Laurel Dell Elementary

2015 - 2016
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.

The SPSA is a Title I Schoolwide Program Plan.

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

Contact Person: Pepe Gonzalez, Principal
Telephone Number: 415-485-2317
Address: 225 Woodland Ave, San Rafael, CA 94901
E-mail Address: pgonzalez@srcs.org
County-District School (CDS) Code: 21-65458-6024814
Date of this revision: January 2016

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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 _____ Signature _____

   ☒ Title I Advisory Committee _____ Signature _____

   ☐ Other advisory committee _____ 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: May 7th, 2015.

Attested:

Pepe Gonzalez_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

Silvia Vargas_____   _____   _____
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.

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
Pepe Gonzalez	☒	☐	☐	☐	☐
Molly O'Donoghue	☐	☒	☐	☐	☐
Vanessa Nunez	☐	☒	☐	☐	☐
Molly McCarthy	☐	☒	☐	☐	☐
Alejandra Vazquez	☐	☒	☐	☐	☐
Jessica Skieresz	☐	☐	☐	☒	☐
Ali Bello	☐	☐	☐	☒	☐
Krista Shepard	☐	☐	☐	☒	☐
Melina Shepard	☐	☐	☐	☒	☐
Alejandra Argueta	☐	☐	☐	☒	☐
Silvia Vargas	☐	☐	☐	☒	☐
Darcy Asbe	☐	☐	☒	☐	☐
Numbers of members in each category	1	4	1	6	

Governance and Funding

1. The School Site Council will hold 7 meetings in the 2015-2016 school year.

2. At Laurel Dell 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 and Title I parent Advisory Groups
   - ☐ Meetings with stakeholders
   - ☐ Input/changes recommended by site staff
   - ☐ Input/changes recommended by Needs Assessment Survey data
   - ☐ External Consultants

4. Parents are involved in decision-making at the site and district level by participation in:

   - ☐ School Site Council (X)
   - ☐ Site Advisory Councils: (X) Title I   (X) ELAC   (X) PTA   ( ) Other: _____
   - ☐ District Advisory Committee: (X) LCAAP PAC   (X) DELAC   ( ) DAC/Title I

5. At Laurel Dell 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 Reports

7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
   - ☐ Check here if none received

Laurel Dell Elementary

Mission Statement
It is our mission to educate the whole child in a nurturing, intellectually stimulating, and challenging environment which embraces diversity and involves a community of educators and families working together to achieve this goal.

School Description

Laurel Dell Elementary School is a small, multi-cultural school located in central San Rafael. It draws its attendance from the Bret Harte, Picnic Valley, and East Gerstle Park neighborhoods. Laurel Dell prides itself on the power of its community and a true sense of family amongst the students, staff and neighborhood.

Laurel Dell School has nine classroom teachers and approximately 220 students. The students receive additional support from a full time LEAP (After School Program) Coordinator, 50% Resource Specialists, 20% school counselor, 80% Community Liaison, 40% Speech Therapists, 10% Psychologists, and 10% Occupational Therapists.

Description of School Programs

Laurel Dell is committed to teaching the CORE academic learning skills of Language Arts, Social Studies, Mathematics and Science while also offering enrichment programs in art, music, PE, Garden, library and Dance. The Laurel Dell Staff is trained and implement the GLAD (Guided Language Acquisition by Design) strategies to help build academic vocabulary through the use of content curriculum in science, math and/or social studies. Students who are learning English as a second language receive a minimum of 30 minutes of English Language Development instruction throughout all subject areas throughout the course of the day. Intervention opportunities are offered daily for students who are not meeting grade level expectations. Through the use of PLC (Professional Learning Communities) students' progress is monitored every 4-6 weeks to gauge progress in areas where remediation is needed. Intervention classes take place before and after school as well as during enrichment activities such as PE, Art or Garden.

This year we have begun to train our teachers with the SEAL (Sobrato Early Academic Language) Model. Our Transitional Kindergarten, Kindergarten and First Grade teachers started their training in August of 2015.

The school community is dedicated to providing equal access to educational opportunities for all students, and challenging students at their educational level. Involving families and providing educational and support opportunities is an important part of this work. Through donations from our PTA (Parent Teacher Association) Laurel Dell Students are fortunate to participate in weekly enrichment classes such as art, music, PE, drama and dance.

