

# San Pedro 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 School-wide Program Plan.

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

Contact Person: Mimi Melodia, Principal  
Telephone Number: 415-485-2450  
Address: 498 Point San Pedro Rd, San Rafael, CA 94901  
E-mail Address: [mmelodia@srcs.org](mailto:mmelodia@srcs.org)  
County-District School (CDS) Code: 21-65458-6024830  
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:1/11/16

Attested:

Mimi Melodia  
Typed name of School Principal

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

\_\_\_\_\_  
Date

Ericka Benassini  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## School Site Council Membership (SSC)/ School English Learner Advisory Committee (SELAC)

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. Due to the lack of public transportation to our school and because our student population is almost 100% second language learners, San Pedro combines our monthly SSC meetings with our monthly School English Learner Advisory Committee (SELAC) meetings.

### State guidance for school site council membership:

*Middle grades 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/SELAC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mimi Melodia, Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ericka Benassini, 1 <sup>st</sup> Grade Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Becerra, PreSchool	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danielle Diego, 2 <sup>nd</sup> grade Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Reyes , Community Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aurelia Vargas, PTA President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ana Montoya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sara Benitez, PTA Vice President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Felicita Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rosa Gonzalez, Family Center Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

## Governance and Funding

1. The School Site Council will hold **9** meetings in the 2016-17 school year.
2. At San Pedro Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
  - X Title I
  - X Title III, Immigrant
  - X Title III, LEP
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
  - X Review by SSC members
  - X Changes recommended as a result of ELAC and Title I parent Advisory Groups
  - X Meetings with stakeholders
  - X Input/changes recommended by site staff
  - X Input/changes recommended by Needs Assessment Survey data
  - X External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
  - X School Site Council
  - X Site Advisory Councils: (X) Title I (X) ELAC (X) PTA
  - X District Advisory Committee: (X) LCAAP PAC (X) DELAC
5. At San Pedro Elementary, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
  - X Budgets (expenditures)
  - Field Trip Forms
  - X Capital Outlay
  - X PAFs (Personnel Action Forms)
  - X Requisitions
  - X Conference Reports
7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
  - X Check here if none received

## School/Community Description

### San Pedro Elementary

#### Mission Statement

San Pedro School is dedicated to educating each child in a safe, enriching environment with the highest standards of academic excellence. It is the school's goal for each child to achieve mastery of statewide grade-level standards, to become proficient in the English language, and to become a lifelong learner, with the ability to realize his/her potential. Working together with families, the school strives to provide a comprehensive, engaging learning environment for students, staff and parents.

#### School Description

San Pedro Elementary School is located east of downtown San Rafael. It serves the San Rafael Canal community and communities east and west of Highway 101, located over three miles away from the school site. According to the CDE, approximately 98 % of San Pedro's student population is Latino, with the largest cultural groups coming from Guatemala, El Salvador, Nicaragua, and Mexico.

#### School Programs:

- **Reading / English Language Arts: K – 5**
  - Houghton-Mifflin Harcourt: California Journeys
  - SRCS Board approval: 2016
  - 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

#### Quality Education Investment Act Grant, QEIA:

San Pedro Elementary School qualified to receive this seven-year grant during the 2007-2008 school year\*. QEIA funding is aimed at improving academic instruction and student academic achievement through various efforts, including class size reduction and teacher training. Schools ranked in deciles 1 or 2 on the 2005 Base Academic Performance Index (API) were eligible for this funding. San Pedro was the only school in Marin County to qualify. Our primary foci are enhancement of school resources, especially effective implementation of Standards Based Reading/English Language Arts and Math curriculum, upgrading technology, comprehensive teacher training, high quality professional development, and class size reduction in all grades, including fourth and fifth grades.

**\* CTA filled suit against the State of California to compel payment of the full Proposition 98 minimum-funding guarantee. As a result, qualifying schools, such as San Pedro Elementary, will receive QEIA funding for an additional year beyond the original seven-year grant structure. Specifically, full grant funding will continue for an eighth school year, through 2014-2015 and carryover funding will be honored for the following school year.**

### **Promoting Early School Success for All Pre-K-3 Initiative through Marin Community Foundation**

San Pedro Elementary School is one of the Marin County schools that was awarded a five-year grant *Promoting Early School Success for All, PreK-3 Initiative*, by the *Marin Community Foundation*, MCF. Currently, San Pedro is in Year 7 of the grant. The goals of *PreK-3 Initiative* are to develop and support programs and policies that encourage early school success, specifically in Pre-K through third grades, to improve student achievement for low income students and students of color. *San Pedro PreK-3 Design Team* members identified focus areas in our existing Pre-K through 3<sup>rd</sup> grade program that would benefit from increased growth and professional development. Work priorities have been established to support and strengthen these focus areas. Seven key programmatic elements of the *PreK-3 Initiative* and San Pedro's Year 5 focus within each of these areas are:

- **Shared vision and partnership between programs and community partners:**

Vision created by *San Pedro PreK-3 Initiative Design Team*: *Together we are committed to the success of San Pedro students by providing a seamless system of support that assures equitable access to learning opportunities for all children and their families.*

San Pedro has established an Outreach Committee to ensure: 1) that San Pedro's vision is communicated and becomes well known, and understood beyond our site and 2) that all current and potential partners work collaboratively toward achieving *PreK-3 Initiative* goals and objectives.

- **Positive school environment and cultural competence:**

San Pedro staff will continue to work closely with the *PreK-3 Initiative Cultural Proficiency Training* series and the *National Equity Project* to further develop cultural competency. San Pedro will continue to promote a positive and affirming School Climate by working to increase parent involvement with the school and by focusing on more activities and events that honor our students' home culture and identity.

- **High quality teaching supported by professional development:**

All staff has received or will receive Pre-K *GLAD* and *GLAD* training and Prk-1 grade teachers will receive the first year of *SEAL* training during the 2015-16 school year. Additional PD will focus on *ELD*, *Reading/Language Arts*, *Common Core* aligned writing, *Social/Emotional Learning* and *Mathematics*. *California Common Core State Standards*, best instructional practices and literacy and math goals and methodologies will be aligned between Pre-K and K, including collaboration with on-site *Marin Head Start* staff.

- **Alignment across systems – standards, assessments, and curricula:**

Grade-level *Professional Learning Community, PLC*, meetings have been scheduled on alternate weeks for one hour and during the Wednesday professional learning time 1 time per month entire school year. PLC topics include: deepening understanding of the *Common Core State Standards*, instructional alignment, data analysis and data-driven instruction, and effective targeted intervention. Pre-K, and Kindergarten through third grade *PLCs* will meet with grade-level *PLCs* above and below their respective grades to better understand and align instruction, assessments, and standards, including articulation with on-site *Marin Head Start* staff

- **Family engagement and enrichment:**

The number and regularity with which San Pedro parents attend school events has increased and many are receiving parent / student literacy classes as well as leadership trainings classes that support school involvement. *Parent Services Project* supports our monthly *Parents' Club* and regularly scheduled leadership trainings. The *Family Services'* staff both support and plan most parent engagement opportunities and activities.

- **Expanded learning opportunities: After School Education and Safety Program (ASES)– Learning and Enrichment After-School Program (LEAP)**

The *After School Education and Safety Program*, *ASES* programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9). San Pedro's *Learning and Enrichment After-school Program (LEAP)* is founded through the *ASES* grant and can serve up to 120 students. Our *LEAP* students include 2<sup>nd</sup> through

5th graders needing extra academic and social emotional support who are referred by their school teachers, and a small number of students whose families are in crisis, including homelessness.

The ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of an **educational and literacy element**, and the **educational enrichment element**. Program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

The main components of *San Pedro LEAP program* are: (1) Reading / Language Arts and math support through skill practice and curriculum designed specifically for extended learning time. (2) Homework assistance for 2<sup>nd</sup> to 5<sup>th</sup> graders. (3) Enrichment activities designed to enhance the core curriculum, which include activities involving the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; community service-learning; and other youth development activities based on student needs and interests. (4) *STEM* programs to enhance the critical thinking and interest in STEM careers. The LEAP *STEM* program works in partnership with Khan Academy, 4H and UC Davis, UC Berkeley Lawrence Hall of Science Kidz Science curriculum, PG&E OSTEM Program, and The Exploratorium Science Explore curriculum among other.

We continue to fine-tune the use of the ASES components to best meet the needs of our ELL, newcomer, and immigrant student population. Additionally, supported by *PreK-3 Initiative* funding, the after-school program has hired two more staff to work with additionally 40 academically at-risk students from 2<sup>nd</sup> and 3<sup>rd</sup> grades enrolled in LEAP. This targeted intervention program supporting ELL students is directly linked to the San Pedro's classroom instruction and core Reading/English Language Arts and Math curriculum.

These seven key *PreK-3 Initiative* elements align closely with the goals set forth in San Pedro's *PreK-3 Initiative Action Plan* as well as the goals of the *2007-2014 Healthy Star* and *QEIA Grants* that our school and community have embraced over the past three to seven years. (See *2014-2015 PreK-3 Action Plan* for more information.)

### **SEAL (Sobrato Early Academic Language) Model for K-3<sup>rd</sup> grade**

The **SEAL program** is a professional development model for teachers to implement the Common Core Standards and provide all students:

1. Complex oral and academic language skills.
2. Engagement with complex texts
3. Development of language through enriched curriculum
4. Positive, joyful learning environment
5. 21st Century learner skills of collaborative practices and teamwork

SEAL also provides a Summer Bridge program for students and teachers to hone their skills.

### **PBIS**

To build a sense of responsibility, confidence, pride in accomplishment, and a positive self-image within each child, Sun Valley's PBIS (Positive Behavior Intervention and Supports) program is designed to develop and articulate school-wide behavioral expectations. These expectations are clearly articulated to students through school-wide assemblies and classroom lessons. They are posted and throughout the school and clearly articulated to families. We begin each year with a 21-day expectation plan that maps out everything from self-



regulation to college and career pathways. Students enjoy receiving Good Choice Tickets and parents appreciate the clear expectations and use them at home as well. We fully embrace our three school-wide rules to be respectful, be responsible and be a learner.

