

Short 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 School wide Program Plan.

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

Contact Person: Vanessa Flynn, Principal

Telephone Number: 415-485-3793

Address: 35 Marin St, San Rafael, CA 94901

E-mail Address: vflynn@srcs.org

County-District School (CDS) Code: 21-65458-0121517

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:

<input type="checkbox"/> English Learner Advisory Committee _____	Signature _____
<input type="checkbox"/> Title I Advisory Committee _____	Signature _____
<input type="checkbox"/> 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: _____.

Attested:

Vanessa Flynn
Typed name of School Principal

Signature of School Principal

Date

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
Vanessa Flynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Fradelizio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meghan Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosa Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roxanna Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delia Maldonado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mayra Vicente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Janeth Ortiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	4	NA

Governance and Funding

1. The School Site Council will hold 5 meetings in the 2014-2015 school year.
2. At Short 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
 - ☐ Site Advisory Councils: () Title I () ELAC () PTA () Other: _____
 - ☐ District Advisory Committee: () LCAAP PAC () DELAC () DAC/Title I
5. At Short 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

School/Community Description

Short 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

The newly modernized campus is located in the heart of the Gerstle Park neighborhood of San Rafael and was reopened for the 2010-2011 academic year by the San Rafael City School District. With the largest enrollment in over 30 years, the district is using all of its available facilities to accommodate its incoming students. Short has evolved in this its fourth year to host two Kindergarten classes, three first grade classes, two second grade classes and two third grade classes. We continue to partner with Bay Area Community Resources to run and operate our LEAP afterschool program that has been opened to over 90 1st, 2nd, 3rd and 4th grade students. At Short School we have monthly family nights in which community presenters come forth to provide education for in the areas of literacy and math and our grade level team's hosts' parent math and reading workshops.

District's Mission:

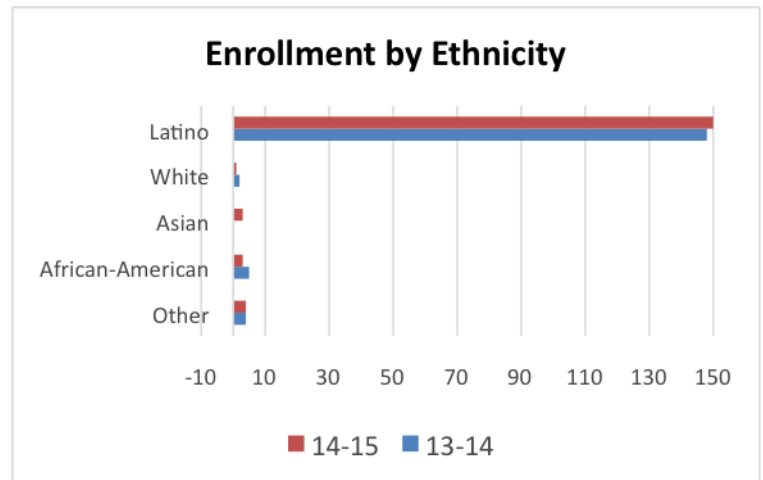
- Our diverse community is unique, celebrated, and one of our greatest assets.
- Each student and family feels welcome and experiences an empowering education at every school.
- Our high expectations and skillful instruction enable students to think critically, respect others, embrace learning and develop personal responsibility.
- Each student graduates college/career ready and prepared to determine his/her own future.

Description of School Programs

Students participate in enrichment activities such as physical education, music, art through partnerships with local agencies such as Young Imaginations, Youth in Arts, and the Marin Shakespeare Company. The active parent community is engaged and supportive of the various enrichment programs.

Demographic and Assessment Data

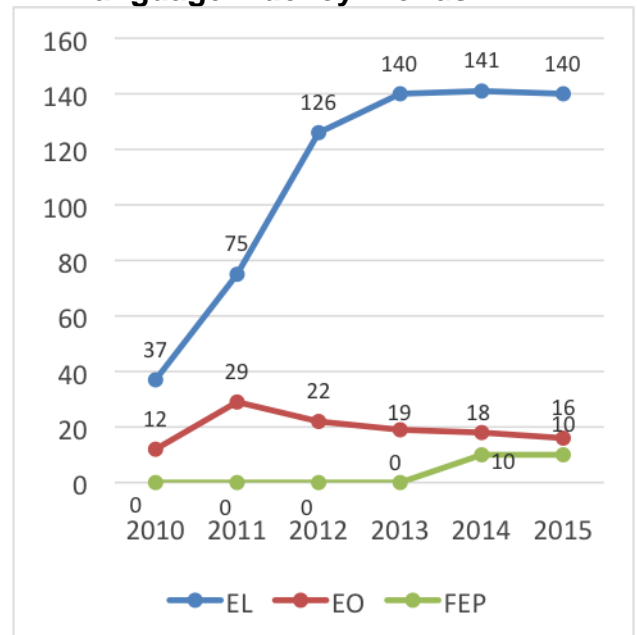
Demographic Characteristics 14-15	School	District
Enrollment	168	4,756
English learners	83.3%	43%
Free / Reduced Lunch	94.6%	63%
Fluent English Proficient	6%	16.2%



