

Short Elementary

2016 - 2017

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: Vanessa Flynn, Principal

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

Date of this revision: January, 2017

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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: _____ .

Attested:

Vanessa Flynn
Typed name of School Principal

Signature of School Principal Date

Typed name of SSC Chairperson

Signature of SSC Chairperson Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

State guidance for school site council membership:

SSC composition falls under the rules for secondary schools. For the first time students are included in the SSC. At the secondary level the council shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852). Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Vanessa Flynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danelle French	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roxanna Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joanne Gatine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socorro Rojas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delia Ruiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	4	NA

Governance and Funding

1. The School Site Council will hold 5 meetings in the 2016-2017 school year.
2. At Short Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
 - Title I
 - Title III, Immigrant
 - Title III, LEP
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
 - Review by SSC members
 - Changes recommended as a result of ELAC and Title I parent Advisory Groups
 - Meetings with stakeholders
 - Input/changes recommended by site staff
 - Input/changes recommended by Needs Assessment Survey data
 - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
 - School Site Council
 - Site Advisory Councils: () Title I () ELAC () PTA () Other: _____
 - District Advisory Committee: () LCAAP PAC () DELAC () DAC/Title I
5. At Short Elementary, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
 - Budgets (expenditures)
 - Field Trip Forms
 - Capital Outlay
 - PAFs (Personnel Action Forms)
 - Requisitions
 - Conference Reports
7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
 - Check here if none received

School/Community Description

Short Elementary

Mission Statement

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

School Description

The newly modernized campus is located in the heart of the Gerstle Park neighborhood of San Rafael and was reopened for the 2010-2011 academic year by the San Rafael City School District. Short School began as with a kindergarten and first grade program, spear-headed by a group of teachers committed to providing a rigorous curriculum for English learners. Short School now serves Kindergarten through Fifth Grade; one kindergarten, one first grade, two second, two third, two fourth, and two fifth grade classes. 85% of our students are on free and reduced lunch and 70% of our students are English Learners. We continue to partner with Bay Area Community Resources to run and operate our LEAP afterschool program, which now serves 90 students in second through fifth grades. We hold monthly teach-ins for families around math and literacy, ensuring that our families are equipped with practical strategies for helping their children progress in academics.

District's Mission:

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

Description of School Programs

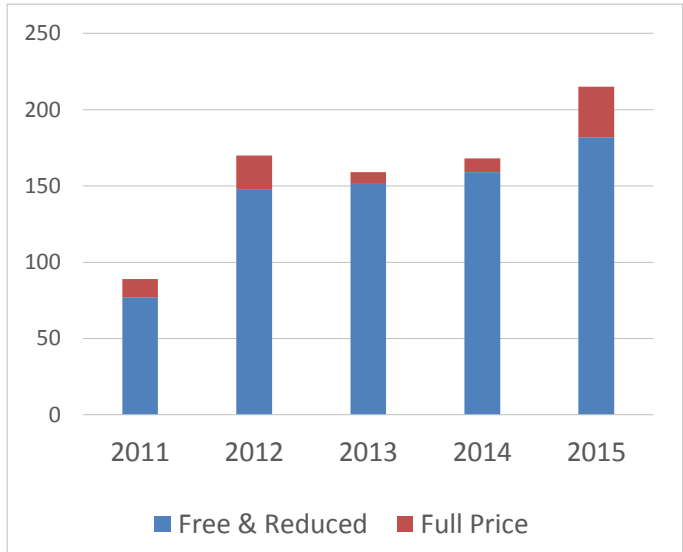
- **Reading / English Language Arts: K – 5**
 - Pearson: *Reading Street*
 - SRCS Board approval: 2010
 - Core Reading/ ELA program
- **English Language Development: K - 5**
 - Pearson *Language Central*
 - SRCS Board Approved: 2009
- **Mathematics: K - 5**
 - Wright Group: *Common Core Everyday Mathematics*
 - SRCS Adopted: 2013
- **History-Social Science: K - 5**
 - Scott Foresman: *History-Social Science Program for California*
 - SRCS Adopted: 2006