## **Toolbox**

TOOLBOX is a research-based, community-tested Kindergarten through sixth grade social and emotional learning (SEL) program. Toolbox gives children, teachers, parents, and schools a common language and the Tools necessary to form a cohesive, collaborative, non-violent, and caring community which leads to hope for a meaningful and positive future. Toolbox dovetails perfectly with San Pedro's continued effort to foster healthy, holistic development and well-being in children and the entire school community.

## **National Equity Project**

In order to achieve our School Plan Goals and objectives regarding student achievement and equity of outcomes, San Pedro continues to work closely with the National Equity Project, NEP. Our MCF *PreK-3 Initiative* fully funds our NEP contract. Three main objectives of the NEP are:

- Building the instructional capacity of the school principal and teacher leaders,
- Supporting the implementation of inquiry cycles within the school's professional learning communities, inquiry teams, and leadership teams, and
- Fully developing distributive leadership throughout the school and school community.

NEP counselors, coaches, and advisors meet on a regular basis with San Pedro's administration, and the Instructional Leadership Team (ILT), which includes the foundational members of Partnership for Learning team (PfL), to provide guidance and support in three focus areas:

- Leadership coaching and technical assistance for San Pedro's collaborative work and leadership teams, most specifically our PLCs and ILT
- Instructional coaching to support teacher leaders within the PLCs and ILT to assist with school-wide implementation of Cycles of Inquiry work, and the Partnerships for Learning strategies.
- Professional Development sessions that include data review and analysis, and the inquiry process.

Working with the NEP these past five years has provided San Pedro staff with a deeper understanding of how to navigate and confront equity issues and how to take on leadership roles and inquiry work through an equity lens, with the ultimate goal of improving student achievement.

## **Lifeline Transportation Grant**

San Pedro's *Lifeline Transportation Grant* from the State of California, which comes through Golden Gate Transit, has been a boon for the San Pedro community. The *Lifeline Transportation Grant* truly makes participation at our parent engagement events and activities possible, since our school is located 4 miles from the neighborhood where our families live and over 40% of our parents do not own cars or drive. Working with County Supervisor, Steve Kinsey, and his aide, David Escobar, in conjunction with the *Transportation Authority of Marin*, we were fortunate to secure a three-year grant in 2009 to provide shuttle and taxi service for San Pedro parents between the Canal neighborhood and San Pedro School. This grant was renewed from 2012-15 and again in April 2015 to fund the program until 2018. Due to great satisfaction with the service provided in the three previous years, San Pedro School again contracted with *Marin Charter and Tours* to provide shuttle services. Transportation is offered for all school related events and activities, such as *Open House* and *Back to School Night*, Parent/ Teacher conferences, Family Garden and Community Work days, *International Cafes*, and Parent Ed Nights. Use of the shuttle service at these events and during the school day increased again in the first year of the second cycle of the *Lifeline Grant*. San Pedro is seeking a contract with a *local taxi Company* to provide regular taxi service in situations where a taxi was more cost effective than the shuttle service. The grant has also allowed us to provide taxi service to parents in emergency situations and for individual meetings. In the past, taxis have been instrumental in making our school accessible to parents who don't drive when they need to attend important school meetings like IEP's and Family Support Team Meetings, as well as to pick up a sick child.

## State Pre-Kindergarten

Supported by our *PreK-3 Initiative* funding, in 2012, our San Pedro State Pre-K program hired a second Pre-K teacher and opened a second Pre-K class. Modeled on the existing class, both sessions are in operation for 3-hours per day, servicing a total of thirty-one 4 year-old students, and focusing on academically, socially, and developmentally preparing Pre-K students for Kindergarten. Parents of our Pre-K students also participate in parent / child interactive activities that promote family literacy. The program includes the same family literacy components that originated with our *Even Start Program* and are so critical to creating generational literacy, including:

- Empowering parents to become full partners in the education of their children
- Assisting children in reaching their full potential as learners
- Increasing parent knowledge and skills in helping their children grow and learn
- Increasing reading and writing activities at home

This year, the program includes a Pre-K classroom teachers in addition to an on-site Pre-K Director who is also a highly qualified Pre-K teacher. The Pre-K Director/Teacher and Pre-K teacher work closely with the Kindergarten and *Head Start* Pre-K teachers to provide parent education, to assist families and students make the transition to Kindergarten, and to develop curricular alignment and coherence. For the past three years, the Pre-K Director and Pre-K teachers have taken part in extensive training and professional development such as the two-year commitment to *Quality Improvement Project (QI)*, *Teaching Pyramid Model* for Pre-K and Kindergarten teachers, and Pre-K *GLAD* training funded through the *PreK-3 Initiative*. Additionally, along with *Head Start* our Pre-K teachers participated in collaborative trainings and enrichment days funded by our *PreK-3 Initiative*. These PDs led by expert curricular consultants from Bremerton, Washington, have focused on alignment, “Executive Function” and implementation of best instructional practices in math using specially designed preschool strategies and materials in “Math Kits.”

## Volunteer Program

The San Pedro Volunteer Program consists of many parent and community volunteers that support the work of the school in everything from classroom volunteers to fieldtrip chaperones. We are grateful for our parent support of our classrooms and school operations by regularly volunteering on the campus. We are pleased to be continuing our partnership with **Experience Corps** and **Marin County School Volunteers**. Both organizations provide volunteers (100 hours a week) who work with targeted students on increasing fluency and comprehension, as well as deepening understanding of math concepts.

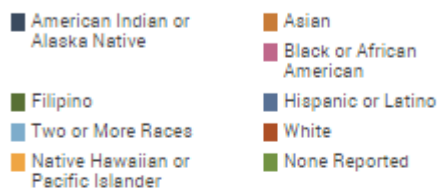
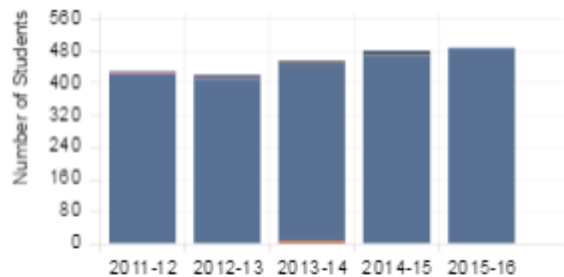
## Heads Up

*HeadsUp* is the San Rafael City Schools Education Foundation that is made up of parents, school administrators, and business and community members. Due to the economic downturn, SRCS faces both budget and program cuts while also experiencing rising operational costs due to increasing enrollment. Through multiple fundraising efforts, the *HeadsUp Foundation* supports school music programs, K-8 library programs, 5th Grade Outdoor Education, and K-5 and High School Counseling. San Pedro families, teachers, and students fully participate in two of the *HeadsUp Foundation's* most important fundraisers, *Summer Fest*, *Run for Reading to support our school libraries*, and this year's *Rockin'Run* to support and develop school music programs. At these annual events, San Pedro students regularly receive recognition for their contributions in writing and art and our parent volunteers assist in all venues. Our *LEAP* After School Program Director has served on the *HeadsUp Foundation Board* as the San Pedro representative for the past four years; this year she will be mentoring our new PTA President to also join the *HeadsUp Board* as well. San Pedro Elementary and all San Rafael City Schools are grateful for *HeadsUp's* ongoing and notable support.

## Demographic and Assessment Data

Demographic Characteristics	School 14-15	District 14-15	School 15-16	District 15-16
Enrollment	478	4,756	486	4,749
English learners	92.5%	43%	81.3%	45.8%
Free / Reduced Lunch	97.1%	63%	95.1%	63.3%
Fluent English Proficient	5.4%	16.2%	2.5%	11.3%

### Enrollment by Ethnicity



[View Table Data](#)

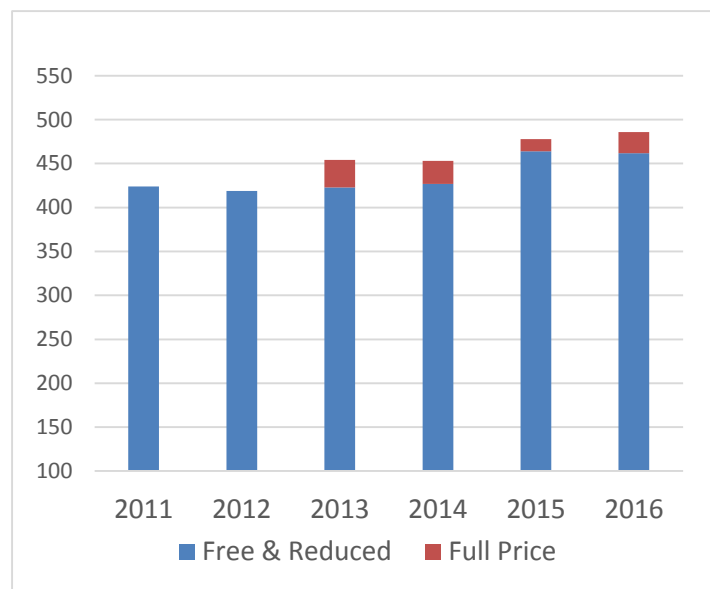
Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	4	7	7	8	0
Asian	0	0	1	1	0
Black or African American	4	3	0	1	0
Filipino	0	0	0	1	0
Hispanic or Latino	418	408	439	467	486
Native Hawaiian or Pacific Islander	0	0	0	0	0
None Reported	0	0	0	0	0
Two or More Races	0	0	1	0	0
White	1	0	5	0	0
<b>Total</b>	<b>427</b>	<b>418</b>	<b>453</b>	<b>478</b>	<b>486</b>

[Chart Notes](#)

[Source](#)

