tier 2 Intervention Support Teacher to provide strategic reading support in a "push in" model for students (including English Learners), identified as 1 to 2 years below grade level reading expectations.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	16820.10
			Administer Fountas and Pinnell reading assessments grades K-2	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	14000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Teaching Fellows to provide strategic reading support in a "push in" model for students (including English Learners), identified as 1 to 2 years below grade level reading expectations.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	19500.00
			Teaching Fellows to provide strategic reading support in a "push in" model for students (including English Learners), identified as 1 to 2 years below grade level reading expectations.	5000-5999: Services And Other Operating Expenditures	LCFF	19500.00
			Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1500.00
			Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities.	2000-2999: Classified Personnel Salaries	LCFF	1500.00
Students will have access to a growing collection of fiction and non-fiction reading materials at their reading level.	8/10/16 - 6/8/17	Principal GIA ISC Teachers Librarian	Library Books	4000-4999: Books And Supplies	LCFF-SLIP	1590.82
			Novels for Novel Study	4000-4999: Books And Supplies	Title I Part A: Allocation	4390.18

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will receive extended day learning opportunities who are identified as not meeting grade level ELA standards.	8/10/16 - 10/31/17	Principal GIA ISC	Teacher to provide extended day academic support	1000-1999: Certificated Personnel Salaries	SES-Tutoring	9000.00
			Student Nest licenses and live tutor hours	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	1365.00

Planned Improvements in Student Performance

Goal: Mathematics

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics		
LEA GOAL:		
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.		
SCHOOL GOAL:		
By August of 2017 Polk students will reach grade level proficiency as measured by the Smarter Balance Assessment, ST Math, and common grade level assessments.		
Data Used to Form this Goal:		
2015-2016 Smarter Balance Assessment Data, 2015-2016 ST Math Data		
Findings from the Analysis of this Data:		
Smarter Balance Performance Data Grades 3-6: % Met or Exceeded Math Standards; Overall student population: Grew 9.5% to 44% (34.5% in 2015); English Learners: Grew 9.9% to 27.8% (17.9% in 2015); Non English Learners: Grew 9.3% to 45.4% (36.1% in 2015); Cohort of 321 students enrolled at Polk and assessed in 2015 and 2016 grew 14% to 45% (31% in 2015).		
Average Progress for ST Math was as follows:		
	May 15, 2015 data	May 20, 2016 data
Transitional Kinder: N/A	52.5%	
Kindergarten: 50.1%	54.9% (+4.8%)	
Grade 1: 69.9%	74% (+4.1%)	
Grade 2: 40.8%	51.4% (+10.6%)	
Grade 3: 45.3%	37.5% (-7.8%)	
Grade 4: 32.5%	45% (+12.5%)	
Grade 5: 41.3%	44.2% (+2.9%)	
Grade 6: 64.6%	62% (-2.6%)	
Students need to increase proficiency in their ability to apply their mathematical knowledge, and explain/justify their thinking and reasoning in a variety of formats. Even though we saw an increase of 3.5% (not including TK data), students must attain quarterly benchmark goals in ST Math to ensure a higher program completion rate for the school year.		

Year to year data shows growth in Math performance for our student population, but continues to provide guidance in areas in need of continuous improvement.

Means of evaluating progress & group data needed to measure gains:

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL:

Smarter Balance Data; Grades 3-6
 Curriculum embedded grade level common assessment results
 CUSD/Site Based performance tasks
 Fountas and Pinnell
 DIBELS

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:

Smarter Balance Assessment Results
 Curriculum embedded grade level common assessment results
 ST Math data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided professional development to effectively design instruction and provide support required for every students mathematical ability and each students ability to demonstrate their learning/math skills as measured through instructional practice, educational rounds, and participation in co-plan/co-teach to support Pearson math implementation.	8/10/16 - 6/8/17	Principal GIA ISC Teachers	Training Costs (such as ACSD Trainings)	5000-5999: Services And Other Operating Expenditures	LCFF	800.00
			Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF	800.00
			Substitute teachers provided for teachers to participate in instructional planning days/educational rounds	1000-1999: Certificated Personnel Salaries	LCFF	7500.00
Students will be provided instruction and progress monitoring to support individual student needs through the use of adaptive curriculum (such as ST Math), grade level common performance assessments, instructional practice and monitoring	8/10/16 - 10/31/17	Principal GIA ISC Teachers	ST Math TK-6 Annual Subscription	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6000.00
			Duplication to support math instruction	4000-4999: Books And Supplies	LCFF	2689.97

