

Venetia Valley 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 to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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: Juan Rodriguez, Principal

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E-mail Address: jrodriguez@srcs.org

County-District School (CDS) Code: 21-65458-6024772

Date of this revision: January 2016

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Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on 1/12/16.

Attested:

Juan Rodriguez
Typed name of school principal

Signature of school principal

Date

Maria Elena Guevara
Typed name of SSC chairperson

Signature of SSC chairperson

Date

School Site Council Membership

School: Venetia Valley Elementary

School Year: 2014-2015

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Juan Rodriguez	X				
Erica Wheeler		X			
Kim Press		X			
John Seligman		X			
Evelyn Diaz				X	
Patricia Rodriguez				X	
Maria Elena Guevara				X	
Renee O'Hare				X	
	1	3	0	4	

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

Governance and Funding

1. The School Site Council will hold nine meetings in the 2015-2016 school year.
2. At Venetia Valley School, 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
 - ☒ ASES, (After School Education & Safety)
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
 - ☒ Site Advisory Councils: (X) Title I (X) ELAC () PTA () Other: _____
 - ☒ District Advisory Committee: (X) LCAAP PAC (X) DELAC () DAC/Title I
5. At Venetia Valley School, 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:

<input checked="" type="checkbox"/> Budgets (expenditures)	<input checked="" type="checkbox"/> PAFs (Personnel Action Forms)
Field Trip Forms	<input checked="" type="checkbox"/> Requisitions
Capital Outlay	<input checked="" type="checkbox"/> Conference Reports
7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
 - ☐ Check here if none received

Venetia Valley Elementary

Mission Statement

Venetia Valley School's PreK-8 **I CAN University** mission is to: build a professional student culture; strengthen student and community engagement; and offer a rigorous, college, career, and community readiness academic program, celebrating bilingualism, the arts, and 21st century skills (communication, collaboration, creativity and critical thinking).

School Description

Venetia Valley School's mission is to prepare all students with the character skills and academic foundation necessary for success in college, career, and life.

Venetia Valley School is a TK-8 school located in Northeast San Rafael near the Marin Civic Center. It serves the communities of Santa Venetia, as well as students from other parts of San Rafael. Parents are active participants in the school's programs and the education of their children. Through donations from our PTA, students are fortunate to participate in enrichment classes such as music, garden, dance and drama. The students in Grades TK-4 are in self-contained classrooms. The students in 5th grade and middle school receive instruction in a departmentalized setting. Venetia Valley is designated as Title I, school wide. The population is 734 students: Hispanic/Latino 81.1%, White 9%, Asian and American 4.7%; African American 2.6%; all others comprise 2.6%. 54.4% of the students are English Learners; 77.5% are eligible for free and reduced price lunch. Students at Venetia Valley develop an understanding of different backgrounds, learn to function in a multicultural, multiethnic environment and are prepared to excel in our diverse community.

Description of School Programs

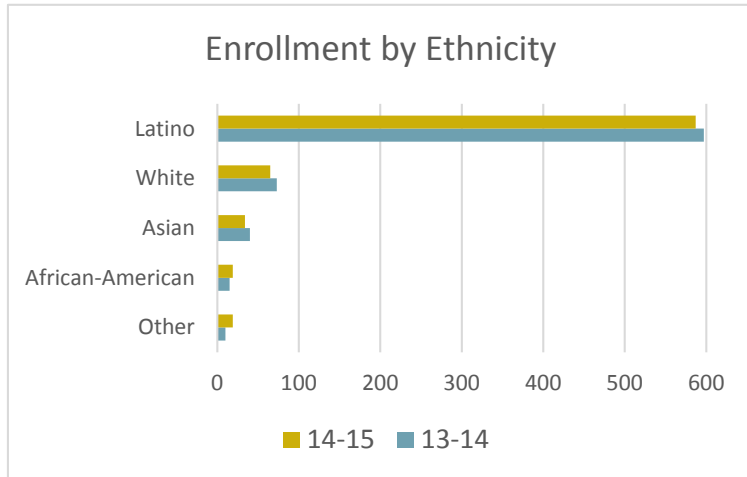
Venetia Valley School offers:

- A thematic, integrated Common Core classroom program based on Board approved texts and research driven practices.
 - Balanced Literacy Block (2nd-5th grade)
 - GLAD Strategies
 - SEAL Thematic Units
- Daily English Language Development (ELD) instruction TK-8;
- Biliteracy Program with instruction in Spanish (80%) and English (20%) for PreK-1st students.
- Biliteracy Program with instruction in Spanish (70%) and English (30%) for 2nd grade students. As the program develops 3rd grade students will have instruction in Spanish (60%) and English (40%), and by 4th grade the program will be 50% in Spanish and 50% in English.
- Schoolwide AVID program to support all students in their organization and study habits to prepare them for future academic and professional endeavors.
- Socio-Emotional support:
 - Tier 1:
 - PBIS and a school-wide character trait program
 - First 20 Days of School Plan to set expectations and foster growth mindset
 - Professional development for teachers on classroom set-up and systems
 - Monthly assemblies
 - Family Center Resources
 - Tier 2 and 3:

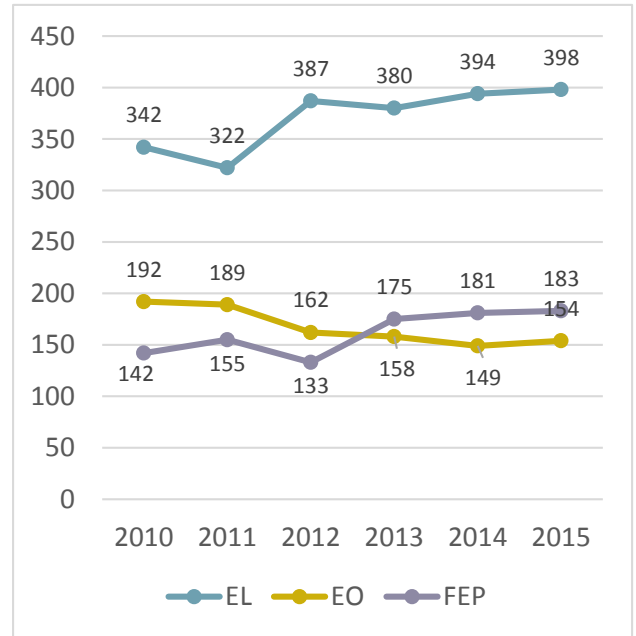
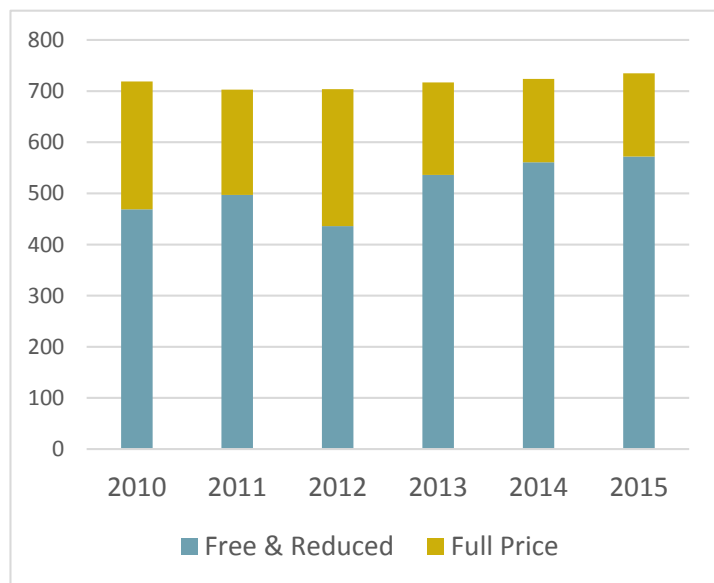
- Counseling – 1 full-time counselor and 2 part-time counselors from a partnership with Community Mental Health
 - Restorative Justice Program
 - Part-time therapist through a partnership with Seneca
 - Small social group work with elementary students
 - Sunnyhills social-emotional learning program for targeted middle school students
- Intervention programs
 - Intervention with credentialed teachers for struggling readers, grades 1-4;
 - Intervention support classes in ELA and Math, grades 6-8;
 - Read 180, grades 2-5;
 - English language development (ELD) small group instruction for elementary school newcomers;
 - Leveled math instruction for 8th grade students (Math 8 and Algebra classes - pathways to high school math based on CCSS)
 - Afterschool intervention for targeted k-2nd graders;
 - Teacher-led small group reading intervention for k-3rd struggling readers after school
 - Homework club for targeted middle school students with credentialed teachers
 - Partnership with Experience Corps and Marin School Volunteers to target elementary school students in need of literacy support
- Enrichment programs:
 - Music (2nd – 8th)
 - Physical Education (6-8th with PE teacher and tk-5 with Playworks Coach)
 - Garden (K-5th) with garden specialist
 - Library (Tk-8th)
 - Partnership with SF Opera (k-3rd)
 - Drama partnership with Marin Theater Company (k-8th)
 - Field trips for each grade level
 - LEAP program, grades 1-4;
 - Crossroads enrichment program for middle school students (collaboration with Marin Academy / Aim High and Davidson Middle School)
 - Parent coordinated enrichment classes (dance, cooking, chess, drama)
 - Athletics program for middle school
 - Playworks program for elementary students interested in athletics
 - Leadership group in partnership with Rodef Sholom
- Family Engagement programs, including:
 - Family support and advocacy in the VV Family Center with an on-site bilingual Family Advocate, Family Support Specialist, and Family Center Coordinator
 - Volunteer Workshop for incoming Kinder families in the summer;
 - Monthly Charla Cafes to share school updates with families
 - Bilingual Family Literacy Workshops for PreK-3 parents and families (Familias Unidas - 10 week sessions);
 - Adult Technology Classes (through partnerships with Canal Alliance)
 - Annual International Potluck Night
 - Annual International Story Night
 - Annual Welcome Night to help families complete enrollment forms

