

- SPSA Year**
- 2017–18
  - 2018–19
  - 2019–20

# Single Plan for Student Achievement (SPSA) Template

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Venetia Valley

Contact Name and Title

Principal Juan Rodriguez

Email and Phone

[jrodriguez@srcs.org](mailto:jrodriguez@srcs.org)

(415) 492-3150

---

# 2018-2019 Single Plan for Student Achievement

## THE STORY

### SPSA HIGHLIGHTS

#### TK-3rs Grade Teachers:

Participate in SEAL Model professional development trainings as well as content based thematic unit development and refinement days

Use SEAL strategies to develop strong oral language skills and increase the quantity and quality of student discourse

Use SEAL strategies and best practices to develop thematic units that integrate ELA, ELD, NGSS and HSS grade level standards

## BUDGET OVERVIEW

### STAKEHOLDER ENGAGEMENT

Involvement Process for SPSA and Annual Update

Impact on SPSA and Annual Update

### GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

Goal 1, Action 1

Goal 1, Action 2

Goal 1, Action 3

Goal 1, Action 4

Goal 1, Action 5

Goal 1, Action 6

### GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

Goal 2, Action 1

Goal 2, Action 2

Goal 2, Action 3

### GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

Goal 3, Action 1

Goal 3, Action 2

Goal 3, Action 3

---

[Goal 3, Action 4](#)

[School Site Council Membership](#)

## **THE STORY**

Briefly describe the students and community and how the school serves them.

### **Vision Statement**

Venetia Valley is a community school where students, families, and staff are celebrated for who they already are and are supported in every way to become all that they aspire to be.

### **Commitment Statement**

All Venetia Valley faculty members are committed to providing a rigorous, differentiated, and culturally-relevant academic experience that empowers students and fosters the skills, traits, and mindsets needed to be college and career ready.

### **School Description**

Venetia Valley School is a TK-8 school located in Northeast San Rafael near the Marin Civic Center. It serves the communities of Santa Venetia, as well as students from other neighborhoods in San Rafael. Parents are active participants in the school's programs and in the education of their children. Students in grades TK-4 are in self-contained classrooms. Students in 5<sup>th</sup> grade and middle school receive departmentalized instruction. Venetia Valley is Title I, schoolwide. The population is 737 students: 86% Hispanic/Latino, 5.8% White, 3.6% Asian; 1.6% African American; all others comprise 2.6%. 60% of students are English Learners; 77.5% are eligible for free and reduced price lunch.

### **Description of School Programs**

Venetia Valley School offers:

- Integrated, thematic Common Core classroom instruction programs based on Board approved texts and research informed practices.
  - Balanced Literacy (K-5<sup>th</sup> grade)
  - Biliteracy Program (K-3rd grade)
    - instruction is 80% Spanish and 20% English for participating K-1st grade students.
    - instruction is 70% Spanish and 30% English for participating 2<sup>nd</sup> grade students.
    - instruction is 60% Spanish and 40% English for participating 3<sup>rd</sup> grade students.
    - As the program develops, participating 4<sup>th</sup> and 5<sup>th</sup> grade students will receive 50% of their instruction in Spanish and 50% in English.
  - A TK-3 SEAL Model provides structures for guided thematic unit development and coaching,
  - TK-8 students receive daily English Language Development (ELD) instruction.

- A Schoolwide TK-8 AVID program promotes the development of all students' organizational and study habits in preparation for all future academic and professional endeavors.
- Socio-Emotional support
  - Tier 1
    - PBIS and a first 20 Days of School Plan establishes expectations and fosters growth mindset
    - Professional development for teachers regarding classroom set-up and systems
    - A school-wide, research-based character trait program that includes
      - Monthly character trait assemblies
    - Site based Family Center resources & programming
  - Tier 2 and 3
    - Counseling – 1 full-time counselor, 2 part-time counselors in a partnership with Community Mental Health
    - Small social group work with elementary students
    - Partnership with the Anti-Defamation League and the launching of the No Place for Hate campaign
    - Implementation of Beyond Differences curriculum and assemblies
    - 5-8th Grade implementation of Restorative Justice Circles
- Intervention programs
  - Credentialed teachers provide targeted intervention instruction to struggling readers (K-8th)
    - Soliday Program, grades 2-5;
    - English language development (ELD) small group instruction for elementary school newcomers
    - Homework club for middle school students
    - Guided reading intervention for struggling readers (3rd-5th)
  - Experience Corps, 10,000 Degrees and the Jewish Coalition for Literacy Volunteers work with elementary school students in need of literacy support
- Enrichment programs
  - Music (TK– 8<sup>th</sup> grade)
  - Physical Education
    - 6-8<sup>th</sup> grade with PE teacher

