

# Bahia Vista Elementary

## 2015 - 2016

### Single Plan for Student Achievement

#### **San Rafael City Schools Mission Statement**

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

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

#### **Single Plan for Student Achievement**

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

The SPSA is a Title I Schoolwide Program Plan.

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

Contact Person: Cecilia Perez, Principal

Telephone Number: 415-485-2415

Address: 125 Bahia Way, San Rafael, CA 94901

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County-District School (CDS) Code: 21-65458-6024756

Date of this revision: January 2016

# Table of Contents

Recommendations and Assurances .....	3
School Site Council Membership.....	4
Governance and Funding .....	5
School/Community Description.....	6
Demographic and Assessment Data .....	10
Data Analysis.....	134
District Initiatives.....	15
School Improvement Goals .....	18
Categorical Allocations .....	25
2015 – 2016 Categorical Budget .....	26
Summary of Centralized Services .....	27
Family Engagement Policy .....	29
2015-2016 Curricular Instructional Minutes .....	32

## 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 Sarah Gaidano 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: 1-28-16.

Attested:

Cecilia Perez  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Elizabeth Perez  
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
Cecilia Perez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Helvig	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Merritt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lilian Ericksen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Elena Sanchez, Community Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Pérez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Benedicto Mazariegos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delia Deleon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marleny Rodas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia Deleon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	NA

## Governance and Funding

1. The School Site Council will hold no less than 3 meetings in the 2014-2015 school year.
2. At Bahia Vista Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
  - X Title I
  - X Title III, Immigrant
  - X Title III, LEP
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
  - X Review by SSC members
  - Changes recommended as a result of ELAC and Title I parent Advisory Groups
  - Meetings with stakeholders
  - X Input/changes recommended by site staff
  - Input/changes recommended by Needs Assessment Survey data
  - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
  - School Site Council: ( X )
  - Site Advisory Councils: ( ) Title I ( X ) ELAC ( X ) PTA ( X ) Other: P3 Design Team
  - District Advisory Committee: ( X ) LCAP PAC ( X ) DELAC ( ) DAC/Title I
5. At Bahia Vista 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:

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

## School/Community Description

### Bahia Vista Elementary

Bahia Vista Elementary School's mission is to empower a community of learners. We have the highest expectations of every child, believing they are all capable, intelligent, and worthy of achieving academic success. We will use every resource within our means to:

- foster a lifelong motivation for learning;
- ensure students' social-emotional wellbeing;
- strengthen our collaboration with families;
- and prepare all of our students for college.

We draw on the strengths of our staff, students, parents and community members, collaborating to maximize our resources. We are building communication, connections, and partnerships between programs and services to provide consistency and continuity. We value our students' biculturalism, their diverse backgrounds, and global perspectives. We are committed to providing the strongest tailored academic programs to help close the opportunity gaps in our community.

#### School Description

Bahia Vista Elementary School serves the communities east of Highway 101 and south of San Rafael Canal, including Larkspur Landing and San Quentin Village. The school is located in an area of San Rafael known as the Canal. This community is primarily made up of working class families from diverse cultural backgrounds. Our school reflects the cultural makeup of the community. About 95.1% of our students are Latinos, 3.3% are Asian, and 1.6% constitute other ethnicities. English learners comprise 90 % of our student population. Of these, 97.5% have Spanish as their primary language and 2.5% have Vietnamese as their primary language. 99.5% of our students receive free and reduced meals.

Bahia Vista School is the epitome of a community-based school with various integrated services that include: preschool partners Canal Childcare, Marin Head Start, Pickleweed Preschool, and State PreK; after school partners LEAP, Kid's Club, and many family support programs connected to the Bahia Vista Family Center. We enjoy long standing community partnerships that help to administer these services. We also work closely with the City of San Rafael and other community-based organizations including the Pickleweed Park and Recreation Center, Catholic Youth Charities, Marin County School Volunteers, Experience Corp, the Heads – Up Foundation Music Program, Community Mental Health, Marin County Department of Health and Human Services and the Marin Community Foundation, Marin Food Bank, and Parent Services Project.

Our staff meets frequently and regularly in staff, grade level, student study team, and family center staff meetings to engage in comprehensive discussions on the establishment of weekly goals and assessments in reading, writing, math, and family engagement. We focus on curriculum delivery, analyze data and evaluate the effectiveness of strategies, methods and lessons in light of all school-related data.

At Bahia Vista, we have a dedicated staff, strong community ties, commitment to academic excellence, a wealth of comprehensive programs tailored to specific needs, motivated students and high levels of family engagement. Our mission is to empower a community of learners.

On our staff, we have 21 full-time classroom teachers, 4 job share teachers (.5 FTE/.5 FTE and 6 FTE and .4 FTE), 1 intervention coordinator, and 5 instructional assistants. All our teachers have credentials appropriate to their assignment. The school also receives support from district specialists, including instructional coaches, special education teachers, a speech therapist, a school psychologist, a school counselor, and a district nurse. Our family center staff includes: a family engagement coordinator, a family advocate, a family literacy mentor, a recess coach/nutrition educator, a Spanish bilingual community liaison, counselors, and counseling interns.