- **Science: K – 5**
 - Harcourt Brace: *Harcourt Science*
 - SRCS Adopted: 2007

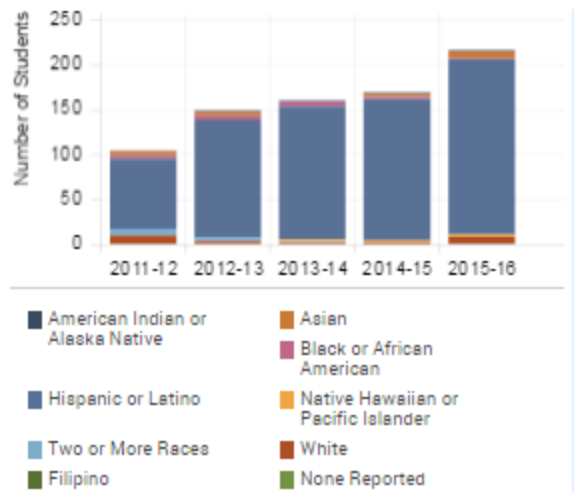
Demographic and Assessment Data

Demographic Characteristics	School 14-15	District 14-15	School 15-16	District 15-16
Enrollment	168	4,756	215	4,749
English learners	83.3%	43%	68.8%	45.8%
Free / Reduced Lunch	94.6%	63%	84.7%	63.3%
Fluent English Proficient	6%	16.2%	4.2%	11.3%

Free and Reduced Lunch Students



Enrollment by Ethnicity



View Table Data

Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	1	1	1	1	1
Asian	4	4	0	3	7
Black or African American	4	5	5	3	2
Filipino	0	0	0	0	0
Hispanic or Latino	78	131	148	157	194
Native Hawaiian or Pacific Islander	0	0	2	2	3
None Reported	0	0	0	0	0
Two or More Races	7	4	1	0	0
White	10	3	2	2	8
Total	104	148	159	168	215