- 1st-5<sup>th</sup> participate in weekly grade-span PE with a credentialed teacher
  - Venetia Valley In Motion (K-5<sup>th</sup>, daily)
  - Library (TK-8<sup>th</sup>)
  - Tiny Tech Robotics (K-5th)
  - Partnership with SF Opera (K-3<sup>rd</sup>)
  - Coding (6-8th)
  - Enriching Lives Through Music (ELM) - (3rd and 5th)
  - Partnership with Marin Theater Company (K-8<sup>th</sup>)
  - Bay Area Discovery Museum (TK-5th)
  - Field trips for each grade level
  - LEAP after school program, grades 2-5
  - Crossroads enrichment for middle school students, in collaboration with Marin Academy/Aim High and Davidson Middle School
  - After school opportunities, with dance, chess, drama, writing and other classes
  - Athletics program for middle school students (basketball, volleyball, cross-Country, Indoor soccer, track & field)
  - Dipsea Kids partnership (5th-8th)
  - Jovenes Con Poder, after school program, for middle school students
- Family Engagement programs coordinated and supported by on-site staff that includes, our bilingual Family Advocate, our bilingual Family Center Coordinator, our Community Liaison, and our Director of Partnership
  - Spring & fall welcome events for incoming Kinder families
  - Monthly Charla Cafes to share school updates and facilitate dialogue between families and school administration
  - Annual International Potluck Night
  - Annual International Story Night
  - Annual Family Center Holiday Celebration
  - Annual Welcome Night & Ice Cream Social to help families complete enrollment forms
  - Monthly weekend story-telling for TK-3<sup>rd</sup> and prospective families
  - Family Saturday outdoor outings through a partnerships with National Parks and Recreation and Latino Outdoors
  - Madres Con Poder program, which hosts rich discussions on race, culture, and identity
  - Parent Teacher Association, which is responsible for parent-based fundraising and school event planning
  - I CAN Moms, which is responsible for community building and supporting classroom and school-based projects

- Classroom Ambassadors, which is responsible for coordinating and organizing parents within classroom communities.
- Latino Literacy Project, a ten-week program that builds both Spanish & English literacy skills for adults
- Summer Camp Fair, which brings approximately 20 summer camps to campus and offers over \$70,000 in scholarships
- Immigration Clinics for immigrant families and concerned community member
- Family Math Game Night for TK - 5 families to become more familiar with math curriculum & standards
- HeadsUp Carnival & Rock n' Run, which support District-wide initiatives and fundraising
- Monthly Family Gallery Walks, which allow students to showcase artifacts from their thematic learning to their families
- SummerBridge, which allows a thoughtful grade-level transition for PK-3 families and students, supported by SEAL

## SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Key Features of this year's SPSA:

### **TK-3rd Grade Teachers:**

- Participate in SEAL Model professional development trainings as well as content based thematic unit development and refinement days
- Use SEAL strategies to develop strong oral language skills and increase the quantity and quality of student discourse
- Use SEAL strategies and best practices to develop thematic units that integrate ELA, ELD, NGSS and HSS grade level standards

### **TK-5th Grade Teachers:**

- Use a Balanced Literacy Approach *daily* to provide high-quality, rigorous literacy instruction. This involves teachers modeling the skill, student practice in whole group through shared reading, explicit vocabulary practice, writers' workshop and daily opportunities for small group differentiated instruction.
  - Collaborate weekly with site Literacy Coach to plan units that are driven by CCSS and informed by data analysis.
- Analyze data to identify gaps and create flexible groupings to support student needs.
- Share data with students and families to empower students to take ownership of their learning.
- Implement a writing block using Lucy Calkins and HMH as guides.
- Share best practices and methodologies at monthly articulation PLCs.
- Established a school goal around reading growth for students.

### **Middle School:**

As an AVID Schoolwide school, the Venetia Valley 6-8 teachers have selected the following focus areas and goals:

- **Incorporate WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies into lessons** to promote student comprehension of material and concepts, and student articulation of ideas, at increasingly complex levels (scaffolding).
- **Promote higher-order thinking** through student engagement in rigorous discussions around focus questions and prompts in all core content areas, utilizing strategies that include consistent and proficient use of Costa's Levels of Thinking questions, Cornell Notes and Socratic Seminars.
- **Provide students with collaborative learning structures** that serve to extend their learning.
- **Develop students' organizational skills** through sustained promotions of the use of student planners, binders, dividers, pencil pouches, etc., and the maintenance of orderly learning and storage spaces.
- **Create an empowering environment** by
  - validating student identities through culturally proficient instructional content,
  - building on student strengths,
  - providing students with opportunities for instruction related goal setting,
  - and promoting understanding about transitions and expectations for middle, high and postsecondary sites through discussions related to
    - the teachers' own paths to college and career
    - college bound field trips
    - feeder high school presentations to 8<sup>th</sup> graders
    - and to Career Day presentations.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Venetia Valley continues to be most proud of the statistically significant strides our 3rd - 5th grade students make in the area of literacy.

**2017 - 2018 Student Reading Data:** Venetia Valley uses a range of measures to assess students' literacy progress. Fountas and Pinnell informs teacher planning and instruction as the assessment captures individual areas of weakness for students and provides teachers with next steps. Scholastic Reading Inventory (SRI) provides a benchmark lexile level for students to self monitor their growth towards a quantitative goal. This lexile then informs student selections of school library books, that are labeled by lexile levels to ensure that students are reading at and slightly above their lexile. The goal is for students to feel successful, encouraged and challenged. Below are tables that highlight growth as measured by the SRI assessment. This assessment was taken five times during the course of the year. All data serves to inform teacher planning for small group work

### **GREATEST PROGRESS**



during the Balanced Literacy block and also identifies students in need of intervention.

