



Glenwood Elementary

2016 - 2017

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

The San Rafael City Schools community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success.

Our welcoming school climate ensures our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

Single Plan for Student Achievement

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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Date of this revision: January 2017

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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:
 - English Learner Advisory Committee _____
 - Title I Advisory Committee _____
 - Other advisory committee Glenwood School Foundation _____
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: March 13, 2017.

Attested:

Kim Goodhope
Typed name of School Principal

Signature of School Principal Date

Nicole Cibelis
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

School Site Council Membership

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

State guidance for school site council membership:

Middle grades SSC composition falls under the rules for secondary schools. For the first time students are included in the SSC. At the secondary level the council shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852). Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kim Goodhope	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Bordley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenni Conte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Cibelis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ramina Winton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jacqueline Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	0	3	

Governance and Funding

1. The School Site Council will hold eight meetings in the 2016-2017 school year.
2. At Glenwood Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
 - ~~Title I~~
 - Title III, Immigrant
 - Title III, LEP
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
 - Review by SSC members
 - Changes recommended as a result of ELAC
 - Meetings with stakeholders
 - Input/changes recommended by site staff
 - Input/changes recommended by Needs Assessment Survey data
 - External ~~c~~Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
 - School Site Council
 - Site Advisory Councils: () Title I (X) ELAC (X) PTA () Other: _____
 - District Advisory Committee: (X) LCAAP PAC (X) DELAC () DAC/Title I
5. At Glenwood Elementary, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
 - Budgets (expenditures)
 - Field Trip Forms
 - Capital Outlay
 - PAFs (Personnel Action Forms)
 - Requisitions
 - Conference Report

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School and Community Description

Our Vision

Glenwood Elementary School is a place where you will find dedicated educators, committed families, and engaged students working collaboratively to create a positive and rigorous 21st century learning environment. Students and teachers have mutual respect and high expectations for one another in order to foster college and career readiness skills.

Mission Statement

The purpose of the Glenwood School Community is to provide each student with a challenging educational program which develops and nurtures self-esteem, intellectual curiosity, independent thinking, and, in the process, creates a happy and productive citizen.

Description

Glenwood Elementary School (a public K – 5 school) is perfectly situated in a clean, friendly neighborhood on the San Francisco Bay. There are lush, beautiful hillsides, a salt water marsh, and the Bay in walking proximity. We work closely with neighborhood residents to maintain the rich natural environment that the Glenwood area provides for our students and families. The school serves a community composed primarily of single-family homes in east San Rafael, and also includes intra-district transfer students from other areas of San Rafael.

Our academically rigorous core subjects program is thematically integrated and differentiated to meet the needs of all of our learners. There is an emphasis on basic skills instruction that stresses grade level mastery in math and language arts, high academic standards, and strong parent involvement - as evidenced by the active Glenwood School Foundation (GSF). Professional development is ongoing with a focus on differentiated instruction that enables staff to meet the needs of all students.

Our Response to Intervention (RTI) model began three years ago when a common intervention time was established for each grade level. This time is called Universal Access (UA) and allows for tailored teaching to meet the unique needs of each child. Once this protected UA time was set in place and honored by all, a multifaceted program was created to service not only the intervention students, but those who need enrichment or additional academic challenge.

Glenwood has more than two hundred parent and community volunteers that support the work of the school in everything from classroom volunteers and field trip drivers to community building activities. Our robust and integrated community service program is available to all students, thereby providing opportunities to come together and to extend the classroom experience beyond our campus.

There are currently twenty classrooms, a recently updated computer lab, an art and science room, and a multi-purpose room on campus. There is an onsite childcare center run by the City of San Rafael.

Fifty-two staff members are united in their commitment to provide education for the 444 students that are enrolled. On site we have:

- one principal
- twenty credentialed classroom teachers
- two resource specialists and four RSP instructional assistants
- one speech and language specialist
- one English Learner intervention teacher
- four part-time general education instructional assistants
- one part-time psychologist
- one part-time counselor

- one part-time social worker
- one full-time library clerk
- five Encore consultants (they teach music, art, technology, science, and PE)
- one administrative assistant and one part-time secretary
- one part-time community liaison
- two custodian
- one part-time food service staff person
- one part-time occupational therapist
- one part-time nurse and community health outreach employee
- one part-time balanced literacy coach

Glenwood values the strength in diversity and recognizes the strongest community is one comprised of fully developed individuals.

School Programs

English Language Arts

Program Goal:

- *To provide English language arts instruction (including reading, writing, spelling, handwriting, and vocabulary) to all students in order to ensure mastery of the California Common Core State Standards.*

Students are taught reading using the adopted, standards-based Houghton Mifflin materials. These core materials are supplemented by other literature with an emphasis on non-fiction texts. *Step Up to Writing, Handwriting without Tears, ABC Cursive*, and other spelling and vocabulary programs are used to teach writing and penmanship. The students contribute work to a school anthology and we value community ties and inspiring writing careers by hosting local author visits.

Glenwood has developed thematic ELA curriculum units that integrate the Common Core State Standards through the themes of the Social Studies and NGSS Science Standards. The curriculum at Glenwood is delivered through developmentally appropriate instructional practices that meet the needs of individual children.

Mathematics

Program Goal:

- *To provide math instruction (including number sense, problem solving, algebra, and math facts) to all students in order to ensure mastery of the California Common Core State Standards.*

Students are taught math using the adopted, standards-based Everyday Math instructional materials. This is supplemented by Rocket Math, Houghton Mifflin Math, Math Steps, and other programs. We also practice skip counting at the Morning Gatherings. Math is made fun and meaningful and its everyday importance is appreciated and shared with students daily.

Science and Social Studies

Program Goal:

- *To provide science and social studies instruction to all students in order to ensure mastery of the California State Standards and the Next Generation Science Standards.*

Certificate teachers have created Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned thematic units. In these units, students are taught science using the adopted, standards-based Harcourt instructional materials in conjunction with multimedia sources and non-fiction texts. These core materials are also supplemented by an Encore teacher who works with each classroom teacher to provide weekly science lessons through hands-on activities in the life, earth, and physical sciences. The GSF also supports this

goal by funding Lawrence Hall of Science Week that provides the students with hands-on, interactive science activities.

The Scott Foresman instructional materials are used to teach social studies. This is supplemented by interactive projects, GLAD units, field trips, and other source materials. Our field trips are tied to our curriculum and we have many on site guest speakers.

The San Rafael City Elementary School District was recently awarded a California Math and Science Partnership Cohort 10 grant to support integrated Technology Engineering and Math Science (iTEAMS). iTEAMS is a professional development research project designed to provide teachers with support to deepen their content knowledge and pedagogy to promote STEM education aligned to the Common Core State Standards in Mathematics (CCSS) and Next Generation Science Standards (NGSS). Professional development for the grant activities will be provided by the Math Department of San Francisco State University and the Exploratorium. Ongoing coaching was provided throughout the three year grant. Six Glenwood teachers participated in the grant work. Students were then able to participate in nine hands on engineering, mathematical, and science centered projects/experiments.