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

### Free and Reduced Price Meals





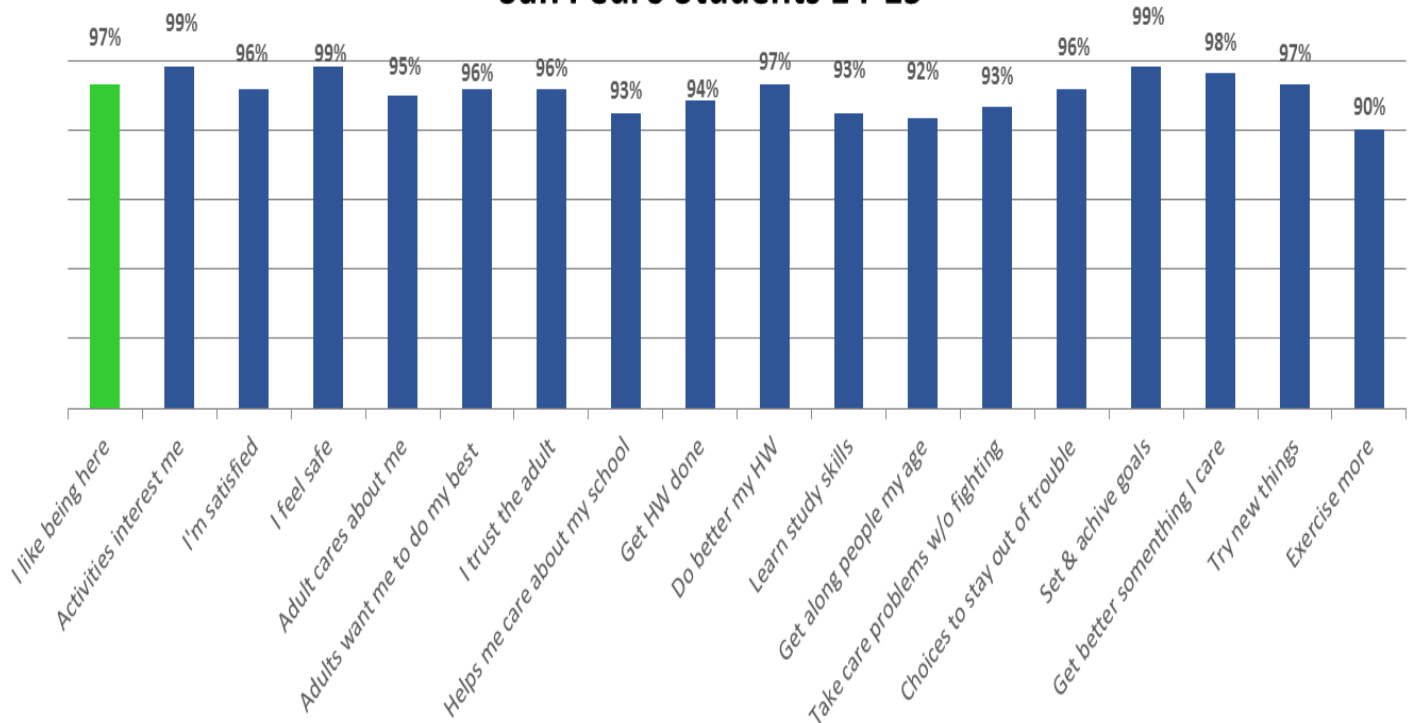
## California Healthy Kids Survey 2015 – 2016

Students who reported feeling <b>safe</b> at school	<b>86/88</b>	<b>97.7%</b>
Students who reported having <b>caring relationship</b> with a teacher / adult at school	<b>82/86</b>	<b>93.1%</b>
Students who reported having <b>high expectations</b> from a teacher or adult at school	<b>87/88</b>	<b>98.9%</b>

Survey Respondents: 88 students in 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grades in San Pedro LEAP After-school Program

## SP LEAP Survey 2014-15

### San Pedro Students 14-15



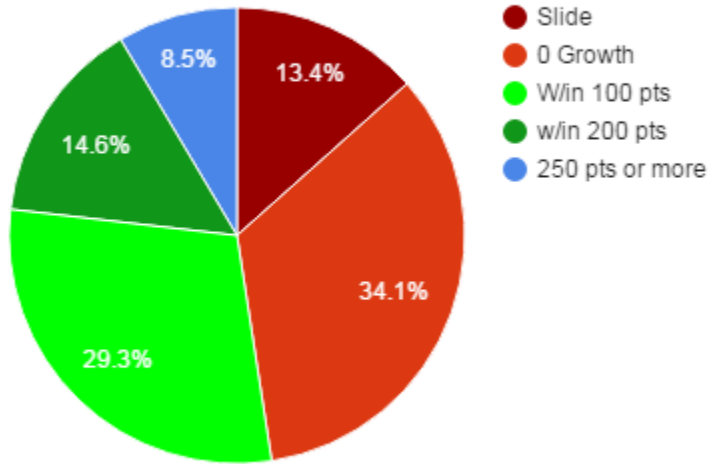
### San Pedro: Student Achievement

Scholastic Reading Inventory (SRI) 2016-17					
2 <sup>nd</sup> – 5 <sup>th</sup> Grades	Initial Test		Last Test Taken		Comment
	# of Students	% of Students	# of Students	% of Students	
Above Grade Level	60	20%	65	19%	Over two-month period, school wide increase in <i>below grade level</i> scores (increase in student numbers as well) and gradual increases in number of <i>at and above grade level</i> scores.
At Grade Level	0	0%	1	.3%	
Approaching Grade Level	8	3%	7	2%	
Below Grade Level	236	78%	243	77%	

## SP SRI Growth Data 3/2017

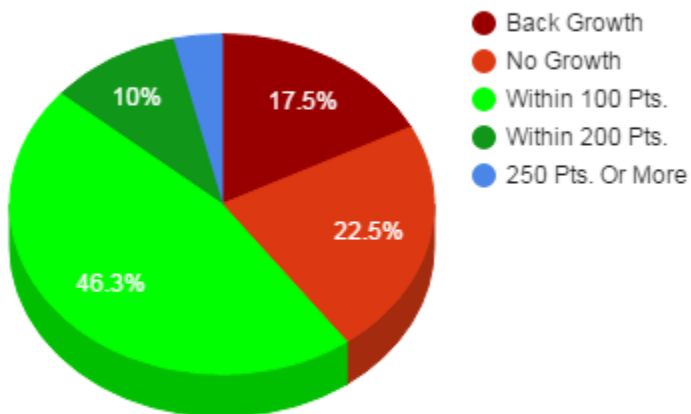
2nd Grade SRI				
Slide	0 Growth	W/in 100 pts	w/in 200 pts	250 pts or more
11	28	24	12	7

### 2nd Grade SRI



Third Grade SRI				
Back Growth	No Growth	Within 100 Pts.	Within 200 Pts.	250 Pts. Or More
14	18	37	8	3

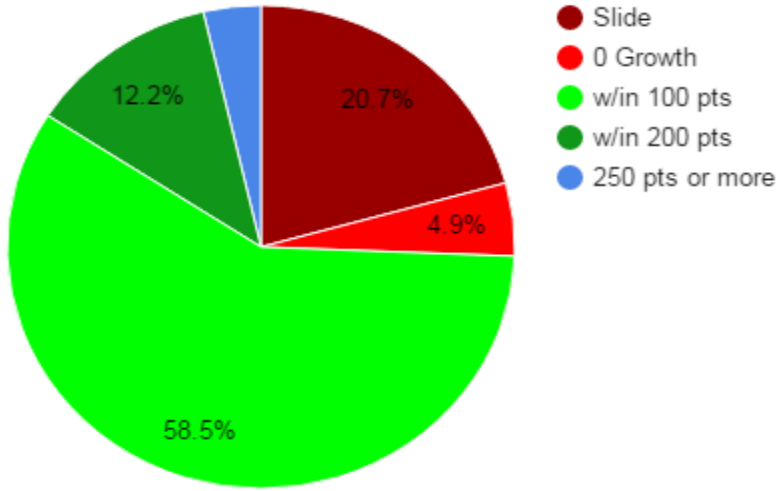
### Third Grade SRI Growth 2016-2017



4th Grade SRI				
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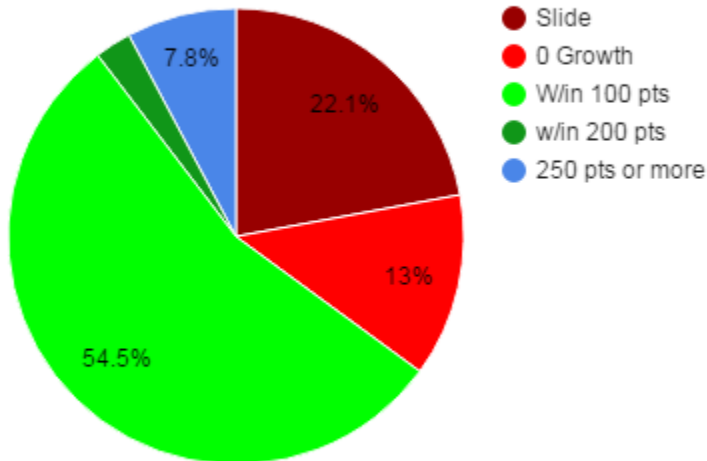
Slide	0 Growth	w/in 100 pts	w/in 200 pts	250 pts or more
17	4	48	10	3

**4th Grade SRI**



5TH Grade SRI				
Slide	0 Growth	W/in 100 pts	w/in 200 pts	250 pts or more
17	10	42	2	6