- Monthly weekend story telling for Tk-3rd and perspective families
- Family outdoor outings through a partnership with National Parks and Recreation

Data



Demographic Characteristics 14-15	Venetia Valley	District
Enrollment	735	4,756
English learners	54.1%	43%
Free / Reduced Lunch	77.8%	63%
Fluent English Proficient	24.9%	16.2%

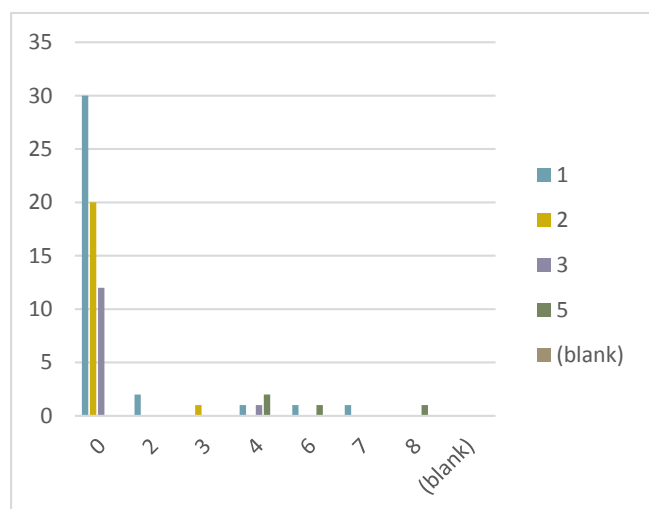


EL Program Data

School	Venetia Valley
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14-15 CELDT Overall Score						
Years in US Schools	1	2	3	4	5 (blank)	Sub Total
0	43	15	15	4		77
1	5	12	27	18	2	64
2	5	17	33	24	5	85
3	2	8	26	13		49
4	2	1	21	14	3	41
5	1	1	8	13	8	31
6	3	1	4	9	6	23
7	1	2	7	8		18
8		1	2	2		5
9				1		1
Sub Total	62	58	143	106	24	394

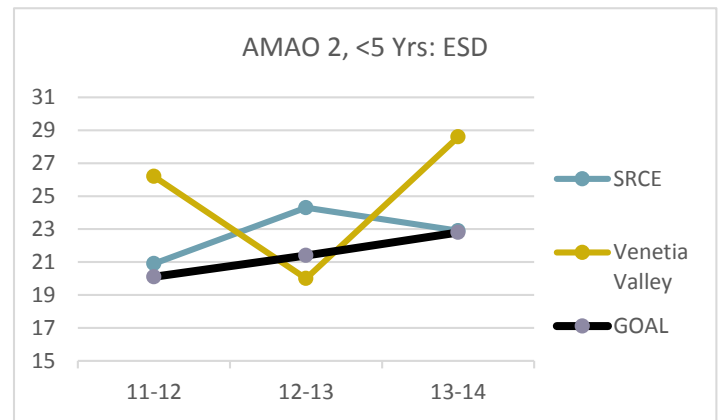
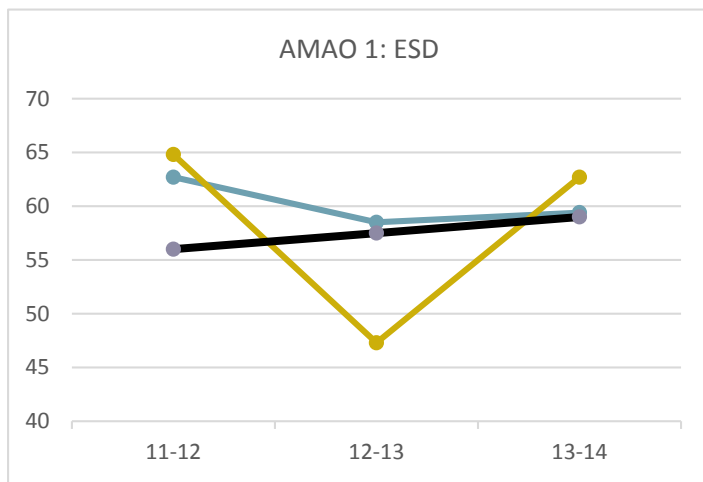
2015-16 Overall Scale Score	Column Labels				Grand Total
Grade	1	2	3	5	
0	30	20	12		62
2	2				2
3		1			1
4	1		1	2	4
6	1			1	2
7	1				1
8				1	1
Grand Total	35	21	13	4	73



2014 School Venetia Valley Elementary

Average of SRI March 2015	Column Labels						Grand Total
Row Labels	E	I	L	R	T	#N/A	
3		598.6	357.7	607.7	0.0		466.7
4		684.7	466.2	755.0			607.5
5		964.8	550.7	857.8			770.7
6		1021.8	605.0	555.8	900.0		805.7
7		398.0	554.3	875.6			770.5
8		1208.1	374.0	1029.9			1008.0
Grand Total		819.3	605.0	471.0	871.4	0.0	717.6

Average SRI Lexile by Grade and CELDT Score								
14-15 CELDT Overall Score	2	3	4	5	6	7	8	Average
1	259	65			186			170
2		157	75	306	273	162		185
3	169	340	420	460	486	528	532	379
4	312	505	544	612	632	639	269	509
5	482		548	652	782			648
(blank)	147							147
Average	272	362	467	564	591	536	374	445

