Coleman Elementary

2014 - 2015
Single Plan for Student Achievement

San Rafael City Schools Mission Statement

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

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

Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The SPSA is a Title I Schoolwide Program Plan.

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

Contact Person: Scott Carson, Principal
Telephone Number: 415-485-2420
Address: 800 Belle Ave, San Rafael, CA 94901
E-mail Address: scarson@srcs.org
County-District School (CDS) Code: 21-65458-6024764
Date of this revision: May 2015

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Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   ☒ English Learner Advisory Committee _____ Signature _____

   ☐ Title I Advisory Committee _____ Signature _____

   ☐ Other advisory committee _____ Signature _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: April 24, 2015.

Attested:

Scott Carson	_____	May 1, 2015
Typed name of School Principal	Signature of School Principal	Date
Jennifer Labovich	_____	May 1, 2015
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
Scott Carson	☒	☐	☐	☐	☐
Sabrina Chamberlain	☐	☒	☐	☐	☐
Patricia Diaz	☐	☐	☐	☒	☐
Elaine Ervin	☐	☒	☐	☐	☐
Cathy Falco	☐	☒	☐	☐	☐
Jennifer Labovich	☐	☐	☐	☒	☐
Martha Nogueira	☐	☐	☒	☐	☐
Susan Quigley	☐	☐	☐	☒	☐
Dan Sonnet	☐	☐	☐	☒	☐
Lynn Stein	☐	☐	☐	☒	☐
Numbers of members in each category	1	3	1	5	

Governance and Funding

1. The School Site Council will hold nine meetings in the 2014-2015 school year.

2. At Coleman 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
   - 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 Coleman 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

Coleman Elementary

Mission Statement

The School Site Council, parents, staff and students at Coleman are dedicated to the belief that Coleman School can offer an excellent learning opportunity for each and every student. We are firm in our understanding that every child's learning style can be accommodated, every child's talents cultivated and each child's challenges addressed and resolved. The comprehensive program at Coleman is designed to meet the individual needs and learning styles of all its students through full access to and participation in a rigorous core curriculum.

School Description

Coleman School is one of seven elementary schools in the San Rafael Elementary District. It serves students in grades kindergarten through fifth in central San Rafael. Our school is supported by our wonderful Parent Teacher Organization (PTO); our English Language Acquisition Committee (ELAC); and award winning Fathers' Group.

The Board of Education meets on the second and fourth Monday of each month. (Second meetings of the month are tentative and will occur as needed.) The agenda is available at the District Office at least forty-eight hours prior to the meeting. The meetings are open to the public, and everyone is encouraged to attend.

Board meeting agendas are posted in the Coleman main office. Minutes are kept in the school office. Copies of District policies, budgets, minutes of meetings, and district contracts are available at the District Office as well as on-line for public perusal.

Description of School Programs

Coleman School's academic programs include the following state adopted programs:

- For Math - Everyday Math
- For Reading and English Language Arts - Houghton Mifflin
- For Science - Harcourt Brace
- For English Language Development – Pearson
- For Social Studies – Scott Foresman

In addition to our academic programs, Coleman School is well supported by our PTO specialists to include art, music and PE for every class. Our library is staffed by our Library Clerk for regularly scheduled classroom visits. Each class has available to them laptop computers in the computer lab located in the library, as well as a classroom set of keyboards.

Coleman LEAP, formally known as Coleman Academy (funded by ASES) is a structured after school program that reinforces and complements the rich academic program offered at Coleman. Intervention and enrichment is provided for 65 students in grades 2-5. Two part-time credentialed teachers, along with tutors from Dominican University, run the program. Students are given supplemental instruction using state approved materials and computer programs. Students are tutored in small groups where they receive instruction in reading comprehension, writing and study- skills. Additionally, students may receive help with their homework. Data shows that students attending Coleman LEAP made significant progress both in

comprehension and fluency. Community members in the areas of art, physical activity, dance, and music provide enrichment activities. Students are selected to attend Coleman LEAP using assessment data showing that additional intervention would benefit the student, along with teacher recommendation. Students attend Coleman LEAP 5 days a week for 3 hours each day.