**5th Grade SRI**

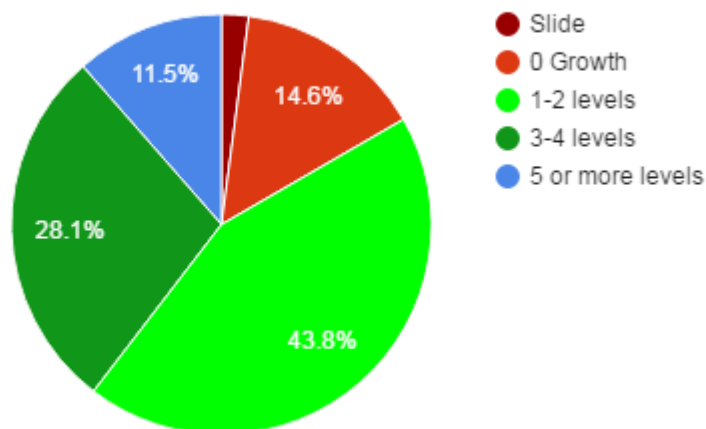


1 <sup>st</sup> – 5 <sup>th</sup> Grades	Initial Test		Last Test Taken		Comment
	# of Students	% of Students	# of Students	% of Students	
Above Grade Level	29	7%	36	9%	Over three month period, static <i>below grade level</i> scores (increase in student numbers as well) and gradual increase in number of <i>above grade level</i> scores.
At Grade Level	36	9%	28	7%	
Approaching Grade Level	36	9%	36	9%	
Below Grade Level	302	75%	303	75%	

### Fountas and Pinnell Growth Data 3/20/17

1st grade F&P					
Slide	0 Growth	1-2 levels	3-4 levels	5 or more levels	
2	14	42	27	11	

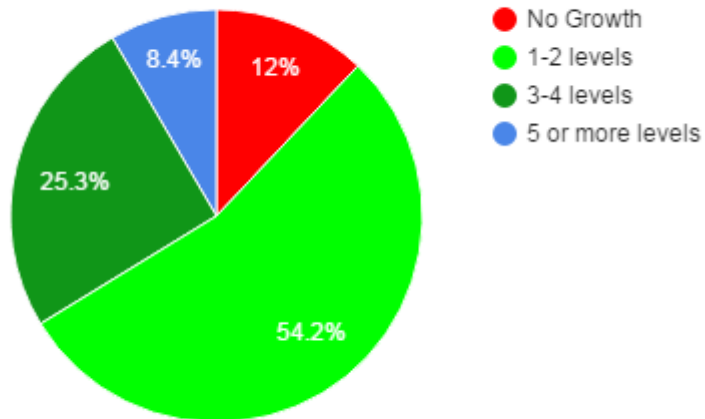
1st Grade F&P



Grade 2 F&P				
No Growth	1-2 levels	3-4 levels	5 or more levels	
10	45	21	7	



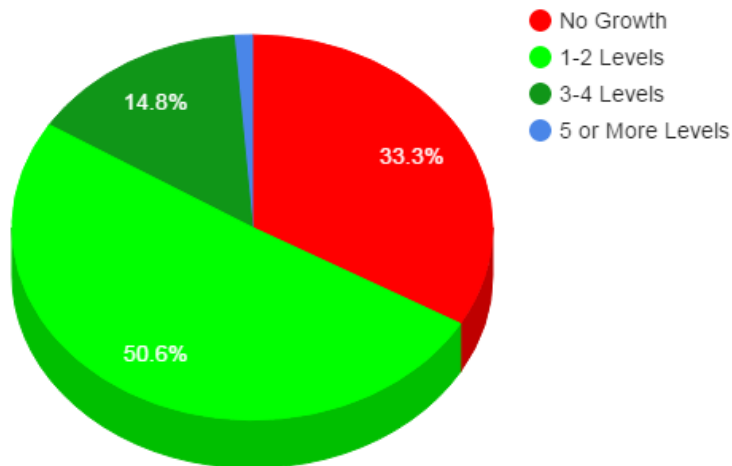
### Grade 2 F&P Growth



### Third Grade F&P

No Growth	1-2 Levels	3-4 Levels	5 or More Levels
27	41	12	1

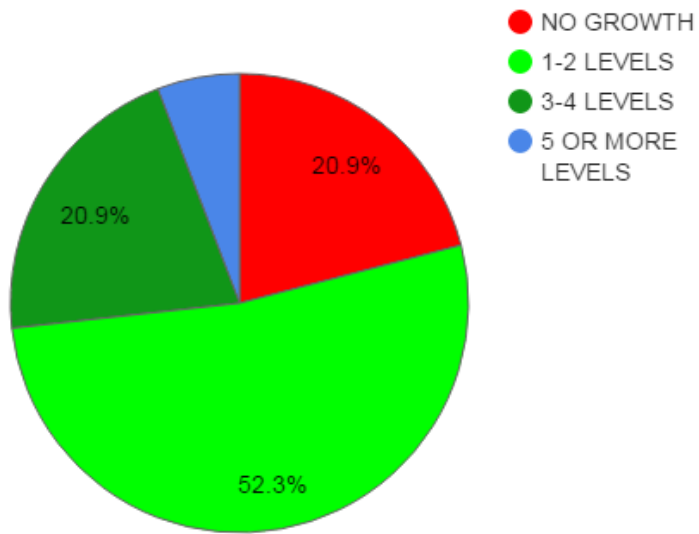
### Third Grade F & P Growth 2016-2017



### Fourth Grade F&P

NO GROWTH	1-2 LEVELS	3-4 LEVELS	5 OR MORE LEVELS
18	45	18	5

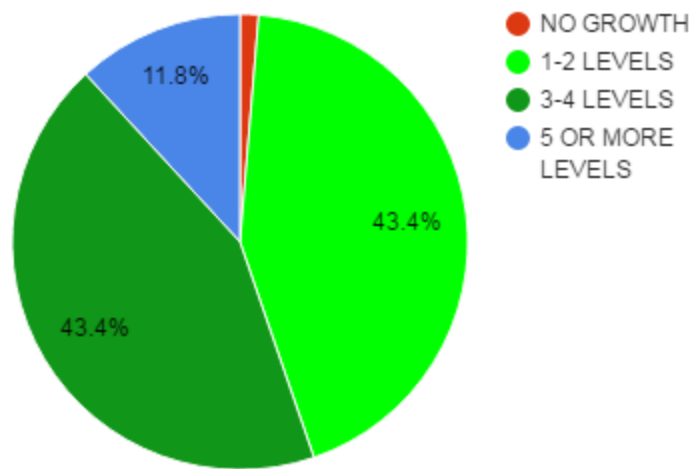
**4TH GRADE F&P**



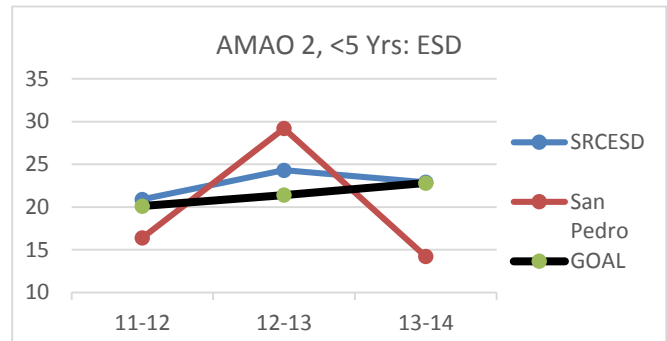
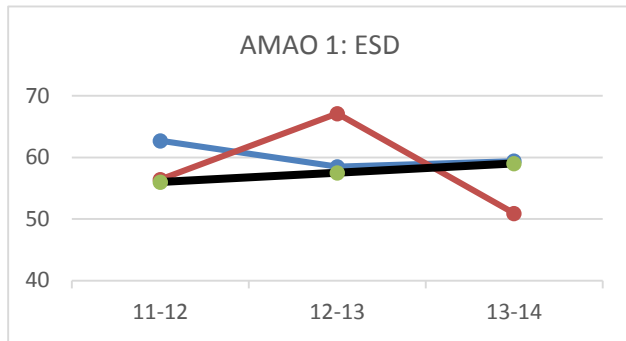
**5th Grade F&P**

NO GROWTH	1-2 LEVELS	3-4 LEVELS	5 OR MORE LEVELS
1	33	33	9

**5th Grade F&P**



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

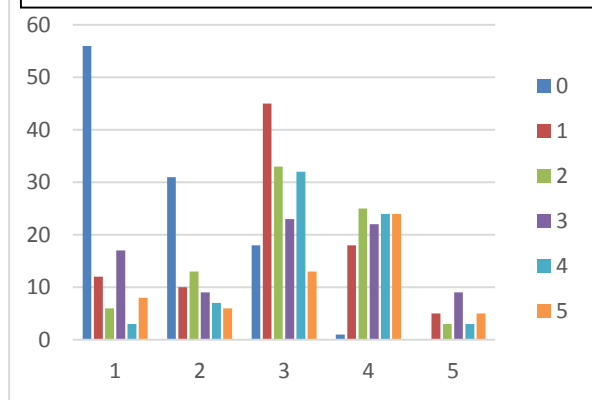


**2016-2017 CELDT Scores By Grade Level**

**CELDT  
Overall  
Count by  
Grade  
Level**

	0	1	2	3	4	5	Total
1	56	12	6	17	3	8	102
2	31	10	13	9	7	6	76
3	18	45	33	23	32	13	164
4	1	18	25	22	24	24	114
5		5	3	9	3	5	25
<b>Total</b>	<b>106</b>	<b>90</b>	<b>80</b>	<b>80</b>	<b>69</b>	<b>56</b>	<b>481</b>

