

Bahia Vista Elementary

2016 - 2017

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

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

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

Single Plan for Student Achievement

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

The SPSA is a Title I Schoolwide Program Plan.

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

Contact Person: Cecilia Perez, Principal

Telephone Number: 415-485-2415

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

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 Sarah Gaidano Signature _____
 - Title I Advisory Committee _____ Signature _____
 - Other advisory committee _____ Signature _____
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 3-17-17.

Attested:

Cecilia Perez
Typed name of School Principal

Signature of School Principal

Date

Beti Lopez
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

School Site Council Membership

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

State guidance for school site council membership:

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a SSC that is composed of equal numbers of school staff and parents or other community members selected by parents.

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Cecilia Pérez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anelie Nelson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Merritt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lilian Ericksen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Elena Sanchez, Community Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marleni Rodas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beti Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Roxana Calderon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elizabeth Pérez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Josselin Rodas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	NA

Governance and Funding

1. The School Site Council will hold no less than 3 meetings in the 2016-2017 school year.
2. At Bahia Vista Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
 - Title I
 - Title III, Immigrant
 - Title III, LEP
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
 - Review by SSC members
 - Changes recommended as a result of ELAC and Title I parent Advisory Groups
 - Meetings with stakeholders
 - Input/changes recommended by site staff
 - Input/changes recommended by Needs Assessment Survey data
 - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
 - School Site Council: ()
 - Site Advisory Councils: () Title I () ELAC () PTA () Other: P3 Design Team
 - District Advisory Committee: () LCAP PAC () DELAC () DAC/Title I
5. At Bahia Vista Elementary, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
 - Budgets (expenditures)
 - Field Trip Forms
 - Capital Outlay
 - PAFs (Personnel Action Forms)
 - Requisitions
 - Conference Reports
7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
 - Check here if none received

School/Community Description

Bahia Vista Elementary

Mission Statement

Bahia Vista School is committed to making children confident and creative builders of their future. Our focus is on the whole child. Students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to solve problems. We strive to cultivate a culture of caring and academic excellence, with respect for individual differences and community values.

La Escuela Bahía Vista está comprometida a crear niños seguros de sí mismo e innovadores arquitectos de su futuro. Nuestra atención se centra en el niño. Motivamos a los estudiantes a cumplir con los retos académicos con receptividad, entusiasmo y disposición para resolver problemas. Nos esforzamos por promover una filosofía de solidaridad y excelencia académica, con respeto por las diferencias individuales y los valores de la comunidad.

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

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

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

School Description

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

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

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

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

On our staff, we have 23 full-time classroom teachers in grades PreK-5th, 4 job share teachers (.5 FTE/.5 FTE and .8 FTE and .2 FTE), 1 ELD Coach, 1 Newcomer teacher, 5 intervention tutors, and 3 instructional assistants. All our teachers have credentials appropriate to their assignment. The school also receives support from district specialists, including instructional coaches, special education teachers, a speech therapist, a school psychologist, a school counselor, and a district nurse. Our family center staff includes: a director, 1 family advocate, 1 family literacy mentor, a health and fitness educator, a Spanish bilingual community liaison, counselors, and counseling interns.

Description of School Programs

English Language Arts

Students are taught reading, writing, speaking, and listening, using the district-adopted, standards based, Houghton Mifflin Program. This core program is supplemented by other materials to provide students with a thematic, integrated Common Core classroom based on board approved texts. Other supplementary programs, such as, Fountas and Pinnell leveled readers, Lexia Online (ELA), RAZKids Online (Reading), Basal Alignment Project lessons, Step Up to Writing, Handwriting Without Tears, and other spelling and vocabulary programs. The Fountas and Pinnell Leveled Literacy Intervention program is used to provide tier two literacy intervention for students not performing at grade level.