School Culture and Climate

Program Goal:

• *To foster a school environment that develops positive interactions between students, faculty, and parents, is conducive to student success, and promotes the Glenwood Code of Conduct (Safety, Responsibility, and Respect).*

We place a high priority on establishing a positive climate for learning. To build a sense of responsibility, confidence, pride of accomplishment, and a positive self-image within each child, Glenwood's Positive Behavior Intervention and Supports (PBIS) program is designed to develop and articulate school-wide behavioral expectations.

PBIS is a three to five year data driven process. Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. The program establishes clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. Glenwood's Code of Conduct underpinning all that we experience, teach and do are: Be Respectful, Be Responsible, Be Safe. An Expectation Rotation at the beginning of the year ensures all students receive the same message. During this rotation, they visit common areas and are given the community agreed upon rules for that area by a staff member.

PBIS uses tiered models of service delivery. We collect data and have weekly meetings with our Tier 1 and Tier 2/3 teams. One of the goals of these meetings is to provide appropriate support for the classroom teacher as they help students get closer to expected behavior. This program helps to eliminate behavior barriers to academic success.

We are also able to partner with Seneca Family of Agencies, through a grant, to implement a broad array of whole-school interventions, utilizing the agency's multi-tiered, trauma informed Unconditional Education (UE) model. This intervention model provides students with multiple tiers of academic, behavioral, and social emotional supports that incorporate a trauma informed understanding of the challenges facing many students. The UE model involves the whole school community in developing interventions that benefit all students. The whole school approach serves three purposes: 1) it reinforces an inclusive philosophy where students with more intensive needs are involved in, and benefit from, "tier one" school-wide initiatives; 2) it offers "tier two" preventative and early intervention (PEI) strategies designed to mitigate the need of struggling students for higher levels of service; and 3) it frees up valuable resources to ensure that high quality, intensive "tier three" interventions are available for students with the greatest needs.

This social emotional intervention model fits very well with our existing PBIS work. The Seneca program also aligns with the District's LCAP goal of creating school communities that are culturally responsive, safe, supportive, and highly engaging for all students. A few examples of the interventions provided by Seneca are: school climate assessment and support, on-site coaching, consultation, training, universal screening for social and emotional issues, and therapeutic services for students, such as mindfulness.

Intervention

Program Goal:

- *Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program to reach the proficient level band.*

Our Response to Intervention (RTI) model started three years ago when common grade level intervention time, Universal Access (UA), was established. Once this protected time was created by establishing a master schedule for our "Encore" instructors (art, music, PE, science & technology), we were then able to create a multifaceted program to service not only the intervention students, but those who need enrichment or additional academic challenge.

The RTI model within UA time has solved several challenges. The first was that when students were pulled out of classrooms at varied times throughout the school day, they missed crucial instruction. The concern was that this method wouldn't close the achievement gap. Another challenge was that during the Student Study Team (SST) process, objective data was needed to provide the team with answers to the following questions: What methods have been utilized to help the student? What data can be used to show progress or a lack thereof? An additional benefit is UA time allows for differentiation of instruction where each student can receive precisely what they need in order to succeed.

During UA time, grade level teachers work together to find ways to provide this intervention without interrupting language arts or math instruction. In third through fifth grades, students might be rearranged across grade levels and grouped by specific needs. In kindergarten through second grades, grouping is made on a smaller scale during "centers" time.

In reference to specific RTI for struggling learners during UA, all students are screened at the beginning of the year. Based upon feedback from teachers and assessment data, target student lists are created. On an eight week cycle, a "Meeting of the Minds" is facilitated between the principal, classroom teachers, and the Instructional Assistants. Data is reviewed, discussions take place, and a plan with goals for each student is created. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of personnel including general education teachers, special educators, instructional assistants, and trained parent volunteers.

Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and movement towards goals. At the end of each cycle, another "Meeting of the Minds" takes place and we evaluate progress using common assessments. As students begin to show growth, their progress is monitored as they continue through the program. If students need more support, their services are reevaluated, and the frequency adjusted. If progress towards standards has yet to occur, the child's needs will be addressed in a formal Student Study Team (SST) meeting.

To ensure consistency in educational assistance, students are put into our intervention model and gusted in our Special Education Learning Center while we conduct SSTs and testing. Throughout the year, close to a quarter of our students are on target lists for either math, English language arts, or are part of our English Language Development Program. They are all at varying levels and are being provided small group instruction in their area

of need on a daily basis. It is important to note that English Language Learners (ELLs) are provided intervention with language acquisition, as well as in any area intervention is needed.

Our school-wide framework for efficiently allocating resources to improve student outcomes has been proven successful and is a true reflection of how we, as educators, have taken ownership of all Glenwood's students, not just the ones in our individual classes. Our success is due in part to the support staff that we have. Our instructional assistants spend their days providing us the ability to accommodate the needs of our target students. Our Encore teachers support the UA program by providing instruction while teachers participate in "Meeting of the Minds." We have created a shared and truly collaborative learning environment.

The principal's newsletter, called the Monday Morning Memo, aligns academic, behavioral, and social emotion weekly targets. It also shares professional development opportunities provided by the District and county (MCOE). All staff, certificated and classified, are encouraged to participate in relevant professional development. Funding for this is earmarked in the site budget and in our LCAP action steps.

Our academic RTI is supported by our behavioral and social emotional programs. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture that is needed to achieve social, emotional, and academic success. This program was initiated in response to the need for a safer and more effective school environment.

Glenwood has been honored with receiving a California Gold Ribbon award for our RTI model and its ability to meet the needs of our targeted students.

Advanced Learner Program

Program Goal:

- *To ensure that students who demonstrate advanced learning are challenged with increased rigor, project based opportunities, and challenging curriculum.*

Some Examples Include:

- Leveled grouping in ELA and math such as universal access
- Rigorous writing expectations (dialogue, quotations, multiple paragraphs) and use of next grade's writing rubric
- Extra credit extension projects and presentations
- GLAD expert groups or Desktop Teaching
- Use of technology such as iPads or computer lab for extra projects around coding and blogging
- Differentiated classwork and homework (Challenge Packets)
- Challenge spelling lists
- Participation in National Novel Writing Month
- Book Clubs
- Higher level questioning and meta-cognition expectations

Encore Program

Program Goal:

- *To foster an appreciation of the visual and performing arts, enrich the science learning experience, increase technology literacy skills, and encourage teamwork and an active lifestyle for our students.*

EVERY STUDENT DESERVES EDUCATION IN THE ARTS

The arts, including music and visual arts, are integrated into the curriculum in all grades and classes. Curricular objectives from all subject areas are integrated into music, art, technology, and physical education classes as well. At Glenwood we call these classes “Encore” because they truly enhance the core subject material.