Demographic and Assessment Data

Demographic Characteristics 14-15	Laurel Dell	District
Enrollment	218	4,756
English learners	63.3%	43%
Free / Reduced Lunch	83.0%	64%
Fluent English Proficient	8.3%	16.2%

Enrollment by Ethnicity
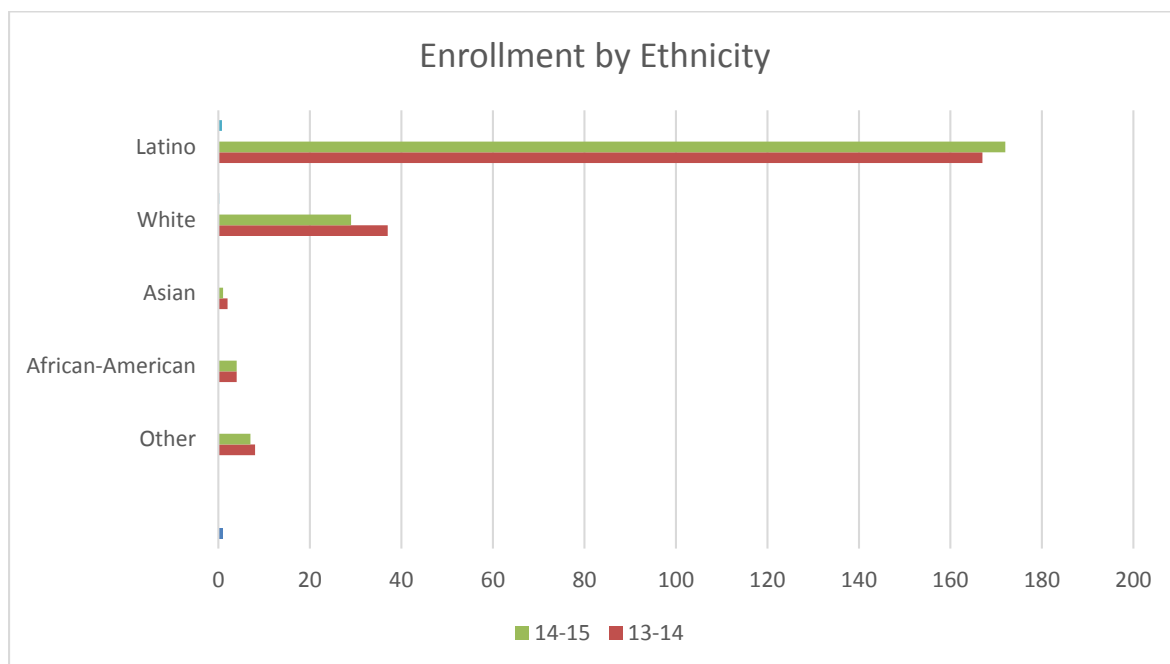
Free and Reduced Lunch Students
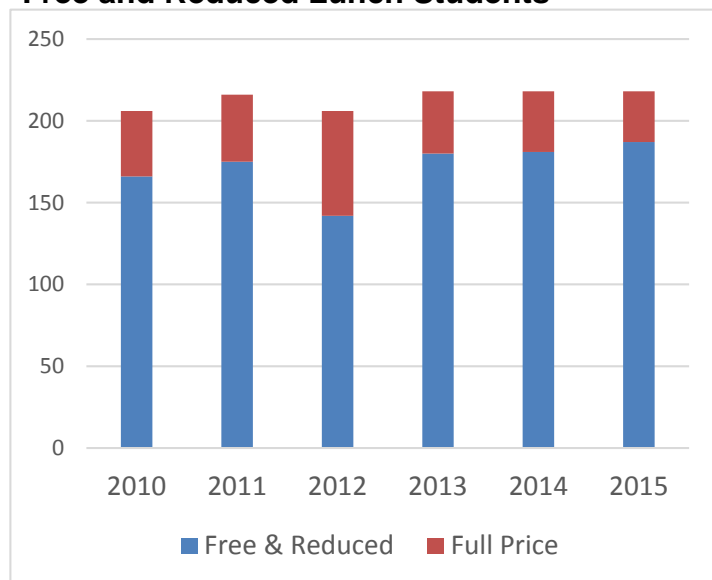
Language Fluency Trends
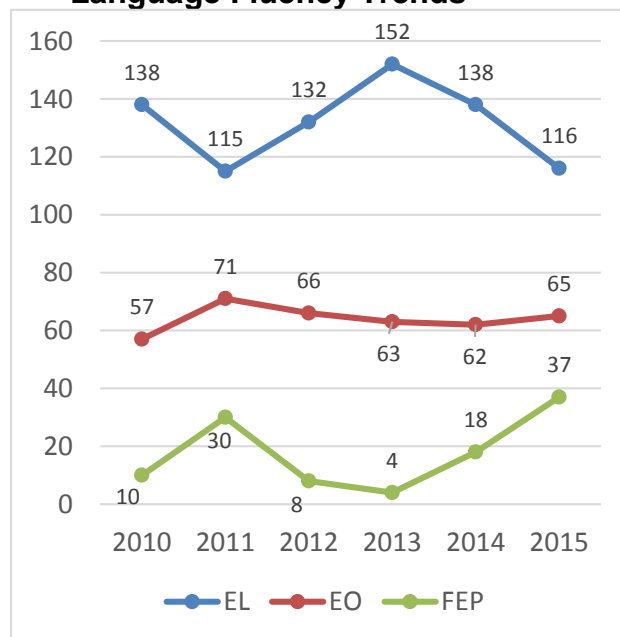
2014 School	Laurel Dell Elementary				