Mathematics

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

Science and Social Studies

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

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

English Language Development

Designated English Language Development (ELD) instruction is provided daily in all PreK-5 classrooms. Classes in PreK-3rd grades receive daily Integrated and Designated ELD through SEAL strategies and curriculum. Fourth and fifth grade classes receive daily Integrated ELD through scaffolded instruction and thematic-based curriculum, and daily Designated ELD through the EL Achieve curriculum. Specialized small-group ELD instruction is provided daily to all newcomer students by a 1.0 FTE Newcomer teacher.

Student Study Team

This team is comprised of the principal, RtI (Response to Intervention) coordinator, general education teacher(s), family center staff, resource specialist, speech and language teacher, a school psychologist, a community mental health counselor. The team meets on a bi-monthly basis to create and update individual education plans for specific students. The parents are invited to participate in planning meetings to ensure that we produce the most comprehensive plans possible for their children and to ensure their roles as full partners working toward jointly established goals.

LEAP

Through the Learning Enrichment Afterschool Program (LEAP), Bahia Vista students receive additional after-school instruction. LEAP offers homework help, Mathematics and Language Arts skill building and Enrichment activities. Enrichment includes STEM (Science, Technology, Engineering & Math), art, music and physical education activities. LEAP

maintains on-going communication with parents and the LEAP director meets regularly with teachers to ensure that LEAP is addressing the diverse needs of students.

Conflict Resolution

Teachers provide lessons in conflict resolution, character education, community building, and appreciation of diversity and human relations for all students. In addition, 3rd-5th grade students also participate in Student Council, as Conflict Managers and “Dragon” (Recess) Coaches. These activities build youth development, problem solving skills and leadership skills. Students in 4th and 5th grades are trained every year in conflict resolution, peer mediation and facilitation of recess activities. Staff members who are trained to be “coaches” in the Solutions Team No Bully program bring together a team of students and leverages their empathy to end the bullying of one of their peers. The educator tells the team they are not in trouble, describes how it feels to be in the target’s shoes and asks the team what they can do or stop doing to stop the bullying. The team includes the bully, the bully-followers and positive leaders from the peer group. The educator leads the team through two structured follow-up meetings, the final one attended by the target.

PREK-3 Initiative

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

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

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

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

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

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

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

Bahia Vista Family Center

Bahia Vista Family Center (BVFC) is a multi-disciplinary social service center servicing Bahia Vista Elementary School students, families and staff. A team of family advocates, a family literacy mentor, family engagement coordinator, volunteer coordinator, mental health professionals, and counseling interns who speak English and Spanish staff the center. They work collaboratively with the school and our community partners. BVFC promotes environments where learning can take place. The goal of the BV Family Center is to provide outreach and support to families, facilitating family engagement in the school and addressing any issues that may present barriers to student success. The BV family advocates help families in crisis and help connect parents to community resources, referring families to many local agencies: health clinics, nutrition support services, parenting classes and support groups, ESL classes, literacy, or job training, translation services, housing resources, early childhood education, summer camp and enrichment opportunities, parent leadership support and training, and more.

Bahia Vista Family Literacy Program

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

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

Pre-Kindergarten

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

Head Start

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

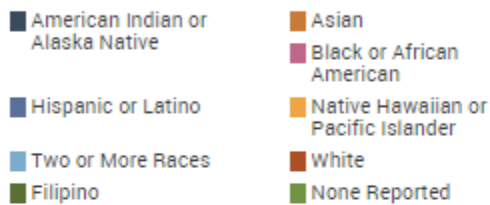
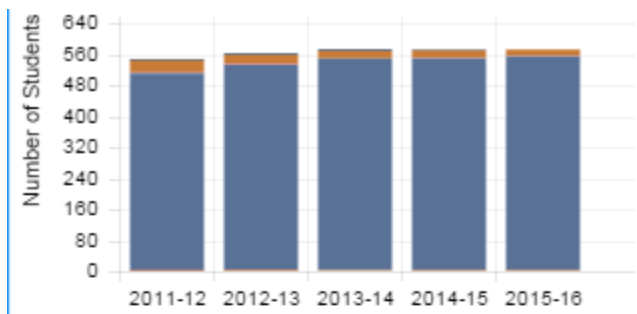
Music Program

Weekly music classes are taught to each K-5 class. The Heads-Up Music Foundation funds music classes to all 2nd-5th grade students and the Bahia Vista PTA funds the kindergarten and first grade music programs. Students learn music concepts through weekly classes focused on music theory and history, rhythm, voice, percussion, Orff xylophones, recorders, and ukuleles.