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
student performance.			Brain Pop - Annual Subscription	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2350.00
			Technology Aide	2000-2999: Classified Personnel Salaries	LCFF	4500.00
			Technology Aide	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4500.00
			Materials for common assessments, intervention and support materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1500.00
			Technology maintenance and upgrades	4000-4999: Books And Supplies	LCFF	39024.00
			Technology to support student learning	4000-4999: Books And Supplies	Title I Part A: Allocation	2024.00
Students will receive extended day learning opportunities who are identified as not meeting grade level Math standards.	8/10/16 - 10/31/17	Principal GIA ISC	Teacher to provide extended day academic support	1000-1999: Certificated Personnel Salaries	SES-Tutoring	8995.00
			Student Nest licenses and live tutor hours	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	1785.00

Planned Improvements in Student Performance

Goal: English Language Development

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By November 2017 all EL's at Polk will advance a minimum of one CELDT band in English Language proficiency as measured by the CELDT By November 2017 75% EL students at Polk will be reclassified fluent English proficient as measured by the CELDT, EL benchmarks, performance tasks.
Data Used to Form this Goal:
2015-2016 CELDT data; Smarter Balance Assessment Data
Findings from the Analysis of this Data:
CELDT: EL students receiving less than 5 years of EL instruction grew 15% TO 37.1% (22.1% in 2014-15) for all EL students who demonstrated English Proficiency. 22.2% of Long term EL students receiving 5 or more years of EL instruction attained English proficiency. 60.8% of all EL students met the annual growth target of one or more levels. This is an increase of 14.1% from 46.7% in 2014-15. Both AMAO 1 was not met by 1.2%, and AMAO 2 was met for EL students less than 5 years, but was not met for long term EL students. Polk has a statistically significant long term EL population. This has not been the case in the previous two years, and has been identified as an area of growth and improvement. Smarter Balance Performance Data Grades 3-6: % Met or Exceeded ELA Standards: English Learners - Grew 12% to 27.8% (15.8% in 2015); Met or Exceeded Math Standards - Grew 9.9% to 27.8% (17.9% in 2015). Less than 30% of EL students met or exceeded standards in both ELA and Math.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: Progress toward goal will be measured by ELD curriculum assessments and ELA district benchmark assessments and Smarter Balance Assessment Results, and CELDT. GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:

Smarter Balance Performance Data Grades 3-6
 ELA district performance tasks
 CELDT Results
 DIBELS data
 AR data
 Fountas and Pinnell
 Literacy Support Progress Monitoring

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will provide EL instruction supported by professional development that incorporates best first teaching using multiple strategies (including SDAIE), to build student capacity in academic language, the use of complex texts, and language development throughout the school day as monitored by instructional practice.	8/10/16 - 10/31/17	Principal GIA ISC PLT	Materials and supplies to support English Learners	4000-4999: Books And Supplies	LCFF	500.00
English Learner students will demonstrate a minimum of one years growth in their English fluency as measured by the CELDT, ELD Benchmarks and use of adaptive curriculum.	8/10/16 - 10/31/17	Principal GIA PLT	ELD Aide services to provide language acquisition support for EL students	2000-2999: Classified Personnel Salaries	LCFF	9734.40
Communication with all families will occur to strengthen the support for our English Learner students in school and at home.	8/10/16 - 6/8/17	Principal GIA PLT Translators	Provide written translation	5000-5999: Services And Other Operating Expenditures	LCFF	200.00
			Provide oral/written translation	1000-1999: Certificated Personnel Salaries	LCFF	300.00
			Provide oral/written translation	2000-2999: Classified Personnel Salaries	LCFF	300.00
Ongoing Professional Development focused on EL instruction (both designated and integrated). Topics to include: EL Framework, Standards,	8/10/16 - 6/8/17	Principal GIA ISC	Language and Literacy Tool	4000-4999: Books And Supplies		

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
instructional support materials, and the use of writing and speaking in language development.						