## **Description of School Programs**

### **English Language Arts**

Students are taught reading, writing, speaking, and listening, using the district-adopted, standards based, Houghton Mifflin Program. This core program is supplemented by other materials to provide students with a thematic, integrated Common Core classroom based on board approved texts. Other supplementary programs, such as, Pearson Reading Street (Grades K, 1), Lexia Online (ELA), RAZKids Online (Reading), Basal Alignment Project lessons, Step Up to Writing, Handwriting Without Tears, and other spelling and vocabulary programs.

### **Mathematics**

Students are taught math using the district-adopted, standards based, Everyday Math Program. This core program is supplemented by additional materials, such as Basic Premises for fact fluency and automaticity, and project-based activities developed around the Standards of Mathematical Practice.

### **Science and Social Studies**

Students are taught Science using the district-adopted, standards based, Harcourt program. This core program is supplemented by thematic SEAL and GLAD units for the life, earth, and physical sciences.

The Scott Foresman curriculum is used to teach Social Studies. This is supplemented with standards based SEAL and GLAD units, field trips and other source materials.

### **English Language Development**

Designated English Language Development (ELD) instruction is provided daily in all K-5 classrooms, as well as, specialized small-group ELD instruction for newcomer students.

### **Student Study Team**

This team is comprised of the principal, a general education teacher, the resource specialist, the Speech and Language teacher, a school psychologist, a community mental health counselor and the Intervention Specialist. The team meets on a bi-weekly basis to create and update individual education plans for specific students. The parents are invited to participate in planning meetings to ensure that we produce the most comprehensive plans possible for their children and to ensure their roles as full partners working toward jointly established goals.

### **LEAP**

Through the Learning Enrichment Afterschool Program (LEAP), Bahia Vista students receive additional after-school instruction. LEAP offers homework help, Mathematics and Language Arts skill building and Enrichment activities. Enrichment includes STEM (Science, Technology, Engineering & Math), art, music and physical education activities. LEAP maintains on-going communication with parents and the LEAP director meets regularly with teachers to ensure that LEAP is addressing the diverse needs of students.

### **Conflict Resolution**

Teachers provide lessons in conflict resolution, character education, community building, and appreciation of diversity and human relations for all students. In addition, some students also participate in Student Council, as Conflict Managers and Playworks Jr. Coaches. These activities build youth development, problem solving skills and leadership

skills. Students in 4th and 5<sup>th</sup> grades are trained every year in conflict resolution, peer mediation and facilitation of recess activities. Staff members who are trained to be “coaches” in the Solutions Team No Bully program bring together a team of students and leverages their empathy to end the bullying of one of their peers. The educator tells the team they are not in trouble, describes how it feels to be in the target’s shoes and asks the team what they can do or stop doing to stop the bullying. The team includes the bully, the bully-followers and positive leaders from the peer group. The educator leads the team through two structured follow-up meetings, the final one attended by the target.

### **PREK-3 Initiative**

Bahia Vista School is one of nine sites supported by the Marin Community Foundation (MCF) through their PreK-3 initiative. The county-wide goals of the PreK-3 initiative include:

- Developing a shared vision and partnership among PreK-3 programs and families
- Creating a positive school climate that address the needs of a diverse community
- Strengthening and promoting family engagement in the schools
- Aligning curriculum, standards, and assessments across preschool sites and across grade levels
- Providing high quality teaching
- Expanding learning opportunities

To meet these goals Bahia Vista has gathered together representatives from the school and many local community partners to create a design team. The design team is a collaborative group that meets quarterly to help review and implement new services and programs at Bahia Vista to promote early school success.

To promote early school success, Bahia Vista is currently working to align and improve PreK-3 curriculum and services by:

- Providing on-going and collaborative professional development and training to preschool and K-3 teachers;
- Hosting classroom observations and curriculum meetings with school staff and preschool partners;
- Developing a homework policy;
- Planning transition events and school orientations to support incoming families;
- Connecting PreK-3 service providers and creating a referral network for families to link them to the BV family center and community partners;
- Connecting preschool and K-3 parent leaders to help support school transitions and bilingual community literacy projects.
- Participating in the following initiatives through the Marin Community Foundation (MCF) P3 Grant; First Schools/Edusnap, Data Loop and Cultural Proficiency Trainer of Trainer workshops and action plans, and PreK-3 Design Team meetings.

The PreK-3 initiative also includes many programs and support services to improve family engagement and develop home-school partnerships. We have developed a tiered family engagement program that links targeted family support services and community resources to the classroom and families’ specific goals. Our aim with this tiered approach is to:

- Develop parent to parent networks – including providing enrichment opportunities, such as family field trips, access to community events, etc.;
- Support families in need – providing school-based advocacy services and community referrals;
- Enhance family literacy skills – offering a comprehensive Family Literacy program; and
- Increase family leadership capacities – recruiting and supporting additional family leaders

### **Bahia Vista Family Center**

Bahia Vista Family Center (BVFC) is a multi-disciplinary social service center servicing Bahia Vista Elementary School students, families and staff. A team of family advocates, a family literacy mentor, family engagement coordinator, volunteer coordinator, mental health professionals, and counseling interns who speak English and Spanish staff the center. They work collaboratively with the school and our community partners. BVFC promotes environments where

learning can take place. The goal of the BV Family Center is to provide outreach and support to families, facilitating family engagement in the school and addressing any issues that may present barriers to student success. The BV family advocates help families in crisis and help connect parents to community resources, referring families to many local agencies: health clinics, nutrition support services, parenting classes and support groups, ESL classes, literacy, or job training, translation services, housing resources, early childhood education, summer camp and enrichment opportunities, parent leadership support and training, and more.