We offer a part-time Speech and Language specialist, a part time counselor and a part time school psychologist. These specialists collaborate regularly to provide support for teachers and students at Coleman.

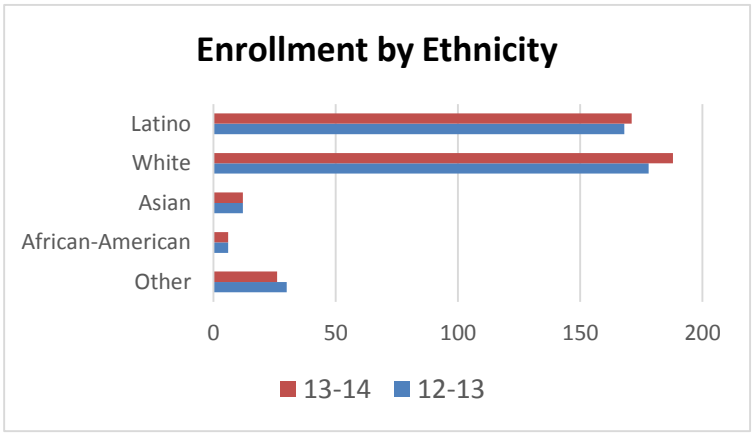
Our school counselor, in addition to working with students one-to-one, has instituted the following programs to support the emotional, and social needs of students and parents: Youth Leaders, "No Bullying" program, Positive Action, and Social Skills Groups for students. Each of these programs shows students positive ways to deal with conflicts, problems at home and school, and tools for solving conflicts in productive ways. Our counselor runs workshops for parents including positive discipline, empowering parents, and raising self-reliant children. She also provides counseling for parents who are dealing with difficult issues at home.

Coleman School is in partnership with Dominican University through a new grant, which provides training for students in the Liberal Studies department. The university students are in the teacher credential program. The partnership provides for Coleman teachers to lead observation lessons featuring the lesson design model, GLAD strategies along with pre and post discussions with the teacher credential candidates. Additionally, Coleman teachers will be guest speakers at Dominican University teaching relevant topics to credential students.

Coleman School is committed to being part of a wider community of students, their families, and neighborhood groups. One example of our community is our Experience Corps volunteers. Experience Corps is comprised of retired members of the community who work with our students one-on-one. We have 18 volunteers who serve as tutor-mentors for our students. We are fortunate to have Marin County Volunteers as part of our learning community as well. We feel that the relationship with our volunteers is essential in providing a positive mentoring experience for our students, in addition to providing needed academic support.

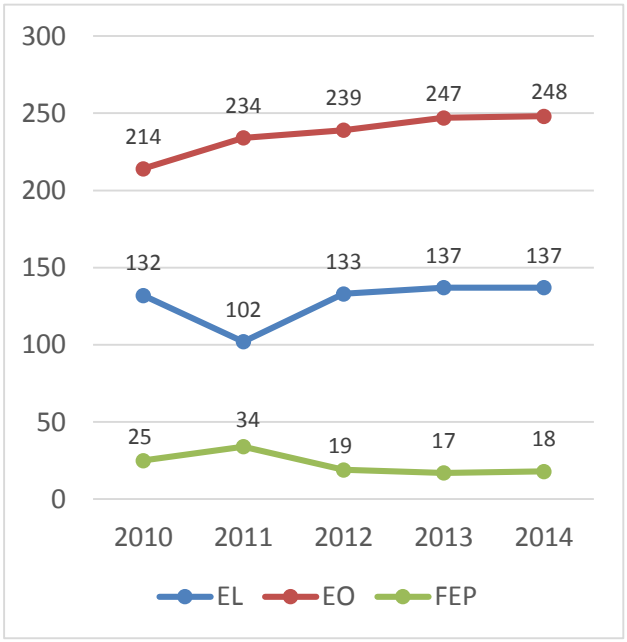
Demographic and Assessment Data

Demographic Characteristics 13-14	Coleman	District
Enrollment	417	4,509
English learners	34.0%	44.6%
Free / Reduced Lunch	48.9%	64.1%
Fluent English Proficient	4.5%	17.6%