Demographic and Assessment Data

Demographic Characteristics	Bahia Vista 14-15	District 14-15	Bahia Vista 15-16	District 15-16
Enrollment	572	4,635	571	4,749
English learners	95.2%	46.1%	82.3%	45.8%
Free / Reduced Lunch	98.4%	64.9%	95.8%	63.3%
Fluent English Proficient	2.8%	11.3%	1.2%	11.3%

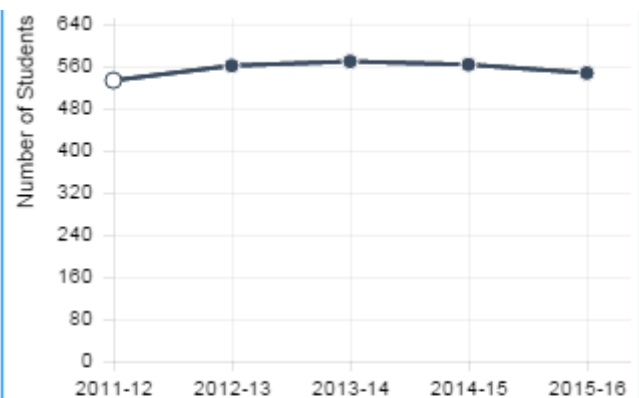
Enrollment by Ethnicity:



View Table Data

Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	4	4	4	3	0
Asian	31	23	19	19	16
Black or African American	2	2	1	1	1
Filipino	0	0	0	0	0
Hispanic or Latino	507	527	544	547	551
Native Hawaiian or Pacific Islander	0	1	2	1	2
None Reported	0	0	0	0	0
Two or More Races	1	2	1	0	0
White	2	2	1	1	1
Total	547	561	572	572	571

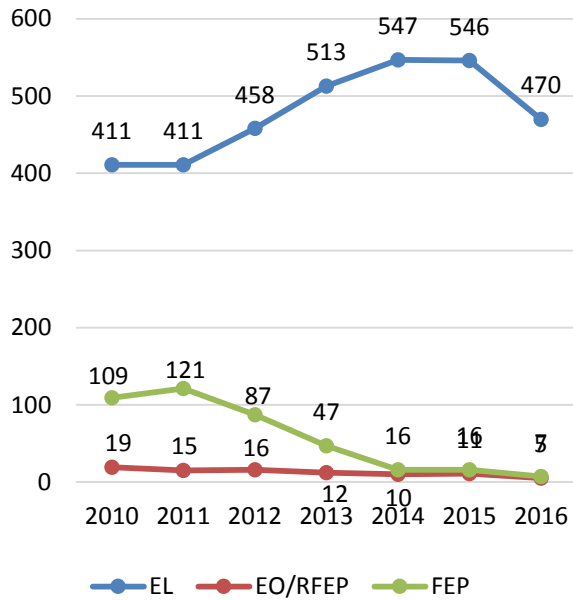
Free and Reduced Price Meals:



View Table Data

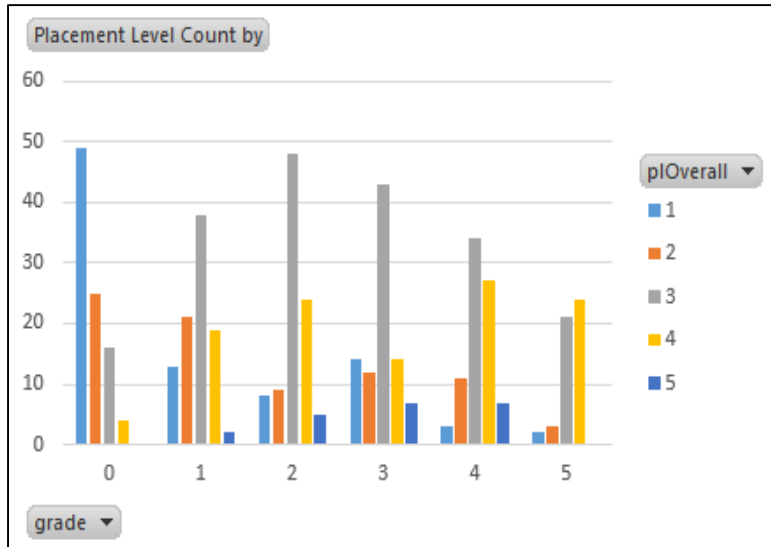
Free and Reduced-Price Meals	2011-12	2012-13	2013-14	2014-15	2015-16
Total	533	561	569	563	547

Language Fluency Trends

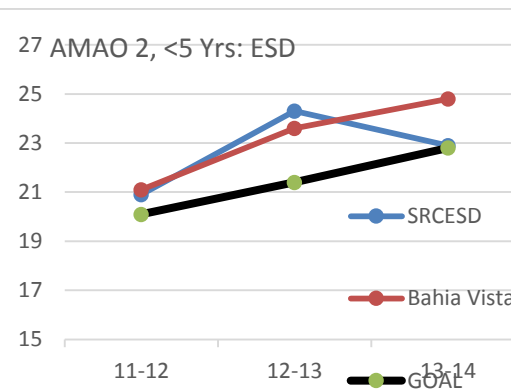


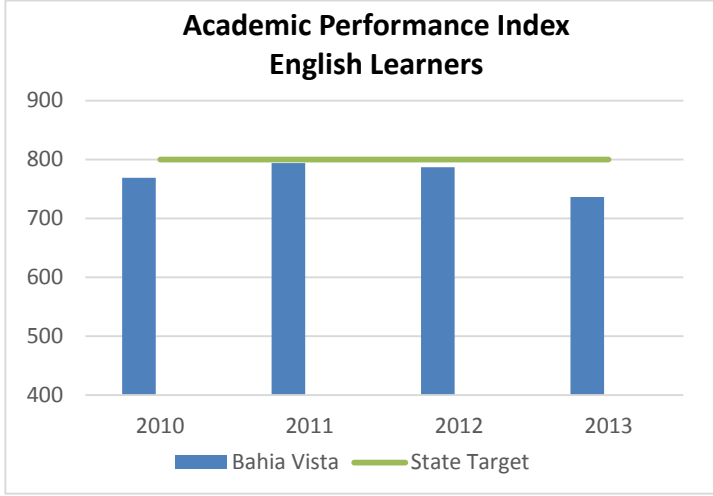
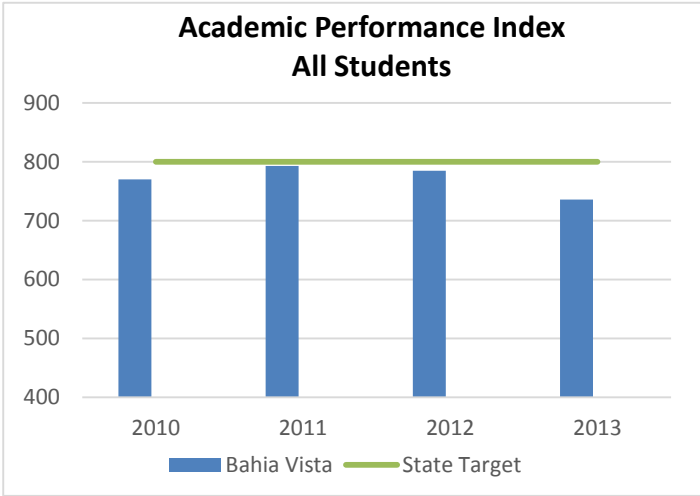
Overall CELDT Level by Grade: 16-17