### **Bahia Vista Family Literacy Program**

The goal of the BV Family Literacy Program is to: empower parents to become full partners in the education of their children; empower children to meet preschool and elementary school language and literacy standards; provide families with a strong foundation for education; and support the long-term literacy goals of both children and parents. The BV Family Literacy Program includes:

- Pre-K participation in the Raising a Reader Program, a weekly book bag program for students and family literacy workshops for parents.
- Kinder family literacy support – weekly home visits and support services for 25 targeted students
- Family Literacy and Technology Nights facilitated by classroom teachers
- Early Childhood Education parent and child learning together activities
- English classes (ESL) for parents
- Parenting education in monthly “Charla Cafes”
- Parent leadership development, led by Parents Services Project

### **Pre-Kindergarten**

This program provides preschool to 4 year-old students Monday-Friday and focuses on preparing them for Kindergarten. The families of these students are also required to participate in parenting workshops at least once a month as well as “Learning Together” in-class activities with their child every other week. They are also encouraged to volunteer throughout the year and attend ESL classes and parenting classes each week.

### **Head Start**

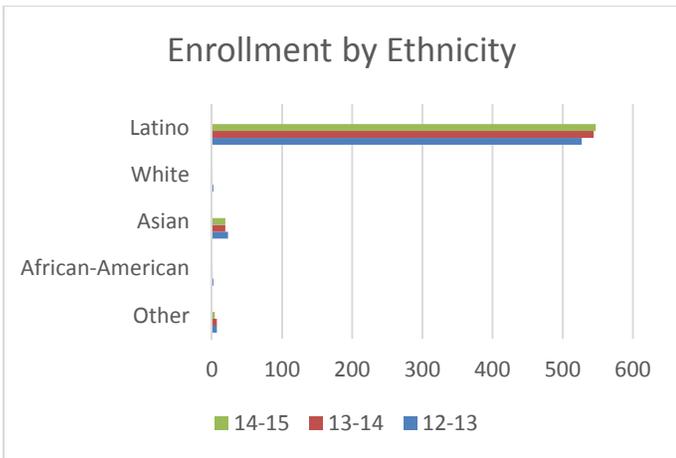
In addition to the State Pre-Kindergarten class, Head Start preschool services are also provided at Bahia Vista School. We have two classes, an a.m. class and a p.m. class. The teachers build on prior knowledge and work to ensure a strong foundation for a successful kinder experience. Head Start works cooperatively with both our State PreK program and the Bahia Vista Family Center to ensure successful transitions into Kindergarten and to ensure high level of parent participation and parent leadership.

### **Music Program**

The Heads-Up Music Foundation provides music classes to all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students. Students learn music concepts through weekly steel drum classes.

# Demographic and Assessment Data

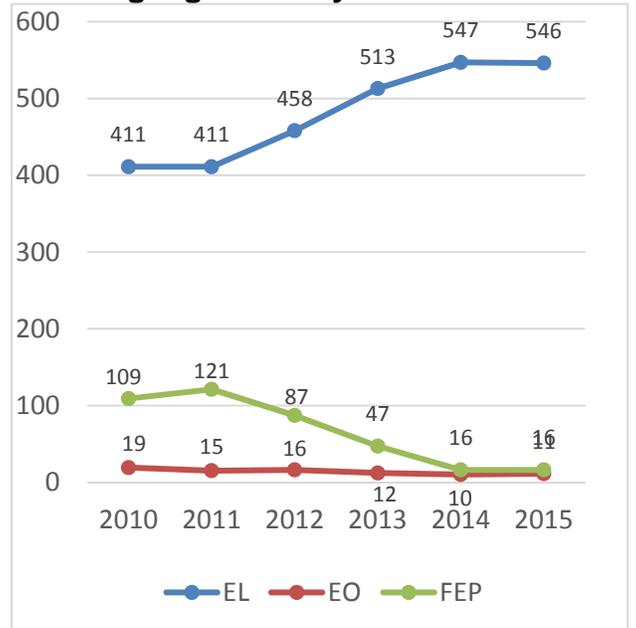
Demographic Characteristics 14-15	Bahia Vista	District
Enrollment	572	4,756
English learners	95.2%	43%
Free / Reduced Lunch	98.4%	63%
Fluent English Proficient	2.8%	16.2%