At Glenwood, our Encore program was established to extend the child’s exposure to specific skills taught by highly qualified and talented teachers. Every day, every student is given access to either art, music, technology, hands-on science, library, or PE.

Art is proudly displayed throughout the school in each classroom, common areas, and hallways. Music is heard echoing through our school daily. Students are engaged in making connections between real life, the curriculum, and the arts. Our Encore classes tie directly to developing 21st century skills for student learning.

In art class, students are introduced to a variety of art materials and techniques, as well as exposed to art history, different world cultures, and nature, while being taught a range of skills. Individual ideas and creative problem solving are encouraged.

During music, the main focus is to help awaken the soul and creative spirit. This is accomplished by students using their voice, hand drums, and dance. The goal is to inspire children of all ages to explore the vast world of music in as wide array of genres in the hope that they will inherit a life-long curiosity and love of music.

Teachers observe the students as they work and creatively problem solve. Our students are given opportunities to experiment and learn skills, and the chance to personally express themselves in a positive environment. Our overarching goal is to provide experiences that produce joy and pride in their efforts in all aspects of their education.

We teach the arts to enhance academic, social-emotional, and artistic growth in all students, in order to educate the whole child. Through critical thinking, inquiry, creativity and appreciation of the arts, students are able to connect to themselves, each other, all cultures, and the beauty of the world.

Special Projects and Field Trips

Program Goal:

- *To provide our students with well round exposure to experiences as they matriculate through the grades.*

Kindergarten: A ballet performance, a working farm, Wildcare, gardening, Youth in Arts Passport Program

First Grade: Marine Mammal Center, Muir Woods, SF Symphony, California Academy, Youth in Arts Passport Program

Second Grade: Slide Ranch, City of San Rafael City Hall, Guide Dogs for the Blind, Oakland Zoo, Hydroponic growing

Third Grade: Lawrence Hall of Science, Kule Loklo, Civic Center Tour, Mosquito Man (on site), Poets in the schools (on site), Toothpick Guy (on site), Youth in Arts Native American Dance Series

Fourth Grade: Sonoma Cline Mission Model Museums, Oakland Museum of California, Sacramento, Buck Center, AHA Cooking Series

Fifth Grade: Poets in the Galleries, Darci Tucker - Revolutionary Women (on site), Ben Franklin & the International Printing Museum (on site), Colonial Day, Outdoor Education at Walker Creek, Youth in Arts Drama Series

Family Engagement Policy

Glenwood's Policy for Family Involvement in the Education of Their Children

School Volunteers & Visitors

Family involvement is the cornerstone of what makes Glenwood successful. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children learn the responsibilities of being successful students.

Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned. Parents are welcomed and encouraged to visit and volunteer in the classrooms.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school. It is expected that all parents read *The Parent Handbook*. It is posted on the Glenwood website.

Communications

The school will keep parents informed of all activities and schedule changes. School information, GSF newsletters, and other materials are emailed or sent home weekly on Fridays. Your child's teacher may also send home periodic newsletters with important information.

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand. We have a community liaison that reaches out weekly to inform parents of what is happening at school and in their child's classroom. They also share information on how they can get involved.

Parent-Teacher Conferences

Parent-Teacher Conferences offer the teacher an opportunity to better understand each child and enables the teacher to set goals with parents and students. One of the purposes of the school program is to work in partnership with families to meet the needs of individual students. The best way to get to know each student and family better is to develop regular communication between the school and home. There are two scheduled parent-teacher conference periods per year.

Glenwood School Foundation (GSF)

The Glenwood School Foundation (GSF) is a non-profit 501(c)(3) corporation run entirely by parent volunteers and was established to fund school programs such as science, computer instruction, PE, music, and art courses no longer funded by the school district or State. In addition to maintaining core educational programs and supporting continued academic excellence, the GSF also provides for all field trips, classroom supplies, community building events, and other activities to foster community amongst parents, teachers, staff and administration. Programs funded by the GSF have contributed significantly to the academic success at Glenwood and helped it earn its status as a California Distinguished School and a National Blue Ribbon School. Meetings are held monthly and can be attended by anyone in the community.

HeadsUp

HeadsUp is a non-profit community organization committed to assuring that a complete quality educational program is available to every child in San Rafael City Schools. The main fundraisers for HeadsUp are the annual Summerfest and Rock and Run. In the elementary school district, HeadsUp provides funding for 2nd -5th grade music and teacher stipends for Outdoor Education.

School Site Council (SSC)

The School Site Council is an elected, representative group comprised of parents and staff members. The SSC directly assists in the development, implementation, and evaluation of the Single Plan for Student Achievement (SPSA).

The California *Education Code* requires School Site Councils to:

- Measure effectiveness of improvement strategies at the school
- Seek input from school advisory committees
- Reaffirm or revise school goals
- Revise improvement strategies and expenditures
- Recommend the approved SPSA to the governing board
- Monitor implementation of the SPSA

English Learner Advisory Council

The English Learner Advisory Council (ELAC) assists parents in becoming informed about and comfortable with our district's events and the school's Single Plan for Student Achievement. Every other month, ELAC meetings are held at the Pickleweed Community Center and are open to the public. Meetings are held in Spanish, but all parents are encouraged to attend and translation is provided for English only families.

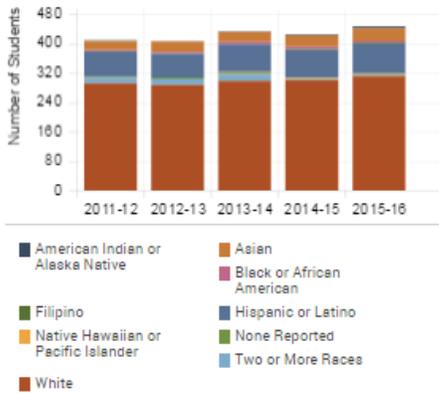
Student Study Team

The Student Study Team (SST) is a group made up of classroom teachers, the Resource Specialist, the Speech and Language Pathologist, the Counselor, the School Psychologist, the Principal, and parents. The group meets when there are concerns with a student's success at Glenwood. The team reviews the student's strengths as well as areas of concern. The Student Study Team plans strategies and organizes resources for addressing problems and concerns. A Student Study Team meeting can be requested by any of the above named parties, but most often occurs after various interventions have been unsuccessful. The team operates as a function of regular education. The Glenwood Student Study Team meets on Wednesday mornings throughout the school year.