Free and Reduced Lunch Students



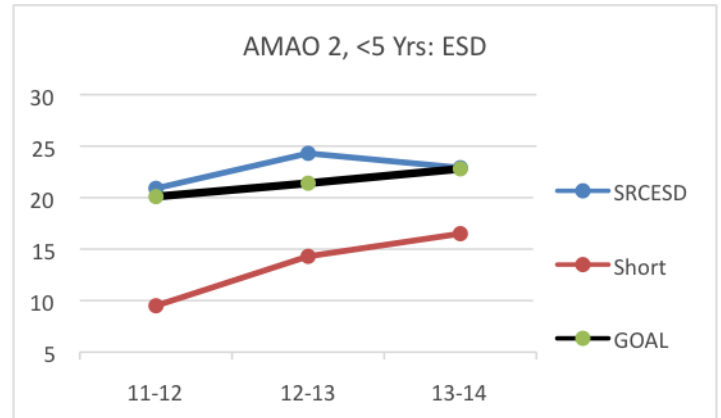
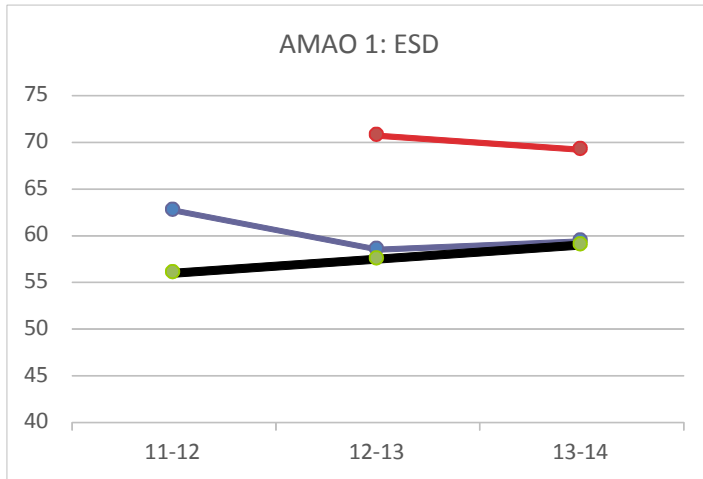
Language Fluency Trends



2014 School Short Elementary

Average of SRI March 2015				
Grade	EO	LEP	R	Grand Total
3	381.3	331.6	469.7	367.3
Grand Total	381.3	331.6	469.7	367.3

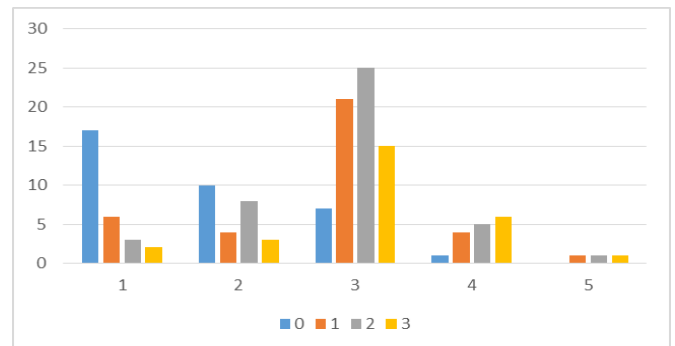
School and District CELDT Performance



CELDT Level Comparison

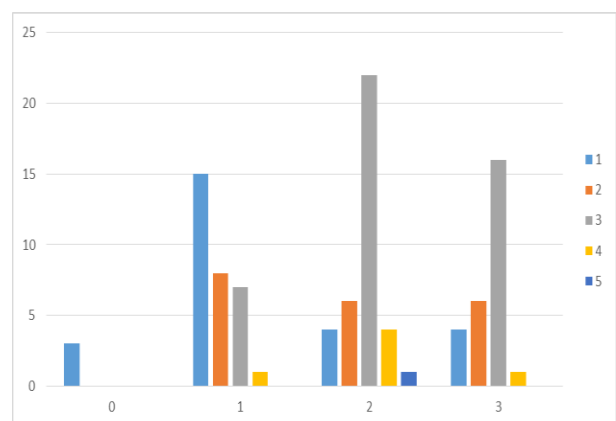
2014-15

CELDT Scaled Score						
Grades	1	2	3	4	5	Total
0	17	10	7	1		35
1	6	4	21	4	1	36
2	3	8	25	5	1	42
3	2	3	15	6	1	27
Grand Total	28	25	68	16	3	140