## Free and Reduced Lunch Students



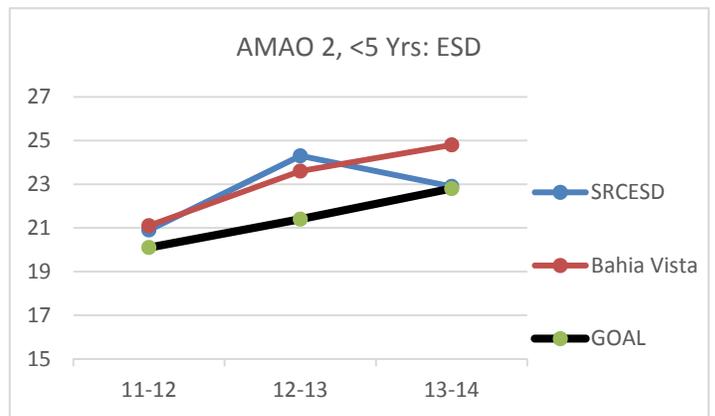
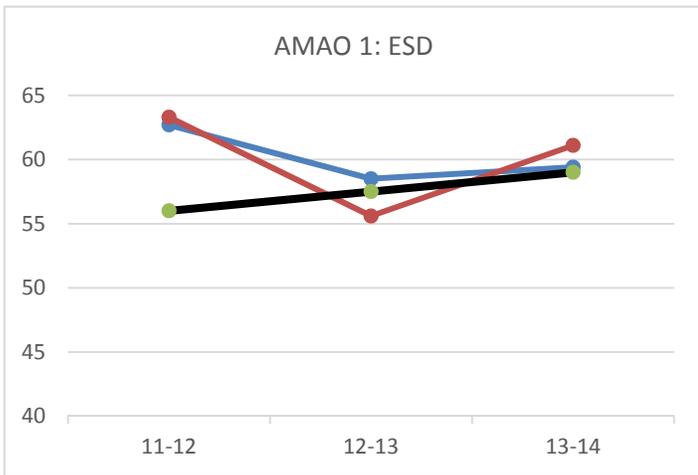
## Language Fluency Trends



2014 Bahia Vista  
School Elementary

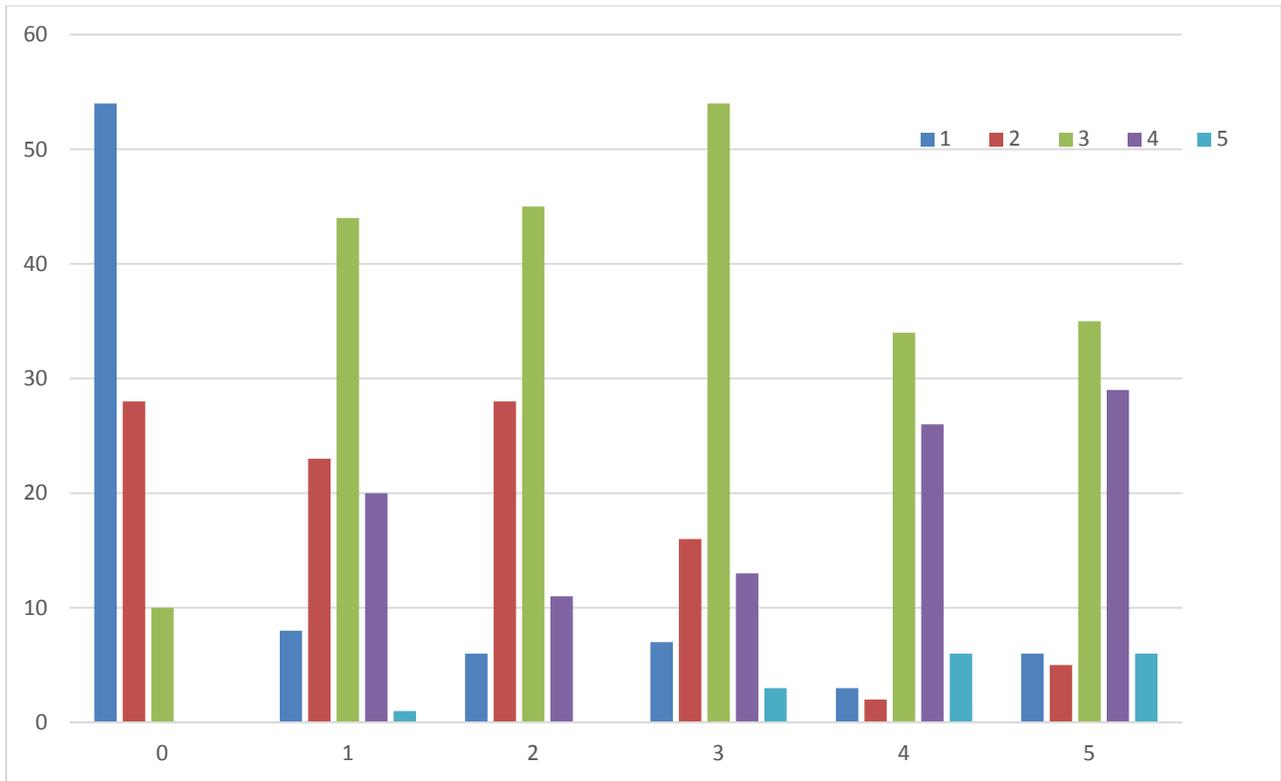
Average of SRI March 2015	Column Labels			Grand Total
Grades	EO	LEP	R	Grand Total
3	323.0	338.9	704.5	382.3
4	451.0	434.5	758.3	515.1
5	929.5	423.2	840.1	666.9
<b>Grand Total</b>	<b>589.2</b>	<b>395.4</b>	<b>798.6</b>	<b>522.9</b>