Demographic and Assessment Data

Demographic Characteristics	Glenwood 14-15	District 14-15	Glenwood 15-16	District 15-16
Enrollment	424	4,635	445	4,749
English learners	9.9%	46.1%	11.5%	45.8%
Free / Reduced Lunch	16%	64.9%	14.8%	63.3%
Fluent English Proficient	3.8%	16.2%	2%	11.3%

Enrollment by Ethnicity



Free and Reduced Lunch



View Table Data

Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	2	2	2	3	5
Asian	24	29	27	31	33
Black or African American	5	4	6	6	6
Filipino	1	0	0	2	3
Hispanic or Latino	68	64	76	76	81
Native Hawaiian or Pacific Islander	0	0	2	2	2
None Reported	3	4	4	2	2
Two or More Races	14	16	18	2	3
White	291	287	297	300	310
Total	408	406	432	424	445

The National School Lunch Program is a federally funded program that assists schools and other agencies in providing nutritious lunches to children at reasonable prices. In addition to financial assistance, the program provides donated commodity foods to help reduce lunch program costs. In California, the program is administered by the California Department of Education (CDE), Nutrition Services Division.

For schools, the program enhances children's learning abilities by contributing to their physical and mental wellbeing. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.

We have had a slight increase to our population. As our population grows, the number of students that qualify for free and reduced lunch has stayed constant.

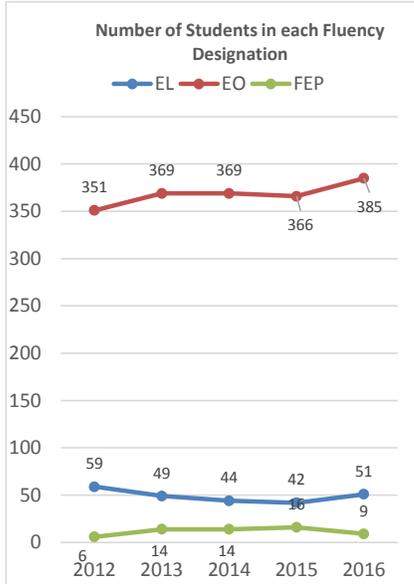
Glenwood's ethnicity shows a slight increase of families that identify themselves as Hispanic, Native American, and Asian.

Chart Notes

Source

This graph displays the number of enrolled students by the federal race/ethnicity categories. Note: These counts do not include short-term enrollments.

English Acquisition



EO (English Only)

English only students are classified based upon information gathered on the Home Language Survey. This survey is also used to determine whether a student should be assessed with the California English Language Development Test (CELDT). The primary language, also known as "native language," should be identified only once during the course of a student's school career and should never change.

EL (English Learner Students)

English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

FEP (Fluent-English-Proficient)

Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the

district criteria for determining proficiency in English

Overall CELDT by Grade Level

Performance Level	K	1	2	3	4	5	Total
Advanced		2 (18.0%)			1 (20.0%)	1 (17.0%)	4 (9.0%)
Early Advanced		4 (36.0%)		4 (50.0%)	2 (40.0%)	1 (17.0%)	11 (23.0%)
Intermediate	5 (63.0%)	2 (18.0%)	1 (11.0%)	3 (38.0%)	2 (40.0%)	2 (33.0%)	15 (32.0%)
Early Intermediate	2 (25.0%)	1 (9.0%)	6 (67.0%)	1 (13.0%)		2 (33.0%)	12 (26.0%)
Beginning	1 (13.0%)	2 (18.0%)	2 (22.0%)				5 (11.0%)
Number Tested	8 (100.0%)	11 (100.0%)	9 (100.0%)	8 (100.0%)	5 (100.0%)	6 (100.0%)	47 (100.0%)

SRI 2016 Mid-Year

Glenwood Elementary (285 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	91	32%	129	45%
Proficient	85	30%	85	30%
Basic	67	24%	50	18%
Below Basic	42	15%	21	7%

Grade 2 (76 total students)

DEMOGRAPHIC	STUDENTS	PERCENTAGE OF STUDENTS	PERFORMANCE STANDARD
Advanced	31	41%	
Proficient	19	25%	
Basic	20	26%	
Below Basic	6	8%	

Grade 3 (75 total students)

DEMOGRAPHIC	STUDENTS	PERCENTAGE OF STUDENTS	PERFORMANCE STANDARD
Advanced	33	44%	
Proficient	21	28%	
Basic	12	16%	
Below Basic	9	12%	

Grade 4 (73 total students)

DEMOGRAPHIC	STUDENTS	PERCENTAGE OF STUDENTS	PERFORMANCE STANDARD
Advanced	35	48%	
Proficient	22	30%	
Basic	12	16%	
Below Basic	4	5%	

Grade 5 (64 total students)

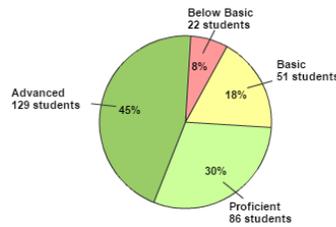
DEMOGRAPHIC	STUDENTS	PERCENTAGE OF STUDENTS	PERFORMANCE STANDARD
Advanced	30	47%	
Proficient	24	38%	
Basic	7	11%	
Below Basic	3	5%	

Scholastic Reading Inventory (SRI) is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success.

Our scores indicate that our students are showing growth. We have moved 8% of our Below Basic students to a higher level (42 students in September to only 21 students in March).

If you compare the grades, there are 26 students in the Basic and Below Basic levels in grade two, 21 in grade three, 16 in grade four and 10 in grade five. It could be a sign that they are receiving interventions to allow a higher percentage of the class to move into the Proficient and Advanced levels.

Total Students: 288



Performance Standard	Number of Students	Percent of Students
Advanced	129	45%
Proficient	86	30%
Basic	51	18%
Below Basic	22	8%

YEAR-END PROFICIENCY LEXILE® RANGES

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
190-400	420-600	520-800	740-900	830-1000	925-1050	970-1100	1010-1150	1050-1200	1080-1250	1185-1300	1188-1301

SBAC Testing

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics.

Achievement levels are a reporting feature that is federally required under the No Child Left Behind Act, and one that has become familiar to many educators. However, characterizing a student's achievement solely in terms of falling in one of four categories is an oversimplification. Achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students. There are other measures that students, teachers, and parents can also use to help evaluate the academic progress of students and schools, such as scale scores, growth models, and portfolios of student work. In other words, achievement levels should not be interpreted as infallible predictors of students' futures. They must be continuously validated and should be used only in the context of the multiple sources of information that educators have about students and schools.