**5th Grade:**

At the beginning of the year, only 27% of students were reading on or above grade-level. By the end of the year, 48% were on level, with another 13% within a year of reading on-level. The students reading far below grade level reflect the large number of newcomer immigrants in the 5th grade who are still developing basic vocabulary and literacy.

	Beginning of year	End of year
On/Above Level (830+)	23 = 27%	40 = 48%
One year below (740-829)	15 = 18%	11 = 13%
Two years below (520-739)	25 = 30%	16 = 19%
Three years below (420-519)	11 = 13%	12 = 14%
Four or more years below (<420)	10 = 12%	5 = 6%

**4th Grade:**

This year the number of 4th graders reading on grade-level doubled over the course of the year.

	Beginning of year	End of year
On/Above Level (740+)	17 = 26%	34 = 52%
One year below (520-739)	28 = 42%	19 = 29%
Two years below (420-519)	10 = 15%	5 = 8%
Three years below (190-419)	4 = 6%	7 = 11%
Four or more years below (<190)	7 = 11%	1 = 2%

**To add to and sustain the trajectory of these students, in literacy, ...**

- 1) Our 3-5th grade literacy coach will coach our 6th-8th grade ELA teachers with regard to the same methods and strategies that worked so well in these grade levels.
- 2) Our TK-8th grade teachers and coaches will operate with shared academic goals and engage in data reflection and analysis side-by-side through our Instructional Leadership Team meetings.
- 3) All of our grade-level teams are now meeting weekly with coaches to offer even more collaboration, planning, reflection and analysis opportunities.
- 4) Every classroom teacher is working with an instructional coach on a regular basis to engage in the cycle of inquiry.
- 5) Grade-span meetings (TK - 2, 3-5, and 6-8) are happening on a monthly basis to plan and analyze data vertically.

4th Grade 2018 SBAC - Math Subgroup Data- In 2018, Venetia Valley’s math performance increased. The table below demonstrates that 61% of Venetia Valley 4th graders passed SBAC. The demographic data is an important part of this story - 62% of Hispanic students passed, compared to 35% of Hispanic students at the district level. 60% of Economically Disadvantaged VV 4th graders passed compared to 35% at the district level.

	1- Below Standard	2-Approaching Standard	3-Standard Met	4-Standard Exceeded
4th Grade- OVERALL	Venetia Valley= 9% District=25%	Venetia Valley= 30% District=27%	Venetia Valley= 41% District=29%	Venetia Valley= 20% District=20%
4th Grade - Hispanic Students	Venetia Valley= 8% District=34%	Venetia Valley= 30% District=30%	Venetia Valley= 42% District=25%	Venetia Valley= 20% District=10%
4th Grade- Economically Disadvantaged (Low SES)	Venetia Valley= 10% District= 35%	Venetia Valley= 29% District=30%	Venetia Valley= 43% District=26%	Venetia Valley= 17% District=9%
4th Grade- English Learners	Venetia Valley= 10% District=45%	Venetia Valley= 45% District=32%	Venetia Valley= 41% District=20%	Venetia Valley= 3% District=4%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

***Our middle school literacy results reveal our greatest needs for improvement as noted below:***

**COHORT DATA - College Class of 2028 (Entering 7th) - Literacy**

	1 - Did Not Meet	2- Nearly Met	3- Standard Met	4- Standard Exceeded
3rd (2015)	35%	24%	21%	20%
4th (2016)	41%	19%	22%	19%
5th (2017)	28%	19%	30%	23%
6th (2018)	35%	25%	26%	14%

*Analysis:*

- *As 3rd graders, 41% passed the literacy SBAC.*
- *As 4th graders, 41% passed the literacy SBAC (+0%).*
- *As 5th graders, 53% passed the literacy SBAC (+12%)*
- *As 6th graders, 40% passed (-13%).*

*This data reveals that there are strategies in place in the 5th grade curriculum and instructional approach that are responsible for improved student outcomes. The need is to further transfer those strategies into the middle school so that as middle schoolers our students continue to improve rather than lose traction on progress made in the previous year.*

*\*The table above also highlights an area of progress as the year before as 6th graders students dropped 26% from 5th to 6th grade in 2017 data, compared to -13% in 2018. The table above captures the impact the first year of alignment had on student achievement and also is a data point that still needs support. This year our middle school ELA teachers (6th-8th) will be now receiving aligned coaching support from the same coach that supports upper elementary literacy.*

**Steps to address the drop in achievement 6th graders experience with regard to literacy:**

- 1) Our 3-5th grade literacy coach will continue to coach our 6th grade ELA teacher. This coaching will include the modeling of lessons, data-aligned, curricular planning support, and engagement in the cycle of inquiry.
- 2) Our 3rd-5th instructional coach will begin supporting 7th and 8th grade ELA teachers to support both vertical and horizontal planning and ongoing data analysis.
- 3) We are implementing lessons from the piloted ELA curriculum to address the needs of middle school English language learners.
- 4) Our 6th grade teacher participated in a two-day AVID summer training and is engaging in ongoing AVID professional developments, focusing on Cornell note-taking strategies, Acosta’s levels of questioning, and the annotation of text.