### School and District CELDT Performance

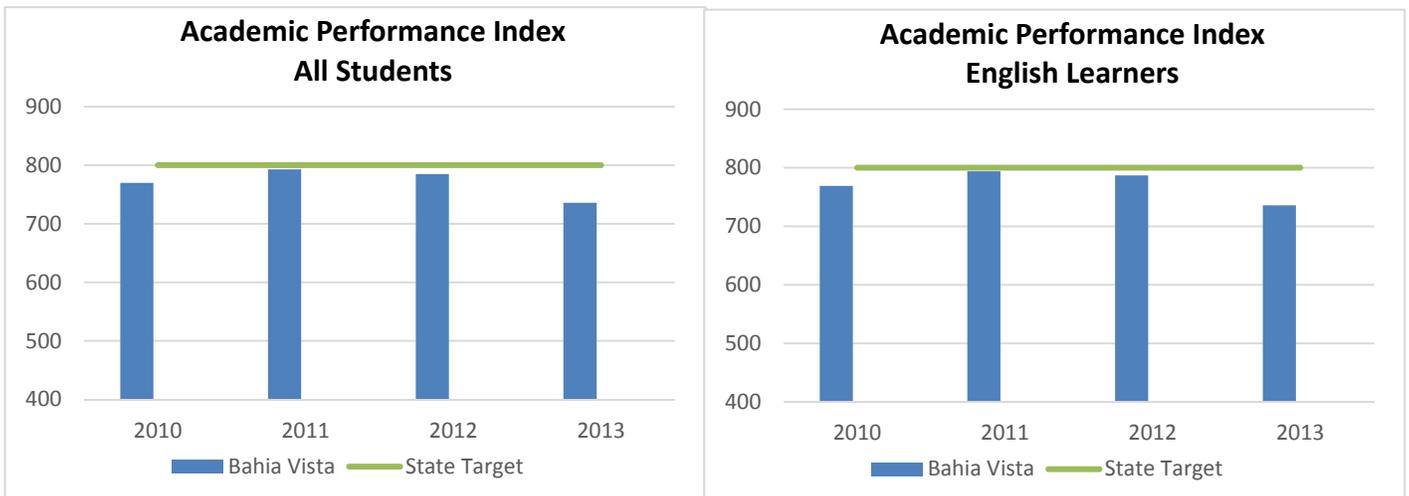


### Overall CELDT Level by Grade

Count of ssOverall	Column Labels					Grand Total
Row Labels	1	2	3	4	5	Grand Total
0	54	28	10			92
1	8	23	44	20	1	96
2	6	28	45	11		90
3	7	16	54	13	3	93
4	3	2	34	26	6	71
5	6	5	35	29	6	81
<b>Grand Total</b>	<b>84</b>	<b>102</b>	<b>222</b>	<b>99</b>	<b>16</b>	<b>523</b>



API: Please note, the most recent update provided by the CDE is 2013



SBAC ELA/Literacy Scale Score						
Grade Levels	Not Met	Nearly Met	Met	Exceeds	Grand Total	
3	50	27	10		87	
4	71	22	10	7	110	
5	38	23	24	6	91	
<b>Grand Total</b>	<b>159</b>	<b>72</b>	<b>44</b>	<b>13</b>	<b>288</b>	

SBAC Mathematics Scale Score						
Grade Levels	Not Met	Nearly Met	Met	Exceeds	Grand Total	
3	43	33	12		88	
4	58	31	16	5	110	
5	42	28	17	6	93	
<b>Grand Total</b>	<b>143</b>	<b>92</b>	<b>45</b>	<b>11</b>	<b>291</b>	

## Data Analysis

Data	Key Findings
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Student population has remained stable as in past years, with Latinos composing over 95% of our student population.</li> <li>• Results from the annual California English Language Development Test (CELDT), show that the majority of students in grades K-5, tested as Limited English Proficient.</li> <li>• Spanish is the primary language of most of our English Language Learners.</li> <li>• Bahia Vista remains a school-wide Title 1 school, with 99.5% of students receiving free and reduced lunch.</li> <li>• School demographics reflect the socio-economic and cultural make-up of the Canal neighborhood.</li> </ul>
<b>ELA</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Ongoing ELA data shows that while students are making steady progress in developing grade-level fluency, reading comprehension is still an area that needs to be a focus.</li> <li>• Data shows that shifts in ELA/ELD instructional practices that target the diverse needs of our students and that infuse research-based high-leverage strategies for English language learners are needed in order to increase student achievement and close the academic gap.</li> </ul> <p><b>SBAC/ELA</b></p> <ul style="list-style-type: none"> <li>• 43% of third graders <i>nearly met</i> or <i>met</i> grade-level proficiency</li> <li>• 35% of fourth graders <i>nearly met</i>, <i>met</i> or <i>exceeded</i> grade-level proficiency</li> <li>• 58% <i>nearly met</i>, <i>met</i> or <i>exceeded</i> grade-level proficiency</li> </ul> <p><b>Data Use</b></p> <ul style="list-style-type: none"> <li>• Principal and Intervention Coordinator support a Progress Monitoring Team to analyze data and place students in instructional support systems to enhance learning.</li> <li>• The RTI model is implemented from assessment data and includes review of Fountas and Pinnell, SRI, and Core Phonics.</li> <li>• Common strategies to enhance instruction include: SEAL, GLAD, differentiated small group work, and tier 1 and 2 intervention within the classroom during the daily Universal Access block.</li> <li>• Data results communication occurs through grade level discussion, SST's, PLC's and ILT's.</li> <li>• External communication of data occurs with the Design Team, P3 Partner Schools, presentations to the Board of Trustees, and stakeholder groups.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• All K-5 teachers at Bahia Vista 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 to receive additional support in implementation of EDM's newly revised CCSS curriculum that was adopted this school year.</li> </ul> <p><b>MATH/SBAC</b></p> <ul style="list-style-type: none"> <li>• 51% of third graders <i>nearly met</i> or <i>met</i> grade-level proficiency</li> <li>• 47% of fourth graders <i>nearly met</i>, <i>met</i> or <i>exceeded</i> grade-level proficiency</li> </ul>