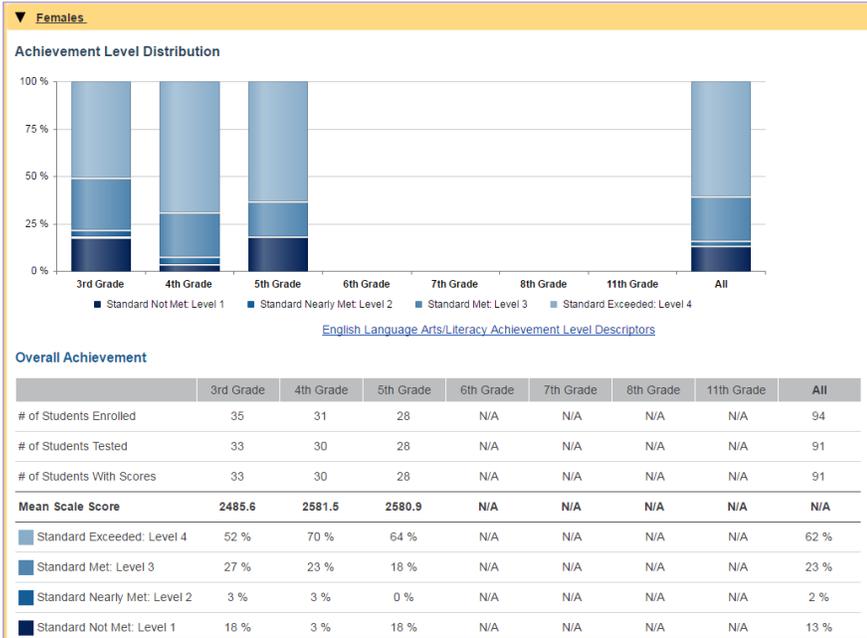
SBAC English Language Arts

School	ELA Grade 3				ELA Grade 4				ELA Grade 5			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
Glenwood 2015-16	15	8	23	54	6	4	24	66	18	9	24	49
	23%		77%		10%		90%		27%		73%	

SBAC Math

School	Math Grade 3				Math Grade 4				Math Grade 5			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
Glenwood 2015-16	8	13	30	49	3	6	21	70	20	9	27	44
	21%		79%		9%		91%		29%		71%	

SBAC Females Results English Language Arts



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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	52%	63%	57%	N/A	N/A	N/A	N/A	57%
Near Standard	42%	33%	25%	N/A	N/A	N/A	N/A	34%
Below Standard	6%	3%	18%	N/A	N/A	N/A	N/A	9%

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	52%	73%	75%	N/A	N/A	N/A	N/A	66%
Near Standard	33%	23%	11%	N/A	N/A	N/A	N/A	23%
Below Standard	15%	3%	14%	N/A	N/A	N/A	N/A	11%

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	36%	60%	43%	N/A	N/A	N/A	N/A	46%
Near Standard	52%	37%	50%	N/A	N/A	N/A	N/A	46%
Below Standard	12%	3%	7%	N/A	N/A	N/A	N/A	8%

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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	58%	60%	64%	N/A	N/A	N/A	N/A	60%
Near Standard	30%	37%	25%	N/A	N/A	N/A	N/A	31%
Below Standard	12%	3%	11%	N/A	N/A	N/A	N/A	9%

SBAC Males Results English Language Arts



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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	50 %	57 %	37 %	N/A	N/A	N/A	N/A	49 %
Near Standard	37 %	41 %	37 %	N/A	N/A	N/A	N/A	38 %
Below Standard	13 %	3 %	26 %	N/A	N/A	N/A	N/A	13 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	50 %	67 %	33 %	N/A	N/A	N/A	N/A	51 %
Near Standard	39 %	25 %	52 %	N/A	N/A	N/A	N/A	38 %
Below Standard	11 %	8 %	15 %	N/A	N/A	N/A	N/A	11 %

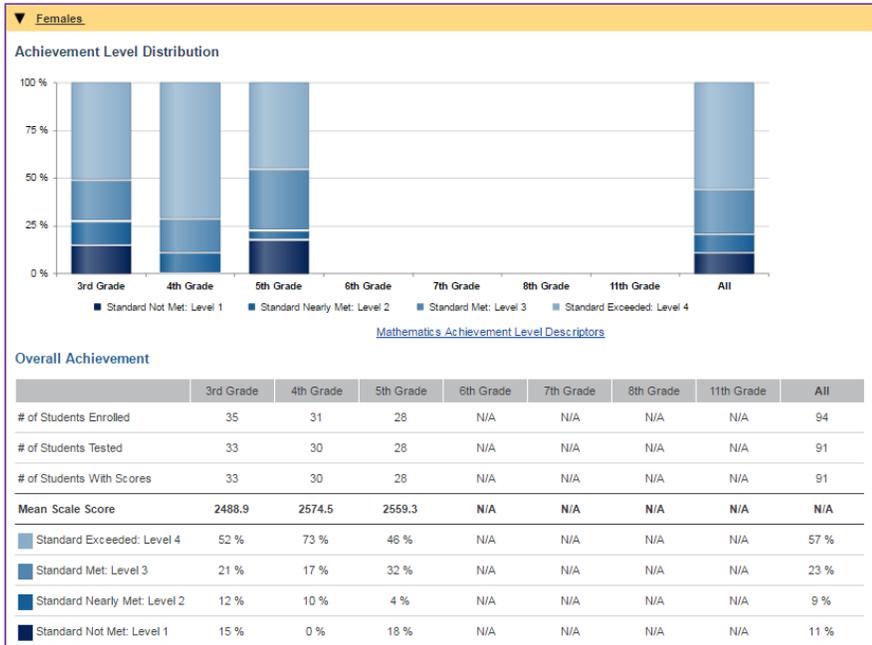
LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	42 %	49 %	26 %	N/A	N/A	N/A	N/A	40 %
Near Standard	47 %	51 %	59 %	N/A	N/A	N/A	N/A	52 %
Below Standard	11 %	0 %	15 %	N/A	N/A	N/A	N/A	8 %

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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	47 %	54 %	33 %	N/A	N/A	N/A	N/A	46 %
Near Standard	37 %	43 %	48 %	N/A	N/A	N/A	N/A	42 %
Below Standard	16 %	3 %	19 %	N/A	N/A	N/A	N/A	12 %

SBAC Females Results Math



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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	64 %	80 %	57 %	N/A	N/A	N/A	N/A	67 %
Near Standard	18 %	10 %	21 %	N/A	N/A	N/A	N/A	16 %
Below Standard	18 %	10 %	21 %	N/A	N/A	N/A	N/A	16 %

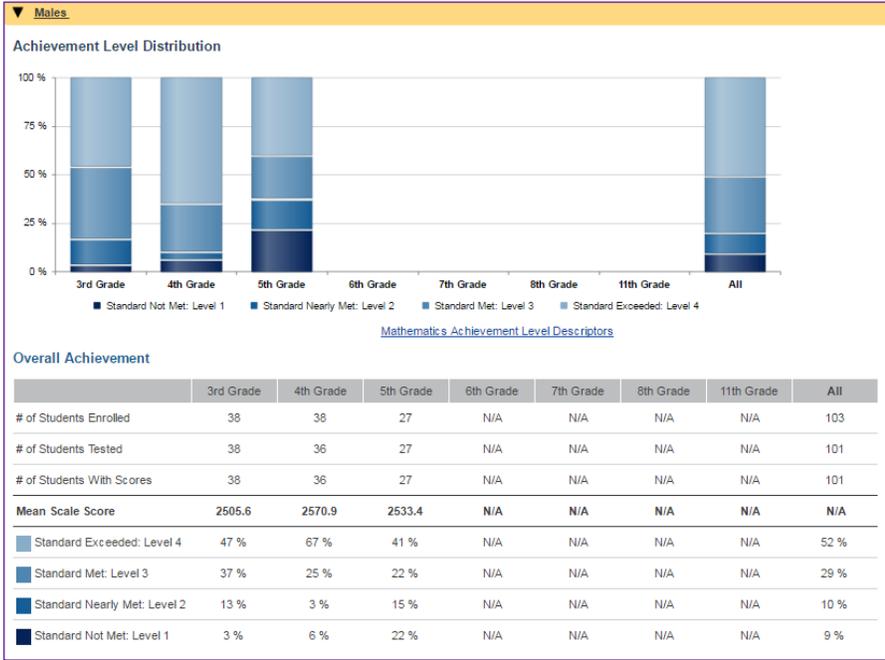
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	70 %	80 %	50 %	N/A	N/A	N/A	N/A	67 %
Near Standard	15 %	17 %	32 %	N/A	N/A	N/A	N/A	21 %
Below Standard	15 %	3 %	18 %	N/A	N/A	N/A	N/A	12 %