Average of SRI March 2015	Column Labels				
Row Labels	EO	LEP	R	T	Grand Total
3	597.2	218.1	762.0	0.0	405.2
4	766.3	321.9	798.3	0.0	535.0
5	947.0	281.7	808.4		629.0
Grand Total	770.3	286.4	802.9	0.0	550.8

School and District CELDT Performance

AMAO 1: ESD

AMAO 2, <5 Yrs: ESD
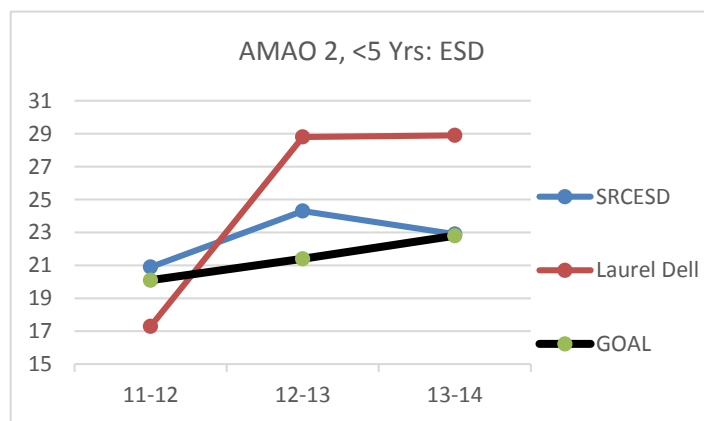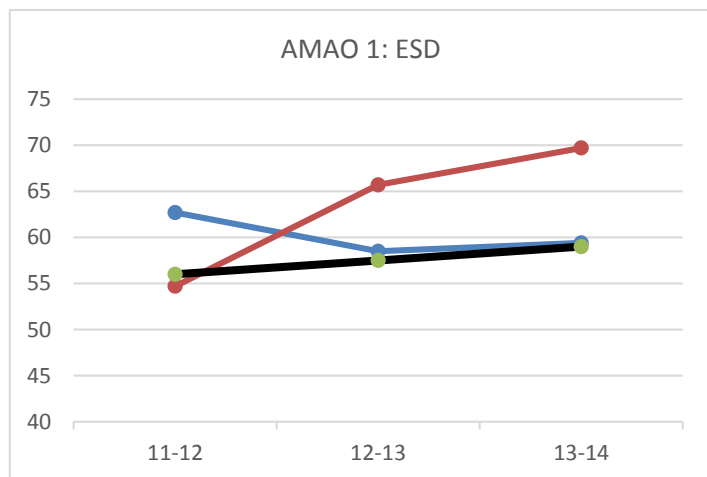
Overall CELDT Level by Time in US Schools

14-15 CELDT Overall Level						
Years in US Schools	1	2	3	4	5	SubTotal
0	6	5	1	1	0	13
1	5	8	9	12	1	35
2	1	5	18	2	0	26
3	1	4	4	1	0	10
4	0	3	12	2	1	18
5	0	2	6	1	0	9
6	0	0	3	1	0	4
Sub Total	13	27	53	20	2	115