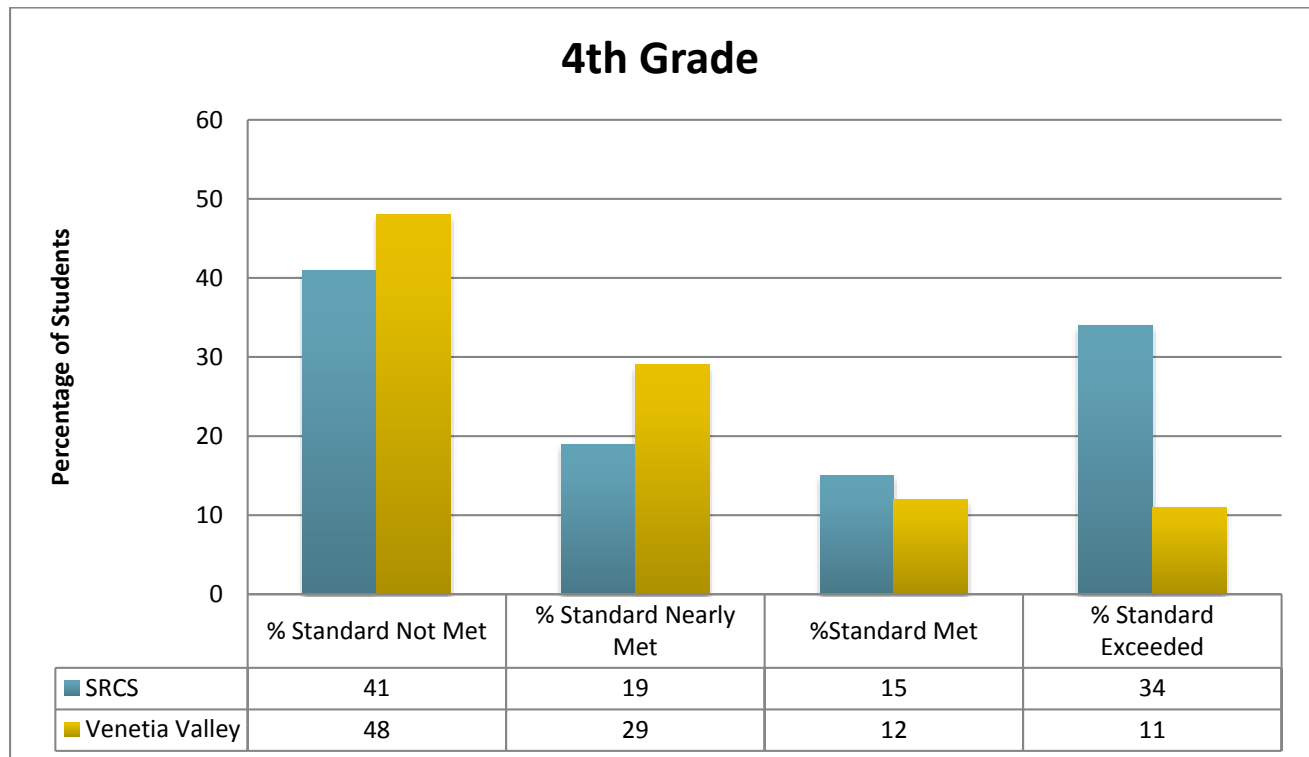
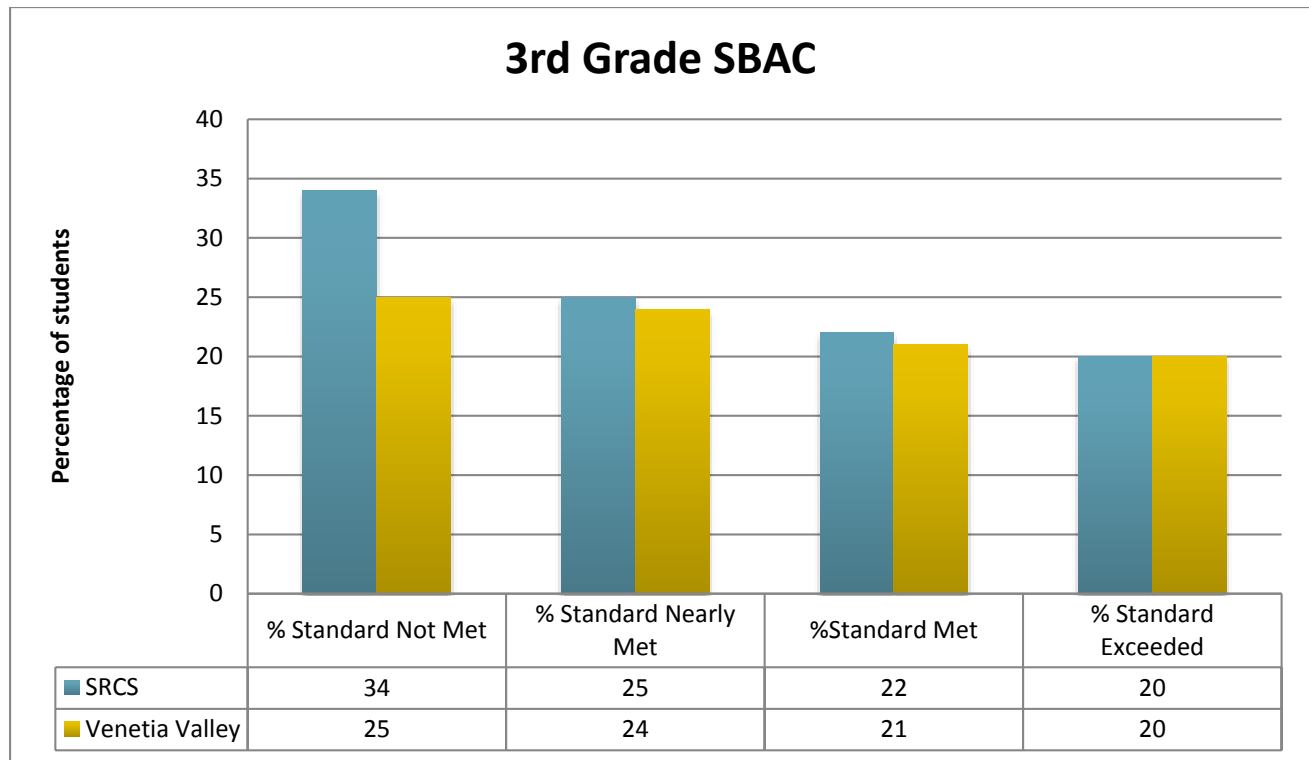