**Language Fluency Rates**

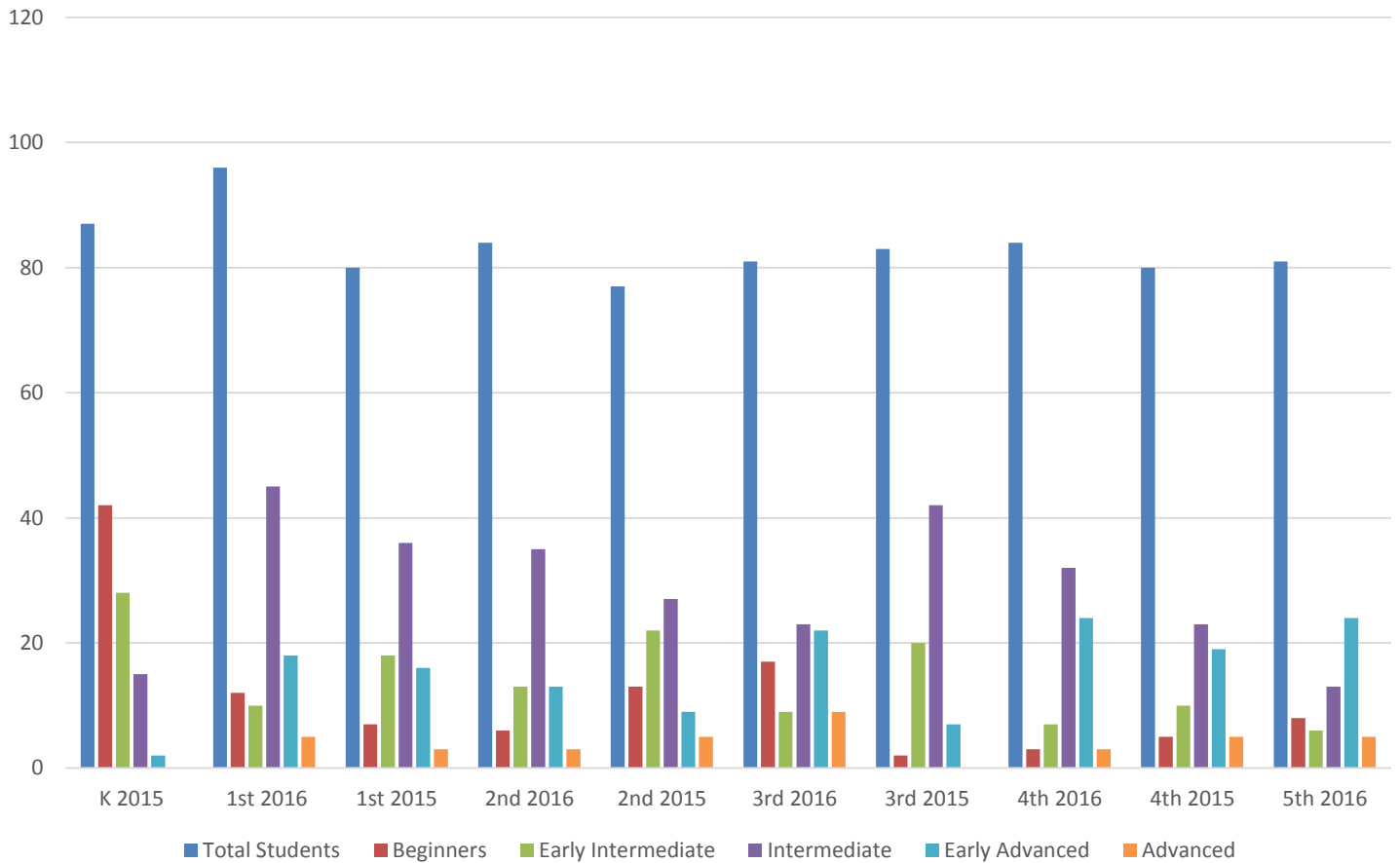


# San Pedro: Student Achievement

CELDT (California English Language Development Test)																
Targets	# Students in Grade Level (Oct CBEDS)		# Students Tested		Newcomers (US School 10 Months or Less)		Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
	Year	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
K	89	114	87	106	5	12	42	56	28	31	15	18	2	1	0	0
Gr 1	80	96	80	90	5	3	7	12	18	10	36	45	16	18	3	5
Gr 2	77	84	76	80	2	4	13	6	22	13	27	35	9	13	5	3
Gr 3	83	81	71	80	2	1	2	17	20	9	42	23	7	22	0	9
Gr 4	80	84	62	69	7	2	5	3	10	7	23	32	19	24	5	3
Gr 5	78	81	61	56	2	2	4	8	3	6	17	13	30	24	7	5
<b>Totals</b>	<b>487</b>	<b>540</b>	<b>437</b>	<b>481</b>	<b>23</b>	<b>24</b>	<b>73</b>	<b>102</b>	<b>101</b>	<b>76</b>	<b>160</b>	<b>166</b>	<b>83</b>	<b>102</b>	<b>20</b>	<b>25</b>

Fall 2015 to Fall 2016	Decrease by 2 Levels	Decrease by 1 Level	Same Level	Increase by 1 Level	Increase by 2 Levels	Total Students
1 <sup>st</sup> Grade	0	0	25	33	37	95
2 <sup>nd</sup> Grade	1	11	37	29	4	82
3 <sup>rd</sup> Grade	1	11	35	25	10	82
4 <sup>th</sup> Grade	0	5	43	28	8	84
5 <sup>th</sup> Grade	0	1	44	22	15	82

## 2015-2016 Cohort CELDT Performance



### Climate

SP Referrals 8/16-1/17							
	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
Male	6	14	14	30	40	91	
Female			6	18	13	7	

Referral Offense	Number of Referrals
Breaking Recess/Multi Purpose Room Rules	71
Innapropriate Language/Disrespect	43
Aggressive Behavior	69
Bus/Bus Line Incident	16
Bringing Contraband to School	8

Offense Location	Number of Referrals
Bathroom	18
Yard or Field	101
Cafeteria	37
Classroom	25
Bus	14

**Smarter Balanced Performance Data**

2015-2016 San Pedro Elementary

SBAC ELA Scale Score					
Grade	Not Met	Nearly Met	Met	Exceeds	Total
3	52%	31%	15%	2%	100%
4	79%	14%	7%	0%	100%
5	49%	31%	16%	4%	100%

**CAASPP (California Assessment of Student Performance and Progress)**

ENGLISH LANGUAGE ARTS / LITERACY					
Overall Achievement	# Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Grade 3	81	54%	31%	15%	2%
Grade 4	73	79%	14%	7%	0%
Grade 5	76	49	31	16	4

**Overall Proficiency Percentages ELA**

Target 65%	All Students		Limited English Proficient		Economically Disadvantaged		Latino		African American		White		Parent Ed Not HS Grad		Parent Ed HS Grad	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	14	17		18		18		17		n/a		n/a		19		14
Grade 4	6	7		6		6		7		n/a		n/a		20		11
Grade 5	16	20		11		20		20		n/a		n/a		17		26

**Areas for English Language Arts Common Core Standards**

<b>GRADE 3</b>	<b>READING:</b> Demonstrating understand of literary and non-fictional texts	<b>WRITING:</b> Producing clear and purposeful writing	<b>LISTENING:</b> Demonstrating effective communication skills	<b>RESEARCH/INQUIRY:</b> Investigating, analyzing, and presenting information
	<b>% Below Standard</b>	<b>% Below Standard</b>	<b>% Below Standard</b>	<b>% Below Standard</b>
All Students	<b>62</b>	<b>52</b>	<b>36</b>	<b>48</b>
Limited English	<b>61</b>	<b>69</b>	<b>37</b>	<b>60</b>
Economic Disadvantage	<b>61</b>	<b>53</b>	<b>34</b>	<b>49</b>
Latino	<b>62</b>	<b>52</b>	<b>36</b>	<b>48</b>
African American	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
White	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Parent Ed Not a HS Grad	<b>63</b>	<b>52</b>	<b>35</b>	<b>48</b>
Parent Ed HS Grad	<b>61</b>	<b>54</b>	<b>39</b>	<b>46</b>

**Areas for English Language Arts Common Core Standards**

<b>GRADE 4</b>	<b>READING:</b> Demonstrating understand of literary and non-fictional texts	<b>WRITING:</b> Producing clear and purposeful writing	<b>LISTENING:</b> Demonstrating effective communication skills	<b>RESEARCH/INQUIRY:</b> Investigating, analyzing, and presenting information
	<b>% Below Standard</b>	<b>% Below Standard</b>	<b>% Below Standard</b>	<b>% Below Standard</b>
All Students	<b>82</b>	<b>68</b>	<b>37</b>	<b>60</b>
Limited English	<b>82</b>	<b>69</b>	<b>37</b>	<b>60</b>
Economic Disadvantage	<b>83</b>	<b>69</b>	<b>38</b>	<b>61</b>
Latino	<b>82</b>	<b>68</b>	<b>37</b>	<b>60</b>
African American	<b>n/a</b>	<b>n/a</b>	<b>na/</b>	<b>n/a</b>
White	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Parent Ed Not a HS Grad	<b>89</b>	<b>70</b>	<b>39</b>	<b>59</b>
Parent Ed HS Grad	<b>74</b>	<b>68</b>	<b>32</b>	<b>63</b>

**Areas for English Language Arts Common Core Standards**

GRADE 5	READING: Demonstrating understand of literary and non-fictional texts	WRITING: Producing clear and purposeful writing	LISTENING: Demonstrating effective communication skills	RESEARCH/INQUIRY: Investigating, analyzing, and presenting information
	% Below Standard	% Below Standard	% Below Standard	% Below Standard
All Students	61	40	37	29
Limited English	69	46	40	32
Economic Disadvantage	61	40	37	28
Latino	61	40	37	29
African American	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a
Parent Ed Not a HS Grad	66	40	34	26
Parent Ed HS Grad	56	44	44	33

2015-2016

San Pedro Elementary

**SBAC of Mathematics Scale Score**

Grade	Not Met	Nearly Met	Met	Exceeds	Total
3	39%	40%	20%	1%	100%
4	56%	31%	12%	1%	100%
5	63%	28%	8%	1%	100%

**CAASPP (California Assessment of Student Performance and Progress)**

**MATHEMATICS**

Overall Achievement	# Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Grade 3	82	39	40	20	1
Grade 4	81	56	31	12	1
Grade 5	79	63	28	8	1