Placement Level Count by grade level	1	2	3	4	5	Total
0	49	25	16	4		94
1	13	21	38	19	2	93
2	8	9	48	24	5	94
3	14	12	43	14	7	90
4	3	11	34	27	7	82
5	2	3	21	24		50
Total	89	81	200	112	21	503



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





2015-2016

Bahia Vista Elementary

SBAC ELA/Literacy Scale Score

Grade Levels	Not Met	Nearly			Grand Total
		Met	Met	Exceeds	
3	59%	29%	10%	2%	100%
4	54%	28%	14%	4%	100%
5	59%	17%	18%	6%	100%

2015-2016

Bahia Vista Elementary

SBAC Mathematics Scale Score

Grade Levels	Not Met	Nearly			Grand Total
		Met	Met	Exceeds	
3	48%	33%	14%	5%	100%
4	36%	42%	17%	6%	101%
5	47%	28%	15%	10%	100%

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> • Student population has remained stable as in past years, with Latinos composing over 96% of our student population. • Results from the annual California English Language Development Test (CELDT), show that the majority of students in grades K-5, tested as Limited English Proficient. • Spanish is the primary language of most of our English Language Learners. • Bahia Vista remains a school-wide Title 1 school, with 99.5% of students receiving free and reduced lunch. • School demographics reflect the socio-economic and cultural make-up of the Canal neighborhood.
ELA	<p>Reading</p> <ul style="list-style-type: none"> • Ongoing ELA data shows that while students are making steady progress in developing grade-level fluency, reading comprehension is still an area that needs to be a focus. • Data shows that shifts in ELA/ELD instructional practices that target the diverse needs of our students and that infuse research-based high-leverage strategies for English language learners are needed in order to increase student achievement and close the academic gap. <p>SBAC/ELA</p> <ul style="list-style-type: none"> • 42% of third graders <i>nearly met, met or exceeded</i> grade-level proficiency • 35% of fourth graders <i>nearly met, met or exceeded</i> grade-level proficiency • 31% <i>nearly met, met or exceeded</i> grade-level proficiency <p>Data Use</p> <ul style="list-style-type: none"> • Principal, Data Team, and RtI coordinator support a Progress Monitoring Team to analyze data and place students in instructional support systems to enhance learning. • The ELA RTI model includes review of Fountas and Pinnell, SRI, and Core Phonics assessment data. • Common strategies to enhance instruction include: SEAL, GLAD, differentiated small group work, and tier 1 and 2 intervention within the classroom during the daily Universal Access block. • Data results communication occurs through grade level discussion, SST's, PLC's and ILT's. • External communication of data occurs with the Design Team, P3 Partner Schools, presentations to the Board of Trustees, and stakeholder groups.
Math	<ul style="list-style-type: none"> • All K-5 teachers at Bahia Vista teach the District-adopted math program, Everyday Mathematics. Students are assessed through the program's Unit tests, Exit Slips and Open Responses as well as the District Benchmarks. Teachers have expressed a need to align all instructional lesson cycles to Common Core Math and to receive additional support in implementation of EDM's newly revised CCSS curriculum that was adopted this school year.