CELDT GROWTH 14-15 TO 15-16

- Lost 2 Levels 5%
- Gained 2 Levels 5%
- Gained 1 Levele 20%
- Lost 1 Level 19%
- Flat 51%
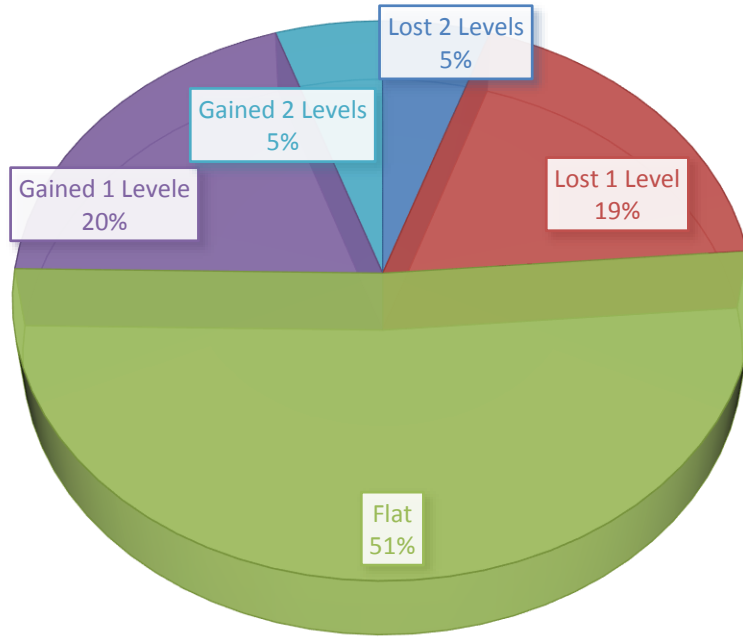
Academic Performance Index All Students

Legend: Laurel Dell — State Target
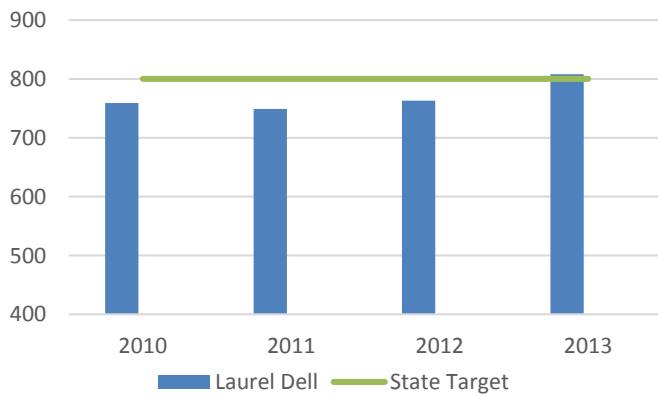
Academic Performance Index English Learners

Legend: Laurel Dell — State Target

2014 School   Laurel Dell Elementary
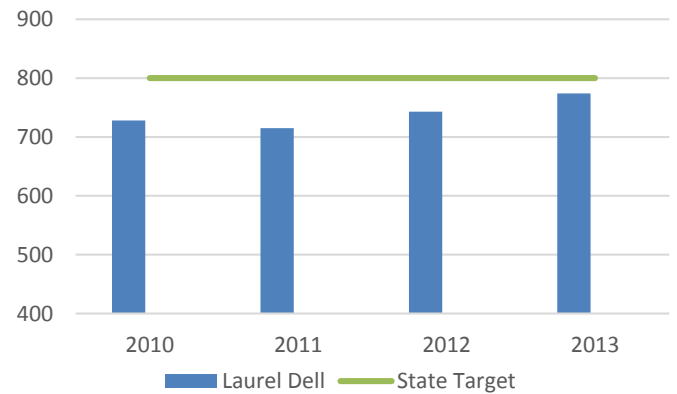
SBAC ELA/Literacy Scale Score					
Row Labels	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	13	4	3	3	23
4	25	8	12	7	52
5	31	12	7	3	53
Grand Total	**69**	**24**	**22**	**13**	**128**

2014 School   Laurel Dell Elementary

SBAC Mathematics Scale Score					
Row Labels	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	11	5	4	3	23
4	11	14	11	9	50
5	34	17	1	2	54
Grand Total	**56**	**36**	**16**	**14**	**127**