2014 School Venetia Valley Elementary

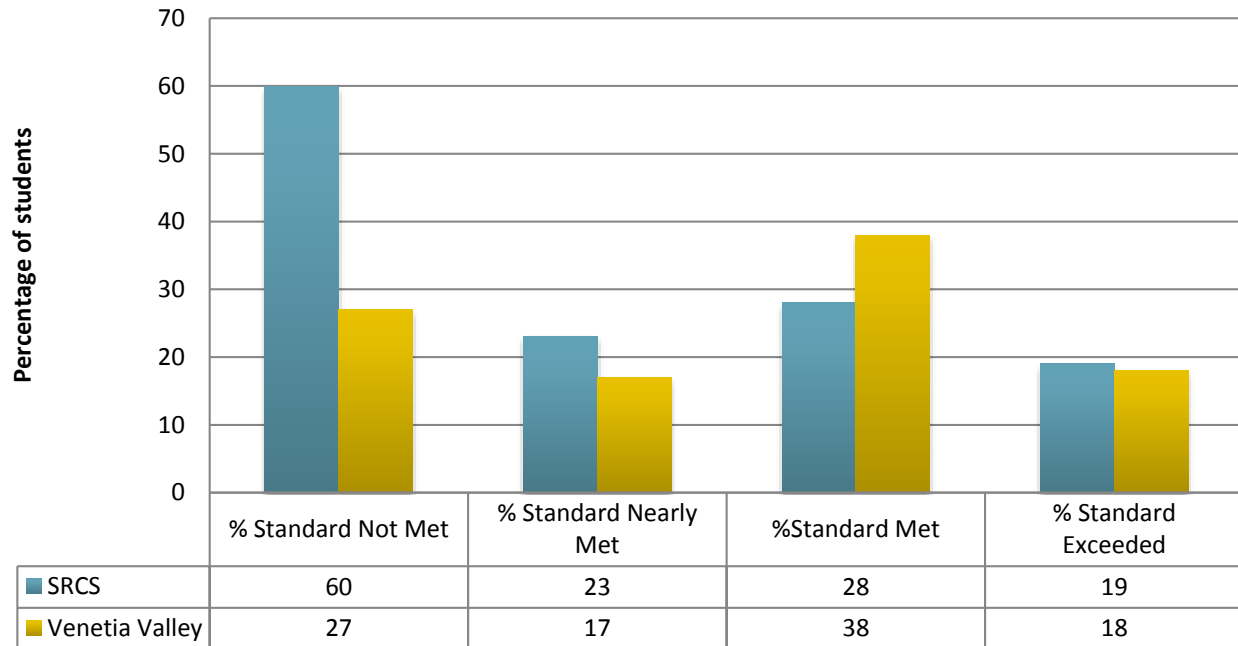
SBAC ELA/Literacy Scale Score					
Grade	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	30	20	18	17	85
4	36	23	16	8	83
5	19	12	31	13	75
6	24	27	31	4	86
7	27	21	14		62
8	8	17	22	10	57
Grand Total	144	120	132	52	448

2014 School Venetia Valley Elementary

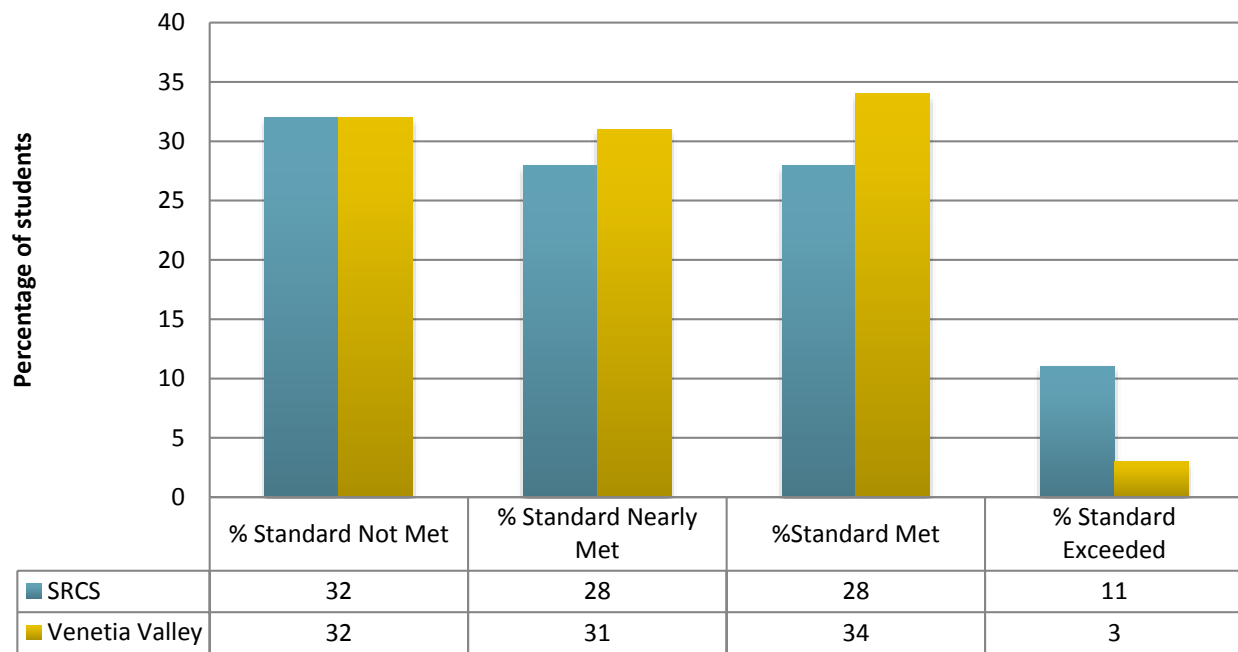
SBAC Mathematics Scale Score					
Grade	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	27	27	21	10	85
4	24	33	19	7	83
5	37	23	6	10	76
6	43	28	11	4	86
7	28	28	5		62
8	15	23	8	11	57
Grand Total	174	162	70	42	449