**GREATEST NEEDS**

- 5) The literacy coach and the middle school ELA team met extensively to craft a standards-aligned, rigorous, and culturally relevant scope and sequence for each grade level.
- 6) As a result of the scope and sequence work, there is significantly more writing instruction planned for this year than previous years.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

### 2018 3rd Grade SBAC Literacy Results

	1- Below Standard	2-Approaching Standard	3-Standard Met	4-Standard Exceeded
3rd Grade- OVERALL	Venetia Valley= 27% District= 35%	Venetia Valley=37% District= 26%	Venetia Valley=21% District= 17%	Venetia Valley=15% District= 21%
3rd Grade - Hispanic Students	Venetia Valley= 31% District=48%	Venetia Valley= 40% District= 33%	Venetia Valley= 20% District= 14%	Venetia Valley= 9% District= 5%
3rd Grade- Economically Disadvantaged (Low SES)	Venetia Valley= 32% District= 47%	Venetia Valley= 40% District= 31%	Venetia Valley= 19% District= 16%	Venetia Valley= 10% District= 6%
3rd Grade- English Learners	Venetia Valley= 32% District= 53%	Venetia Valley= 41% District=30%	Venetia Valley= 17% District= 12%	Venetia Valley= 10% District= 4%

### PERFORMANCE GAPS

- 36% of 3rd graders at Venetia Valley passed SBAC. While this statistic is lower than previous years, it can be attributed to the bilingual early-exit challenge. % of Venetia Valley 3rd graders were in the bilingual program K-2, but due to hiring obstacles, they were unable to continue their bilingual education and therefore this was their first year in an English learning environment..
- This data also highlights that English Learners are underperforming compared to their grade-level peers as only 27% of English Learners in the 3rd grade passed at VV. This trend is district wide as only 16% of English Learners in the 3rd grade passed the assessment across the district.

## BUDGET OVERVIEW

### Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
<b>Allocated</b>	26,923.00	73,425.000	45,000.00	102,000.00	54,979.32	.00
<b>Budgeted*</b>	26,923.00	73,425.00	45,00.00	97,631.00	50,000.00	.00
<b>Spent YTD</b>	0	20,994.00	44,000.00	35,213.00	6,262.56	
<b>Encumbered</b>	17,500	52,430.00	1,00.00	38,317.00	28,192.85	.00
<b>Available</b>				28,474.00	20,523.91	
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>	10,910.00	3,123.00	0.00	Instructional Coach Intervention and tutoring support Professional development release time (trainings, planning and collaboration)		
<b>2XXX</b>	0.00	1,553.00	0.00	Instructional aide (English Language support) Clerical extra time		
<b>3XXX</b>	5,306.00	1,248.00	0.00	Benefits, taxes		
<b>4XXX-5XXX</b>	1,284.00	68,611.00	45,000.00	Health and Fitness Coach Materials and Supplies Textbooks and CORE materials Contract Services/Consultants		



## STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

### ***Involvement Process for SPSA and Annual Update***

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

During the summer of 2017, the newly launched Venetia Valley Leadership Team (comprised of Principal Juan Rodriguez, Assistant Principal Lauren Menchavez, Instructional Coaches Rebecca Hornthal, Molly O’Donoghue, Michele Harland, Krishna Dalal, Director of Partnership Jessica Marker, and Administrative Assistant Maricarmen Pulido) met in a three day retreat to establish specific priorities around uniting our TK-8 classrooms in a shared vision for school culture and academic leadership and to establish specific and aligned academic goals. As a part of this process, the team set out to simplify and streamline our communications, management, and curricular structures, so as to strengthen and scale programmatic achievements with regard to academics, culture, family engagement, and community partnerships.

In reflecting on and analyzing our story as a school, our offerings, progress, needs and gaps, this team drafted our school-wide commitment statement, a focus statement, aligned objectives for TK-8 services, and expanded our Instructional Leadership Team to include TK-8 teacher representation, as well as community partners, extended learning partners, parents, and other key school staff. This new Instructional Leadership Team is positioned to work together to make progress on our goals, reflect on data, and pursue our school vision in an aligned and cohesive manner. This team met on September 13, 2017 and again on October 11, 2017.

The entire Venetia Valley faculty engaged in a goal-setting process on August 22, 2017 and continue to revisit the goals, noting progress, at monthly ILT, grade-level PLCs throughout the school year. The staff also underwent a three month strategic planning process to reflect on our progress and set our upcoming goals and priorities for the 2018-19 school year. This process was shared with the SSC at our 2018 August and September meetings.

### ***Impact on SPSA and Annual Update***

How did these consultations impact the SPSA for the upcoming year?

The consultations ensure that our entire staff has a collective and comprehensive understanding of the school vision, academic commitments, goals, and priorities for the coming year and positioned them to collaborate and pursue them daily in their classrooms, in the school community, and in the community at large. In addition, every TK-8 teacher received coaching which included data analysis and differentiated instructional support using Inquiry Cycle method.

## GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified
- Unchanged

### Goal 1

**College and Career Readiness:** Each student receives rigorous instruction and support and is held to high expectations so as to foster critical thinking, collaboration, creativity, and communication skills needed to master Common Core State Standards, while promoting their college, career and community readiness.