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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	67 %	83 %	46 %	N/A	N/A	N/A	N/A	66 %
Near Standard	18 %	13 %	36 %	N/A	N/A	N/A	N/A	22 %
Below Standard	15 %	3 %	18 %	N/A	N/A	N/A	N/A	12 %

SBAC Males Results Math



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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	68 %	81 %	44 %	N/A	N/A	N/A	N/A	66 %
Near Standard	26 %	11 %	30 %	N/A	N/A	N/A	N/A	22 %
Below Standard	5 %	8 %	26 %	N/A	N/A	N/A	N/A	12 %

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

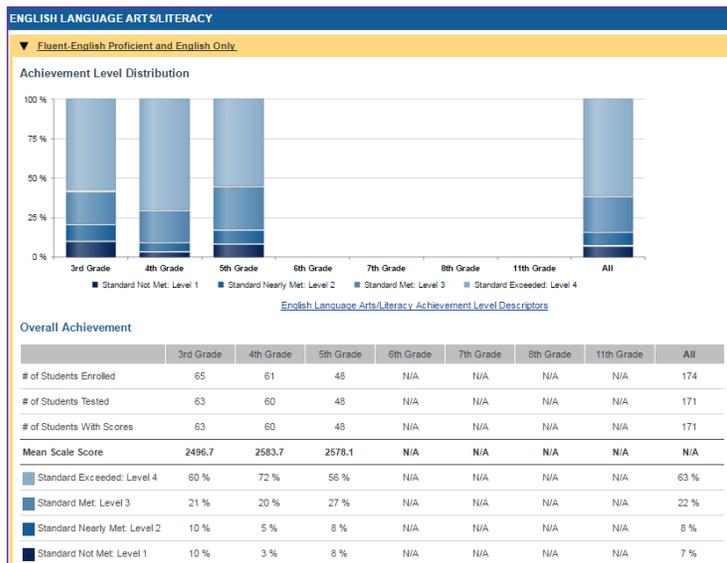
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	66 %	69 %	44 %	N/A	N/A	N/A	N/A	61 %
Near Standard	29 %	28 %	33 %	N/A	N/A	N/A	N/A	30 %
Below Standard	5 %	3 %	22 %	N/A	N/A	N/A	N/A	9 %

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

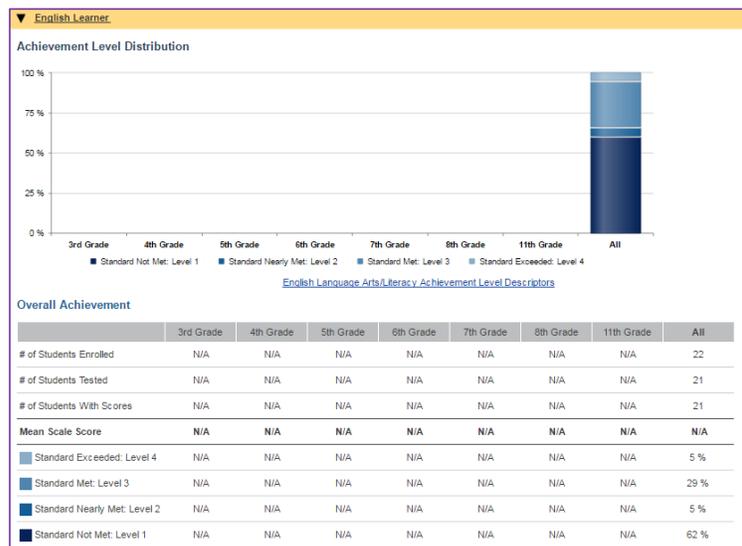
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	68 %	75 %	33 %	N/A	N/A	N/A	N/A	61 %
Near Standard	29 %	17 %	44 %	N/A	N/A	N/A	N/A	29 %
Below Standard	3 %	8 %	22 %	N/A	N/A	N/A	N/A	10 %

SBAC Results by Language Fluency

English Only



English Language Learner



SBAC Change over time

These are the scores of our current 5th graders

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	2474.5	2571.8
Standard Exceeded: Level 4	45 %	66 %
Standard Met: Level 3	35 %	24 %
Standard Nearly Met: Level 2	11 %	4 %
Standard Not Met: Level 1	8 %	6 %

MATHEMATICS

Achievement Level Distribution Over Time

	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	2483.6	2572.5
Standard Exceeded: Level 4	38 %	70 %
Standard Met: Level 3	41 %	21 %
Standard Nearly Met: Level 2	17 %	6 %
Standard Not Met: Level 1	4 %	3 %

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> • Overall enrollment is increasing. • Demographics have remained fairly consistent, with a slight increase in Caucasian students and a slight decrease in Latino students. • There is a slight increase in Free/Reduced lunch enrollment.
ELA	<ul style="list-style-type: none"> • The majority of students are proficient readers at the middle of each grade level from 2nd through 5th grade (based on SRI Lexile level). • The gap between EL learners and English only students is decreasing with intervention support services, but still remains significant. • Third has almost 80% of their students meeting or exceeding the standards. • Fourth grade has >90% of their students meeting or exceeding the standards. • There is a significant difference in the Male vs. Female scores in ELA. • Our special education students did not meet or exceed standards in ELA.
Math	<ul style="list-style-type: none"> • 80% of EO (non RSP) students met or exceeded standards • Our special education students did not meet or exceed standards in Math.
EL Data	<ul style="list-style-type: none"> • The data also illuminates that one possible reason that students are not being reclassified is because their reading scores on the SRI are not at grade level proficiency. • According to our CELDT scores, students are making subtest growth on one or more of the CELDT sections (reading, listening, speaking, and writing) • Our re-classification rate is constant.
Climate/Culture	<ul style="list-style-type: none"> • We have seen a 60% decrease in the amount of Tier 2 referrals because the PBIS team has implemented school wide expectations of the Glenwood Code of Conduct. • All Classroom teachers collected school-wide data on behavioral trends and determined specific areas to target (distracting self and others, minor disruptions, and not following directions) as well as used this information to inform parents during conferences. There is a 25% decrease in all targeted areas.