Language Fluency Trends

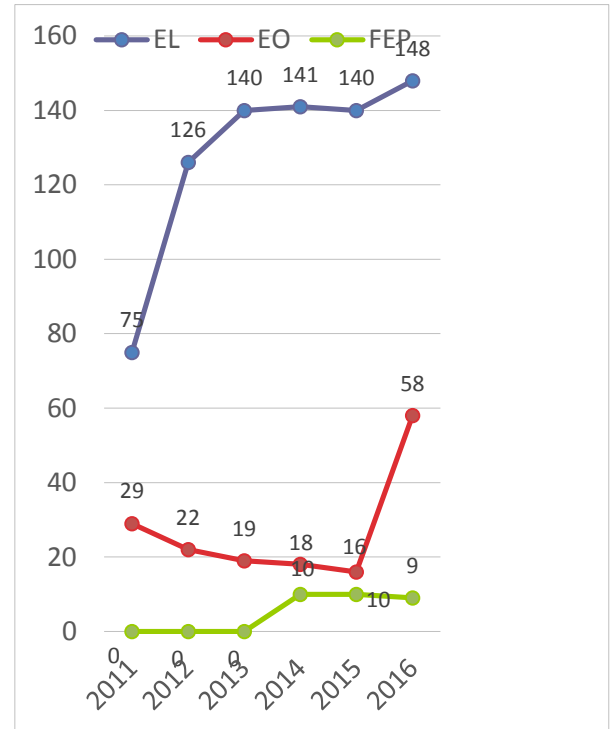


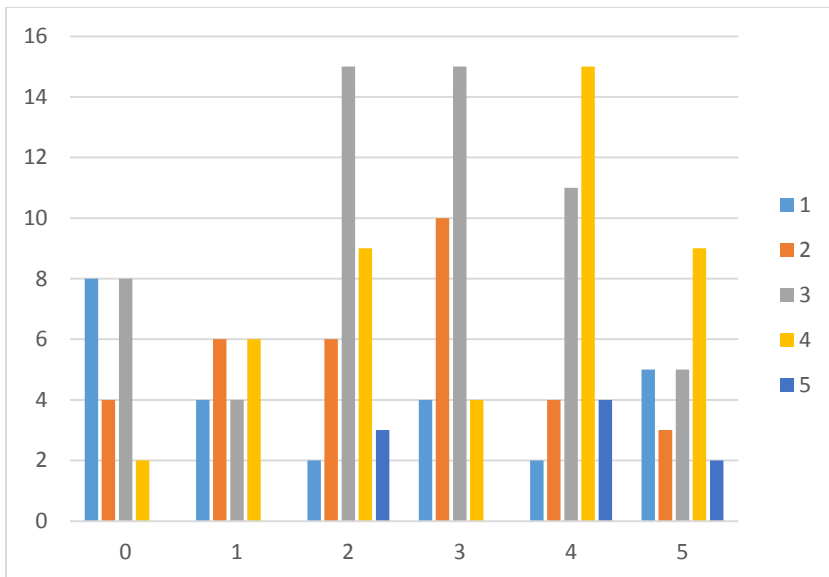
Chart Notes

This graph displays the number of enrolled students by the federal race/ethnicity categories. Note: These counts do not include short-term enrollments.

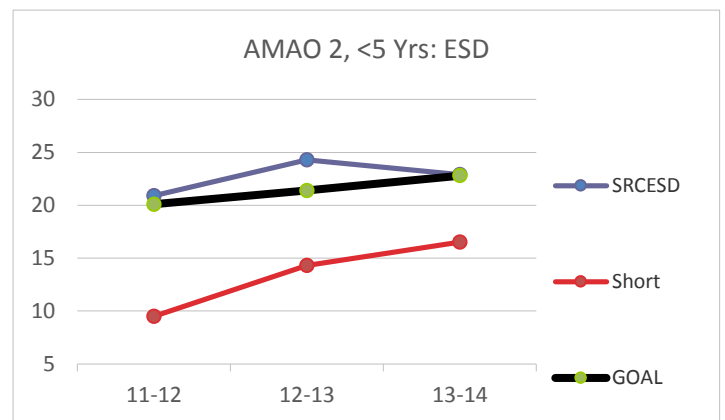
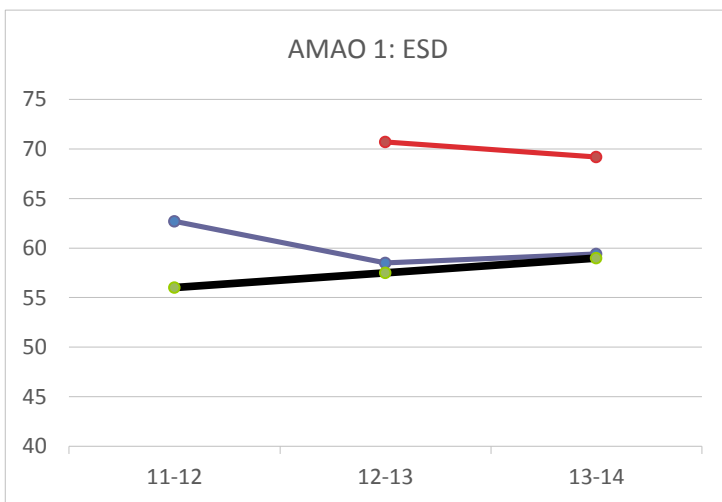
Overall CELDT Level by Grade: 16-17

CELDT Overall Count by Grade Level

	1	2	3	4	5	Total
0	8	4	8	2		22
1	4	6	4	6		20
2	2	6	15	9	3	35
3	4	10	15	4		33
4	2	4	11	15	4	36
5	5	3	5	9	2	24
Total	25	33	58	45	9	170