#### Identified Need

As evidenced by analysis of student work, growth measures and standardized test results there remains significant need for intentional and differentiated instruction to increase the use of reading comprehension strategies among all TK-8 students. The data reveals that fluency scores are higher than comprehension scores. Therefore, text annotation and reading comprehension strategies must be prioritized. The focus on reading comprehension will translate into student growth across curricular areas and must then and therefore be addressed in all curricular areas. For example, reading comprehension strategies support students in addressing math word problems and engage their critical thinking as they strive to analyze historical events. In addition, research based high leverage strategies will be implemented to address ELD.

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SRI (Lexile)	N/A - Data is not available			
SBAC- ELA	Current 3rd Grade- N/A Current 4th Grade- 46% passed (3 or 4 on ELA) Current 5th Grade- 42% passed (3 or 4 on ELA) Current 6th Grade-53% passed (3 or 4 on ELA) Current 7th Grade-29% passed (3 or 4 on ELA) Current 8th Grade-48% passed (3 or 4 on ELA)	<i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		
SBAC - Math	Current 3rd Grade- N/A Current 4th Grade- 69% passed (3 or 4 on Math) Current 5th Grade-48% passed (3 or 4 on Math) Current 6th Grade-45% passed (3 or 4 on Math) Current 7th Grade-26% passed (3 or 4 on Math) Current 8th Grade-31% passed (3 or 4 on Math)	<i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

With the purchase of engaging and challenging materials, and support from coaching, Instructional Aides, tutoring and homework club, the expectation is that students will engage in more rigorous literacy curriculum. This engagement is expected to translate into improved performance on the SRI (2nd-8th) and the ELA SBAC (3rd-8th).

The focus on reading comprehension strategies is also expected to improve performance on math assessments and increase the pool of strategies that students draw on in applying themselves to word problems in math (Math SBAC data 3rd-8th).

### **Goal 1, Action 1**

**Multi-Tiered System of Supports Description:** Purchase supplemental instructional materials to increase rigor and high expectations.

- All School**
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):
- English Learners

- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED

Venetia Valley has purchased and will continue to purchase research based curricular resources and materials including, but not limited to subscriptions to: Studies Weekly (K-5), Middle School Discovery, and Freckle (formerly Front Row). This will both supplement and elevate the rigor in instruction and curriculum to support student achievement of academic standards to further close the achievement gap. With access to these resources more students will have the opportunity to reach grade-level expectations.

ACTUAL

Expenditures

BUDGETED AMOUNT / SOURCE

\$22,705, Resource (3010, Title I)

ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

## Goal 1, Action 2

**Multi-Tiered System of Supports Description:** Hire Instructional Assistants (bilingual) and additional staff to support academic rigor and high expectations in the classroom.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	<p><b>PLANNED</b></p> <p>Venetia Valley has hired and will continue to hire Instructional Aides(bilingual) to provide supplemental academic instruction support in the classroom. They will work to support small group instruction and focus on both literacy and English Language Development.</p>	ACTUAL
Expenditures	<p><b>BUDGETED / SOURCE</b></p> <p>\$15,000, Resource (4203, Title III) General District Funds</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



**Goal 1, Action 3**

**Multi-Tiered System of Supports Description:** Venetia Valley offers extended learning instructional support opportunities. .

<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>● All School</li> <li><input type="checkbox"/> Students with Disabilities</li> <li><input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Low Income</li> <li><input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<i>Actions/Services</i>	<p><b>PLANNED</b></p> <p>Venetia Valley School offers after school extended learning opportunities. (Research based intervention/tutorial is offered to TK-8 graders).          After school, a credentialed teacher provides intentional instruction to support the needs of struggling students. This intervention is targeted to meet phonics gaps, foundational math skills, and basic comprehension strategies students need in order to access grade-level content and material.</p>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>\$15,000 Resource 0910</b></p>	
<i>Expenditures</i>		

ANTICIPATED MODIFICATIONS TO  
ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 4**

**Multi-Tiered System of Supports Description:** Hire Instructional Coaches to increase rigor and expectations to support English Language Learners.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services/Goal</u>	PLANNED	ACTUAL
	<p>Venetia Valley hired a 0.6 Instructional Coach to provide professional development (research based Reading/English Language instruction) and develop structures (small group instruction) to ensure English Learners have access to rigorous and scaffolded curriculum. In addition, the coach provides strategic and intentional intervention/tutorial support.</p> <p>Venetia Valley hired a 0.5 Middle School Instructional Coach to support teachers with planning, data analysis and interventions for English Language Learners who are struggling academically across content areas.</p> <p>Venetia Valley hired a 0.2 Instructional Coach to support teachers with planning math instruction and the incorporation of targeted strategies that may be used to support struggling students across all grade levels.</p> <p>Evidence of impact will be able to be seen in the rigor of lesson plans and the execution of instruction.</p>	
<u>Expenditures</u>	BUDGETED / SOURCE	ESTIMATED ACTUAL
	<p><b>\$36,000 Resource Title 1 (3010)</b>  <b>\$12,500 Resource 0910 one time adjustment</b></p>	



\$29,000 Resource Title III 4203

ANTICIPATED MODIFICATIONS TO  
ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