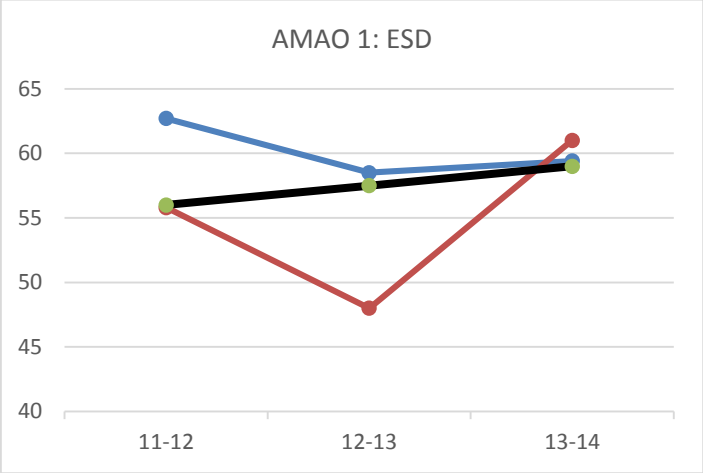
Free and Reduced Lunch Students

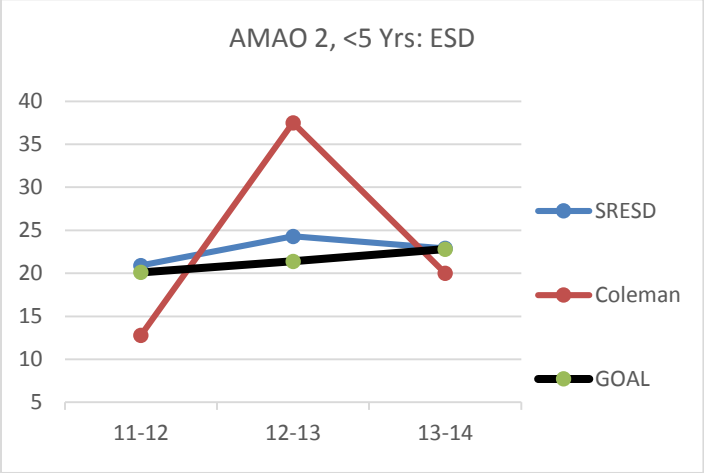
Language Fluency Trends



Average Lexile Score by Language Fluency				
Grade Level	EL	EO	R-FEP	Sub Total
2	312.4	587.3		508.8
3	380.6	725.0	616.0	631.8
4	571.5	899.6	884.3	789.5
5	572.6	1023.8	931.6	885.9
Sub Total	**473.6**	**807.9**	**893.5**	**714.6**

