



Parent Engagement Plan



Colony Oak Elementary
2024-2025

I. Introduction

Ripon Unified School District is committed to parental engagement in all areas of education. A report from Southwest Educational Development Laboratory (2012) found that regardless of family income or background, students with parents that were involved in their education were more likely to earn higher grades, enroll in higher programs, attend school regularly, have better behavior and social skills and even graduate to go on to post secondary education. This report was depicted in the article titled, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. We strongly believe that parents are a child's first teachers and can highly influence their academic success.

II. RUSD Policy on Parent Engagement

California Education Codes Section 11504 and Section 11502 call for every Local Education Agency to have a well-established policy related to parental involvement for all sites, both Title I and non-Title I. In compliance with this Ed Code, Ripon Unified School District adheres to promoting parental participation by creating a Parent Engagement Plan that is developed with annual parent input. This policy will be distributed to parents and will be reviewed with students. Parents will receive a copy of the Parent Engagement Plan at the beginning of each school year.

III. RUSD Parent Engagement Plan

a. Response To Intervention (RTI)

As part of the Multi-Tiered System of Supports, our district has implemented the comprehensive school reform initiative Response to Intervention (RTI) RTI provides differentiated instruction to students who are struggling academically. It is a general education initiative used in all classrooms. This model of intervention assures that all students receive and respond to high quality, research-based, academic instruction demonstrated with frequent progress monitoring assessments. RUSD has designed an intervention program that will be used by general education teachers and education specialists working in the learning centers. Additionally, there are paraprofessionals who provide assistance to students in the learning centers. The RTI model typically uses a tiered approach to identify students who are at risk and then provide interventions.

b. Tier 1 Services

All students in the school are provided with high-quality, research-based instruction differentiated to meet the needs of all learners. Progress data are maintained on all learners, and data are reviewed periodically to ensure that no student needs additional support.

c. Tier 2 Services

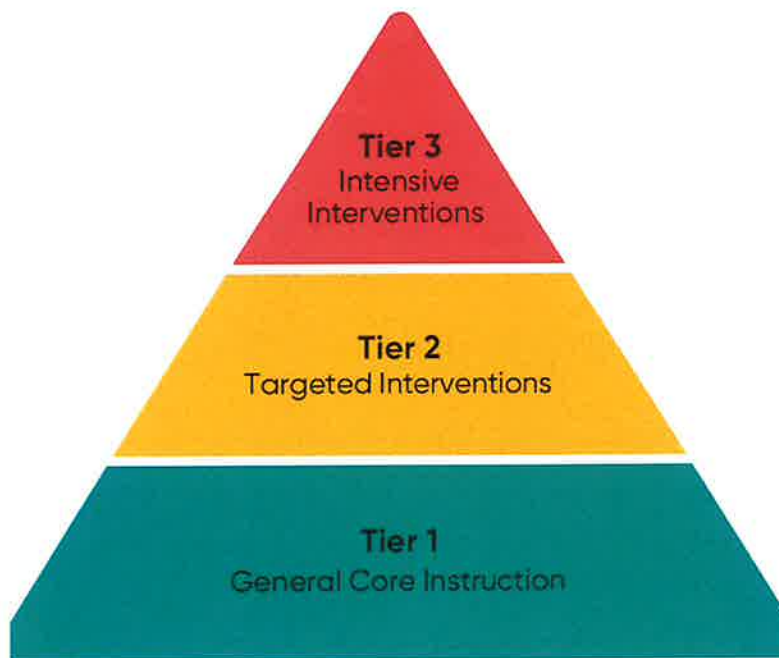
Students identified in Tier 1 as needing additional support are provided increasingly intensive instruction. They may be provided differentiated instruction in the classroom, in a separate setting, in small groups, or individually. Students return to regular classroom instruction when data indicate that the students are successful.

In grades 4-12, these interventions may include Read 180 or System 44 in English Language Arts.

d. Tier 3 Services

Students who do not respond to support provided in Tier 2 are provided individualized, intensive instruction that is targeted to student academic difficulties.

Response to Intervention Summary



e. Curriculum

Currently, students who qualify for supplemental instruction in Reading and Math may be using the following curriculum in grades K-8.

- **READ 180:** *This highly researched reading intervention is a comprehensive English/Language Arts program proven to raise reading achievement for struggling readers in grades 4-12+. Designed for any student reading two or more years below grade level, READ180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.*
- **SYSTEM 44:** *This program is proven to help students in grades 4-12 master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.*
- **Math180** *is a revolutionary math intervention for the Common Core that addresses the needs of struggling students using motivating instruction and engaging software.*

f. Qualifications, Assessments, and Progress Monitoring

Four times yearly, we administer a universal reading screening to all students. Student's K-2nd grades are screened using AIMSweb and students 3rd-8th grades are screened using STAR Enterprise 360. Student data is reviewed and based on these results, students may be referred for more intensive services.

Parents are encouraged to maintain frequent contact with their child's teacher either by phone, in person, email or utilizing student agendas and writing notes. By closely monitoring student assignments at home and at school, children will improve academically.

g. Student - Parent School Compact

The Colony Oak Elementary Student - Parent - School Compact outlines how students, parents, and the entire school staff, will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the Common Core Standards. The Student-Parent-School Compact describes the following items:

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

The student's teacher or the intervention specialist reviews the School-Student-Parent compact with the student. The compact is then sent home with students to review with their parents.

h. Building Capacity for Involvement

Ripon Unified School District engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists parents in understanding the Common Core Standards, assessments, and how to monitor and improve the achievement of their children.

- Parents are encouraged to attend *Back to School Night* where teachers explain the curriculum, classroom expectations, assessment procedures, and progress monitoring. If parents cannot attend this school event, teachers will typically contact parents to provide them with this information.
- During Parent-Teacher conferences teachers review student progress along with tips for parents to help their children at home.
- All parents are encouraged to attend all school events. School events are advertised in the monthly newsletter, on the school website, on the school marquee, and in notes that are typically sent home for events.
- Parents are encouraged to attend committees the school offers such as; School Site Council, English Learner Advisory Committee, School Board, and Parent Faculty Club meetings in an effort to become more aware of the programs offered to students in Ripon Unified. Parents are highly encouraged to attend the School Site Council meetings.

h. Accessibility

Colony Oak Elementary provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing basic information and school reports in a form and language that parents understand.

- Reports and information are translated into Spanish. Every effort is made to provide brief and easy to understand information for the ease of every reader.

i. Parent Information and Resource Centers

Please contact the site administrator with any questions.

Colony Oak Elementary School <https://cacolonyoakes.schoolinsites.com/>
 Ripon Unified School District <http://www.riponusd.net>
 California State Standards Math: <http://www.corestandards.org/Math>
 California State Standards ELA: <http://www.corestandards.org/ELA-Literacy>

IV. RUSD Parent Advisory Committee and District English Learner Advisory Committee

Parent Advisory Committee (PAC)

The Parent Advisory Committee is made up of two parents from each school site. All parents may attend the meetings.

School Site Council

The School Site Council is made up of parents who are involved with providing input on the School Plan for Student Achievement, school safety, and other needs of the school. Every representative may attend a district-level PAC meeting.

District English Learner Advisory Committee (DELAC)

The DELAC is made up of sites' English Learner Advisory Committee (ELAC) representatives. Every school site holds four ELAC meetings per year to address the needs of English learners. These committees are made up of teachers, parents, bilingual paraprofessionals, and the site administrator. Every ELAC representative attends four DELAC meetings.