Data Analysis

Data	Key Findings
Demographics	• More students are qualifying for Free and/or Reduced Lunch than in the past 5 years • EO's have remained relatively constant over the past 4 years • Our Latino Population continues to grow steadily
ELA	• Except in 5th grade, our Re-designated students have the highest SRI Scores • Per SRI Data (Reading Comprehension), our EO's are on average Proficient in 3rd, 4th and 5th grade • Per SRI Data (Reading Comprehension), our ELL's are on average Below Basic in 3rd, 4th and 5th grade • 27% of all of our students met or exceeded the SBAC LA standards
Math	• We need more math data to review • 25% of all of our students met or exceeded the SBAC MA standards Only 3 5th grade students or 1% met or exceeded standards according to the Math SBAC
EL Data	• Except in 5th grade, our Re-designated students have the highest SRI Scores • All but 3 students who have been in our school system for 6 years are no longer Language Learners • 24% of our students made at least 1 years growth on the CELDT • 50% of the students stayed flat and did not gain or lose a year of growth • 23% of the students dropped one or more levels
Climate/Culture	• We are documenting Tier I, Tier II and Tier III interventions per PBIS • The monthly life skills are being emphasized and the monthly video of our students showcases our students cultural and behavioral achievements • Playworks has created structures and routines for play during recess and lunch that foster student led negotiation and problem solving • Playworks Junior Coaches monitor the structured games and play to encourage participation and reinforce positive student interactions

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, 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 FOCUS POINTS

- Common Core aligned units of instruction will include all components as identified by the district and undergo a review process prior to placement in the district, online repository.
- Full implementation of Common Core math standards:
  - · K-5 *Every Day Math* CCSS
  - · K-12 Implementation of Math Practices
- Gain a deeper understanding of new ELD 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); course descriptions will be developed based upon this pacing guide.
- Maximize bell-to-bell instructional time

COMMON CORE STATE STANDARDS *Essential Shifts in instruction*

Shifts in English Language Arts/Literacy		Shifts in Mathematics	
1 **Balancing Informational 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 with simple calculations. Teachers structure class time and/or homework time for students to memorize, 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 the math.
5 **Writing from Sources**	Writing emphasizes use of evidence from sources to inform or make an argument	5 **Application**	Students are expected to use math and choose the appropriate concept 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
7	From grade span → grade level

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, 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 Biegs 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: SEAL Coach will support the implementation of the SEAL model for our Transitional Kinder, Kinder, and 1st grade classrooms.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16, on campus 2.5 days a week	1. SEAL Coach	50% of annual salary	--	LCAP

Action Step 1.1.2: Quarterly SRI and DIBEL's administration

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sep, Dec, Mar, May	Classroom Teachers	Salary	--	General Funds

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
1.Bi-Monthly PLC ELD Focus	1. Certificated Staff	1. Salary	1.	1. Salary
2.Bi-Monthly GLAD Coaching	2. GLAD Consultant	2.Consultant Fees	2. $7,000	2. Title I
3. Sub Release days	3. Admin Assistant	3. Sub release days	3. $6,000	3.Title I

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
8/15 through 6/16	Classroom Teachers before and afterschool	Materials and Supplies	$8,000	Title I and Title III

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Classroom Teachers implementing board adopted Everyday Math program	Salaries		General Fund

Action Step 1.2.2: Set a goal for implementation of math assessments

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Classroom Teachers administering chapter and unit assessments	Salaries		General Fund

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
8/15 through 6/16	1.Classroom Teachers using GLAD strategies within mathematics instruction 2.ITeams teachers will integrate the Science based lessons in the classrooms	1.Salaries 2. Sub Release Days		1.General Fund 2. CAMS Grant

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 during the February Break and April Break.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Mid-Winter and Spring Breaks	3 teachers per session	Hourly Certificated Costs LEAP Support Staff Materials and Supplies	$600 per week $400 Per Week $200 Per Week	LCAP Mini Grant

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
4/16 Through 5/16	3rd, 4th, 5th Grade and Special Education Teachers			General Fund

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
8/15 through 6/16	Classroom Teachers will implement 2 Project Based Assessments throughout the year	Release Days for Assessment Evaluation	$1,000	Title I

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
8/15 through 6/16	Site Leadership teams meet with quarterly to analyze SRI,DIBELS and PBA Data			General Fund

Goal 2.0: *Staff Support – Provide the professional development necessary to support our goals.*

Strategy 2.1: Teachers will participate in district-provided professional development.

Action Step 2.1.1: Project GLAD--Classroom teachers meet every other month with GLAD consultant/coach. The consultant will meet with our grade level teams every other month for a two-hour block to receive support on how to plan, create, and implement thematic common core aligned units.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	GLAD Consultant	Sub Release days	$7,000	Title I

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. Release days offered for grade levels to create thematic units ever 6-8 weeks.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Teachers	Sub costs	$6,000	Title I

Action Step 2.2.2: Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies during monthly PLC Meetings.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Principal			General Fund

Strategy 2.3: Classified staff will participate in district-provided professional development.