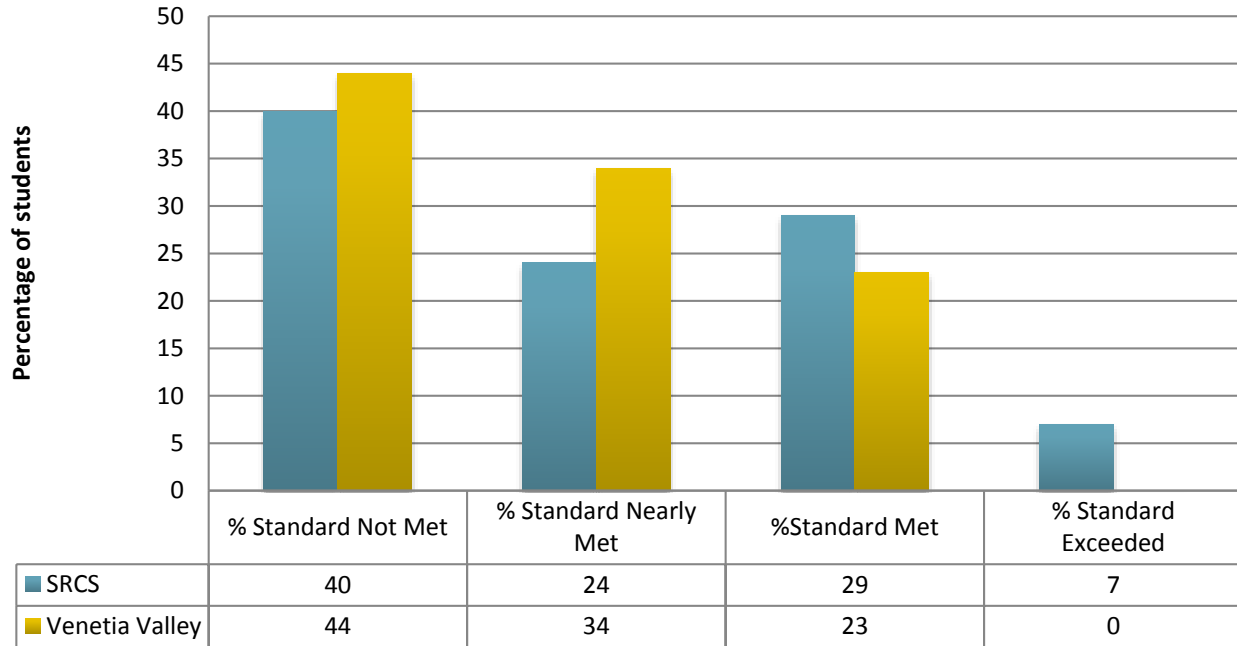
5th Grade



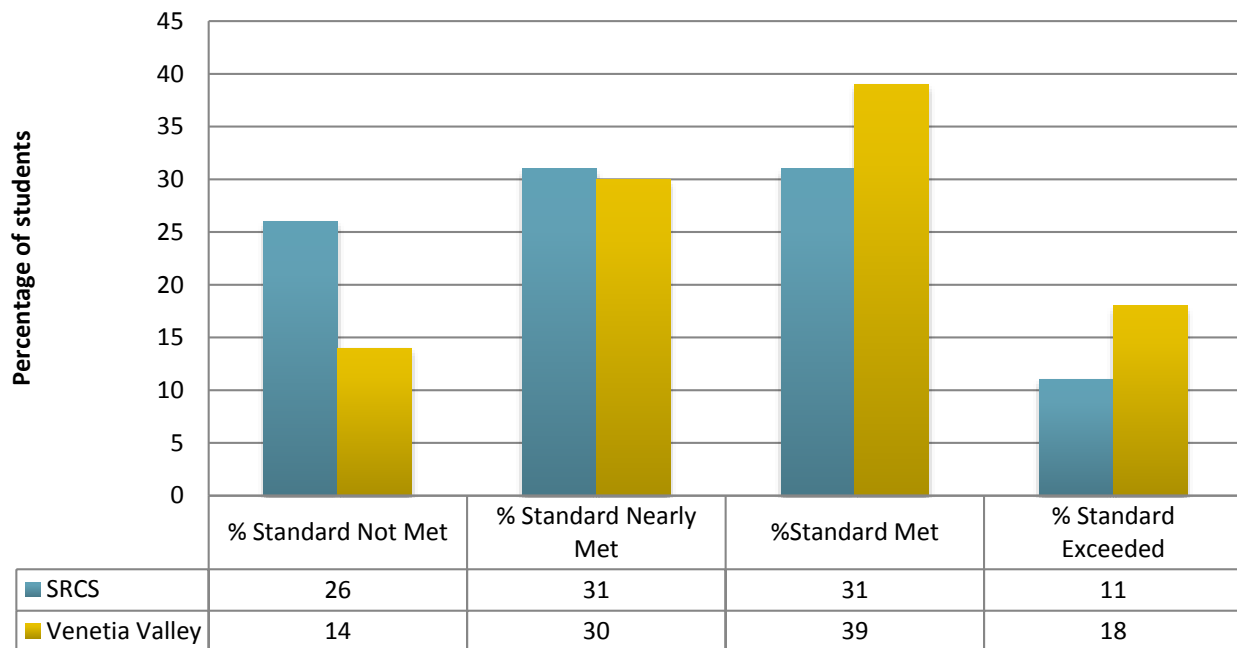
6th Grade



7th Grade



8th Grade



Analysis of Data

Data	Key Findings
Demographics	The decline in White student enrollment continues, down to 9% in 13-14 from 14.5% in the 12-13 school year. However, the image of the school is changing in the local community; more neighborhood families participated in Kindergarten tours in the last two years. Overall, school enrollment has been steady at approximately 720 over the last five years.
EL	<ul style="list-style-type: none"> • The number and percentage of ELs has increased over the last four years. • At the same time, there has been a similar increase in the number of fluent English proficient (FEP) students in the last four years. • There has also been a decrease in the number of English Only students over the past five years. • More in-depth analysis of current CELDT scores indicates that ELs are making adequate progress in their acquisition of English (according to national research trends.) • However, closer analysis of CELDT domain averages by time in US schools demonstrate that the lowest domain is Reading. Since this trend is observed more clearly in long-term ELs, this indicates a need to focus on academic language development across all core content areas.
ELA	<p>Reading</p> <ul style="list-style-type: none"> • In the 2014-15, 55% of students in grades 2-5 met or exceeded benchmark targets on the 2nd trimester (Winter) Dibels assessment for reading fluency (WCPM). In contrast, 21% of students in grades 2-5 performed at the proficient or advanced levels on the 2nd trimester (Winter) Scholastic Reading Inventory (SRI) <p>SBAC</p> <ul style="list-style-type: none"> • 2015 ELA SBAC data revealed areas of strength as well as a few key areas for growth. • The 3rd grade data showed Venetia Valley students meeting mastery at a greater percentage than the district average. The 4th grade data however revealed that Venetia Valley was performing behind the district. With a significant percent (29%) scoring “Standard Nearly Met” much emphasis has been placed on these students who need targeted instruction to improve their reading and writing performance. • The 5th grade data supports the implementation of the balanced literacy block in the upper elementary classrooms. The 5th graders at Venetia Valley significantly outperformed the district. While the district had 83% of students (60% + 23%) not meeting or nearly meeting the ELA standard, Venetia Valley had 44% (27% + 17%). There is still room for growth however, and the 5th grade teachers have taken strategic steps to further differentiate their instruction and ensure all students are practicing the rigorous content at their individual reading levels. Teachers are also ensuring that students have more opportunities to practice performance based tasks so that they are more comfortable with the SBAC expectations. • The middle school data closely mirrors the district averages for 6th and 7th grade. The middle school teachers have devoted significant PLC time to finding ways to better differentiate their instruction and address the range of reading levels within any given classroom. • The 8th grade data was strong. With 57% of students scoring “Standard Met” (39%) or “Standard Exceeded” (18%) compared to the district’s 42% (31% + 11%).

	<ul style="list-style-type: none"> The middle school data reflects a need for further differentiation within the classroom. In addition to focusing on differentiation, teachers have committed to developing plans to provide students with more performance based tasks to ensure they are more comfortable with the SBAC expectations. <p>Data Use</p> <ul style="list-style-type: none"> Admin team supports grade levels in the practice of analyzing data and creating instructional support systems to enhance learning. The RTI model is implemented from the assessment loop data and includes review of DIBELS, Fountas and Pinnell, SRI, and Core Phonics. Common strategies to enhance instruction include: GLAD, Close Reading, Intervention through Universal Access within the classroom. Data results communication occurs through grade level discussion, SST's, PLC's and ILT's. External communication of data occurs with the Design Team, P3 Partner Schools, Presentations to the Board of Trustees, and stakeholder groups.
Math	<ul style="list-style-type: none"> All K-5 teachers use the District-adopted math program, Everyday Mathematics new Common Core edition. Students are assessed through the program's Unit tests, Exit Slips and Open Responses as well as the Aquity Benchmarks.
Climate/Culture	<p>Schoolwide focus on common systems and cultural competency</p> <ul style="list-style-type: none"> Implementation of PBIS model Tier 1 & Tier 2 Schoolwide focus on three standards of conduct that define a professional student: 1) Show respect; 2) Make good decisions; 3) Solve problems Schoolwide monthly character traits with connection to classroom/academics and real-world experiences, and a monthly assembly Monday gathering/announcements to highlight monthly character traits and recognize student achievement Classrooms have adopted college names and teachers refer to students by their college and their graduation year. Development of site Cultural Proficiency Plan, participation in Equity Learning Walks, and administration of Social Emotional screener through MCF PreK-3 initiative. <p>Parent Engagement</p> <ul style="list-style-type: none"> Literacy support from Parent Services Project in Raising a Reader engage parents in literacy efforts to support their children at home and focus on oral language, retell, family stories, and routines in the home Family literacy workshops and curriculum/technology "nights" Family center invites parents to volunteer in classrooms and with classroom projects. Teachers participated in a family engagement training hosted by the Family Center. The goal was to establish a strong classroom and family partnership. Family Center Staff and Community Liaison meet weekly with community partners and the school counselor to check progress towards goals on their strategic plans. Monthly story time provides parents an opportunity to share and engage with literature with their lower elementary students. Host monthly "Charla Café," – administration and parent informal meetings.