School and District CELDT Performance



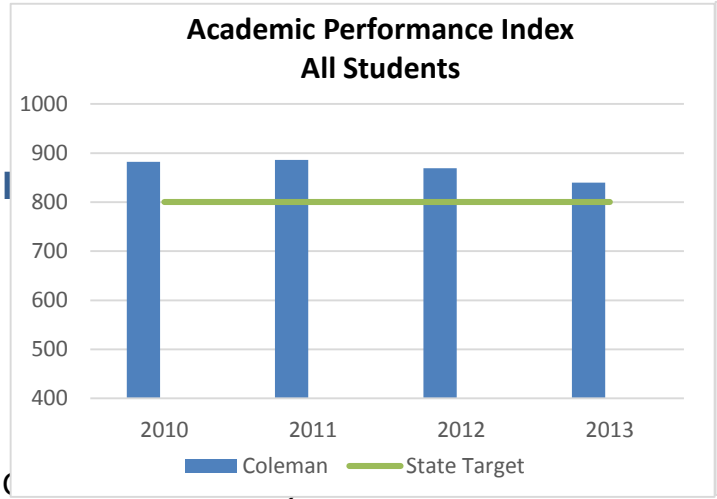


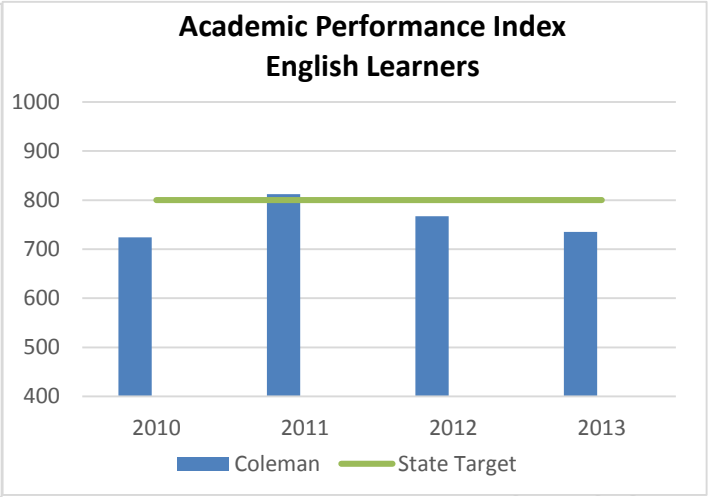
Percentage of ELL students who make one year's growth in English proficiency as measured by the CELDT. The scores measure the previous year's progress.

Percentage of students who have been in school/country less than five years who have an overall CELDT score of 5 or 4 but with 3's in one of the 4 categories (listening, speaking, writing or reading). These students are close to being reclassified as English proficient.

Overall CELDT Level by Time in US Schools

Years in US Schools	14-15 CELDT Overall Test					
	1	2	3	4	5	Sub Total
0	10	15	6	1	0	32
1	1	5	9	6	2	23
2	1	2	17	5	1	26
3	0	3	7	8	0	18
4	3	3	5	11	4	26
5	0	0	4	9	4	17
SubTotal	15	28	48	40	11	142





Demographics	Coleman is nearing capacity in its enrollment and the background of our students has remained relatively stable over the past two years. Prospective parents who tour the school say that they are interested in Coleman because of its diversity, active parent participation and that the PTO funds art, music, technology education and PE programs at the school.
ELA	Teachers participate in District wide grade level meetings to develop integrated thematic units. Coleman teachers have been given release days to develop these units the including a guiding question, multiple texts, and integration of technology when appropriate.
Mathematics	Coleman teachers use Every Day Math and supplement with other materials and programs from the internet including BrainPop. Many teachers tutor students who struggle in math before, during and after school.
EL Data	• The AMOA data suggests that ELs who reached CELDT proficiency did not meet other reclassification criteria (e.g. CST, grades) over the various years. Another possibility is that the school made a big push one year causing a group of ELs to make significant gains; these students are reclassified and are out of the cohort. With the final impact that those who remain are not as proficient and take a dive as a group the following year. These big changes from year to year indicate a lack of consistency and coherence in the program. (Program means the entire instructional day for English learners.) • The ELL API in 2013 fell. When we look at what happened the previous year, many students were reclassified as fluent and were not counted in the ELL API data. Teachers also asserted that in 2012-2013 they used Pearson's ELD program exclusively during the mandatory ELD period and that the materials were not integrated with the CCS standards • Coleman has seen an increase in Newcomers in the upper grades to the school and is looking for ways to engage them with grade level content standards while they acquire English. Using Title III funds, Coleman has purchased bilingual and Spanish books that align with the content standards for this purpose. Our Response to Intervention (RtI) program also serves a large percentage of ELL students who are reading below grade level. • Our current goals for the RtI include making the program sustainable from year to year to ensure continuity and to expand the program to meet the needs of all students performing a year below grade level. We would also like to expand our capacity to meet the needs of students performing below grade level in mathematics.
Climate/Culture	• Currently, Coleman is implementing Positive Behavior Intervention and Support (PBIS) to improve student behavior by explicitly teaching students what is expected of them in different contexts. The staff is working towards consensus on what they expect of students within the classroom and on the yard. Our current school rules are: I am Respectful; I am Responsible; I am a Learner. Our goals are for our students include: to be respectful of people and the environment; that they are ready to learn and take responsibility for their learning. • Site Council has a subcommittee of parents and staff working on improving climate at the school to make the school more inclusive. Some of the ideas proposed include more person to person contacts, social events separate from fundraisers to strengthen the community, and solidifying cooperation among parents and staff to have common expectations for student behavior at school. • Our families come to Coleman due to the PTO's effort to make Coleman a parent involvement school that emphasizes community. The PTO is very active in the decision making at the school and works with our SELAC and Site Council to include