	<p>MATH/SBAC</p> <ul style="list-style-type: none"> • 52% of third graders <i>nearly met</i> or <i>met</i> grade-level proficiency • 65% of fourth graders <i>nearly met</i>, <i>met</i> or <i>exceeded</i> grade-level proficiency • 53% <i>nearly met</i>, <i>met</i> or <i>exceeded</i> grade-level proficiency
<p>EL Data</p>	<ul style="list-style-type: none"> • Analysis of CELDT data indicates that students are making adequate growth in English language acquisition. 53% of students in grades 1-5 increased one or more CELDT levels from Fall 2015 to Fall 2016. • Data shows that shifts in ELA/ELD instructional practices that target the diverse needs of our students and that infuse research-based high-leverage strategies for English language learners are needed in order to increase student achievement, in reading and writing. • Professional development will continue to focus on these areas in tandem with the implementation of Next Generation Science and Common Core State Standards.
<p>Climate/Culture</p>	<p>Schoolwide focus on common systems and cultural competency</p> <ul style="list-style-type: none"> • Implementation of PBIS model Tier 1 & Tier 2 • Schoolwide focus on three standards of conduct that define a professional student: 1) Show respect; 2) Make good decisions; 3) Solve problems • Social-Emotional Committee to develop and support schoolwide monthly character traits with connection to classroom/academics and real-world experiences • Monday student awards assemblies to highlight monthly character traits and recognize student achievement • Development of site Cultural Proficiency Plan, participation in Equity Learning Walks, and administration of Seneca social-emotional screener through the MCF PreK-3 Initiative. • Implementation of Bahia Vista In Motion daily movement program <p>Parent Engagement</p> <ul style="list-style-type: none"> • Literacy support from PSP in Raising a Reader engage parents in literacy efforts to support their children at home and focus on oral language, retell, family stories, and routines in the home • Family literacy workshops and curriculum/technology “nights” • Room parents identified for each classroom. • Community Liaison works directly with PTA to build leadership capacity and support ways to sustain parental involvement <p>Pre K Alignment-Horizontal alignment at Pre K level</p> <ul style="list-style-type: none"> • Pre-K Collaborative composed of site supervisors and teachers from City of San Rafael’s Pickleweed Pre K, BV Head Start and BV State Pre K • Pre-K Collaborative participates in Learning Walks and monthly articulation meetings to align best practices and ensure a smooth transition for students from preschool to kindergarten. • Pre-K Collaborative and co-present at quarterly parent workshops hosted in the Bahia Vista multipurpose room. • Implementation of Teaching Pyramid in all Pre K classrooms.

Evaluation of the 2015-2016 Single Plan for Student Achievement

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

<p>2015-2016 Desired Outcomes</p>	<p>PreK-3 Teachers:</p> <ul style="list-style-type: none"> • Participate in SEAL Model professional development trainings as well as content based thematic unit development and refinement days • Use SEAL strategies to establish strong oral language and increase the quantity and quality of student discourse • Use SEAL strategies and best practices to develop thematic units that integrate ELA, ELD, NGSS and HSS grade level standards • Implement all components of Everyday Math curriculum to ensure that students are given ample opportunities to develop foundational math skills, <p>K-5 Teachers:</p> <ul style="list-style-type: none"> • Use a Balanced Literacy approach daily to provide high-quality, rigorous literacy instruction (model the skill, practice whole group through shared reading, explicit vocabulary practice, writing workshop and provide daily opportunities for small group differentiated instruction). <ul style="list-style-type: none"> ○ Meet regularly for PLC meetings with instructional coaches to ensure units are driven by CCSS and analyze data to inform instruction. • Analyze data to identify gaps and create flexible groups to support the needs of students. • Share data with students and families to empower students to take ownership of their learning. <p>School-wide</p> <ul style="list-style-type: none"> ▪ Continue to align our efforts between district initiatives, PreK-3 initiatives, and student needs. Revised mission statement to reflect a student-centered, whole child approach to supporting academic achievement and a culturally responsive school culture. ▪ Increase student performance in all academic areas, as measured by, trimester SRI, Fountas & Pinnell, Acuity, and foundational skills assessments; and yearly statewide CELDT and CAASPP assessments.
<p>Plan Implementation</p>	<p>Strengths and Accomplishments:</p> <ul style="list-style-type: none"> • SEAL implementation continues to guide instructional strategies, best practices for EL students, and the design and development of rigorous, engaging CCSS curriculum. • ELA and Math benchmarks and other assessments completed each trimester to monitor student progress and inform instruction. • Teaching Pyramid strategies are implemented in every Pre K classroom • PBIS Model is implemented with fidelity and continues to be strengthened and refined. • Monthly student recognition assemblies are held to support a positive learning environment, inclusion, and an emphasis on monthly character traits. <p>Analysis of student performance data indicates that we need to renew our focus in the following areas:</p>