	<p>Pre K Alignment-Horizontal alignment at Pre K level</p> <ul style="list-style-type: none">• Partners: Old Gallinas, and Head Start• Pre-K participates in Learning Walks and articulation meetings to align best practices and ensure a smooth transition for students from preschool to kindergarten.
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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	
1 Balancing Informational and Literary Text	Students read a true balance of informational and literary texts.
2 Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
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.
4 Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
5 Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument
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.

Shifts in Mathematics	
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 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 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 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 Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
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, 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: CCSS Implementation SEAL Coach will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science and ELD integration.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Principal	1)Sub release days 2)Materials and supplies	\$4,922 \$2,000	Grant Title I
8/15-6/16 Weekly Push in	Common Core Literacy Coach	Annual Salary 60% of Annual Salary	\$45,000	Grant

Action Step 1.1.2: Biliteracy teachers will deliver research-based instructional practices to develop literacy in Spanish.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Four times a year	Administration Classroom Teachers	Supplies and materials	\$8,000	LCFF funds

Action Step 1.1.3: Administration of quarterly Fountas & Pinnell, SRI, CORE Phonics, literacy assessment, distribution of results, and monitor student progress

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Two times a year	Common Core Literacy Coach Classroom Teachers	60% Annual Salary Sub Release Days Materialsand Supplies	\$45,000 \$4,922 \$2,000	Grant Title I Title I

Action Step 1.1.4: Classroom teachers will participate in weekly planning with the curriculum coach. Integrate Common Core Standards into content instructional units.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Common Core Literacy Coach	60% of annual salary	\$45,000	Grant
	Grade level teams (2nd-5th)	Sub release days	\$4,922	Title I

	SEAL Coach (Tk-3rd)	50% of annual salary	\$15,000	LCFF
Action Step 1.1.5: 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
8/15-6/16	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
8/15-6/16	SEAL Coach	50% Annual Salary	\$50,000	LCFF
8/15-6/16	Tutoring/Intervention Specialists	50% Annual Salary	\$36,907.01	Title III
8/15-6/16	Instructional Assistants	Annual Salary	\$14,000	Title III
Action Step 1.1.6: Classroom teachers will participate in professional development to deliver daily designated ELD instruction				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	SEAL Coach	50% Annual Salary	\$50,000	LCFF
8/15-6/16	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
Action Step 1.1.7: Instructional staff will participate in classroom observations focused on guided reading.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
8/15-6/16	Administration	Salary		General Fund

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 teachers	Manipulatives and Grade Level Meeting materials	\$2,000	Title I
8/15-6/16	iTeam	Stipends	\$0	LCFF
	Classroom Teachers	Sub Release	\$4,922	Title I
		Materials	\$2,000	Title I
Action Step 1.2.2: Implementation of Every Day Math assessments				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Unit and quarterly	Classroom Teachers	Materials	\$2,000	Title I
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
8/15-6/16	Classroom teachers	Release Days for Professional Development	\$4,922	Title I
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
1/16-6/16	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
	Tutoring & Intervention Teachers	Salaries	\$40,000	LCFF
Action Step 1.2.5: Instructional staff will participate in classroom observations focused on differentiated math centers.				
Timeline	Administration	Related Expenditures	Estimated Cost	Funding Source
1/16-6/16	Classroom Teachers	\$0	\$0	N/A

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 Acuity and Everyday Math district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Administration	Sub release days	\$4,922	Title I
Quarterly	Classroom Teachers	Materials and supplies	\$2,000	Title I

Action Step 1.3.2: Teachers will collaborate in the creation of a math planning template to support the needs of all learners.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	ILT grade leaders		\$0	
	Classroom Teachers	Sub release days	\$4,922	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
8/15-6/16	Administration	0	0	N/A
	Classroom Teachers	Sub release days	\$4,922	Title I

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

Strategy 2.1: Teachers will participate in site, district and Marin Community Foundation (MCF) grant funded professional development.

Action Step 2.1.1: All teachers will participate in on-going MCF professional development with one or more of the following: First Schools; Data Loop Workshops; Cultural Proficiency; ELA planning and Data Analysis

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Administration	Sub release days	\$4,922	Title I
8/15-6/16	SEAL Coach	Supplies and materials	\$2,000	Title I

Action Step 2.1.2: PreK – 3rd grade teachers will participate in on-going SEAL training

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	PreK – 3 rd grade teachers	Sub release days	\$5,000	LCFF
	SEAL Coach	Supplies and materials	\$8,000	LCFF

Action Step 2.1.3: Teachers & parent leaders will attend the California Association of Bilingual Education Annual Conference to receive professional development to support the academic and linguistic needs of English Language Learners

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Common Core Literacy Coach	Sub release days	\$4,922	Title I
8/15-6/16	Administration	Supplies and materials	\$2,000	Title I

Action Step 2.1.4: UC Berkeley History and Social Studies Project with Phylis Goldsmith

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Classroom Teachers	0	0	N/A

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
8/15-6/16	Classroom Teachers	Sub Release days	\$4,922	Title I
		Supplies and materials	\$2,000	Title I

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Administration	0	0	N/A
	Classroom Teachers	0	0	N/A

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

Action Step 2.3.1: Instructional Aides will collaborate with teachers to support student achievements

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
3/15	Instructional Aides	Salaries	\$14,000	Title I

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: The Family Center staff participated in two full day professional development experiences to strategically plan for 2015-2016 school year and determine goals, priorities and strategies to increase internal effectiveness and strengthen family engagement and community partnerships.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
7/9/2015 8/4/2015	Two Family Center Advocates, The Family Center Coordinator, The Community Liaison, The Principal	Salaries	\$80,000	Grant

Action Step 3.1.2: The teachers participated in a family engagement training session, hosted by our Family Center staff, to prepare them for building and sustaining strong family partnerships for the 2015-2016 school year

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/18/2015	Classroom Teachers	Materials and supplies	\$3,000	Grant

Action Step 3.1.3: The Family Center coordinator and Kindergarten teacher participated in cultural proficiency trainings to ensure the use of welcoming and culturally competent practices within The Family Center and throughout the school

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
10/14/2015 10/15/2015	Family Center Kindergarten Teacher	Sub release days Professional Development	\$80,000 \$5,000	Grant Grant

Action Step 3.1.4: The Family Center staff, community liaison, afterschool partner meet weekly with community partners and the school counselor to check progress toward goals on their strategic plans, as well as ensure efficient and effective practices are in use.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
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08/2015 – 06/2016	Two Family Cneter Advocates, The Family Center Coordinator, The Community Liaison, The Principal, the Vice-Principal, Afterschool Partner, School Counselor, Community Partners	Salaries Materials and Supplies	\$80,000 \$3,000	Grant Grant
Action Step 3.1.5: The Principal and Family Center Coordinator participated in Equity Walk with external consultant to evaluate the school environment with a welcoming, inclusivity, and cultural proficiency lens.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
01/20/2016	Principal, Family Center Coordinator, External consultant	0	0	N/A