	all parents in decision making at the site. The PTO accomplishes a herculean task of raising money to pay for the salaries of our PE teachers, Art teacher, Computer Technology Teacher and in conjunction with HeadsUP Foundation, our Music Teacher.

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)

2014-2016 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Design and implement a 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.

2014-2016 CCSS INSTRUCTIONAL FOCUS POINTS

- Thematic units will have a literacy foundation, including reading, comprehension, and writing.
- Full implementation of math objectives:
  - K-5 *Every Day Math* CCSS
  - K-12 Implementation of Math Practice Standards
- Gain a deeper understanding of new ELD standards and continue to provide specific ELD instruction, with emphasis on speaking and listening
- 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 2015-16.
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.

The 2012-2015 LEA Plans for both districts were approved by the Board on March 26, 2012 and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

National Equity Project, Colm Davis, Senior Coach and Heidi Gill and Stephen Chang, Senior Associates, support sites using the Partnerships for Learning model, which seeks to build the capacity of teachers to balance the demands of teaching the California Standards along with the instructional needs of students who are well below grade level. At the District Level, PFL coaches from the National Equity Project support district leaders to create systems, structures, teams and resources that support teacher inquiry and use of formative assessment to inform instructional practice.

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

K-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 and support the design of Seal of Bilteracy pathways district-wide.

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 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: Common Core /SEAL Coach will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 -6/15 Weekly	Common Core SEAL Coach	Additional Sub Release Days Materials and Supplies Coach Part Time	$6000 $2000 $40,000	Title III CCSS SEAL Funding

Action Step 1.1.2: Quarterly implementation of SRI, DIBELs, and/or Fountas & Pinnell.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Quarterly	Principal Tech Lead Computer Teacher	Coleman LEAP teachers and substitutes for assessment Materials for assessment	$2000 $1000	General Funds District Funds Title I

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2014 – 6/15/2015	SEAL Coach Teachers Libby Valentino	Salary Release Time Supplemental Materials	 $1000 $1000	SEAL Funding Title I

Action Step 1.1.4: Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program. RtI pullout for targeted small group instruction for 30 minutes four times a week.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
10/2014 – 6/15/2015	Lead Teacher – Jeannine Thomas Instructional Aide – Shirley Wolk	Release time for Lead Teacher to provide PD. Salary Salary	$500 $2000 $5500	Title I Funds

	Intervention Teacher – Michael McNeely			

Strategy 1.2: All students will develop mastery of the math Common Core State Standards and the Next General Science Standards through implementation of Board adopted instructional materials.

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2014 – 6/15/2015	Principal, Instructional Leadership Team, Grade Level Teams	Supplemental Materials	$500	State Lottery

Action Step 1.2.2: Professional development implementation of Next Generation Science Standards for 3rd through 5th.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2014 – 6/15/2015	Molly Todd Coach Teachers on iTeams Ken Jackson Chris Gonzales Mary Kate Kenney	Coach Salary Release Time		California Math and Science Grant

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
8/14/2014 – 6/15/2015	Classroom Teachers using either GLAD or SEAL instructional strategies. Libby Valentino – CCSS Coach	Release Time	$1000	Title I District Funds

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2014 – 6/15/2015	Classroom teachers provide targeted intervention within the classroom, before and after school.	Spanish and Bilingual Texts Relevant assessments Brain Pop ESL Program	$6000 $1000 $1000	Title III

Strategy 1.3: District-wide assessments will be implemented in ELA for example PBA 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
May - June	Classroom Teachers	Mice and Earbuds		