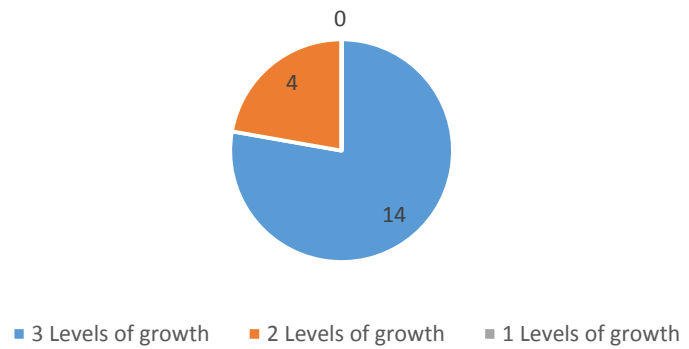


AMAO and API: Please note, the most recent update provided by the CDE is 2013



**Average of SRI
March 2015**

Grade	EO	LEP	R	Grand Total
3	381.3	331.6	469.7	367.3
Grand Total	381.3	331.6	469.7	367.3

Interventions and results in reading data:
**Fountas and Pinnell Reading Intervention:
Grade 2**

School Smarter Balanced Performance 2015-2016

Please note, percent totals may not total 100%

SBAC ELA/Literacy Scale Score

Grade	Not Met	Nearly Met	Met	Exceeds	Total
3	40%	34%	23%	2%	99%
4	39%	29%	24%	7%	99%

SBAC Mathematics Scale Score

Grade	Not Met	Nearly Met	Met	Exceeds	Total
3	19%	26%	43%	13%	101%
4	16%	40%	28%	16%	100%

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> • Student population has remained stable of the past four years, with EL learners composing 70% of our student population. • Results from the 2014-15 CELDT show that 85% of our learners are Limited English Proficient. • Spanish is the primary language of our English Language Learners. • Short Elementary School remains a school-wide Title 1 School, with 85%% of our students receiving free and reduced lunch. • School demographics reflect a socio-economic and cultural make-up of the Canal neighborhood with smaller percentage of students attending from the Gerstle Park neighborhood.
ELA	<p>Reading</p> <ul style="list-style-type: none"> • According to Trimester Fountas and Pinnel data, a measure of reading comprehension, fluency and phonics, 42% of students 1st-4th Grades were reading below grade level. Trimester 2 indicates a growth that 22% of students were reading below grade level with a 45% increase in the number of students moving from below grade level to at grade level. • This growth in reading proficiency data indicates that instructional strategies regarding differentiation, guided reading and reciprocal reading are effective in bringing about reading proficiency. • Continued focus on the 2nd Grade cohort in the area of reading proficiency needs to continue as the majority of students reading below grade level are 2nd graders and shift in reading expectations increases considerably in 2nd Grade putting 1st graders at high risk. <p>ELA and Assessment</p> <ul style="list-style-type: none"> • All grade levels participate in grade aligned, common assessments. • Kindergarten: Core Phonics Survey three times per year. Fountas and Pinnell two times per year. • 1st, 2nd and 3rd Grades: Core Phonics Survey three times per year, Fountas & Pinnell three times per year. • 2nd, 3rd and 4th take the Grades Scholastic Reading Inventory two times per year. • All 3rd and 4th Graders took the SBAC in 2015-16. <p>Data Analysis and Action Steps</p> <ul style="list-style-type: none"> • Principal and SST coordinator support all teachers to analyze data and place students in instructional support systems to enhance learning. • The RTI model is implemented from the assessment loop data and includes review of Fountas and Pinnell, SRI, and Core Phonics. • Common strategies to enhance instruction include: GLAD, Guided Reading, and Intervention through Universal Access within the classroom. • External communication of data occurs with the Instructional Leadership Team, Presentations to the Board of Trustees, and stakeholder groups.