Overall Proficiency Percentages Mathematics																
Target 65%	All Students		Limited English Proficient		Economically Disadvantaged		Latino		African American		White		Parent Ed Not HS Grad		Parent Ed HS Grad	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	82	21	80	20	80	21	81	21								
Grade 4	81	13	68	14	78	13	76	14								
Grade 5	79	9	65	9	78	9	77	9								

Analyze each area for Mathematics Common Core Standards			
Record the % below standard			
GRADE 3	CONCEPTS & PROCEDURES: Applying mathematical concepts & procedures	PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world & mathematical problems	COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions
	% Below Standard	% Below Standard	% Below Standard
All Students	49	54	32
Limited English	49	54	33
Economic Disadvantage	49	54	32
Latino	49	54	32
African American	n/a	n/a	n/a
White	n/a	n/a	n/a
Parent Ed Not a HS Grad	51	50	26
Parent Ed HS Grad	46	57	43
Questions/Reflections:			

Analyze each area for Mathematics Common Core Standards			
GRADE 4	CONCEPTS & PROCEDURES: Applying mathematical concepts & procedures	PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world & mathematical problems	COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions
	% Below Standard	% Below Standard	% Below Standard
All Students	68	69	56
Limited English	65	66	53

Economic Disadvantage	68	69	56
Latino	68	69	56
African American	n/a	n/a	n/a
White	n/a	n/a	n/a
Parent Ed Not a HS Grad	64	66	61
Parent Ed HS Grad	84	84	68

<i>Analyze each area for Mathematics Common Core Standards</i>			
GRADE 5	CONCEPTS & PROCEDURES: Applying mathematical concepts & procedures	PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world & mathematical problems	COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions
	% Below Standard	% Below Standard	% Below Standard
All Students	75	78	61
Limited English	80	83	63
Economic Disadvantage	74	78	60
Latino	75	78	61
African American	n/a	n/a	n/a
White	n/a	n/a	n/a
Parent Ed Not a HS Grad	75	83	63
Parent Ed HS Grad	74	70	56

## Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> <li>• <b>Enrollment:</b> increased from 488 in 2015-16 to 540 in 2016-17. This number does not reflect the additional 32 preschool students who attend our State Pre-K classes, bringing our school-wide total to Pre-K – 5<sup>th</sup> grade 572 students.</li> <li>• <b>Special Education:</b> dropped from 9.3% in 2014-2015 to 8% in 16-17.</li> <li>• <b>English Learners:</b> 92% in 2014-2015 EL with just 4 <i>English Only</i> students identified on <i>Home Language Survey</i> and all R-FEP students still covered by two-year monitoring requirement dropped to 82% in 2015-16</li> <li>• <b>Free and Reduced Lunch Eligibility:</b> 100% of San Pedro Students qualify for free Breakfast and Lunch through the Federal Meal Program.</li> <li>• <b>Implications for Demographic Changes:</b> San Pedro’s increase in student enrollment has mainly impacted our facilities and created a shortage of common areas on campus. With the increase in enrollment, on-site space has been deeply impacted. The need for more student and adult bathrooms has grown and the MPR is unable to accommodate all of our students and faculty for assemblies and events.</li> </ul>
ELA	<ul style="list-style-type: none"> <li>• 20% of the students tested on the Scholastic Reading Inventory at the beginning of 2016-17 school year scored at or above grade level. 16% of those assessed with the Fountas and Pinnell reading assessment scored at or above grade level.</li> <li>• The majority of students in grades 3-5 did not meet standard as measured by the ELA section of the CAASP 2016.</li> <li>• The areas of <b>Reading: Demonstrating understanding of literary and non-fictional texts</b> and <b>Writing: Producing clear and purposeful writing</b> continue to be those of greatest concern, with more than half of students scoring below standard. There were more students that performed at or near standard in the area of <b>Listening: Demonstrating effective communication skills.</b></li> <li>• The largest subgroup populations at San Pedro, Latino, EL students and Socio Economically Disadvantaged students scored in the same patterns as the overall group with 1-2% more subgroup members scoring below standard in each area on the SBAC.</li> </ul>
Math	<ul style="list-style-type: none"> <li>• The percent of students able to meet or exceed standards in math on the SBAC decreases as students increase in age, with our third grade students having the largest number of students meeting or exceeding standard (61%).</li> <li>• Students in grades 3-5 had the lowest scores in <b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS</b>, with <b>Concepts and Procedures</b> the second lowest.</li> <li>• Communicating Reasoning was the area of greatest student success for grades 3&amp;4 in math.</li> </ul>
EL Data	<ul style="list-style-type: none"> <li>• The majority of students enrolled at San Pedro are English Language Learners. 2016 CELDT shows the majority of EL students at SP are at the intermediate level.</li> <li>• The largest percentage of overall Beginning level EL students is in Kindergarten, and the smallest percentage of overall Beginning level EL students is in grades 3- 5.</li> <li>• Grades 1,2,&amp;4 have the largest percentages of EL students at the intermediate level.</li> <li>• All cohort groups decreased the number of EL students scoring at the beginning levels between 2015 and 2016</li> <li>• Students in grade 1 in 2016 had no students slide in CELDT level between 2015 and 2016. Grades 4&amp;5 had fewer students fall slide on CELDT than grades 2 and 3 between 2015-16.</li> </ul>

**Climate/Culture**

- The greatest number of student discipline incidents occur on the yard and field during recesses.
- The number of office referrals for boys are far greater than referrals for girls in all grades
- Boys in grade five have the largest number of office referrals.

## Evaluation of the 2015-2016 Single Plan for Student Achievement

**2016-2017  
Desired  
Outcomes**

**In addition to supporting all SR ESD academic and climate goals, the SP ILT has selected the following focus areas and goals:**

- 1) School-wide focus next year: Retelling to support oral language & comprehension.
  - 2) Bi-weekly PLC 's will analyze a set of assessment data once a month with the goal being to use data to create action steps for instruction and/or intervention.
  - 3) Google doc spreadsheets for every class will be created to enter in all assessment data for each grade level and to facilitate data analysis.
  - 4) ILT members are responsible for ensuring new staff on team are implementing agreed-on fluency practices.
  - 5) Common Instructional Practices: UA time is an agreed upon instructional practice to do targeted small group intervention to increase student practice time (such as word sorts, Daily 5, possibly F&P intervention, etc.).
- After school intervention will be explored to provide further support for struggling students.

### **Clarifying Assessment Expectations**

#### District-wide

- F&P: minimum Fall / Spring (additional 3<sup>rd</sup> assessment is optional)
- SRI (grades 2-5): Fall / Winter / Spring / End-of-Year
  - 1<sup>st</sup> year may also do End-of-Year SRI, if supported
  - Optional: additional SRI for those who want to do it every 7-8 weeks
- Acuity Benchmarks (grades 2-5): Minimum Fall/Winter/End-of-Year

#### San Pedro Additional Assessment Expectations

- Fluency assesments:
  - K – ongoing letter, sound, sight words (ESGI)
  - 1 – End of unit fluency (Pearson or similar)
  - 2 – Diagnostic, October, February, May
  - 3 – Diagnostic, October, February, May
  - F & P, three times a year
  - F & P, three times a year (more if possible) and quick-reads daily or weekly
- Phonics assessments:
  - K – ongoing (ESGI)
  - 1 - Core Phonics through Section J, every 10 weeks
  - Grades 2-5 – only given to students not meeting initial fluency benchmark

#### **Climate**

San Pedro will continue to use Toolbox and Second Step to support school climate. Parent nights will be held to train parents in Toolbox.

	<p>Monthly grade level recognition assemblies will include academic awards for achievement as well as improvement, perfect attendance for the month and character counts</p>
<p><b>Plan</b> <b>Implementation</b></p>	<ul style="list-style-type: none"> <li>• Identify strategies in the SPSA that were fully implemented.</li> <li>• Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline. <ul style="list-style-type: none"> <li>· What specific actions related to those strategies were eliminated or modified during the year?</li> <li>· Identify barriers to full or timely implementation of strategies.</li> <li>· What actions were taken to mitigate or overcome those barriers?</li> <li>· What impact did the lack of implementation of these strategies have on student outcome?</li> </ul> </li> </ul> <p>.PLC time was limited in the 2015-17 school year due to lack of coverage for students during bi weekly additional PLC times.</p> <p>In 2015-16, data tracking and analysis was severely impacted due to the lack of class by class data structure.</p> <p>Designated ELD lacked a defined program of instruction during 2015-16, particularly in grades 4-5.</p> <p>Reading intervention for students scoring two or more grade levels below expectations lacked a defined research based program.</p> <p>Training for the Lucy Caulkins Units of Study in Writing was never completed by the staff, and only one grade level team took advantage of planning time to develop a yearlong plan for the implementation of the writing units.</p>
<p><b>Strategies &amp; Activities</b></p>	<ul style="list-style-type: none"> <li>• Identify strategies or activities that were particularly effective in improving student achievement.</li> <li>• Identify strategies or activities that were ineffective or minimally effective in improving student achievement. <ul style="list-style-type: none"> <li>· Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?</li> <li>· Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?</li> </ul> </li> </ul> <p>Beginning Toolbox implementation provided common language around social emotional tools and supports at San Pedro.</p> <p>Continued implementation of Playworks provided safe recesses and more student involvement in games and activities during recess times.</p> <p>SEAL implementation provided an increased opportunity for oral academic language development in grades PK-1<sup>st</sup>.</p>
<p><b>Involvement &amp; Governance</b></p>	<ul style="list-style-type: none"> <li>• How was the SSC involved in the development of the plan?</li> <li>• How were advisory committees involved in providing advice to the SSC?</li> <li>• How was the plan monitored during the school year?</li> </ul> <p>In the fall of 2015-16, the ELAC elected to delegate its responsibilities to the SSC at San Pedro. Data on student demographics and achievement were presented to the SSC. In a subsequent meeting, the school plan strategies were also presented to the SSC, showing the relationship between strategies and the improvement of achievement data. Over the course of the year, new data was presented to the SSC in order to monitor the success of the various support programs.</p>