	<ul style="list-style-type: none"> <li>• 54% <i>nearly met, met or exceeded</i> grade-level proficiency</li> </ul>
<b>EL Data</b>	<ul style="list-style-type: none"> <li>• Analysis of CELDT data indicates a need for more <i>Listening and Speaking</i> opportunities and for a renewed focus on <i>Writing, Reading and Comprehension</i> for students across all grade levels. Professional development will continue to focus on these areas in tandem with the implementation of the Common Core State Standards.</li> <li>• Data shows that shifts in ELA/ELD instructional practices that target the diverse needs of our students and that infuse research-based high-leverage strategies for English language learners are needed in order to increase student achievement and close the academic gap.</li> </ul>
<b>Climate/Culture</b>	<p><b>Schoolwide focus on common systems and cultural competency</b></p> <ul style="list-style-type: none"> <li>• Implementation of PBIS model Tier 1 &amp; Tier 2</li> <li>• Schoolwide focus on three standards of conduct that define a professional student: 1) Show respect; 2) Make good decisions; 3) Solve problems</li> <li>• Social-Emotional Committee to develop and support schoolwide monthly character traits with connection to classroom/academics and real-world experiences</li> <li>• Monday student awards assemblies to highlight monthly character traits and recognize student achievement</li> <li>• Development of site Cultural Proficiency Plan, participation in Equity Learning Walks, and administration of Seneca social-emotional screener through the MCF PreK-3 Initiative.</li> <li>• Implementation of Bahia Vista In Motion daily movement program</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Literacy support from PSP in Raising a Reader engage parents in literacy efforts to support their children at home and focus on oral language, retell, family stories, and routines in the home</li> <li>• Family literacy workshops and curriculum/technology “nights”</li> <li>• Room parents identified for each classroom.</li> <li>• Community Liaison works directly with PTA to build leadership capacity and support ways to sustain parental involvement</li> </ul> <p><b>Pre K Alignment-Horizontal alignment at Pre K level</b></p> <ul style="list-style-type: none"> <li>• Partners: City of San Rafael’s Pickleweed Pre K, Head Start and BV State Pre K</li> <li>• Pre-K Collective participates in Learning Walks and articulation meetings to align best practices and ensure a smooth transition for students from preschool to kindergarten.</li> <li>• Pre-K Collective collaborate and co-present at quarterly parent workshops hosted in the Bahia Vista multipurpose room.</li> <li>• Implementation Teaching Pyramid in Pre K</li> </ul>

## 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	
<b>1 Balancing Informational and Literary Text</b>	Students read a true balance of informational and literary texts.
<b>2 Knowledge in the Disciplines</b>	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
<b>3 Staircase of Complexity</b>	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.
<b>4 Text-based Answers</b>	Students engage in rich and rigorous evidence based conversations about text.
<b>5 Writing from Sources</b>	Writing emphasizes use of evidence from sources to inform or make an argument
<b>6 Academic Vocabulary</b>	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	
<b>1 Focus</b>	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.
<b>2 Coherence</b>	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
<b>3 Fluency</b>	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.
<b>4 Deep Understanding</b>	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.
<b>5 Application</b>	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
<b>6 Dual Intensity</b>	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	
<b>1</b>	From lock-step linear → spiraling, dynamic and complex social processes
<b>2</b>	From focus on accuracy → collaboration, comprehension, communication
<b>3</b>	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
<b>4</b>	From English as a set of rules → meaning-making and language choices
<b>5</b>	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](http://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:** Instructional Coaches and 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
August 2015-June 2016	Instructional Coaches	Salaries & Release time	--	LCFF
	Principal	Subs	--	LCFF

**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
Quarterly (2015-16) (Sep, Dec, Mar, May)	Intervention Coordinator	Salary (1.0 FTE)	\$48,000 (.5 FTE) \$48,000 (.5 FTE)	Title I MCF grant
	Principal	-	-	General fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Classroom Teachers (K-5)	Salaries	--	General fund
August 2015-June 2016	Instructional Coach Classroom Teachers (2-5)	Salaries	Included in 1.1.1	LCFF General fund
August 2015-June 2016	SEAL Coach PreK, K, 1 <sup>st</sup> gr. Teachers	Salaries	Included in 1.1.1	LCFF General fund

**Action Step 1.1.4:** Newcomer students will receive additional supports (Specialized ELD instruction) to develop proficiency in the acquisition of English.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Intervention Coordinator	Salary	Included in 1.12	Title I/MCF grant
	Instructional Assistant	Salary	\$40,000	Title III
	Principal	Rosetta Stone Software	\$4,800	Title III
		Supplemental materials and supplies	\$3,000	

**Action Step 1.1.5:** Students not meeting the required levels of standards mastery in English Language Arts will be required to participate in the site-based targeted intervention program.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Intervention Coordinator	Salary	Included in 1.1.2	Title I/MCF grant
	Instructional Assistant (IA)	Salary Increased hours (Jan.-June)	\$22,000 \$4,500	LCFF Title I
	Instructional Assistant (IA)	Salary	Included in 1.1.4	Title III
August 2015-June 2016	Principal	Supplemental reading intervention materials	\$6,000	Title I