Math	<ul style="list-style-type: none"> • All K-5 teachers at Short Elementary School teach the District adopted math program, Everyday Mathematics. Students are assessed through the program’s Unit tests, Exit Slips and Open Responses as well as the District Benchmarks. Teachers have expressed a need to align all instructional lesson cycles to Common Core Math and the implementation of EDM’s revised CCSS curriculum in the coming school year and improve the tracking system for math data in order to determine further instructional needs in the mathematics.
EL Data	<ul style="list-style-type: none"> • CELDT data indicates that sustained growth and progress by EL learners, yet there continues to be a renewed focus on vocabulary development and proficiency in writing. Professional development will focus on these areas in tandem with Common Core standards instruction.
Climate/Culture	<p>School-wide Focus on Common Behavior Management Systems</p> <p>In the year 2015-16 we focused a mainly on supporting students in their social and emotional growth via the PBIS model. The following were key components of our focus:</p> <ul style="list-style-type: none"> • Developing social skills and self-awareness: 1) Show respect; 2) Make good decisions; 3) Solve problems • Strengthening our school rituals: Friday gathering/announcements to highlight monthly character traits and recognize student achievement • A PBIS (Positive Behavior Intervention Support) team meets on a monthly basis to analyze behavior data and track students at the Tier 1 and 2 levels in PBIS and take action appropriate action steps. • A student leadership team has been formed wherein students are given leadership skill development opportunities that are relevant to school culture issues. <ul style="list-style-type: none"> • Behavior data indicates that since the hiring of a recess coach based on the Play works model and comprehensive PBIS implementation; office referrals have decreased by 70%. <p>While these components of the PBIS program/framework helped us to have a common language and reduced the number of referrals. It was found that there was a lack of explicit skill instruction in skill building in particular social skills, both in terms of solving conflict and developing character skills. As a result, we adapted a research based program which enables our explicit instruction and student’s application in 12 Tools related to social and emotional development.</p> <p>We have monitored the progress and effectiveness of Toolbox via continuing to track the number of referrals to the office as well as the quality of interactions with adults on the playground.</p> <p>Family Engagement</p> <ul style="list-style-type: none"> • Family literacy workshops and technology nights. • Room parents identified for each classroom. • Principal works directly with PTA to build leadership capacity and support ways to sustain parental involvement.

- A part-time community liaison facilitates communication, keeping parents engaged in school-life and events, connecting parents with community services and developing parent leadership capabilities.

Evaluation of the 2015-2016 Single Plan for Student Achievement

The SPSA evaluation will indicate completion or progress towards implementation of goals and objectives in the *Single Plan for Student Achievement*. It will also help the School Site Council in the development of SPSA goals, objectives and activities for the upcoming school year. When possible, please include data related to the progress toward goals (i.e. number/percent of participants, changes in benchmark assessment results, reports generated, number of professional development activities provided, amount of funds spent on staff, materials, etc. and other data related to the implementation of the SPSA goals/objectives).

2016-2017 Desired Outcomes

Teachers and instructional assistants develop mastery in implementing feedback based guided reading as it connects to data timely data, reciprocal reading in small group, standards-based shared reading and effective read-to-self blocks,
So that students will be able to:

- Engage effectively in a range of collaborative discussions about text and social studies and science content
- Read and comprehend text proficiently and independently as determined by SRI, F&P growth criteria and student work
- Students are able to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts as determined qualitative and motivational portion of F&P assessment.

Teachers will continue to develop content-based units that integrate science, social studies and all four domains of literacy (listening, speaking, reading and writing). So that **students will be able to:**

- Acquire background and content knowledge related to content that can be applied to listening, reading, writing and speaking capabilities.
- Build knowledge and apply meanings of tier 2 and 3 academic vocabulary to speaking and writing capacities as determined by proficiency in written work, performance on SBAC assessment.

Teachers will be able to explicitly teach Reading Comprehension anchor standards and writing standards

so that students will be able to:

- Apply their knowledge of the standards and skills to reading and writing in a way that reflects mastery as determined by Common Core based writing rubric.
- Students will independently and routinely use critical thinking, refer to and site text to evidence for thinking and conclusions drawn as evidenced by oral discussion and written work.

All teachers and the principal will increase parent communication, beyond the allotted two conference weeks, and report card periods. Specifically with the parents of students performing below grade level.

So that parents may be equipped to support their child at home in reading and math achievement.

All teachers are trained in a systematic curriculum, Toolbox which helps students with social and emotional learning.

So that students are equipped with the strategies and tools needed for growing in emotional intelligence, coping skills, and conflict resolution skills.