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
Jan 5, 2015 PD District Wide Grade Level	District Grade Level Leader, Principal	Release Time for Teacher		Title I funds

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
Monthly	Principal and ILT teachers	Banking instructional time		General Funds

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: SEAL

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 – June 2015	Classroom Teachers Coach Libby Valentino			LCFF

Action Step 2.1.2: iTeams

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Classroom Teachers District Personnel			Grant

Action Step 2.1.3: Google Workshop

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Classroom Teachers Elaine Ervin Jenna Emadzadeh Katie O'Donnell		$1000	Title I

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August to June	Teachers Coaches	Release Time		

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
Monthly Grade Level Meetings	Teachers Coaches Principal	Banked Instructional Time Release Time	$2000	Title I

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

Action Step 2.3.1: Instructional Aides / Work with teachers to refine instructional strategies

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Principal, RSP Teacher, Classroom Teacher	Overtime for Classified Staff Sub time for Certificated Staff	$2000	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: welcoming, efficient, and effective practices.

Action Step 3.1.1: Administrative assistants attend IC trainings to master communication tools

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Administrative Assistants District personnel			

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Community Liaison	Additional interpretation for parent conferences and meetings	$500	Title III

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

Action Step 3.2.1: Team Leader will guide staff in Tier I implementation and Tier II data analysis

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Team Leader	Copying costs Referral Forms	$500	State Lottery

Action Step 3.2.2: PBIS Team implements Tier I interventions including setting school wide expectations, positive reinforcement system and data analysis.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	PBIS Team			

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 are gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

	Principal, Community Liaison, PTO President, Site Council President, and SELAC President	Overtime for Community Liaison to make the library computers available to parents without access to the internet. Copying costs of printed surveys.	$500	Title I

Action Step 2.3.2: ELAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Principal, Community Liaison	Community Liaison Salary Translation Services Overtime	 $500	LCAP Title III

Action Step 2.3.3: LCAP PAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Principal, Community Liaison, SELAC Rep, PTO Rep, Site Council Rep	Classified overtime	$500	Title I

Categorical Allocations

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

Federal Programs		Allocation
☒	**Title I, Part A: Allocation (Resource 3010)** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$23,431
☒	**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).	$421
☒	**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)	$5,331
☒	**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	$2,407
☒	**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	$14,341
☐	**Other federal funds**	$
	Total amount of federal categorical funds allocated to this school	$45,931

2014 – 2015 Categorical Budget

Date of this Revision	March 26, 2015

Funding Resource	13-14 Carryover	14-15 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	$614	$22,877	$	$2,683		$20,808
Title I, Parent Involvement	$1	$420	$	$		$421
Title I, Professional Development	$3,049	$2,288	$300	$1,201		$3,836
Title III, Immigrant	$1,293	$1,108	$	$519		$1,882
Title III, LEP	$1,567	$12,719	$	$7,474		$6,812
Total	$6,524	$39,412	$300	$11,877		$33,759

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

Coleman 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 Coleman 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 Common Core Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

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

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

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

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

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

2014-2015 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	60 Daily	Houghton Mifflin, Handwriting without Tears, Zoophonics
Math	30 Daily	Everyday Math
ELD & Interventions	60 Daily	Pearson, HM Extra Support
PE	100 Weekly	
Science	90 Weekly	Harcourt Brace Science
Social Science	60 Weekly	Scott Foresman (History Social Science for CA)

Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	150 Daily	Houghton Mifflin, Daily Five (Piloting)
Math	60 Daily	Everyday Math, HM Intervention
ELD & Interventions	60 Daily	Pearson, HM Extra Support
PE	100 Weekly	
Science	90 Weekly	Harcourt Brace Science
Social Science	90 Weekly	Scott Foresman

Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	65 Daily	Every Day Math
ELD & Interventions	75 Daily	Pearson, HM Extra Support, RAZ Kids
PE	100 Weekly	
Science	120 Weekly	Harcourt Brace Science
Social Science	120 Weekly	Scott Foresman (History Social Science for CA)