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

**Action Step 1.2.1:** Develop and administer CCSS-aligned student benchmarks for math.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Ed. Services	-	-	General fund
	Classroom teachers	Salaries	Included in 1.1.3	General fund

**Action Step 1.2.2:** Implementation of Reflex Math Online Fact Fluency Program

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Principal	Site license/Software	\$3,550	LCAP Supplemental funds
	Classroom teachers	Salaries	Included in 1.1.3	General fund

**Action Step 1.2.3:** Instructional Coaches, SEAL Coach, and iTeams Coordinator will provide support for the implementation of high rigor/relevant lesson plans in NGSS and mathematics.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Instructional Coach Classroom Teachers (2-5)	Salaries	Included in 1.1.1	LCFF General fund
August 2015-June 2016	SEAL Coach PreK, K, 1 <sup>st</sup> gr. Teachers	Salaries	Included in 1.1.1	LCFF General fund
August 2015-June 2016	iTeams Teachers	Sub release days	\$1,680	iTeams grant
August 2015-June 2016	Principal	Supplemental materials	\$2,000	Lottery

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Intervention coordinator	Salary	Included in 1.1.2	Title 1/MCF grant
	Classroom teachers	Certificated overtime	\$5,000	Title I
			\$5,000	Title III
	Certificated tutors	Certificated hourly	\$22,000	LCAP Supplemental funds
	Instructional Assistants	Salaries	Included in 1.1.4, 1.1.5	LCFF/Title 1/Title III
Principal	Supplemental materials to improve the instructional program for English learners	\$25,000	Title III	

**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
August 2015-June 2016	Classroom teachers Gr.3-5 SPED teachers	Salaries	Included in 1.1.3	General fund
	Intervention Coordinator	Salary	Included in 1.1.1	Title I/MCF grant
	District Director of Technology	Additional Chromebooks	--	LCFF

**Action Step 1.3.2:** Site will support teachers in the administration of ongoing, formative ELA assessments (Fountas & Pinnell and CORE) to monitor academic growth and design targeted, differentiated learning opportunities within a balanced literacy program.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Intervention Coordinator	Salary	Included in 1.1.1	Title 1/MCF grant
	Instructional Assistants	Salaries	Included in 1.1.4, 1.1.5	LCFF/Title I/Title III
	Principal	Subs/Release time	\$6,440	Title I
Additional Testing Materials		\$1,950	Lottery	

**Action Step 1.3.3:** 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
August 2015-June 2016	Classroom Teachers and District Grade Level Teams	Salaries	Included in 1.1.3	General fund

**Action Step 1.3.4:** 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
August 2015-June 2016	Principal	--	--	General fund
	ILT members	Salaries	Included in 1.1.3	General fund

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

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

**Action Step 2.1.1:** All teachers will participate in ongoing MCF PD with one or more of the following: First Schools with Dr. Sharon Ritchie, Bremerton Trainer of Trainers Data Loop workshops, Cultural Proficiency Training with Nancy Dome, Common Core ELA Planning and Data Analysis with consultant, Kelli Leavell, and on-going P3 site visits, facilitator meetings, and administrative meetings.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Principal Intervention Coordinator Classroom teachers	MCF PD <ul style="list-style-type: none"> <li>▪ Sub release days</li> </ul>	\$2,800	MCF grant
November 2015	Principal	Reader's Workshop PD <ul style="list-style-type: none"> <li>▪ Registration fees</li> <li>▪ Subs</li> </ul>	\$750 \$560	Title I

**Action Step 2.1.2:** UC Berkley History and Social Studies Project with Phyllis Goldsmith (HSSP)

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	District & Site Administrators Classroom Teachers	See District MOU	--	General fund

**Action Step 2.1.3:** Administration, staff, and parent leaders will attend the California Association of Bilingual Educators (CABE) conference to receive high quality professional development to best support the academic and linguistic needs of English Language Learners.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
March 2016	Principal	Registration fees	\$2,350	Title III
		Subs/Release Time	\$1,680	
		Travel	\$120	

**Action Step 2.1.4:** State Pre-K program staff will participate in SEAL implementation, MCF PD, and countywide ECE PD (Teaching Pyramid model, Pre-K GLAD strategies, QRIS Leadership) and implement best practices align collaborative and instructional practices both horizontally with other pre-k partners, and vertically with kindergarten classrooms.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Pre-K Site Director	Salary	\$55,000	State PreK fund
	Pre-K Head Teacher	Salary	\$43,580	MCF grant
	Pre-K Associate Teacher	Salary	\$40,300	MCF grant
	SEAL Coach	Salary	Included in 1.1.1	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
August 2015-June 2016	Classroom teachers	Salaries	Included in 1.1.3	General fund
	SEAL Coach	Salary	Included in 1.1.1	LCFF
	ELA Instructional Coach	Salary	Included in 1.1.1	LCFF

**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
August 2015-May 2016 <i>Ongoing PLC, ILT and DGLM Meetings</i>	Principal	-	-	General fund
	Classroom teachers	Salaries	Included in 1.1.3	General fund