Planned Improvements in Student Performance

Goal: School Culture

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
Polk will attain a school culture conducive to learning, and fosters a sense of community that provides a connectedness for our students and their families.
Data Used to Form this Goal:
2015-2016 annual parent survey
Findings from the Analysis of this Data:
The results of our annual and anonymous parent surveys for the year 2015-2016 indicates that Polk Elementary School is strong in all three dimensions, School - Parent Communication, Quality Instruction, and School Climate. 4 of 5 categories within School - Parent Communication received 80% or more strongly agreed (with the other being rated at 77.9%). This was an increase of 3 of the 5 categories in the previous year. The area for growth 77.9% in Staff returns phone calls/emails within 24 hours. Under Quality Instruction, 5 out of 9 categories reflected that 83% or greater agreed or strongly agreed that the quality of instruction was high. The 4 areas for growth (72%, 65%, 72%, 69%) are associated with our music, theater arts, school clubs and athletic program. # of the 4 areas of growth in the category had an increased % of parents agree/strongly agree compared to the 2015-2016 survey. School climate received positive marks as all 6 categories rated at or above 85% agreed or strongly agreed with 5 of the 6 categories receiving marks above 90%.
Polk will continue to refine current systems and opportunities, as well as add new systems for student participation, recognition, and develop a connection to school.
Means of evaluating progress & group data needed to measure gains:
Surveys from 2016-2017 school events and the 2016-2017 annual parent survey.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will participate in peer mediation, student council and other site/community based events to develop a connectedness to their Polk and Central USD community.	8/10/16 - 6/8/17	Principal GIA ISC Teachers	Peer Mediation Materials	4000-4999: Books And Supplies	LCFF	200.00
			Substitute for teacher facilitator to provide and participate in Peer Mediation training	1000-1999: Certificated Personnel Salaries	LCFF	250.00
			Peer Mediator Training Completion Student Recognition	4000-4999: Books And Supplies	LCFF	550.00
Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.	8/10/16 - 6/8/17	Principal GIA Teachers Support Staff	Physical Education Student Recognition	4000-4999: Books And Supplies	LCFF	1400.00
			Kindergarten Sight Word Recognition	4000-4999: Books And Supplies	LCFF	1000.00
			Behavior Goal Student Recognition	4000-4999: Books And Supplies	LCFF	1000.00
			Peach Blossom, Science Fair, History Day, EL Reclassification Student Recognition	4000-4999: Books And Supplies	LCFF	750.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
100% of parents will be provided equity and access to opportunities to build their capacity to support their students.
Data Used to Form this Goal:
2015-2016 Annual Parent Survey; 2015-2016 parent engagement events sign-in sheets and surveys.
Findings from the Analysis of this Data:
<p>The results of our annual and anonymous parent surveys for the year 2015-2016 indicates that Polk Elementary School is strong in all three dimensions, School - Parent Communication, Quality Instruction, and School Climate. 4 of 5 categories within School - Parent Communication received 80% or more strongly agreed (with the other being rated at 77.9%). This was an increase of 3 of the 5 categories in the previous year. The area for growth 77.9% in Staff returns phone calls/emails within 24 hours. Under Quality Instruction, 5 out of 9 categories reflected that 83% or greater agreed or strongly agreed that the quality of instruction was high. The 4 areas for growth (72%, 65%, 72%, 69%) are associated with our music, theater arts, school clubs and athletic program. # of the 4 areas of growth in the category had an increased % of parents agree/strongly agree compared to the 2015-2016 survey. School climate received positive marks as all 6 categories rated at or above 85% agreed or strongly agreed with 5 of the 6 categories receiving marks above 90%.</p> <p>Opportunities for parent engagement such as Coffee with the Principal provide opportunities for improved attendance, and Polk had parents participate in our School Smarts parent group. Opportunities are available for Polk to improve in what it offers parents to be engaged, and in increasing attendance to those events, as well as additional opportunities for student participation and increasing student recognition.</p>
Means of evaluating progress & group data needed to measure gains:
Surveys from 2016-2017 parent events, and the 2016-2017 annual parent survey.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.	8/10/16 - 6/8/17	Principal GIA ISC Teachers Librarian	Parent Education Opportunities (Focus on supporting parents in their ability to support their students academically),Material and Supplies	4000-4999: Books And Supplies	Title I Parent Involvement	1290.00
			Parent Education Opportunities: Teacher Leader Participants	1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1000.00
			Parent Education Opportunities: Teacher Leader Participants	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	116606.10	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1590.82	0.00
Title I Part A: Allocation	100192.00	0.00
Title I Parent Involvement	2,290.00	0.00
SES-Tutoring	21145.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	116,606.10
LCFF-SLIP	1,590.82
SES-Tutoring	21,145.00
Title I Part A: Allocation	100,192.00
Title I Parent Involvement	2,290.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	109,380.55
2000-2999: Classified Personnel Salaries	22,034.40
4000-4999: Books And Supplies	57,908.97
5000-5999: Services And Other Operating Expenditures	52,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	31,957.73
2000-2999: Classified Personnel Salaries	LCFF	16,034.40
4000-4999: Books And Supplies	LCFF	47,113.97
5000-5999: Services And Other Operating	LCFF	21,500.00
4000-4999: Books And Supplies	LCFF-SLIP	1,590.82
1000-1999: Certificated Personnel Salaries	SES-Tutoring	17,995.00
5000-5999: Services And Other Operating	SES-Tutoring	3,150.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58,427.82
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	7,914.18
5000-5999: Services And Other Operating	Title I Part A: Allocation	27,850.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,290.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	139,881.55
Goal: Mathematics	82,467.97
Goal: English Language Development	11,034.40
Goal: School Culture	5,150.00
Goal: Parent Engagement	3,290.00