Plan • *Identify strategies in the SPSA that were fully implemented.*

Implementation • *Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.*

- *What specific actions related to those strategies were eliminated or modified during the year?*
- *Identify barriers to full or timely implementation of strategies.*
- *What actions were taken to mitigate or overcome those barriers?*
- *What impact did the lack of implementation of these strategies have on student outcome?*

Strategies Implemented:

1. All teachers and instructional assistants were trained, coached and given routine feedback in guided reading at the site level with an emphasis on providing students with in-time feedback connected to individual reading needs in the areas of fluency, phonics, vocabulary and comprehension.
 2. 2nd through 5th Grade teachers and instructional assistants were trained in whole group and small group reciprocal reading with text that is connected to social studies and science content.
 - 3.
 4. Teachers received planning days for the purpose of planning Common Core aligned instruction with a keen focus on EL strategies pertaining to GLAD.
 5. Four of our teachers attended two-year Camps Grant training at Marin County Office of Education.
 6. Instructional assistants are assigned to each teachers' classroom for a minimum of forty-five minutes, four times per week during small group, differentiated reading instruction. Instructional assistants engage students in guided reading and reciprocal reading under the guidance of the classroom teacher.
 7. Students reading four or more letter levels behind grade level received more time and support in reading after school utilizing the Leveled Literacy Intervention system.
- There were not strategies in the plan that were not fully implemented.
8. All teachers and classified staff was trained in Toolbox, a social and emotional learning curriculum.

Strategies & Activities • *Identify strategies or activities that were particularly effective in improving student achievement.*

• *Identify strategies or activities that were ineffective or minimally effective in improving student achievement.*

- *Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?*
- *Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?*

Strategies and activities that were particularly effective:

- Daily, small group reading differentiated reading support wherein students are grouped according to their reading levels and reading text connected to social studies or science content. This is done with the support of a trained instructional aid under the guidance of the teacher.
- Purchasing of leveled, content-based books to ensure students’ access to social studies and science content and volumes of text that is Common Core aligned.
- Small group support by certificated teachers in small group reading instruction using the LLI system with instructional assistant.
- Teachers received ongoing instructional coaching in GLAD strategies with an emphasis implementation with fidelity.
- Daily application by students of reading comprehension, writing and math Common Core standards.
- The implementation of Toolbox has been effective as evidenced by students’ increased ability to site tools and strategies that they can use to solve problems involving social relations. This is also evidenced by the decrease in the number of referrals to the office.

Involvement & Governance

- *How was the SSC involved in the development of the plan?*
- *How were advisory committees involved in providing advice to the SSC?*
- *How was the plan monitored during the school year?*

Short School Site Council received information on school goals to position them to advise staff in the development of the 2016-17 Single Plan for Student Achievement. Throughout the school year, at regularly scheduled joint School Site Council, the SSC was apprised of student progress toward the achievement goals set in the 2016-17 SPSA.

Outcomes

- *Identify any Desired Outcomes that were met.*
- *Identify any Desired Outcomes that were not met or partially met.*
- *Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?*

Implementation expectations regarding strategies were met by all teachers. As a result, student achievement outcomes were met as evidenced by the following:

SBAC ELA Levels of Growth:

English Language Learners exceeded proficiency levels of the state by 17%

SBAC Math Levels of Growth:

English Language Learners exceeded proficiency levels of the state by 39% in math.

CELDT Levels of Growth:

65% of students taking the CELDT were between levels 3 and 5 on the CELDT, exceeding the state average.

Office Referrals:

Office referrals declined by 70% upon instituting Toolbox and Check in Check Out Component of PBIS.

Recommendations for Future Steps:

While there has been significant growth in ELA, we see that there is a need to do more professional development with newer teachers in the area of Listening and Speaking Instruction with students who are learning English, and support teachers in their knowledge of how a second language is acquired in order to better inform their instruction.

The Toolbox curriculum has been effective in giving students more tools and strategies that cultivate social and emotional learning, and this has curtailed the number of referrals and adult intervention in behaviors, yet it has been reported that there are incongruities with regard to parents and family's understanding of the curriculum. It is noted that Toolbox trainings in the future need to include families in order to be more effective.