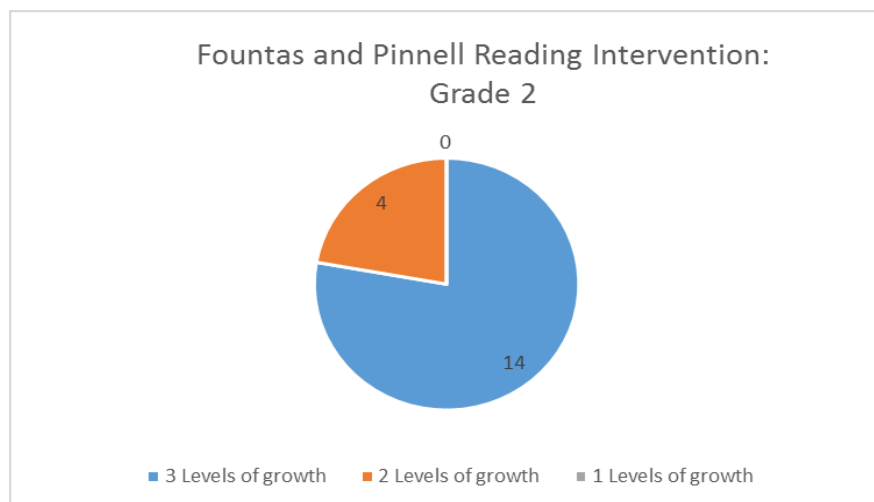


2015-16

CELDT Scaled Score						
Grades	1	2	3	4	5	Grand Total
0	22	6	6	1		35
1	3	11	10	10	2	36
2	12	10	14	2		38
3	4	4	23	10	3	44
4	3		12	7	6	28
Grand Total	44	31	65	30	11	181



Fountas and Pinnell: Grade 2 Reading Intervention 2015-16



School Smarter Balanced Performance

2014 School	Short Elementary
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SBAC ELA/Literacy Scale Score					
Grade	Not Met	Nearly Met	Met	4	Grand Total
3	13	19	8	1	41
Grand Total	13	19	8	1	41

2014 School	Short Elementary
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SBAC Mathematics Scale Score					
Grade	Not Met	Nearly Met	Met	4	Grand Total
3	12	15	12	2	41
Grand Total	12	15	12	2	41

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> • Student population has remained stable of the past four years, with EL learners composing 95% of our student population. • Results from the 2014-15 CELDT show that 95% of our learners are Limited English Proficient. • Spanish is the primary language of our English Language Learners. • Short Elementary School remains a school-wide Title 1 School, with 95% of our students receiving free and reduced lunch. • School demographics reflect a socio-economic and cultural make-up of the Canal neighborhood with smaller percentage of students attending from the Gerstle Park neighborhood.
ELA	<p>Reading</p> <p>Due to the high number of students not reading on grade level in the 2nd grade, our intervention system has focused on a group of 2nd graders reading three who are behind three or more reading levels. Over an eight week period, 77% of students participating in systematic after school and in-class differentiated small group intervention gained by three reading levels. 22% of students grew by two reading levels. This is equivalent to three months of growth in a school year.</p> <ul style="list-style-type: none"> • This growth in reading proficiency data indicates that instructional strategies regarding differentiation, guided reading and reciprocal reading are effective in bringing about increased reading proficiency and accelerating growth. • Continued focus on the 2nd grade cohort in the area of reading proficiency needs to continue as the majority of students reading below grade level are 2nd graders and shift in reading expectations increases considerably in 2nd Grade putting 1st graders at high risk. <p>ELA and Assessment</p> <ul style="list-style-type: none"> • All grade levels participate in grade aligned, common assessments. • Kindergarten: Core Phonics Survey three times per year. Fountas and Pinnell two times per year. • 1st, 2nd and 3rd Grades: Core Phonics Survey three times per year, Fountas & Pinnell three times per year. • 2nd, 3rd and 4th take the Grades Scholastic Reading Inventory two times per year. • All 3rd Graders took the SBAC. In ELA 29% of students met, 3% of students exceeded standards, 65% of students did not meet. • A performance based writing task was administered to 1st-4th Grade students across the district. • Teachers create assessments from week to week according the standards taught to determine pre and post assessment data. <p>Data Analysis and Action Steps</p> <ul style="list-style-type: none"> • Principal and SST coordinator support all teachers to analyze data and place