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Geoff Garratt	X				
Jatne McClurg		X			
Courtney Gendron		X			
Dana Wilhite		X			
Jamie Ebright			X		
Shannon Parker				X	
Melissa Walker				X	
Stacy Pittman				X	
Kami Johnson				X	
Regina Artiaga				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

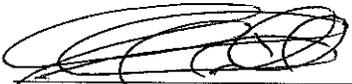
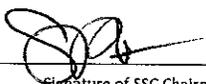
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-5-2016.

Attested:

Geoff Garratt _____ Typed Name of School Principal	 _____ Signature of School Principal	10/5/16 _____ Date
Stacy Pittman _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	10/8/16 _____ Date

Budget By Expenditures

James K. Polk Elementary School

Funding Source: LCFF

\$116,606.10 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Tier 3 Intervention Teacher to provide intensive reading support for students (including English Learners), students identified as 2 or more years below grade level reading expectations	1000-1999: Certificated Personnel Salaries	\$16,607.73	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Tier 3 Intervention Teacher to provide intensive reading support for students	1000-1999: Certificated Personnel Salaries	\$6,000.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	\$500.00	English Language Arts	Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.
Professional Development Opportunities (such as but not limited to ASCD)	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Teachers will be provided ongoing professional development to effectively develop and support every students literacy (listening, reading, writing, speaking, thinking), skills as measured through instructional practice, educational rounds, and co-planning/co-teaching opportunities.
Teaching Fellows to provide strategic reading support in a "push in" model for students (including English Learners),	5000-5999: Services And Other Operating Expenditures	\$19,500.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities.	2000-2999: Classified Personnel Salaries	\$1,500.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.