	<ul style="list-style-type: none"> • Increase the daily number of minutes that students are engaged in small group, guided instruction. • Increase the daily number of opportunities that students are provided direct instruction and/or practice of metacognitive strategies. • Provide more targeted instruction and support so that students can read and retell central ideas and key details in grade level narrative and informational texts. • Provide more targeted instruction and support so that students can to explain their mathematical thinking and strengthen their development in utilizing the Standards of Mathematical Practice. • Provide direct instruction in and opportunities for students to practice self-regulation strategies to express their feelings and manage their behaviors.
<p>Strategies & Activities</p>	<p>SEAL model is providing teachers with strategies that emphasize active student engagement and participation with access to high-level, high-interest content. This has created a more engaging and student centered environment with scaffolds for struggling students.</p>
<p>Involvement & Governance</p>	<p>Systems are in place that support governance, curriculum and instruction, data analysis, and professional learning. Improved parent outreach is also a particularly effective strategy which has helped increase student achievement.</p> <p>Site Committees and P3 Design Team ensure that students remain at the center of all of our decision making and that input from all stakeholders including, students, staff, parents, and community partners, are folded into all of our work toward closing the achievement gap.</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	
1 Balancing Informational and Literary Text	Students read a true balance of informational and literary texts.
2 Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
3 Staircase of Complexity	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
4 Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
5 Writing from Sources	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.
6 Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]

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

Shifts in English Language Development

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

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

7 From grade span → grade level

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

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

Performance Goals:

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

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

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

PreK-3 SEAL: Common Core for English Language Learners: Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

Guided Language Acquisition Design: Jabbar Biegs and Naurin Kahn, of Be GLAD provide training in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

School Improvement Goals

Goal 1.0: Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.

Strategy 1.1: All students will develop mastery of the English language arts Common Core State Standards.

Action Step 1.1.1: Instructional Coaches and SEAL Coach will provide support for the implementation of balanced literacy and high rigor/relevant lesson plans in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	SEAL and Literacy Coaches	Salaries & Release time	--	LCFF
	ELD Coach (Site TOSA)	Salary	\$89,600	Title 1
	Principal	Subs	--	LCFF

Action Step 1.1.2: Implement trimester reporting of SRI, CORE Phonics Survey, and Fountas & Pinnell assessments to monitor student progress in reading fluency and comprehension.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Quarterly (2016-17) (Sep, Dec, Mar, May)	ELD Coach	Salary (1.0 FTE)	Included in 1.1.1	Title I
	Principal	-	-	General fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Classroom Teachers (PreK-5)	Salaries	--	General fund
August 2016-June 2017	ELD Coach	Salary	Included in 1.1.1	Title 1
August 2016-June 2017	SEAL and Literacy Coaches	Salary	--	LCFF

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	ELD Coach	Salary	Included in 1.1.1	Title I
	Newcomer Teacher	Salary	--	General Fund
	Principal	Rosetta Stone Software	\$4,800	Title III
		Supplemental materials and supplies	\$3,000	

Action Step 1.1.5: Students not meeting the required levels of standards mastery in English Language Arts will be required to participate in the site-based targeted intervention program (F&P Leveled Literacy Intervention).