## 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	
<b>1 Balancing Informational and Literary Text</b>	Students read a true balance of informational and literary texts.
<b>2 Knowledge in the Disciplines</b>	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
<b>3 Staircase of Complexity</b>	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
<b>4 Text-based Answers</b>	Students engage in rich and rigorous evidence-based conversations about text.
<b>5 Writing from Sources</b>	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.
<b>6 Academic Vocabulary</b>	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]

Shifts in Mathematics	
<b>1 Focus</b>	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
<b>2 Coherence</b>	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
<b>3 Fluency</b>	Students are expected to have speed and accuracy through repetition, core functions.
<b>4 Deep Understanding</b>	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn how to think mathematically.
<b>5 Application</b>	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
<b>6 Dual Intensity</b>	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

### Shifts in English Language Development

<b>1</b>	From lock-step linear → spiraling, dynamic and complex social processes
<b>2</b>	From focus on accuracy → collaboration, comprehension, communication
<b>3</b>	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
<b>4</b>	From English as a set of rules → meaning-making and language choices
<b>5</b>	From central focus on grammar and syntax → grammar and structure within meaningful context
<b>6</b>	From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources
<b>7</b>	From grade span → grade level

# District Initiatives

## LOCAL EDUCATIONAL AGENCY PLAN

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

Performance Goals:

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

LEA Plans for both districts were approved by the Board on and can be downloaded at [www.srcs.org/leap](http://www.srcs.org/leap).

## PROFESSIONAL DEVELOPMENT PROVIDERS

**Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation:** University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, 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 Biags 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 support coaches will continue to support teachers to implement high rigor/relevant lessons in English language arts and history/social science integrating CA CCSS and Next Generation Science Standards.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17: Ongoing: weekly meetings by grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>District SEAL and Literacy Coaches</li> <li>SITE based TOSA</li> <li>Instructional Assistants</li> <li>Playworks Coach</li> <li>PreK-3 Trainers of Training (TOT)</li> <li>Instructional Leadership Team (ILT)</li> <li>Classroom Teachers</li> </ul>	Salaries <i>National Equity Project (NEP)</i> Coaches	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	QEIA MCF EIA LEP Title I Title III

**Action Step 1.1.2:** Classroom teachers will regularly evaluate student reading progress and collaborate on targeted instruction designed to meet student academic needs as a result, using data from ESGI (K-1) *SRI (2-5)*, Fountas and Pinnell and Acuity Benchmarks and/or *CORE Phonics Survey*. Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program during school-wide, daily one-hour *Universal Access* block and/or intervention groups after school. Small groups receiving targeted instruction based on academic need during this block will be progress monitored and regrouped as needed using assessment data.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Ongoing: weekly meetings by grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>District SEAL and Literacy Coaches</li> <li>Site funded TOSA</li> <li>ILT</li> <li>Teachers through PLCs</li> <li>IA's</li> <li>Playworks</li> </ul>	Salaries <i>National Equity Project (NEP)</i> Coaches	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	QEIA EIA LEP Title I Title III

**Action Step 1.1.3:** Classroom teachers will integrate the CA 2012 ELD standards into instructional units in English language arts reflected in designated and integrated ELD portions of their lessons. Teachers will provide ELs ongoing, targeted, and intentional oral English practice using academic language. EL students' acquisition of English proficiency and use of academic language will be monitored using regular writing samples. Newcomer students in grades 2-5 will receive additional targeted ELD instruction and English Language survival skills and foundational reading/math instruction 5 days per week for one hour per day in a small group.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16Ongoing: weekly grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>District Literacy and SEAL coaches</li> <li>Newcomer Teacher</li> <li>Bilingual Newcomer Specialist</li> <li>ILT</li> <li>Teachers through PLCs</li> <li>IA's</li> <li>Playworks</li> </ul>	Salaries <i>National Equity Project (NEP) Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks \$16,335 Biling Newcomer Specialist	QEIA EIA LEP Title I Title III
8/15-6/16Ongoing: daily grade level Newcomer classes.	<ul style="list-style-type: none"> <li>Newcomer Teacher</li> <li>Bilingual Newcomer Specialist</li> <li>Principal</li> </ul>	Salary Materials and supplies: <ul style="list-style-type: none"> <li><i>Rosetta Stone "Foundations"</i></li> <li><i>Pearson Reading Street Newcomers Program</i></li> </ul>	\$16,335 Biling Newcomer Specialist	Title III Title III Immigrant

**Action Step 1.1.4:** A regular CCSS based student writing program will be developed and implemented by grade level teams with a focus on students recording oral language skills practiced in class (including academic language) in writing. Grade level teams will regularly analyze students writing in order to provide focused instruction on elements of writing and monitor English language proficiency and use of academic vocabulary.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>District Literacy and SEAL Coaches</li> <li>ILT</li> <li>Teachers</li> <li>Instructional Assistants (IAs)</li> <li>Playworks</li> <li>50% TOSA</li> </ul>	Salaries <i>National Equity Project (NEP) Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	QEIA EIA LEP Title I Title III LCFF

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<b>Strategy 1.2:</b> All students will develop mastery of the math Common Core State Standards & <i>Science Next Generation Standards</i> .				
<b>Action Step 1.2.1:</b> Site will provide support for the implementation of high rigor/relevant lesson plans in math and <i>Science Next Generation Standards</i> .				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>• ILT</li> <li>• Teachers through PLCs</li> <li>• iTeams participant teachers</li> <li>• SEAL and Literacy Coaches</li> <li>• 50% TOSA</li> <li>• IA's</li> <li>• Playworks</li> </ul>	Salaries <i>National Equity Project (NEP)</i> Coaches	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	EIA LEP Title I Title III
8/15-6/16 Ongoing: weekly grade level PLCs and monthly ILT meetings	4 <sup>th</sup> and 5 <sup>th</sup> grade <i>iTeam</i> Participants	Science materials and planning time		District iTeams Grant
<b>Action Step 1.2.2:</b> Teachers implement unit and benchmark assessments in <i>Every Day Math</i> as well as Acuity Math Benchmarks and develop interventions as needed				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>• ILT</li> <li>• Teachers through PLCs</li> </ul>	Salaries <i>National Equity Project (NEP)</i> Coaches	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	Title I Title III EIA/LEP
<b>Action Step 1.2.3:</b> Classroom teachers will integrate the <i>CA 2012 ELD</i> standards into instructional units in math and <i>Science Next Generation Standards</i> .				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

8/15-6/16Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>• <i>iTeam</i> Participants</li> <li>• ILT</li> <li>• Teachers through PLCs</li> </ul>	Salaries <i>National Equity Project (NEP)</i> <i>Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	QIEA Title I Title III EIA/LEP
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**Action Step 1.3.1:** Site will implement Acuity, SBAC-aligned district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• SEAL and Literacy Coaches</li> <li>• IA's</li> <li>• 50% TOSA</li> <li>• Playworks</li> </ul>	Salaries <i>National Equity Project (NEP)</i> <i>Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	QIEA Title I Title III

**Action Step 1.3.2:** Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
District-wide grade level team meetings.	<ul style="list-style-type: none"> <li>• District SEAL &amp; Literacy Coaches</li> <li>• Principal</li> </ul>	Salaries	\$	

**Action Step 1.3.3:** Site administrators and Instructional Leadership Team (ILT) will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>• Principal</li> <li>• ILT</li> <li>• Teachers</li> <li>• 50% TOSA</li> <li>• IA's</li> </ul>	Salaries <i>National Equity Project (NEP)</i> <i>Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP	MCF

	<ul style="list-style-type: none"><li>• Playworks</li></ul>		\$3200 Playworks	
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**Goal 2.0: Staff Support – Provide the professional development necessary to support our goals.**

**Strategy 2.1:** Teachers will participate in district and site provided professional development and professional development through the *MCF Prek-3 Initiative*.

**Action Step 2.1.1:** *SEAL trainings and planning days for grades PK-3*

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Ongoing	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Pre-School Director</li> <li>50% SEAL Coach</li> <li>Additional teacher hours</li> </ul>	Salaries <i>National Equity Project (NEP)</i> <i>Coaches</i>	\$8423 Teacher Hourly	Education Services Title 1

**Action Step 2.1.2:** *iTeams* will continue to train and will implement and share best practices with students and staff.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Ongoing	<ul style="list-style-type: none"> <li><i>iTeams</i> Participants</li> <li>Principal</li> </ul>	Substitutes Science materials and supplies		District <i>iTeams</i> Grant

**Action Step 2.1.3:** Teachers in grades 4-5 will be trained in EL Achieve, and will implement EL Achieve for daily designated ELD

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 Ongoing PLC's to plan instruction and review data.	<ul style="list-style-type: none"> <li>50% TOSA</li> <li>IA's</li> <li>Playworks Coach</li> <li>Newcomer Teacher</li> <li>4-5 Literacy Coach</li> <li>Principal</li> </ul>	Salaries <i>National Equity Project (NEP)</i> <i>Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	MCF Title 1 QEIA

**Action Step 2.1.4:** Newcomer students will receive additional targeted ELD instruction in a small group during the school day, as well as BICS development in English and targeted foundational reading skills. In LEAP, newcomers will academic support as well as further immersion in oral English.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going : grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>ILT</li> <li>Teachers</li> <li>Newcomer Teacher</li> </ul>	Salaries <i>Coaches</i>	\$8,329 TOSA \$500 ILT \$8423 Teacher Hourly	ILT Title III Title I