Evaluation of the 2015-2016 Single Plan for Student Achievement

2016-2017 Instruction

Desired Outcomes

- *All students will develop mastery of the English language arts Common Core State Standards.
- *Instructional Core Coach provided support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.
- *Implementation of Fountas & Pinnell assessments.
- *All teachers will provide a balanced literacy block every day. Included will be small group leveled reading instruction, designated and integrated ELD, and integrated writing instruction through CCSS social studies/NGSS science aligned units of study.
- *All teachers will provide differentiated math instruction/support daily focusing on the standards of mathematical practice.
- *Designated ELD instruction will take place for 30 minutes a day.
- *All teachers will implement research based best practices (including MIFF techniques, learning targets, and student feedback).

Assessment

- *All teachers will assess students in ELA using Fountas & Pinnell (F&P) reading assessment, Scholastic Reading Inventory (SRI), Acuity Benchmarks tests, and ESGI collection tool.
- *All teachers will assess students using Everyday Math benchmark assessments.
- *Conferences will take place twice a year to share growth and academic levels with parents.

Curriculum

- *All teachers will create a year-long map and pacing guide for CCSS aligned units.
- *All teachers will implement collaborative thematic CCSS units and utilize leveled reading material from Houghton Mifflin and supplemental leveled text in order to deliver a comprehensive articulated standards based balanced literacy program.
- *All teachers will implement the Everyday Math program as a grade level team.
- *All students will develop mastery of the math Common Core State Standards & Science Next Generation Standards through implementation of Board Adopted Instructional Materials.

Response to Intervention (RTI)

- *All teachers will import data into grade level spreadsheets, review the data every 8 weeks, and assign students to appropriate Tier 1 and Tier 2 interventions.
- *Teachers will look at data and discuss behavioral or academic concerns based on data at the Response to Intervention team meeting (also known as Meeting of the Minds)
- *They will evaluate data and make recommendations for goal(s) for 8 week cycles, progress monitor, and establish new goals if needed.
- *Students meeting criteria for the Tier 2 reading intervention program will receive personalized intervention plan utilizing the Leveled Literacy Intervention kits from Fountas & Pinnell, supplemental materials, and leveled guided groups.
- *Students meeting criteria for the Tier 3 reading intervention program will receive 45 minutes a day of intervention services utilizing the Sonday reading intervention program.
- *The general education RTI coordinator will partner with the Learning Center to make the best programmatic decisions for all participating students.

On-going Professional Development (PD)

- *On-going Professional Development will be based on a teacher survey, observed needs, and PLC (professional learning community) outcomes.
- *PD topics include: creating CCSS units, guided reading, teaching strategies, reciprocal reading, ELD lessons, math, integrating science, and social/emotional topics from PBIS survey.
- *PD will be provided in the classrooms (modeled lessons), during Faculty Meetings, or after school.
- *Outside PD is encouraged and monetarily supported if requested and aligned to the SPSA.

What you will see at Glenwood to support our desired outcomes	<ul style="list-style-type: none"> * A Master Schedule that protects ELA and Math blocks, while it provides Universal Time for intervention/challenge and a designating ELD block. *We have a Language Acquisition Team (LAT) that meets frequently to discuss data surrounding our ELD students. *We have Professional Learning Communities (PLC) that are protected and at times led by our Instructional Literacy Coach. *The weekly principal’s staff memo aligns academic school-wide goals. *Substitute release days are provided for creating curriculum to align to the Common Core State Standards, Next Generation Science Standards, and the adopted Social Studies Standards. *The teachers are constantly revisiting, re-evaluating, and tweaking their lesson based upon data. *Our grade level teacher teams and Literacy Coach are integrating their CCSS units with the newly adopted Houghton Mifflin Harcourt adoption. *Teachers supplementing the Everyday Math program to further learning based upon assessment results. *Math being taught in a “centers” model for scaffolding. *Assessment data is shared in real time on a shared document on the Google Drive. *At the end of each intervention cycle, the teachers and support staff meets to discuss all the students in that grade level.

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

- GOALS**
- College, career, and community readiness upon graduation from high school for all students
 - School system (not a system of schools)

2016-2018 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Implement and improve district wide professional growth system for teachers, support staff, and administrators at all levels.
- **Align All District Resources & Activities** Purposeful identification and selection of personnel, instructional materials, equipment & supplies to support College and Career Readiness.

2016-2018 CCSS INSTRUCTIONAL FOCAL POINTS

- Common Core aligned ELA/ELD units of instruction will include all components as identified by the district and undergo a review process.
- Full implementation of Common Core math standards:
 - K-5 *Every Day Math* CCSS
 - K-12 Implementation of Math Practices
- Gain a deeper understanding of ELA/ELD framework, standards and continue to provide specific ELD instruction, with emphasis on speaking and listening. Pacing of standards and skills have been vertically aligned (6-12).

COMMON CORE STATE STANDARDS *Essential Shifts in Instruction*

Shifts in English Language Arts/Literacy		Shifts in Mathematics	
1 Balancing and Literary Text	Students read a true balance of informational and literary texts.	1 Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
2 Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.	2 Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
3 Staircase of Complexity	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.	3 Fluency	Students are expected to have speed and accuracy through repetition, core functions.
4 Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.	4 Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn how to think mathematically.
5 Writing from Sources	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.	5 Application	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
6 Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]	6 Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Shifts in English Language Development

- 1 From lock-step linear → spiraling, dynamic and complex social processes
- 2 From focus on accuracy → collaboration, comprehension, communication
- 3 From simplified texts and activities separate from content → use of complex texts and content integral to language learning
- 4 From English as a set of rules → meaning-making and language choices
- 5 From central focus on grammar and syntax → grammar and structure within meaningful context
- 6 From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

A technical assistance provider conducted a district needs assessment of both San Rafael City school districts in early 2012, including review of district and site documents, four District Liaison Team meetings, and classroom walkthroughs of four Title I sites, including three Program Improvement sites. Based on the needs assessment, the technical assistance provider made recommendations which were incorporated into Specific Actions for the five Performance Goals adopted by California's State Board of Education.

Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2017-18.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

PreK-3 SEAL: Common Core for English Language Learners: Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

Guided Language Acquisition Design: Jabbar Biags and Naurin Kahn, of Be GLAD provide training in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

School Improvement Goals

Goal 1.0: *Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.*

Strategy 1.1: All students will develop mastery of the English language arts Common Core State Standards.