James K. Polk Elementary School

Training Costs (such as ACSD Trainings)	5000-5999: Services And Other Operating Expenditures	\$800.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for
Substitute teachers provided for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	\$800.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for
Substitute teachers provided for teachers to participate in instructional planning days/educational rounds	1000-1999: Certificated Personnel Salaries	\$7,500.00	Mathematics	Teachers will be provided professional development to effectively design instruction and provide support required for
Duplication to support math instruction	4000-4999: Books And Supplies	\$2,689.97	Mathematics	Students will be provided instruction and progress monitoring
Technology Aide	2000-2999: Classified Personnel Salaries	\$4,500.00	Mathematics	Students will be provided instruction and progress monitoring
Technology maintenance and upgrades	4000-4999: Books And Supplies	\$39,024.00	Mathematics	Students will be provided instruction and progress monitoring
Materials and supplies to support English Learners	4000-4999: Books And Supplies	\$500.00	English Language Development	Teachers will provide EL instruction supported by professional
ELD Aide services to provide language acquisition support for EL students	2000-2999: Classified Personnel Salaries	\$9,734.40	English Language Development	English Learner students will demonstrate a minimum of one years growth in their English fluency as measured by the CELDT, ELD Benchmarks and use of adaptive curriculum.

James K. Polk Elementary School

Provide written translation	5000-5999: Services And Other Operating Expenditures	\$200.00	English Language Development	Communication with all families will occur to strengthen the support for our English Learner students in school and at home.
Provide oral/written translation	1000-1999: Certificated Personnel Salaries	\$300.00	English Language Development	Communication with all families will occur to strengthen the support for our English Learner students in school and at home.
Provide oral/written translation	2000-2999: Classified Personnel Salaries	\$300.00	English Language Development	Communication with all families will occur to strengthen the support for our English Learner students in school and at home.
Peer Mediation Materials	4000-4999: Books And Supplies	\$200.00	School Culture	Students will participate in peer mediation, student council and
Substitute for teacher facilitator to provide and participate in Peer Mediation training	1000-1999: Certificated Personnel Salaries	\$250.00	School Culture	Students will participate in peer mediation, student council and
Peer Mediator Training Completion Student Recognition	4000-4999: Books And Supplies	\$550.00	School Culture	Students will participate in peer mediation, student council and
Physical Education Student Recognition	4000-4999: Books And Supplies	\$1,400.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
Kindergarten Sight Word Recognition	4000-4999: Books And Supplies	\$1,000.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
Behavior Goal Student Recognition	4000-4999: Books And Supplies	\$1,000.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.
Peach Blossom, Science Fair, History Day, EL Reclassification Student Recognition	4000-4999: Books And Supplies	\$750.00	School Culture	Staff will recognize students efforts in connecting to their community and their individual and group goals being achieved and contribute to a connected and safe school culture through participation in sponsoring clubs and participating in site based and community events.

James K. Polk Elementary School

LCFF Total Expenditures: \$116,606.10

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,590.82 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Books	4000-4999: Books And Supplies	\$1,590.82	English Language Arts	Students will have access to a growing collection of fiction and non-fiction reading materials at their reading level.

LCFF-SLIP Total Expenditures: \$1,590.82

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$21,145.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher to provide extended day academic support	1000-1999: Certificated Personnel Salaries	\$9,000.00	English Language Arts	Students will receive extended day learning opportunities who are identified as not meeting grade level ELA standards.
Student Nest licenses and live tutor hours	5000-5999: Services And Other Operating Expenditures	\$1,365.00	English Language Arts	Students will receive extended day learning opportunities who are identified as not meeting grade level ELA standards.
Teacher to provide extended day academic support	1000-1999: Certificated Personnel Salaries	\$8,995.00	Mathematics	Students will receive extended day learning opportunities who are identified as not meeting grade level Math standards.
Student Nest licenses and live tutor hours	5000-5999: Services And Other Operating Expenditures	\$1,785.00	Mathematics	Students will receive extended day learning opportunities who are identified as not meeting grade level Math standards.