	<ul style="list-style-type: none"> <li>Bilingual Newcomer Support Specialist</li> </ul>		\$9652 IA's \$6667 NEP \$3200 Playworks \$16,335 Bilingual Newcomer Specialist	
10/15-6/16: Ongoing Ongoing: daily grade level newcomer classes	<ul style="list-style-type: none"> <li>Principal</li> <li>Newcomer Teacher</li> <li>Bilingual Newcomer Support Specialist</li> <li>After school program</li> </ul>	Materials and supplies: <ul style="list-style-type: none"> <li><i>Pearson Reading Street Newcomers Program</i></li> </ul> Salaries	\$16,335 Bilingual Newcomer Specialist \$18,000 Additional group in After School Program \$5000 Additional Teacher hours to provide academic tutoring in LEAP	Title III/Title III Immigrant ASES MCF Title I
<b>Action Step 2.1.5:</b> San Pedro TOTs will continue to participate in PDs and help staff implement best practices based upon <i>Bremerton Trainer of Trainings (TOT)</i> sessions.				
<b>Timeline</b>	<b>Person Responsible</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>DataTOT Teachers</li> <li>Principal</li> </ul>	Salaries Substitutes	\$8,423 Additional Teacher Hours \$2500 Substitutes for Professional Development	MCF
<b>Action Step 2.1.6:</b> <i>National Equity Project (NEP)</i> will coach and advise staff to ensure equity practices and processes are strengthened and remain in place as needed throughout the school year.				
<b>Timeline</b>	<b>Person Responsible</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
8/15-6/16 On-going: monthly ILT meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>ILT</li> <li>Staff</li> <li>CP TOT</li> <li>NEP Coaches</li> </ul>	Salaries <i>National Equity Project (NEP) Coaches</i>	\$500 ILT \$6667 NEP \$2500 Substitutes for Professional Development \$8,423 Additional Teach Hours for PD	Title I EIA/LEP MCF

**Action Step 2.1.7:** Groups of teachers will participate in online training and implement CCSS aligned Units of Study in Opinion, Information, and Narrative Writing at various grade levels. Student progress will be assessed by regular analysis of student writing.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
1/16-6/16 Ongoing: grade level PLCs and monthly ILT meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>ILT</li> <li>SEAL and Literacy Coaches</li> <li>IA's</li> <li>Playworks</li> </ul>	Materials and supplies Subscriptions Salaries <i>National Equity Project (NEP)</i> Coaches	\$5040 \$6600 \$8,329 TOSA \$500 ILT \$8423 Teacher Hourly \$9652 IA's \$6667 NEP \$3200 Playworks	LCFF Title I QEIA

**Action Step 2.1.8:** Staff will be trained and implement the Toolbox Project schoolwide to support social/emotional learning, and oral language development. Training and regular workshops will be provided for parents and community as well. A regular student writing program focused on the integration of the tools will the academic curriculum and real life situations will be developed and piloted within select grade levels.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
1/16-6/16 Ongoing	<ul style="list-style-type: none"> <li>Principal</li> <li>Staff</li> <li>Family Center</li> </ul>	Materials and supplies Contract Teacher and classified hourly Materials and Supplies	\$5,000 \$184,000 \$8423 Teacher Hourly	LCFF MCF Title I

**Strategy 2.3:** Classified staff will participate in district and site- provided professional development including Toolbox, Lucy Caulkins, SEAL and CA 2012 ELD Standards.

**Action Step 2.3.1:** Instructional Aides / Teaching assistants will fully participate in PDs and trainings.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Materials and supplies Salaries	\$1000 \$3000	Title I LCFF



**Strategy 3.1:** Staff will participate in professional development to ensure the use of welcoming, efficient, and effective practices.

**Action Step 3.1.1:** Receptionists / clerks will participate in professional development, including Toolbox, to ensure the use of welcoming, efficient, and effective practices

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrative Assistant</li> <li>Office Personnel</li> </ul>	Salaries	\$3000	LCFF

**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
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Community Liaison</li> <li>Family Services Director</li> <li>Family Services Staff</li> </ul>	Salaries Materials and Supplies Transportation for parents	\$184,000 \$87,000	LCFF MCF Transportation Grant

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

**Action Step 3.2.1:** Teachers will implement and support PBIS practices at our school and in the district.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>PBIS Team</li> <li>Staff</li> </ul>	Materials & supplies Substitutes	\$1000 \$1000	Title I EIA/LEP

**Action Step 3.2.2:** Site administrators will support implementation of PBIS practices at our school and in the district with regular collection of and reporting out of data. Monthly student character awards assemblies will include families and community in positively recognizing students for social and academic achievement as well as improvement.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Community Liaison</li> <li>Teachers</li> <li>PBIS Team</li> </ul>	Materials and supplies	\$	LCFF

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

**Action Step 2.3.1:** Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Community Liaison</li> <li>Family Services Director</li> <li>Family Services Staff</li> <li>Teachers</li> </ul>	Materials and supplies Salaries	\$30,713 \$87,000	LCFF MCF Transportation Grant
<p><b>Action Step 2.3.2:</b> ELAC in conjunction with SSC will convene on monthly schedule to ensure that families assist and take part in school governance and actions. Written and telephone communication from the school will be translated into Spanish to ensure parents understand, and interpreters will be provided at all parent teacher conferences, SST and other meetings. Monthly calendars listing all school related activities and regular Connect Ed phone calls will be in Spanish as well.</p>				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Parents</li> <li>Community Liaison</li> <li>Family Services Director</li> <li>Family Services Staff</li> </ul>	Materials and supplies Salaries	\$184,000 \$87,000	LCFF MCF Transportation Grant
<p><b>Action Step 2.3.3:</b> LCAP PAC participation becomes a school-wide practice and that staff encourages parents and families to take part in meetings that involve school decisions and actions.</p>				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Parents</li> <li>Teachers</li> <li>Community Liaison</li> <li>Family Services Director</li> <li>Family Services Staff</li> </ul>	Materials and supplies Salaries	\$184,000	LCFF MCF Transportation Grant
<p><b>Action Step 2.3.4:</b> Various parent training and support events will take place throughout the school year, including: Beginning of the Year Registration and support in filling out paperwork, Newcomer parent/family orientation nights, Parent Nights to promote student parent academic support activities at home, Toolbox parent nights, Garden days, etc.</p>				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 On-going	<ul style="list-style-type: none"> <li>Principal</li> <li>Parents</li> <li>Teachers</li> <li>Community Liaison</li> <li>Family Services Director</li> <li>Family Services Staff</li> </ul>	Materials and supplies Salaries	\$184,000	LCFF MCF Transportation Grant

## 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"/> <b>Title I, Part A: Allocation (Resource 3010)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$60,527
<input checked="" type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,108
<input checked="" type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$6,053
<input checked="" type="checkbox"/> <b>Title I, Part A: Alternative Supports</b> 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	\$22,808
<input checked="" type="checkbox"/> <b>Title III, Part A: Immigrant Students (Resource 4201)</b> Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$3,073
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203)</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$36,931
<input type="checkbox"/> <b>Other federal funds</b>	
Total amount of federal categorical funds allocated to this school	\$130,500

## 2016 – 2017 Categorical Budget

Date of this Revision	November 1, 2016
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<b>Funding Resource</b>	<b>15-16 Carryover</b>	<b>16-17 Allocation</b>	<b>Encumbered Expenses</b>	<b>To Date Expensed</b>	<b>Projected Expenditures</b>	<b>Available Balance</b>
<b>Title I, Part A (+)</b>	\$9,721	\$60,527	\$17,555	\$26,732	\$25,950	\$11
<b>Title I, Parent Involvement</b>	\$1,619	\$1,108	-	\$988	\$1,739	\$0
<b>Title I, Part A Alternative Supports</b>	-	\$22,808	\$366	\$17,808	4,634	\$0
<b>Title I, Professional Development</b>	\$6,334	\$6,053	\$4,000	\$5,975	2,412	\$0
<b>Title III, Immigrant (-)</b>	\$2,687	\$3,073	-	\$3,816	\$1944	\$0
<b>Title III, LEP (-)</b>	\$20,174	\$36,931	9036.04	20,002	28067	\$0

## 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

### San Pedro School Policy for Parent Involvement in the Education of Their Children

San Pedro 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 are 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 San Pedro believes that the education of its students is the 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 Common Core 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 October 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 to the extent required and practical and written 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, School English Learner Advisory Committee (SELAC), 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, San Pedro School staff will:
- Examine and adopt model parent involvement program
  - Work with and support a parent group (such as PTA) 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 Title I 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	95 – Daily	• Houghton Mifflin Harcourt
Math	55 – Daily	• Wright Group: <i>EveryDay Mathematics</i>
ELD & Interventions	60 – Daily	• Houghton Mifflin Harcourt
PE	60 – Weekly	
Science	60 – Weekly	• Harcourt Brace: <i>Harcourt Science 2007</i>
Social Science	60 – Weekly	• Scott Foresman: <i>History-Social Science Program for California 2006</i>

### Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	90 – Daily	• Houghton Mifflin Harcourt
Universal Access	60 – Daily	• <i>See Intervention materials under ELD</i>
Math	85 – Daily	• Wright Group: <i>EveryDay Mathematics 2013</i>
ELD & Interventions	30 – Daily	• Houghton Mifflin Harcourt
PE	100 – Weekly	
Science	60 – Weekly	• Harcourt Brace: <i>Harcourt Science 2007</i>
Social Science	60 – Weekly	• Scott Foresman: <i>History-Social Science Program for California 2006</i>

### Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	60 – Daily	• Houghton Mifflin Harcourt
Universal Access	60 – Daily	• <i>See Intervention materials under ELD</i>
Math	60 – Daily	• Wright Group: <i>EveryDay Mathematics 2013</i>
ELD & Interventions	30 – Daily	• Houghton Mifflin Harcourt/EL Achieve
PE	100 – Weekly	
Science	60 – Weekly	• Harcourt Brace: <i>Harcourt Science 2007</i>
Social Science	60 – Weekly	• Scott Foresman: <i>History-Social Science Program for California 2006</i>