Planned Improvements in Student Performance in Mathematics

District Goal	Support College & Career Readiness for all students while transitioning to Common Core State Standards (CCSS) for Mathematics.	
School Goal	All teachers will <ul style="list-style-type: none"> · Know, understand, and recognize the instructional implications for the six shifts in Mathematics and the eight Standards for Mathematical Practice (SMPs) · Address differences between 1997 standards and CCSS (crosswalk) and shift instruction to the new standards · Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standards 	
Rationale & Evaluation	The six shifts indicate curricular materials and instructional practices required to achieve full implementation of CCSS. The SMPs describe important mathematical proficiencies that students at all levels should develop. Teacher understanding of the shifts and SMPs will be evidenced by classroom observations, student work, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback.	
Strategy	Articulation and Collaboration	
Action/Date <small>What specific actions will lead to the implementation of the strategy and achievement of the goal?</small>	Person(s) Responsible	Task <small>What small steps are needed to complete an action? Each action step may have multiple tasks.</small>
Professional Learning Communities <ul style="list-style-type: none"> · Grade Level PLCs · Vertical & horizontal articulation 	Teachers Principal Academic Dean (K-5) Vice Principal (6-8)	<ul style="list-style-type: none"> · Share math best practice · Examine student work · Analyze assessment data Refine instructional strategies based on learning outcomes
Site Professional Development <ul style="list-style-type: none"> · Aligned with district priorities 	Principal Teachers Academic Dean (K-5) Vice Principal (6-8)	<ul style="list-style-type: none"> · Co-facilitated by math teacher leaders · Topics generated by staff needs · Staff evaluation of effectiveness
Instructional Leadership Team <ul style="list-style-type: none"> · Redesigned for CCSS 	Principal Academic Dean	<ul style="list-style-type: none"> · Examine baseline math assessment data · Examine formative assessment data & grades · Observe math instruction across school and share out with school community · Develop CCSS communication plan for school community
Elementary & Secondary K-12 Math Teacher Leaders	Teachers Principal Vice Principal	<ul style="list-style-type: none"> · Attend targeted PD in math content · Develop leadership skills Support vertical articulation
Elementary K-5 District wide Grade Level Meetings	Teacher Leaders Principal Academic Dean	<ul style="list-style-type: none"> · All staff attend DWGL Meetings prepared · Deconstruct math practice standards Learn EDM online tools
Secondary 6-12 District wide Math Collaboration Meetings	Teachers Principal Vice Principal	<ul style="list-style-type: none"> · Targeted PD in math content · Teacher leadership development Plan CCSS-aligned lessons

Secondary 6-12 Department Meetings	Principal Vice Principal Department Chair Teachers	<ul style="list-style-type: none"> · Share math best practice · Examine student work · Analyze assessment data Refine instructional strategies based on learning outcomes
Classroom Observation	Principal Academic Dean (K-5) Vice Principal (6-8)	<ul style="list-style-type: none"> · Site leadership and teachers conduct regular, brief, informal observations (walk-throughs) of math instruction “Learning Walks”
Date Approved by School Site Council:		1/12/16

Planned Improvements in Student Performance in ELA

District Goal	Support College & Career Readiness for all students while transitioning to Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects	
School Goal	All teachers will <ul style="list-style-type: none"> · Know, understand, and recognize the instructional implications for the six shifts in English Language Arts & Literacy · Address differences between 1997 standards and CCSS (crosswalk) and shift instruction to the new standards · Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standards · Incorporate guided reading into their daily balanced literacy blocks. · Utilize data to create flexible reading groups. 	
Rationale & Evaluation	The six shifts indicate curricular materials and instructional practices required to achieve full implementation of CCSS. Teacher understanding of the shifts will be evidenced by classroom observations, student work, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback. The use of data to create flexible reading groups will enable teachers to target a range of reading levels and learning needs. This differentiated instruction will enable students to access the CCSS and content standards at their instructional level, which will enable students to make measureable reading gains.	
Strategy	Articulation and Collaboration	
Action/Date <small>What specific actions will lead to the implementation of the strategy and achievement of the goal?</small>	Person(s) Responsible	Task <small>What small steps are needed to complete an action? Each action step may have multiple tasks.</small>
Professional Learning Communities <ul style="list-style-type: none"> · Grade Level PLCs · Vertical & horizontal articulation 	Teachers Principal Vice Principal Instruction and Curriculum Coach SEAL Coach	<ul style="list-style-type: none"> · Build CCSS-aligned thematic units that include Performance-Based Assessments · Develop yearlong plans Collect and examine student writing through lens of CCSS-aligned rubrics
Site Professional Development <ul style="list-style-type: none"> · Aligned with district priorities 	Principal Teachers Vice Principal Instruction and Curriculum Coach SEAL Coach	<ul style="list-style-type: none"> · Balanced Literacy Training at staff meetings · Weekly planning meetings around guided reading and balanced literacy (2nd-5th) · Literacy across content areas
Instructional Leadership Team <ul style="list-style-type: none"> · Focusing on CCSS 	Principal Vice Principal	<ul style="list-style-type: none"> · Analyze ELA data (SRI, grades, writing) · Observe ELA instruction
Routinely Analyze Data with Staff (Monthly Staff Meetings have a data analysis component)	Principal Vice Principal Instruction and Curriculum Coach	<ul style="list-style-type: none"> · Use current data to share-out with teachers · Empower teachers to identify trends, areas of success and areas for growth · Increased transparency

Develop School wide Writing Assessment System	Principal Teachers District PLC Coordinators	<ul style="list-style-type: none"> · PLCs formally examine student writing at least three times during the school year · Writing-related site PD Use genre-specific rubrics to examine student writing
District Literacy Leaders	Teachers Principal Vice Principal	<ul style="list-style-type: none"> · Literacy across content areas · Develop teacher leadership and collaborative practices Plan site level PD
Classroom Observation	Principal Vice Principal (6-8) ILT	Site leadership and teachers conduct regular, brief, informal observations (walk-throughs) of ELA instruction "Learning Walks"
Date Approved by School Site Council:		1/12/16

Planned Improvements in Student Performance in ELD

District Goal	Transition to the new English Language Development Standards with a focus on Speaking and Listening.		
School Goal	All teachers will understand <ul style="list-style-type: none"> · Instructional implications for the seven key shifts in English Language Development · Three modes of Communication: Collaborative, Interpretive, Productive · Levels of continuum in language development: Emerging, Expanding, Bridging, Lifelong Language Learning Teachers will build integrated ELD practices in all content areas.		
Rationale & Evaluation	The seven shifts indicate curricular materials and instructional practices required to achieve full implementation of CCSS. Teacher understanding of the shifts will be evidenced by classroom observations, student work, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback.		
Strategy	Articulation and Collaboration		
Action/Date What specific actions will lead to the implementation of the strategy and achievement of the goal?	Person(s) Responsible	Task What small steps are needed to complete an action? Each action step may have multiple tasks.	
Professional Learning Communities <ul style="list-style-type: none"> · Grade Level PLCs · Vertical & horizontal articulation 	Teachers Academic Dean (K-5) Vice Principal (6-8) Biliteracy Coach	<ul style="list-style-type: none"> · Integrate ELD standards in CCSS thematic units 	
Site Professional Development <ul style="list-style-type: none"> · Aligned with district priorities 	Teachers Academic Dean (K-5) Vice Principal (6-8) Biliteracy Coach	<ul style="list-style-type: none"> · Co-facilitated by EL teacher leaders · Build awareness of new ELD standards · Graphic Organizers across content areas 	
Instructional Leadership Team <ul style="list-style-type: none"> · Redesigned for CCSS 	Principal Academic Dean (K-5) Vice Principal (6-8) Biliteracy Coach	<ul style="list-style-type: none"> · Evaluate effectiveness of ELD instruction · Review CELDT data and ELSSA · Coordinate with Language Appraisal Team to monitor reclassified students 	
Elementary & Secondary K-12 District ELD Teacher Leaders	ELD Teacher Leaders Biliteracy Coach	<ul style="list-style-type: none"> · Attend district ELD PD and bring knowledge back to site (ILT, PLC, site PD) · Develop leadership skills and collaborative practices 	
Classroom Observation	Principal Academic Dean (K-5) Vice Principal (6-8) Biliteracy Coach	Site leadership and teachers conduct regular, brief, informal observations (walk-throughs) of ELA instruction "Learning Walks"	
Date Approved by School Site Council:		1/12/16	