**Goal 1, Action 5**

**Multi-Tiered System of Supports Description:** Tier 2 Targeted supplemental academic support is provided to TK-8th grade students struggling academically.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):Students needing additional academic intervention</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

**Actions/Services**

PLANNED	ACTUAL
<p>Middle school students who struggle academically have access to an after school homework club. Students who are just short of attaining proficiency have access to participating in Crossroads, a collaboration with Marin Academy/Aim High. Students working on academic skills of goal orientation, working as a team, and building on strengths may participate in our partnership with Allen Sports Club. In addition, middle school students are afforded after school enrichment opportunities, including jazz band instruction led by the middle school music teacher.</p> <p>In the elementary grades, we also provide after school tutoring, intervention, and extended learning opportunities. As with the middle school grade students, elementary tutoring is designed to help students achieve grade level standards and close the achievement gap. In the case of the music program, this opportunity carries over to Saturdays.</p>	

Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
\$26,997 (0910) One time adjustment	

ANTICIPATED MODIFICATIONS TO  
ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

## GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- ✓ New
- ✓ Modified
- ☐ Unchanged

### Goal 2

**Professional Development:** Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

#### Identified Need

Domain data from SBAC reveals a need to coach grade-level teams, as well as individual teachers, to ensure that instruction is standards-driven, data-informed and incorporates instructional materials that are culturally relevant, rigorous and engaging. Data, specific to the lower elementary, indicates a need for targeted professional development in the foundations of English and Spanish literacy.

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SRCS Balanced Literacy Reflection Tool	TK-2 teachers self reported, on average, between Awareness and Beginning Implement in word study			

	and strategy groups. (Scale= Not Yet, Awareness, Beginning Implementation and Integrated Implementation)			
TK-P3 Data - Common Assessment	63% of kindergarten students scored proficient in rhyming on the P3 Early School Success Common Assessments. 70% of kindergarten students scored proficient in reading site words on the P3 Early School Success Common Assessments. 68% of kindergarten students scored proficient in knowing long vowel sounds on the P3 Early School Success Common Assessments.			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

Increased foundational literacy skills as measured by SRCS Literacy Inventory and TK-P3 Common Assessment	
---	--

**Goal 2, Action 1**

**Multi-Tiered System of Supports Description:** A site instructional coach collaborates weekly with grade level teams and bi-weekly with individual teachers to comprehensively discuss the curriculum, to analyze data, and to arrive at instructional decisions that enhance differentiation and rigor.

Students to be Served

- All School
  - Students with Disabilities
  - [Specific Student Group(s)] -- (List here):
- 
- English Learners
  - Foster Youth
  - Low Income
  - [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED

A site instructional coach collaborates weekly with each and every grade level team to engage in a cycle of inquiry that includes providing professional development, helping raise rigor, analyzing data and developing curriculum that targets student needs. More personalized coaching happens at the one-on-one level and is tailored based on teacher experience to help increase student achievement and close the achievement gap. Site funds are used to release and provide extra time for certificated staff to engage in the above professional development work.

ACTUAL

Expenditures

BUDGETED / SOURCE

\$27,445 Resource (3010) Title 1

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New

New

New

<input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 2, Action 2**

**Multi-Tiered System of Supports Description:** All TK-3rd teachers participate in SEAL training and unit development.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	PLANNED	ACTUAL
	<p>All TK-3rd grade Venetia Valley teachers participate in SEAL trainings, planning days and unit development, along with instructional coaches. This promotes research based, systematic rigor that students build on each year as they recognize learning structures, progressively work with familiar themes and develop skills that have been methodically scaffolded for their ongoing benefit.</p>	
Expenditures	BUDGETED / SOURCE	ESTIMATED ACTUAL
	<p>General fund, district</p>	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 2, Action 3**

**Multi-Tiered System of Supports Description:** Teachers participate in AVID Professional Development to gain research-based strategies that may be integrated into lesson plans to support students with accessing and analyzing the content of texts across the curriculum. Other forms of professional development will be available as well.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

<p>PLANNED</p> <p>Venetia Valley sent upper elementary teachers, middle school teachers and coaches to an AVID summer institute</p>	<p>ACTUAL</p>
---	---------------



Expenditures

<p>in Sacramento, with the objective of helping them gain research-based strategies that may be integrated into lesson plans to support students with accessing and analyzing the content of texts across the curriculum.</p>	
<p>BUDGETED / SOURCE 15,850 (3010 Title I)</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>

**GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE**

	<p><input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	
<p><b>Goal 3</b></p>	<p><b>Student Engagement &amp; School Climate:</b> Venetia Valley staff recognize, validate, and celebrate students, families and one another for who they already are and support each stakeholder, with every available resource, to become all that they aspire to be. With a growth mindset, staff are committed to providing a rigorous, differentiated, and culturally-relevant academic experience that empowers students and fosters the skills, traits, and mindsets needed for college and career readiness.</p>	

Identified Need

Suspension rates are 4.4

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	N/A			
Suspension Rates	4.4	100 days. 23 students (out of 721) = Rate is 3.2%		
Parent Annual Survey		<p>Data Summary for 2017-2018 Family Survey:</p> <ul style="list-style-type: none"><li>● 73% of families in grades TK - 8th grade participated in the survey</li><li>● As compared with the survey of the previous year, Venetia Valley School made statistically significant gains in the majority of areas measured<ul style="list-style-type: none"><li>○ a particular spike was noted in the number of parents who reported that their</li></ul></li></ul>		