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Classroom teachers and SPED teachers	Salaries	Included in 1.1.3	General fund
	Instructional assistants	Overtime for training on small group interventions	\$500	Title I
	Intervention Coordinator	Salary	Included in 1.1.2	Title 1/MCF grant

**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:** Office and Administration Staff

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Administrative assistant	Salary	--	General fund
	Community Liaison	Salary	--	General fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Community Liaison	Salaries Extra duty/Interpretations	Included in 3.1.1 \$3,000	General fund Lottery Title III

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

**Action Step 3.2.1:** Teachers will implement the protocols and systems of PBIS

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Site PBIS Team	Salaries	-	General fund
	All Staff	Salaries	-	General fund
	Principal	Rewards and Incentives	\$500	PTA funded

**Action Step 3.2.2:** PBIS team leads and supports implementation of Tier 1 (school-wide expectations, positive reinforcement system, and behavioral data analysis), and Tier 2 (interventions and behavioral supports) action steps.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Site PBIS Team	Salaries	Included in 3.2.1	General fund

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

**Action Step 3.3.1:** Administration and staff will provide extensive outreach and support to families, facilitate family engagement in the school and address any issues that may present barriers to student success.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Family Center Staff	Salaries and Family Center Operating Costs	\$145,000	MCF grant
	Community Liaison	Salary	Included in 3.1.2	General fund
<b>Action Step 3.3.2:</b> Administration and staff will provide 10-week family literacy series, Latino Family Literacy Project, to increase parental involvement in support of school-wide literacy efforts.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
February 2016-May 2016	Family Literacy Teacher	Salary	\$600	Title I
	Principal	Materials Childcare	\$250 \$400	Title I
<b>Action Step 3.3.3:</b> 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	Principal Family Center Staff	Materials (copying)	\$200.00	Lottery
<b>Action Step 3.3.4:</b> ELAC				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Principal Parent Representatives Family Center Coordinator	Snacks and Childcare	\$500	Title III
<b>Action Step 3.3.4:</b> LCAP PAC				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2015-June 2016	Community Liaison	Extra duty/Interpretations	Included in 3.1.2	Title III/Lottery
	Parent representatives	-	-	N/A
	Staff representatives	-	-	N/A

## 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"/> <b>Title I, Part A: Allocation (Resource 3010)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$33,349
<input checked="" type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,159
<input checked="" type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$3,335
<input checked="" type="checkbox"/> <b>Title III, Part A: Immigrant Students (Resource 4201)</b> 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	\$2,451
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203)</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$47,572
<input type="checkbox"/> <b>Other federal funds</b>	\$
Total amount of federal categorical funds allocated to this school	\$87,866

## 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
<b>Title I, Part A</b>	\$37,668	\$33,349	\$35,282.75	\$13,876.13	\$45,123.87	\$35,734.25
<b>Title I, Parent Involvement</b>	\$1,405	\$1,159			\$1,250	\$2,564
<b>Title I, Professional Development</b>	\$13,767	\$3,335			\$8,100	\$17,102
<b>Title III, Immigrant</b>	\$1,746	\$2,451		\$3,584	\$1,216	\$613
<b>Title III, LEP</b>	\$39,073	\$47,572			\$80,650	86,645
<b>Total</b>	\$93,659	\$87,866	\$35,282.75	\$17,460.13	\$136,339.87	\$142,658.25

# 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 training opportunities to promote cultural proficiency
- 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)

# Bahia Vista Elementary

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Bahia Vista 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 Bahia Vista 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, 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 Elementary and Secondary Education Act, Title I, Part A.
3. To further the goal of effective parent involvement, **school staff** will:
- Implement MCF Pre-K -3 parent involvement model
  - Develop monthly parent education classes with Even Start, Head Start, First Five, and Family Center Staff
  - Work with Parent Service Project in developing leadership training
  - Provide ESL classes
  - Provide Family Literacy classes

### **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.

## 2015-16 Curricular Instructional Minutes

### Grade: K

<b>Subject</b>	<b>Number of Instructional Minutes</b>	<b>Instructional Materials</b>
Reading/Language Arts	90 Daily	Pearson Reading Street
Math	60 Daily	Everyday Math
ELD & Interventions	30 Daily	Pearson ELD
PE	100 Weekly	N/A
Science	75 Weekly	Harcourt Science
Social Science	75 Weekly	Pearson Social Science

### Grades: 1-3

<b>Subject</b>	<b>Number of Instructional Minutes</b>	<b>Instructional Materials</b>
Reading/Language Arts	140 Daily	Pearson Reading Street (1 <sup>st</sup> gr.) Houghton Mifflin (2 <sup>nd</sup> -3 <sup>rd</sup> gr.)
Math	75 Daily	Everyday Math
ELD & Interventions	30 Daily	Pearson ELD
PE	100 Weekly	N/A
Science	112 Weekly	Harcourt Science
Social Science	112 Weekly	Pearson Social Science

### Grades: 4-5

<b>Subject</b>	<b>Number of Instructional Minutes</b>	<b>Instructional Materials</b>
Reading/Language Arts	140 Daily	Houghton Mifflin
Math	85 Daily	Everyday Math
ELD & Interventions	30 Daily	Pearson ELD
PE	100 Weekly	N/A
Science	112 Weekly	Harcourt Science
Social Science	112 Weekly	Pearson Social Science