Action Step 2.3.1: Instructional Aides, campus supervisors, food services and all classified staff participate in sexual harassment training.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	All classified staff			General Fund

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: Administrative Assistants and Community Liaisons will attend district offered workshops and professional development sessions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Administrative Assistants and Community Liaison			General Fund

Action Step 3.1.2: Admin Assistant and community liaison will communicate current information to families regarding instructional programs, student services, LCAP, and district initiatives.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Community Liaison	Annual Salary	$20,000 General Fund and $20,000 Title I	Title I and General Fund

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

Action Step 3.2.1: Teachers and staff will implement the PBIS model by emphasizing the monthly life skill, use the positive rewards system, and the new pink and red card discipline.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	PBIS team and school counselor	Materials and Supplies	$400	PTA

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. This data will drive where the leadership team will put an emphasis on programmatic changes for the upcoming school year.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
May 2016	Community Liaison and Site Principal			

Action Step 3.3.2: ELAC—families will meet on a monthly basis to assess school programs and to engage with any upcoming initiatives: SBAC, Common Core, PBIS, Report Cards, ETC.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15 through 6/16	Community Liaison sets up and runs monthly meetings	Snacks and Childcare	$500	PTA

Categorical Allocations

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

Federal Programs		Allocation
☒	**Title I, Part A: Allocation (Resource 3010)** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$11,077
☒	**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).	$385
☒	**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)	$1,108
☒	**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	$NA
☒	**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	$10,107
☐	**Other federal funds**	$
	Total amount of federal categorical funds allocated to this school	$22,677

2015 – 2016 Categorical Budget

Date of this Revision	November 13, 2015

Funding Resource	14-15 Carryover	15-16 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	$13,370	$11,077	$9,676.41	$5,785.76	--Project GLAD consultant fees --Materials and Supplies	$18,661.24
Title I, Parent Involvement	$1,050	$385			--Translation for Charla Café's, PTA and end of year meetings	$1,435
Title I, Professional Development	$3,220	$1,108			--Project GLAD Consultants	$4,328
Title III, Immigrant	$153	NA			--Translation services	$153
Title III, LEP	$1,572	$10,107		$7,399.95	--Certificated Hourly intervention services before and after school --Translation Services --ELL intervention Program purchases	$11,679
Total	$19,365	$22,677		$13,185.71		$36,256.24

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)

Laurel Dell
Policy for Parent Involvement in the Education of Their Children

Laurel Dell recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.

2. Parent involvement in their children's education improves student achievement.

3. Parent involvement in children's education is more important to student success than family income or education.

4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.

5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.

6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Laurel Dell believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

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.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

* = 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.

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in the fall at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic

achievement. Parents will also receive a description of the services provided to children participating in the Title I program.

- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.
The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the Elementary and Secondary Education Act (ESEA), Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:

- State Content Standards and achievement goals all students are expected to meet.
- The requirements of Title I
- How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
- Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..

- Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:

- Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
- Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
- Become knowledgeable about parent rights as specific in California statutes and in ESEA, Title I, Part A.

3. To further the goal of effective parent involvement, **school staff** will:
- Examine and adopt model parent involvement program
- Work with and support a parent group for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
- Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and English Learner Advisory Committee.
- Form alliances with community-based agencies and businesses outside of the school to connect families, in need of assistance, to appropriate services.
- Provide other support and services as required by parents.

Accessibility

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.

2015-2016 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	60 Daily	Everyday Math
ELD & Interventions	30 Daily	Houghton Mifflin
PE	100 Weekly	
Science	150 Weekly	Harcourt-Integrated with LA
Social Science	150 Weekly	Scott Foresman-Integrated with LA

Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	60 Daily	Everyday Math
ELD & Interventions	30 Daily	Houghton Mifflin
PE	100 Weekly	
Science	150 Weekly	Harcourt-Integrated with LA
Social Science	150 Weekly	Scott Foresman-Integrated with LA

Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	60 Daily	Everyday Math
ELD & Interventions	30 Daily	Houghton Mifflin
PE	100 Weekly	
Science	150 Weekly	Harcourt-Integrated with LA
Social Science	150 Weekly	Scott Foresman-Integrated with LA