		<p>child(ren) work independently at home.</p> <ul style="list-style-type: none"> <li>• Approximately 77% of families with children in grades TK - 8th grade, gave the school the highest rating.</li> <li>• The majority of our parents are volunteering 1-2 times per year, for school events, with 18% volunteering weekly.</li> </ul>		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

<p>Decrease in absenteeism and suspension rates.</p> <p>Annual Parent Survey</p>	
--	--

***Goal 3, Action 1***

Multi-Tiered System of Supports Description: Tier 1 monitoring, Tier 2 supports, and Tier 3 intensive supports.

Students to be Served

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED

**Tier 1: School Culture and Climate**

- Venetia Valley students and staff refer to school as an “I CAN University”. This philosophy guides the mindset and grounds the community in the larger mission - goals can be achieved.
- Venetia Valley developed character traits of the month to empower students and model professional student behavior.
- Venetia Valley hosts a daily School In Motion program where students are reminded of the school standards, practice demonstrating the character trait of the month and share in a community building morning routine.
- Venetia Valley exposes students to colleges and careers. Every classroom is named after their graduation year and each classroom has “adopted” a college/university. Career day is another opportunity for students to learn about different pathways and become empowered to pursue their dreams.
- Venetia Valley hosts monthly community assemblies that spotlight the character trait of the month, the identity of a professional student and acknowledge students for their academic growth and professional behavior.
- Venetia Valley awards students with Falcon Cards (TK-8) when students embody a character trait or demonstrate one of the three school standards (show respect, make good decisions, solve problems).
- Venetia Valley adopted Calm Classroom as a TK-5 tool to teach students strategies to support self-regulation. This is now incorporated into the daily schedule.

ACTUAL

<ul style="list-style-type: none"> <li>• Elementary teachers track perfect attendance and work towards a classroom award after having 17 days of perfect attendance.</li> <li>• Middle School hosts a Beyond Differences assembly and three Beyond Differences lunchtime events to promote inclusivity on campus.</li> <li>• Middle school has an advisory period in which teachers are encouraged to build community and develop mentor-mentee relationships to monitor academic progress.</li> <li>• Middle school has a Student Council and a Beyond Differences Club that students may join and participate in during weekly lunchtime meetings.</li> <li>• The Middle school hosts quarterly student success assemblies to celebrate student growth and spotlight students demonstrating professional student behavior.</li> <li>• Venetia Valley has a PBIS committee to monitor and improve positive behavioral systems on campus.</li> <li>• PBIS</li> <li>• School climate/culture (character trait development, monthly student success assemblies, professional student identity, I Can philosophy, calm classrooms)</li> <li>• family engagement strategies</li> <li>• quarterly suspension reports</li> <li>• quarterly behavior reports</li> </ul>	
<p>Expenditures</p> <p>BUDGETED / SOURCE</p> <p><b>\$17,500 0000 (LCAP)</b></p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
--	---	---

--	--	--

**Goal 3, Action 2**

**Multi-Tiered System of Supports Description:** Tier 2 addresses students who need socio-emotional support beyond that which has been provided for in Tier 1.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):Students needing additional social-emotional supports</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p><b>Tier 2:</b>          The school site counselor provides small group counseling (friendship groups, identity groups, etc.).          Additionally, the Site Based Intervention Team (SBIT) works with teachers to collaborate on interventions for students struggling both behaviorally and academically.          Staff have been assigned brief daily “check-in” and “check-out” meetings with students who need support with self-regulation. These meetings take place before the students enter the classroom, before lunch and at the end of the day. This helps students feel heard and that someone cares.</p>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>District funded</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 3, Action 3**

**Multi-Tiered System of Supports Description:** Tier 3 addresses students who require socio-emotional support beyond that which has been provided for in Tiers 1 and 2.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): Students needing Tier III social emotional supports</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p><b>Tier 3:</b>          County Mental Health Services are available for students who meet the criteria.          A school psychologist meets regularly with an identified caseload of students to provide responsive support with meeting their socio-emotional needs.          The school site counselor provides direct one-on-one support to identified students on a regular and pro-active basis.</p>	<b>ACTUAL</b>
<b>Expenditures</b>	<b>BUDGETED / District funded</b>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO  
ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



**Goal 3, Action 4**

**Multi-Tiered System of Supports Description:** The Family Center provides support to families, facilitates family engagement pathways, and forms partnerships with parents and support providers to mitigate barriers to student success.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

**Actions/Services**

PLANNED	ACTUAL
<p>Family Center Director (0.8 FTE)                      Family Advocate (1.0 FTE)                      Family Resource Specialist (1.0 FTE)</p> <p>The Family Center staff work on site in the Venetia Valley Family Center.</p> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>● The Family Center staff was trained in Latino Literacy Project’s curriculum and materials to support families’ with reading strategies at home and English Language Development.</li> <li>● A family computer literacy series was offered in partnership with the Canal Alliance to support families with computer/tech literacy skills and fluency.</li> <li>● The Family Center invites parents to volunteer in classrooms and with classroom projects through I CAN Moms and Parent Ambassador programs.</li> </ul>	