SES-Tutoring Total Expenditures: \$21,145.00

SES-Tutoring Allocation Balance: \$0.00

James K. Polk Elementary School

Funding Source: Title I Part A: Allocation

\$100,192.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology to support student learning	4000-4999: Books And Supplies	\$2,024.00	Mathematics	Students will be provided instruction and progress monitoring
Technology Aide	2000-2999: Classified Personnel Salaries	\$4,500.00	Mathematics	Students will be provided instruction and progress monitoring
Materials for common assessments, intervention and support materials	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Students will be provided instruction and progress monitoring
Brain Pop - Annual Subscription	5000-5999: Services And Other Operating Expenditures	\$2,350.00	Mathematics	Students will be provided instruction and progress monitoring
Novels for Novel Study	4000-4999: Books And Supplies	\$4,390.18	English Language Arts	Students will have access to a growing collection of fiction and non-fiction reading materials at their reading level.
ST Math TK-6 Annual Subscription	5000-5999: Services And Other Operating Expenditures	\$6,000.00	Mathematics	Students will be provided instruction and progress monitoring
Teacher to provide extended day Lexia ELA support for students in all subgroups identified as needing additional literacy support opportunities.	2000-2999: Classified Personnel Salaries	\$1,500.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Tier 3 Intervention Teacher to provide intensive reading support for students	1000-1999: Certificated Personnel Salaries	\$16,607.72	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.

James K. Polk Elementary School

Tier 3 Intervention Teacher to provide intensive reading support for students	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Tier 2 Intervention Support Teacher to provide strategic reading support in a "push in" model for students (including	1000-1999: Certificated Personnel Salaries	\$16,820.10	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Administer Fountas and Pinnell reading assessments grades K-2	1000-1999: Certificated Personnel Salaries	\$14,000.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Teaching Fellows to provide strategic reading support in a "push in" model for students (including English Learners),	5000-5999: Services And Other Operating Expenditures	\$19,500.00	English Language Arts	Students will be provided instruction and progress monitoring to support individual student reading/writing needs to be able to achieve reading at grade level or above across the content areas as measured and monitored by F&P (TK-6), DIBELS (3-6), AR, writing samples, and grade level performance tasks.
Parent Education Opportunities: Teacher Leader Participants	1000-1999: Certificated Personnel Salaries	\$1,000.00		Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.

Title I Part A: Allocation Total Expenditures: \$100,192.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

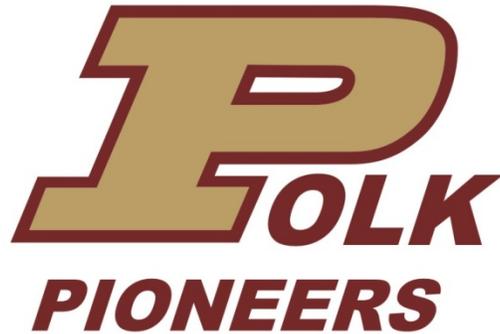
\$2,290.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education Opportunities (Focus on supporting parents in their ability to support their students academically),Material and Supplies	4000-4999: Books And Supplies	\$1,290.00		Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.
Parent Education Opportunities: Teacher Leader Participants	1000-1999: Certificated Personnel Salaries	\$1,000.00		Opportunities will be provided for parents to connect, collaborate and engage in adult learning to support their students learning at home as measured by survey results.

James K. Polk Elementary School

Title I Parent Involvement Total Expenditures:	\$2,290.00
Title I Parent Involvement Allocation Balance:	\$0.00
James K. Polk Elementary School Total Expenditures:	\$241,823.92

Title I School-Level Parental Involvement Policy



Recognizing the valuable role parents play in the educational development of their children, Polk's goal is to develop a strong partnership with its parents.

Definition of Title 1 Parental Involvement: participation of parents on a regular basis with the Polk community. There will be two way communication involving student academics, and other school activities.

The intent of this policy is to clearly define current practices in more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between the parents, students, community and Polk Elementary.

General Expectations:

1. Polk will establish a yearly parental involvement policy with the administration, staff, and School Site Council (SSC).
2. Polk parents will be notified of this policy yearly and have a copy available to people of the community as needed.
3. Polk Elementary will establish and revisit yearly a school-home compact for the parents, staff, and students of the community. School- home compact will outline the expectations for academics of the student, teacher and parent.

Home School Compact and Implementation Components:

Polk Elementary will take the following actions to involve parents in the development of the school site *policy and home-school compact*.

1. Polk will develop and present the home-school compact and parental involvement policy to the SSC. Public input and participation is welcomed in the development of these documents.
2. A copy of the parent involvement policy will be sent home with each student at the beginning of the school year.
3. At the last SSC meeting of the year, the school parent involvement policy will be revisited and updated with input from the SSC and any other community members.
4. Parents will be informed of curriculum used at Polk during Back-to-School Night and parent conferences.