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, and 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 FOCAL POINTS

- Common Core aligned ELA/ELD units of instruction will include all components as identified by the district and undergo a review process.
- Full implementation of Common Core math standards:
 - K-5 *Every Day Math* CCSS
 - K-12 Implementation of Math Practices
- Gain a deeper understanding of ELA/ELD framework, 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).

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 multiple sources to inform or make an argument, and support claims.
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 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 how to think mathematically.
5 Application	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
6 Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Shifts in English Language Development

1	From lock-step linear → spiraling, dynamic and complex social processes
2	From focus on accuracy → collaboration, comprehension, communication
3	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
4	From English as a set of rules → meaning-making and language choices
5	From central focus on grammar and syntax → grammar and structure within meaningful context

6 From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources

7 From grade span → grade level

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

A technical assistance provider conducted a district needs assessment of both San Rafael City school districts in early 2012, including review of district and site documents, four District Liaison Team meetings, and classroom walkthroughs of four Title I sites, including three Program Improvement sites. Based on the needs assessment, the technical assistance provider made recommendations which were incorporated into Specific Actions for the five Performance Goals adopted by California's State Board of Education.

Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2017-18.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, 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 assistants provide support to students reading below grade level during small group reading instruction during school hours.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10 throughout each week.	Instructional Assistants	Cost to pay instructional assistants.	\$12, 873.00	Title 1

Action Step 1.1.2: More routine and frequent communication with parents regarding student progress.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Community Liaison	Cost for translation during parent meetings	\$421	Title 1

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers implementing board adapted Every Day math program.	Salaries	NA	General Fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers implementing chapter unit assessments.	Salaries	NA	General Fund

Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	1. Classroom teachers using GLAD strategies within mathematics	Wednesday release and PLC time	NA	General Fund

	and Next Generation science instruction and providing teachers with time for planning.			
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Action Step 1.2.4: Students not meeting the required levels of standards mastery as measured by the SBAC assessment will receive differentiated reading, writing and math support within the classroom through targeted instruction. Students performing not meeting proficiency levels at a significant level as determined by the SBAC assessment and diagnostic reading assessment will receive systematic intervention instruction after school using the Leveled Literacy Intervention curriculum.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers working with targeted students within the classroom through daily differentiated grouping and individualized instruction with certificated teacher. Instructional Assistant assigned to 3 rd , 4 th and 5 th Grades in guided reading and differentiated reading groups. Purchase of LLI Kits.	Instructional Assistant	\$13,556.00	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 common English Language Arts assessments with a focus on reading. Fountas and Pinnell and Scholastic Reading Inventory will be implemented three times per year to measure growth.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14-6/10	Kindergarten through fifth Grade teachers.	Release days for teachers to assess, subs to cover classes.	NA	Ed services

Action Step 1.3.2: Teachers will do assessment analysis in order to determine student groupings and

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
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8/14 through 6/10	Classroom teachers will create standardized assessments to be given at the end of a unit, then analyzed for re-teach and differentiation needs.	Teacher Salaries	NA	General Fund
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Action Step 1.3.3: Site administrators, instructional coaches and teachers will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Site Principal and instructional leadership team will meet monthly to analyze school-wide data in order to determine coaching and professional development needs, and create action plans that align to those needs during professional learning community time.	Wednesday release time, banking hours.	NA	General Fund

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

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

Action Step 2.1.1: Teachers participate in professional development through Central Services Office in the areas of guided reading, giving effective feedback and differentiated reading instruction with instructional coaches.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers Instructional Coaches Central Services Personal	Two buy-back days and eight hours of differentiated	NA	General Fun

Action Step 2.1.2: Guided Reading and Differentiated Instruction connected to Common Core implementation

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom teachers and special education teachers	After School Trainings with Teachers paid hourly.	\$1,550.00	Lottery

	will train in a cohesive and research-based approach to guided reading instruction.			
Action Step 2.1.3: Classroom teachers will participate in monthly Grade Level Meetings in order to develop instructional strategies and assessment that is aligned to the Common Core writing standards.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Classroom Teachers Literacy Leads	Salary	NA	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 develop units based on NGSS and social studies standards integrating GLAD strategies, ELA and ELD strategies.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/10	Release days offered for grade levels to create thematic, Common Core units.	Instructional Coach	NA	Ed services
Strategy 2.3: Classified staff will participate in district-provided professional development.				
Action Step 2.3.1: Instructional Aides will participate in Toolbox Training				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	Instructional Assistants	Classified Staff	\$3,873.00	Title 1
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 3.1.2: Community liaison will communicate with district community liaison to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