- Teachers participated in a family engagement training hosted by the Family Center to ensure strong classroom and family partnerships.
- The Family Center Staff, After School Coordinator and Community Liaison meet weekly with community partners and (monthly) with the school counselor to share and evaluate progress toward goals on their strategic plans.
- Monthly story time provides parents an opportunity to share and engage with literature with their lower elementary students.
- The Family Center hosts monthly “Charla Cafés” to bring the administration and parents together in an informal setting.
- The Family Center staff and families travel to attractions throughout the Bay Area with the National Park Alliance to build community and engagement.
- The Family Center created a program “Madres Con Poder” as a place for Latina mothers to discuss issues of identity, culture and current events.
- The Family Center partners with 20 local camps and programs to host a Summer Camp fair and offers over \$70,000 worth of scholarships for families in need.
- The Family Center distributes community resources and opportunities to families in the school community.
- TK-3rd grade teachers and students host monthly Gallery Walks to showcase thematic unit and student work to families.
- The Parent Teacher Association plans and hosts numerous school-wide fundraising and community building events over the course of the school year.

- The Family Center hosts Immigration Clinics to provide critical information to both the immigrant community and concerned community members.
- The Family Center hosts a flu clinic, which offers free flu immunizations for staff, students and family members.
- The Family Center partners with the school counselors to provide Fridays with the Counselors to family members, an informal venue for parents to discuss relevant issues in parent rearing in a supportive, group setting
- The Family Center engages in essential advocacy and community organizing work on behalf of Venetia Valley families who are in crisis.

Family Engagement programs include:

- Family support and advocacy
- Monthly Charla Cafes to share school updates and facilitate dialogue with families
- Weekly Friday discussions with the school counselors
- PIQUE Program - Introduction to High School (10 weeks for families and students)
- Adult Computer Literacy Classes (through partnerships with Canal Alliance)
- Annual International Potluck Night
- Annual International Story Night
- Annual Summer Camp Fair
- Annual Flu Clinics
- Annual Back To School Night
- Annual Welcome Night & Ice Cream Social to help families complete enrollment forms

<ul style="list-style-type: none"> <li>● Monthly weekend story-telling for TK-3<sup>rd</sup> and prospective families</li> <li>● Family outdoor outings through a partnership with National Parks and Recreation</li> <li>● Madres Con Poder discussions around culture, social biography, and identity</li> <li>● Parent Teacher Association responsible for parent-based fundraising and school event planning</li> <li>● I CAN Moms group responsible for community building and supporting classroom and school-based projects</li> <li>● Classroom Ambassadors responsible for coordinating and organizing parents within classroom communities</li> <li>● Partnership with Parent Services Project to support SELAC programming.</li> <li>● The contracting of services to provide parents with parenting classes and educational classes such as technology, family literacy, and English as a Second Language (ESL) classes, including but not limited to those offered through Parent Services Project, Canal Alliance, and the Latino Family Literacy Project. These opportunities empower parents and families to better support the students.</li> <li>● Staff participation in trainings with the Latino Family Literacy Project</li> </ul>	
<p>Expenditures</p> <p><b>BUDGETED / SOURCE</b>  <b>\$215,179 (/9463) (Marin Community Foundation)</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

## School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Juan Rodriguez	Principal	<a href="mailto:jrodriguez@srcs.org">jrodriguez@srcs.org</a>	9/27/18
2. Samantha Escobar	Parent	<a href="mailto:esamnatha59@yahoo.com">esamnatha59@yahoo.com</a>	9/27/18
3. Leydis Mata	PTA President /Parent	<a href="mailto:ogcc@marinchild.org">ogcc@marinchild.org</a>	9/27/18
4. Lucia Wahl	TK Teacher	<a href="mailto:lwahl@srcs.org">lwahl@srcs.org</a>	9/27/18
5. David Schmitz	P.E Middle School	<a href="mailto:dschmitz@srcs.org">dschmitz@srcs.org</a>	9/27/18
6. Tiffany Avalos	Middle School Science	<a href="mailto:talavos@srcs.org">talavos@srcs.org</a>	9/27//18
7. Roxana Guzman	Parent	<a href="mailto:rguzman@headstart.org">rguzman@headstart.org</a>	9/27/18
8. Elixia Canales	Parent	<a href="mailto:ecanales10@yahoo.com">ecanales10@yahoo.com</a>	9/27/18
9. Mayra Rodas	Parent	<a href="mailto:mrodas@gmail.com">mrodas@gmail.com</a>	9/27/18
10. Estela Merida	Classified staff	<a href="mailto:emerida@srcs.org">emerida@srcs.org</a>	9/27/18

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	

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:

Parent Stakeholder Groups (Adjust list to reflect any site specific groups)

Home and School Club

- Special Education
- Gifted and Talented
- Foster, homeless, disadvantaged
- English Language Advisory Committee

Student Stakeholder Groups

- Student representatives
- ASB

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 here in 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:

---

Typed name of School Principal

---

Signature of School Principal

---

Date

---

Typed name of SSC Official

---

Signature of SSC Official

---

Date