5. Parents will be informed of evaluative tests and procedures used at the school to assess the academic progress of the students.
6. Parents will be informed of the academic progress of students through the use of written forms four times per year (report cards and progress reports) as well as provided with student updates on progress from the teacher as needed.
7. Polk will provide parents with an overview on the various advisory groups at Polk. Parents will be strongly encouraged to participate.
8. Polk will provide interpreters, when available and necessary to parents at school.
9. Polk will, to the extent possible, take into consideration the availability of parents with scheduling meetings.
10. Polk will provide opportunity for parents to collaborate with staff during but not limited to SSTs, IEPs, 504s and other meetings.

Building Capacity for Involvement and Shared Responsibilities for High Academic Achievements:

Polk will build the school's and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents and community to improve academic development through the following activities:

1. Polk will develop and present the home-school compact policy to the SSC. Public input and participation is welcomed in the development of these documents.
2. Polk teachers will present and discuss the home-school compact with parents and students at the first parent-teacher conference of the year.
3. Polk Elementary will give parents opportunities to provide input on a variety of school issues including academic achievement, behavior, environment, and safety throughout the year including the parent survey given out each spring .
4. Polk will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
5. Polk will provide, to the extent possible, information related to school and parent programs, meetings, and other activities that will be sent home in the primary language of the parents.
6. Polk will provide parents with opportunities to serve at the school, in the classroom, and in a variety of school activities.
7. Polk will provide parents with opportunities to support and reinforce Polk's Strive for Five expectations.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRC: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at

<http://www.bilingualeducation.org/programs/parent.php>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Revised 5/12/16 GG

Polk Elementary School – 2195 North Polk Ave. – Fresno, CA. 93722

James K. Polk Elementary
SCHOOL - HOME COMPACT
Three-Way School Pledge

Parent/Guardian Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school every day, brings a backpack, and gets adequate sleep and proper nutrition.
- I will ensure that my child's tablet is charged and brought to school daily. (Grades 3-6)
- Provide a quiet place/time for my child to complete homework and pledge to monitor TV viewing.
- I will check my child's backpack and review all school communications daily, and **sign** my child's agenda (1st-6th grade) daily indicating my approval of the quality and completion of my child's homework.
- I will attend Back to School Night, Parent-Teacher-Student Conference, Open House, and other school events.
- I will read to my child or encourage my child to engage in reading activities for the recommended minutes per day and complete a reading log provided by the teacher.

Kdg-20 mins	1st-2nd-25-30 mins
3rd-4th-30-40 mins	5th-6th 45-60 mins
- I will keep the **Student-Parent Handbook** and refer to it for dates and other pertinent information.
- I will support the school's/district's homework, discipline, dress code, and attendance policies.
- I will call and verify all absences daily.

Parent's/Guardian's Signature

Date

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will come to school and get to class on time every day.
- I will take all communication home to my parent(s) / guardian.
- I will bring my backpack, necessary materials and return completed homework on time.
- I will know and follow all school and class rules.
- I will read for the recommended minutes per day and complete a reading log provided by the teacher and have an adult sign it.

Kdg: 20 mins	1st -2nd:25-30 mins
3rd -4th: 30-40 mins	5th- 6th: 45-60 mins
- I will ask for help when needed.
- I will charge my tablet and bring it to school daily. (Grades 3-6)

Student's Signature

Date

Teacher Section

I understand the importance of the school experience to every student and my role as an educator and role model; therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach State Standards, and provide high quality curriculum and instruction to promote student achievement.
- I will have high expectations and strive to address the individual needs of all students.
- I will communicate with you regarding your student's progress as needed (beginning after the nine week progress report) through the use of Parent Portal and other classroom specific tools.
- I will provide a safe, positive and healthy learning environment for your student.
- I will correct and return appropriate work bi weekly or sooner.
- I will provide homework to reinforce and extend learning.

Teacher's Signature

Date

(Approved SSC 5-11-16)