Action Step 1.1.1: CCSS Implementation Coach and ELD integration will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Elizabeth Foehr	Sub Release Days	\$1,000	Title III General Fund
8/16-6/17	Kim Goodhope	Materials	\$500	Title III Immigrant Ed

Action Step 1.1.2: Administration of quarterly SRI (Scholastic Reading Inventory) assessment and Fountas and Pinnell and distribution of results

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Four times a year	Kristen Comesso	Materials (paper for reports)	\$200	General Fund

Action Step 1.1.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in English language arts and history/social science and monitor ELs for timely acquisition of English proficiency.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Elizabeth Foehr	Materials	\$1,000	Title III
8/16-6/17	Christina Ramos	Materials/Technology	\$3,000	Title III

Action Step 1.1.4: Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Erica Guagenti	Annual Salary	\$20,000	GSF
8/16-6/17	Christina Ramos	Annual Salary	\$15,000	General Fund
8/16-6/17	Mary Orellana	Annual Salary	\$20,000	GSF
10/16-6/17	Deema Shihadih	Annual Salary	\$5,000	General Fund
12/16-6/17	Benita Crandall	Annual Salary	\$5,000	General Fund

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Jim Hallroan	Annual Salary	\$50,000	GSF
8/16-6/17	Kristen Comesso	Annual Salary	\$40,000	GSF
8/16-6/17	Stephen Duffy	Annual Salary	\$40,000	GSF/Heads Up
8/16-6/17	Tracy Price	Annual Salary	\$25,000	GSF
8/16-6/17	Molly Blauvelt	Annual Salary	\$25,000	GSF

Strategy 1.2: All students will develop mastery of the math Common Core State Standards and Next Generation Science Standards.

Action Step 1.2.1: Site will provide support for the implementation of high rigor/relevant lesson plans in math and science

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Classroom teacher implementation of Board approved instructional materials	Manipulatives and Grade Level Meeting materials	\$1000	Lottery
8/16-6/17	5 iTeam participants	Stipends	\$0	Grant
	5 iTeam participants	Sub Release	\$500	General Fund
	5 iTeam participants	Materials	\$1000	GSF/Grant

Action Step 1.2.2: Implementation of math assessments

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Unit and quarterly	Classroom Teachers	Materials	\$200	General

Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom Teachers	Release Days for Professional Development	\$500	Lottery

Action Step 1.2.4: Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Kim Goodhope	Meeting Material and Supplies	\$500	Lottery

Strategy 1.3: District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Quarterly	Kim Goodhope	Materials	\$200	General

Action Step 1.3.2: Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Kim Goodhope	Materials	\$200	Lottery

Action Step 1.3.3: Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14-6/15	Kim Goodhope Meeting of the Minds	Materials and Supplies	\$200	Lottery

Goal 2.0: Staff Support – Provide the professional development necessary to support our goals.				
Strategy 2.1: Teachers will participate in site and district professional development.				
Action Step 2.1.1: iTeams				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Molly Todd	none		
Action Step 2.1.2: Behavioral Support Conference				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Michele Woodbury	Cost of PD	\$1000	General Fund
Strategy 2.2: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).				
Action Step 2.2.1: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	ILT members will lead Classroom Teachers in PLC		0	General funds
Action Step 2.2.2: Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	ILT members will lead Classroom Teachers in PLC		0	General funds

Goal 3.0: Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district’s goals.

Strategy 3.1: Staff will participate in professional development to ensure the use of welcoming, efficient, and effective practices.

Action Step 3.1.1: Receptionists / clerks

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Administrative assistant attends monthly “round table” meetings to learn how to effectively use communication tools.		\$0	General funds

Action Step 3.1.2: Community liaison will communicate to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Laura Mogannam	Annual Salary	\$10,000	General funds
		Extra duty for translations for parent meetings (only certain types of translation can be funded by Title III)	\$3,000	Title III

Strategy 3.2: Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.

Action Step 3.2.1: PBIS team leader will guide staff in Tier 1 implementation and Tier 2 data analysis.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Team leader	Printing	\$ 100	General
		Signage	\$ 500	GSF

Action Step 3.2.2: PBIS team will implement Tier 1 action steps (school-wide expectations, positive reinforcement system, and behavioral data analysis)

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Tier 1 team	Positive Rewards	\$1000	GSF

Strategy 3.3: Staff will increase family engagement in decision-making.

Action Step 3.3.1: Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Kim Goodhope	Paper copies	\$50	Lottery

Action Step 3.3.2: Site will hold quarterly ELAC meetings

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Laura Mogannam	Translations Meeting Room Food Supplies	\$500	General Fund Lottery

Programs Included in this Plan

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

Categorical Allocations

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	-
<input type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	-
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	-
<input type="checkbox"/> Title I, Part A: Alternative Supports Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	-
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	-
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$4,112
<input type="checkbox"/> Other federal funds	-
Total amount of federal categorical funds allocated to this school	\$4,112

2016 – 2017 Categorical Budget Summary

Date of this Revision	November 1, 2016
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A (+)	-	-	-	-	-	-
Title I, Parent Involvement	-	-	-	-	-	-
Title I, Part A Alternative Supports	-	-	-	-	-	-
Title I, Professional Development	-	-	-	-	-	-
Title III, Immigrant (-)	\$503	0	0	0	500	\$3.00
Title III, LEP (-)	\$4,075	\$4,112	\$2,508.66	\$4,310.18	-	\$1,369

Summary of Centralized Services

Program Common to Most Schools

Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs
- Implementing District Board *Roadmap to the Future* goals

Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi- funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CPM and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy

Summary of Centralized Services

Title I Centralized Services

Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by the *Elementary and Secondary Education Act*.

Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are compliant with the *Elementary and Secondary Education Act*.

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EL Centralized Services

Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective English learner programs
- Coordinate administration of California English Language Development Test

Planning/Evaluation

- Provide support for program compliance and quality
- Supervise development and revision of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to monitor implementation of programs and instructional initiatives

Implementation

- Coordinate the delivery of support services for English learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor successful access to content standards and course pathways for English learners

Staff Development

- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

2016-2017 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	60 Daily	Houghton Mifflin + supplemental
Math	60 Daily	Everyday Mathematics + supplemental
ELD & Interventions	30/60 Daily	Pearson/Supplemental
PE	200 bi - Weekly	n/a
Science	60 Weekly	Harcourt + supplemental
Social Science	60 Weekly	Harcourt + supplemental

Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	150 Daily	Houghton Mifflin + supplemental
Math	90 Daily	Everyday Mathematics + supplemental
ELD & Interventions	30/45 Daily	Pearson/Supplemental
PE	200 bi- Weekly	n/a
Science	Embedded in CCSS Units	Harcourt + supplemental
Social Science	Embedded in CCSS Units	Harcourt + supplemental + ELA-integrated

Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	150 Daily	Houghton Mifflin + supplemental
Math	90 Daily	Everyday Mathematics + supplemental
ELD & Interventions	30/45 Daily	Pearson/Supplemental
PE	200 bi- Weekly	n/a
Science	Embedded in CCSS Units	Harcourt + supplemental
Social Science	Embedded in CCSS Units	Harcourt + supplemental + ELA-integrated