	<p>students in instructional support systems to enhance learning.</p> <ul style="list-style-type: none"> • The RTI model is implemented from the assessment loop data and includes review of Fountas and Pinnell, SRI, and Core Phonics. • Common strategies to enhance instruction include: GLAD, Guided Reading, and Intervention through Universal Access within the classroom. • External communication of data occurs with the Instructional Leadership Team, Presentations to the Board of Trustees, and stakeholder groups.
Math	<ul style="list-style-type: none"> • All K-5 teachers at Short Elementary School teach the District adopted math program, Everyday Mathematics. Students are assessed through the program's Unit tests, Exit Slips and Open Responses as well as the District Benchmarks. Teachers have expressed a need to align all instructional lesson cycles to Common Core Math and the implementation of EDM's revised CCSS curriculum in the coming school year and improve the tracking system for math data in order to determine further instructional needs in the mathematics.
EL Data	<ul style="list-style-type: none"> • CELDT data indicates significant and sustained growth by EL learners, namely students who have attended Short School for more than three years: <ul style="list-style-type: none"> -24% of 3rd Grade students grew to CELDT Levels 4 and 5 in 2014-15 and 30% of 3rd Grade students grew to Levels 4 and 5 in 2015-16. -In 4th Grade 5% of students were in levels 4 and 5 in 2014-15. In 2015-16 46% of students reached levels 4 and 5. • There continues to be a renewed focus on vocabulary development and proficiency in writing. Professional development will focus on these areas in tandem with Common Core standards instruction.
Climate/Culture	<p>School-wide Focus on Common Behavior Management Systems</p> <p>Implementation of PBIS model Tier 1 & Tier 2</p> <ul style="list-style-type: none"> • School-wide focus on three standards of conduct: 1) Show respect; 2) Make good decisions; 3) Solve problems • Friday gathering/announcements to highlight monthly character traits and recognize student achievement • A PBIS (Positive Behavior Intervention Support) team meets on a monthly basis to analyze behavior data and track students at the Tier 1 and 2 levels in PBIS and take action appropriate action steps. • A student leadership team has been formed wherein students are given leadership skill development opportunities that are relevant to school culture issues. • Behavior data indicates that since the hiring of a recess coach based on the Play works model and comprehensive PBIS implementation; office referrals have decreased by 70%.

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|--|---|
| | <ul style="list-style-type: none">• Referral data indicates that there is a need to address social-emotional needs of specific students who are the same students composing 80% of referral, utilizing PBIS more comprehensively, adding support mechanisms for families that can be accessed through community agencies and expedited access to counseling services. |
|--|---|

Family Engagement

- Family literacy workshops and technology nights.
- Room parents identified for each classroom.
- Principal works directly with PTA to build leadership capacity and support ways to sustain parental involvement.
- A part-time community liaison facilitates communication, keeping parents engaged in school-life and events, connecting parents with community services and developing parent leadership capabilities.

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
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: Intervention and Student Study Team Coordinator review school data with the principal and identify areas of need for professional development and instruction. In addition, coordinator will track students performing below grade level and not making sufficient progress and collaborate with classroom teachers to identify strategies.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10 throughout each week.	Intervention/SST Coordinator	Hourly pay to certificated teacher acting as Intervention/SST Coordinator.	\$1,400	Title 1

Action Step 1.1.2: Set a goal for implementation of SRI, Core Phonics Survey and Fountas & Pinnell.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom Teachers	General Funds		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
8/14 through 6/10	Project GLAD Teacher Trainers	Release time for teachers. Hourly coaching provided by teacher GLAD trainer to new teachers.	\$3,000	1. Title 2

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
8/14 through 6/10	Classroom Teachers deliver intervention instruction after school.	Extended hourly	\$11,025	LCAP Mini Grant Title 1