8/14 through 6/09	Community Liaison	Annual Salary		Title 1 and General Fund
Strategy 3.2: Staff will implement effective social and emotional support programs to ensure that students have tools and strategies for building emotion and social skills.				
Action Step 3.2.1: Teachers will continually reflect on behavior data to determine responsive behavior support strategies.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	PBIS Team and site principal		NA	General Fund
Action Step 3.2.2: Teachers and instructional assistants will participate in Toolbox Training.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	Instructional assistants, classroom teachers.	Summer Training Toolbox Curriculum materials.	\$4,545.81	Title III
Strategy 3.3: Staff will increase family engagement in decision-making and school fundraising.				
Action Step 3.3.1: Community liaison, site principal and teachers will work to harness parent involvement, engagement in decision making processes, strategies for student achievement and fundraising.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	Community Liaison, teacher, site principal	Extra hours for after-hours work by community liaison and bilingual teacher for evening events and after school trainings.	\$3,471.93	Title III
Action Step 2.3.2: Develop fundraising capabilities of parent groups.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14 through 6/15	Community Liaison	Hourly pay, child care	\$442.12	Title III

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Categorical Allocations

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

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$23,605
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$432
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$2,361
<input checked="" type="checkbox"/> Title I, Part A: Alternative Supports Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	\$8,895
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$1,707
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$13,224
<input type="checkbox"/> Other federal funds	
Total amount of federal categorical funds allocated to this school	\$50,224

2016 – 2017 Categorical Budget Summary

Date of this Revision	
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A (+)	\$521	\$23,605		7,796.19	13,529.81	\$2,800
Title I, Parent Involvement	\$1,061	\$432	-	-	-	\$1,493
Title I, Part A Alternative Supports	-	\$8,895	-	-	-	\$8,895
Title I, Professional Development	\$0	\$2,361	-	-	-	\$2,361
Title III, Immigrant (-)	-\$147	\$1,707	-	-	-	\$1,560
Title III, LEP (-)	\$7,583	\$13,224	-	-	-	\$20,807

Summary of Centralized Services

Program Common to Most Schools

Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs
- Implementing District Board *Roadmap to the Future* goals

Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi-funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CPM and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy

Summary of Centralized Services

Title I Centralized Services

Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by the ***Elementary and Secondary Education Act***.

Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are compliant with the ***Elementary and Secondary Education Act***.

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EL Centralized Services

Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective English learner programs
- Coordinate administration of California English Language Development Test

Planning/Evaluation

- Provide support for program compliance and quality
- Supervise development and revision of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to monitor implementation of programs and instructional initiatives

Implementation

- Coordinate the delivery of support services for English learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor successful access to content standards and course pathways for English learners

Staff Development

- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

Parent Involvement

- Facilitate parent participation in local and state-wide conferences

- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

Family Engagement Policy

Short School

Policy for Parent Involvement in the Education of Their Children

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

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

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

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

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

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

* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in the fall at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

Shared Responsibilities

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

The **compact** shall:

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

Building Parental Involvement

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

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the Elementary and Secondary Education Act (ESEA), Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The requirements of Title I

- How to monitor their children’s progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child’s academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child’s education.
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children’s education by using strategies to:
- Ensure that information related to school and parent programs, meetings, workshops, and other activities are sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in ESEA, Title I, Part A.
3. To further the goal of effective parent involvement, **school staff** will:
- Examine and adopt model parent involvement program
 - Work with and support a parent group for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and English Learner Advisory Committee.
 - Form alliances with community-based agencies and businesses outside of the school to connect families, in need of assistance, to appropriate services.
 - Provide other support and services as required by parents.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

2016-2017 Curricular Instructional Minutes

Grade: K

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

Grades: 1-4

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