Planned Improvements in Student Performance: Biliteracy

District Goal	Support College & Career Readiness for all students while transitioning to Common Core State Standards (CCSS), aligning curriculum with extended learning partners (PreK-8) and creating a communication/data loop	
School Goal <small>Goal should be precise, measurable and focused on identified student learning needs.</small>	Administrative team will <ul style="list-style-type: none"> · Provide ongoing training for extended learning partners to help them understand instructional implications for the key shifts in CCSS for Literacy, Math, and ELD · Support development of a common reporting system and ongoing collaborative meeting time to develop communication loop and review data with PreK and after school partners and VV teachers · Provide coaching and support for biliteracy program articulation and collaboration 	
Rationale & Evaluation <small>· What data did you use to form this goal? · What were the findings from the analysis of this data? · How will the school evaluate the progress of this goal?</small>	Alignment with extended learning partners will help VV extend and maximize the full benefits of implementing CCSS. A focus on biliteracy and extended learning opportunities will help VV reduce the current achievement gap and number of LTELs. Partner understanding of the shifts and implementation of aligned biliteracy curriculum will be evidenced by classroom observations, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback.	
Strategy <small>Methods/practices that will be used to reach the goal</small>	Articulation and Collaboration	
Action/Date <small>What specific actions will lead to the implementation of the strategy and achievement of the goal?</small>	Person(s) Responsible	Task <small>What small steps are needed to complete an action? Each action step may have multiple tasks.</small>
Professional Learning Communities <ul style="list-style-type: none"> · Extended Learning Partner PLCs (LEAP, GirlSmart, VV Childcare, Old Gallinas, Marin Head Start) · Vertical & horizontal articulation 	Teachers Principal Academic Dean Biliteracy Coach	<ul style="list-style-type: none"> · Integrate Literacy, Math, and ELD standards in CCSS thematic units Integrate and align biliteracy program instruction across grade levels (PreK-3)
Site Professional Development <ul style="list-style-type: none"> · Aligned with district priorities (GLAD, SEAL) 	Principal Teachers Academic Dean Biliteracy Coach	<ul style="list-style-type: none"> · Co-facilitated by teacher leaders · Build awareness of new standards · Graphic Organizers across content areas Thematic unit development and alignment
Classroom Observation	Principal Academic Dean Biliteracy Coach	Site leadership and teachers conduct regular, brief, informal observations (walk-throughs) of instruction "Learning Walks"
Date Approved by School Site Council: 1/12/16		

Categorical Allocations

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

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$33,448
<input checked="" 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).	\$1,177
<input checked="" 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)	\$3,388
<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	\$3,880
<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	\$34,591
<input type="checkbox"/> Other federal funds	\$
Total amount of federal categorical funds allocated to this school	
	\$76,484

2015 – 2016 Categorical Budget Summary

Date of this Revision	November 13, 2015
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Funding Resource	14-15 Carryover	15-16 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	\$34,063	\$33,882	\$13,243.46	\$10,373.78	TBD	\$44,327.76
Title I, Parent Involvement	\$1,693	\$1,177			TBD	\$2,870
Title I, Professional Development	\$24,958	\$3,388		\$2,794.32	TBD	\$25,551.68
Title III, Immigrant	\$497	\$3,880		\$3,639.99	TBD	\$737.01
Title III, LEP	\$4,567	\$34,591		\$2,987.25	TBD	\$36,170.75
Total	\$65,778	\$76,918	\$13,243.46	\$19,795.34		\$109,657.20

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 *No Child Left Behind*

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 *No Child Left Behind* compliant

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EL 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)

Appendices

- Curricular Minutes (K-5)
- Site Parent Involvement Policy
- PI Notification (if applicable)
- Home-School Compact

2015-2016 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	60 Daily	Houghton Mifflin
Math	30 Daily	Everyday Mathematics
ELD & Interventions	30+ Daily	Pearson (Language Central)
PE	200 Weekly	N/A
Science	150 Weekly	Harcourt
Social Science	150 Weekly	Scott-Foresman

Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	150 Daily	Houghton Mifflin
Math	60 Daily	Everyday Mathematics
ELD & Interventions	30+ Daily	Pearson (Language Central)
PE	200 Weekly	N/A
Science	150 Weekly	Harcourt Science
Social Science	150 Weekly	Scott-Foresman

Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	60 Daily	Everyday Mathematics
ELD & Interventions	30+ Daily	Pearson (Language Central)
PE	200 Weekly	N/A
Science	25 Weekly	Harcourt/Scott-Foresman
Social Science	30 Weekly	Houghton Mifflin

Venetia Valley

Policy for Parent Involvement* in the Education of Their Children

Venetia Valley 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 Venetia Valley 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 No Child Left Behind Act of 2001, 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 the No Child Left Behind Act of 2001, 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.

VENETIA VALLEY
Home/School Compact
Pacto Entre la Escuela y el Hogar

Staff Pledge *Compromiso del personal*

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

- **Provide high-quality curriculum and instruction that is standards-based**
Proveer un plan de alta calidad e instrucciones fundidas por las normas del nivel de grado
- **Provide a supportive and effective learning environment**
Proveer un ambiente de apoyo y de aprendizaje efectivo
- **Provide differentiated instruction that meets the needs of all students**
Proveer instrucción diferenciar para alcanzar las necesidades de todos los estudiantes
- **Maintain high expectations for student achievement and quality of student work**
Mantener expectativas altas para lograr trabajo de calidad de los estudiantes
- **Respect and care for the well being of students, parents and staff**
Respetar y tener de importancia el bien estar de los estudiantes, los padres, y el personal
- **Maintain open and ongoing communication with families about student progress**
Mantener comunicación con las familias de como estén avanzando los estudiantes

Teacher's signature, *firma del maestro*

Student Pledge *Compromiso del alumno*

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

- **Come to school on time, ready to learn and work hard**
Venir a la escuela a tiempo, listo para aprender y trabajar duro
- **Take responsibility for my own behavior by knowing and following school and class rules**
Tomar responsabilidad por mi propia conducta, conociendo y siguiendo las reglas de la escuela y de la clase
- **Return completed homework on time**
Regresar completada mi tarea y a tiempo
- **Spend time reading and studying at home**
Usar tiempo en la casa para leer y estudiar
- **Care about and respect the school, the staff, and my peers**
Tener de importancia y respetar la escuela, el personal y mis compañeros

Student's Signature *Firma del estudiante*

Parent's Pledge *Compromiso de los padres*

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

- **Ensure that my child attends school regularly, arrives on time, appropriately dressed**
Asegurar que mi hijo asista regularmente la escuela, llegue a tiempo y vestido apropiado
- **Ensure that my child gets an adequate night's sleep and a healthy diet**
Asegurar que mi hijo este durmiendo suficientes horas y mantiene una dieta saludable
- **Provide a quiet time, place and materials needed for my child to study**
Proveer un tiempo quieto, un lugar y materias necesarias para que mi hijo pueda estudiar
- **Spend time listening to and/or reading with my child each day**
Mantener un tiempo leyendo y escuchando a mi hijo leer todos los días
- **Encourage and assist my child to complete his/her homework**
Apoyar e ayudar a mi hijo completar sus tareas
- **Encourage and assist my child to meet or exceed grade level standards**
Apoyar e ayudar a mi hijo cumplir o exceder las normas del nivel de grado
- **Maintain open communication with my child's teacher including attending parent-teacher conferences and Back to School Night**
Mantener comunicación con el maestro de mi hijo incluyendo asistir las conferencias y la noche del regreso a la escuela

Parent's signature *Firma de los padres*