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 and science.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers implementing board adapted Every Day 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
8/14 through 6/10	Classroom teachers implementing chapter unit assessments.			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
8/14 through 6/10	1. Classroom teachers using GLAD strategies within mathematics and Next Generation science instruction and providing teachers with time for planning.	1. Salaries 2. Sub release days	\$1,000	General Fund Title 111
Action Step 1.2.4: Students not meeting the required levels of standards mastery as measured by the SBAC assessment will receive differentiated reading, writing and math support within the classroom through targeted instruction. Students performing not meeting proficiency levels at a significant level as determined by the SBAC assessment and diagnostic reading assessment will receive systematic intervention instruction after school using the Leveled Literacy Intervention curriculum.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers working with targeted students within the classroom through daily differentiated grouping and individualized instruction with certificated teacher. Classroom teachers will	Salaries Instructional Aids	\$9,981.00	General fund Title 1

	implement differentiated reading instruction with the support of instructional aids during designated times. Purchase of LLI Kits.			
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
4/15 through 5/10	3 rd and 4 th Grade Teachers	Ear Pieces		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
8/14 through 6/15	Classroom teachers will create standardized assessments to be given at the end of a unit, then analyzed for re-teach and differentiation needs.	Teacher Salaries		General Fund
Action Step 1.3.3: Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Site Principal and instructional leadership team will meet monthly to analyze school-wide data in order to determine coaching and professional development needs, and create action plans that align to those needs.			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: GLAD

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers will be observe onsite teachers who are also GLAD trainers in order to elevate their implementation of GLAD.	Sub release days.	\$1,000	Title 1

Action Step 2.1.2: Guided Reading and Differentiated Instruction

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers and special education teachers will train in a cohesive and research-based approach to guided reading instruction.	After School Trainings with Teachers paid hourly.	\$706	Title 1
	Students reading three reading levels below, receive targeted reading, intervention instruction after school by a certificated teacher three times per week.	Hourly pay to certificated teachers. Leveled Literacy Intervention Instruction Kits Take Home Literacy Materials	\$11, 025 \$3,500 \$700	One Time Fund Title 111

Action Step 2.1.3: Classroom teachers will participate in monthly Grade Level Meetings in order to develop instructional strategies and assessment that is aligned to the Common Core writing standards.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom Teachers Literacy Leads	Salary		General fund

Strategy 2.2: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).

Action Step 2.2.1: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Release days offered for grade levels to create thematic, Common Core units.	Sub costs	\$6,000	Title 111

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
8/14 through 6/15	Classroom teachers will meet in PLC to analyze data and determine instructional next steps.	Classroom Teachers		General Fund

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

Action Step 2.3.1: Instructional Aides will participate in professional development related to PBIS and mandated trainings.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	All classified staff takes the mandated reporters training. Instructional Aids and Campus supervision staff take PBIS training.	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: Receptionists / clerks

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/09	Administrative assistant	Administrative Assistant		General Fund

	attends monthly student information system trainings.			
Action Step 3.1.2: Community liaison will communicate with district community liaison to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/09	Community Liaison	Annual Salary		Title 1 and General Fund
Strategy 3.2: Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.				
Action Step 3.2.1: Teachers will continually reflect on behavior data to determine responsive behavior support strategies.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	PBIS Team			General Fund
Action Step 3.2.2: Site administrators support staff members in refining PBIS implementation throughout the year.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	Site principal			General fund
Strategy 3.3: Staff will increase family engagement in decision-making.				
Action Step 2.3.1: Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data is gathered from families.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
May, 2015	Site Principal			General fund
Action Step 2.3.2: Formation of a Parent Teacher Association				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
9/14 through 1/15	Site Principal	Food, child care		PTA
Action Step 2.3.3: Train parents in leadership and governance as it pertains to PTA formation.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	Site Principal			General Fund

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)	\$9,981.00
<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).	\$300
<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)	\$706
<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	NA
<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	\$12,199
<input type="checkbox"/>	Other federal funds	\$
Total amount of federal categorical funds allocated to this school		\$22,886

2015 – 2016 Categorical Budget

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	\$4742	\$9,418	\$13,173.75	\$3,938.46	TBD	\$0
Title I, Parent Involvement	\$676	\$327			TBD	
Title I, Professional Development	\$846	\$942			TBD	
Title III, Immigrant						
Title III, LEP	\$5,157	\$12,199	\$2,582.18	\$4,136.95	TBD	\$10,636.87
Total	\$6,708	\$22,886	\$15,755.93	\$8,075.41		\$10,636.87

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)

Family Engagement Policy

Short School

Policy for Parent Involvement in the Education of Their Children

Short School 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 Short School 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 are 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: 1-4

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