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Rtl Coordinator	Salary	\$8,400	LCFF-Supplemental
	Intervention Teachers	Salaries	\$41,100	LCFF-Supplemental
	Instructional Assistant (IA)	Salary	10,400	Title III
August 2016-June 2017	Principal	Supplemental reading intervention materials	\$6,000	Title I

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Ed. Services	-	-	General fund
	Classroom teachers	Salaries	Included in 1.1.3	General fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Principal	Site license/Software	\$3,550	LCFF-Supplemental
	Classroom teachers	Salaries	Included in 1.1.3	General fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Instructional Coach Classroom Teachers (2-5)	Salaries	Included in 1.1.5	LCFF General fund
August 2016-June 2017	SEAL Coach PreK-3 rd gr. teachers	Salaries	Included in 1.1.1	LCFF General fund
August 2016-June 2017	iTeams Teacher	Sub release days	\$420	iTeams grant
August 2016-June 2017	Principal	Supplemental materials	\$2,000	Lottery

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Rtl Coordinator	Salary	Included in 1.1.5	LCFF-Supplemental

	Classroom teachers	Certificated overtime	\$	LCFF-Supplemental
				Title 111
	Instructional Assistants	Salaries	Included in 1.1.4, 1.1.5	LCFF/Title 1/Title III
	Principal	Supplemental materials to improve the instructional program for English learners		

Strategy 1.3: District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Classroom teachers Gr.3-5 SPED teachers	Salaries	Included in 1.1.3	General fund
	ELD Coach	Salary	Included in 1.1.1	Title I

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	ELD Coach	Salary	Included in 1.1.1	Title I
	Principal	Subs/Release time	\$4,800	Title I

Action Step 1.3.3: Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Classroom Teachers and District Grade Level Teams	Salaries	Included in 1.1.3	General fund

Action Step 1.3.4: Site administrators and P3 Data Team will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Principal	Subs/Release time	\$2,400	MCF grant
	Data Team	Salaries	Included in 1.1.3	General fund

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

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Principal ELD Coach (TOSA) Classroom teachers	Sub release days	\$3,450	MCF grant

Action Step 2.1.2: Teachers will receive professional development in Writer’s Workshop and Daily 5 reading strategies to strengthen school wide ELA instructional practices.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Feb.-June 2017	K-5 Teachers Principal	Writer’s workshop Registration fees	\$5,980	Title I
April 2017	Principal K-3 Teachers (4 teachers)	Daily 5 & CAFÉ Workshop <ul style="list-style-type: none"> ▪ Registration fees ▪ Travel costs 	\$2,360 \$530	Title I

Action Step 2.1.3: State Pre-K program staff will participate in SEAL implementation, MCF PD, and countywide ECE PD (Teaching Pyramid model, Pre-K GLAD strategies, QRIS Leadership) and implement best practices align collaborative and instructional practices both horizontally with other pre-k partners, and vertically with kindergarten classrooms.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Pre-K Site Director	Salary	\$98,580	State PreK fund
	Pre-K Associate Teacher	Salary	\$40,300	MCF grant
	SEAL Coach	Salary	Included in 1.1.1	General fund

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
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August 2016-June 2017	Classroom teachers	Salaries	Included in 1.1.3	General fund
	SEAL Coach	Salary	Included in 1.1.1	LCFF
	ELA Instructional Coach	Salary	Included in 1.1.1	LCFF
August 2016-June 2017	Principal	Materials for newcomer students	\$1,500	Title 3

Action Step 2.2.: Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-May 2017 <i>Ongoing PLC, ILT and DGLM Meetings</i>	Principal	-	-	General fund
	Classroom teachers	Salaries	Included in 1.1.3	General fund

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Classroom teachers and SPED teachers	Salaries	Included in 1.1.3	General fund
	Instructional assistants	Overtime for training on small group interventions for EL learners	\$1,000	Title 3
	Rtl Coordinator	Salary	Included in 1.1.3	LCFF-Supplemental

Goal 3.0: Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district’s goals.

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

Action Step 3.1.1: Office and Administration Staff

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Administrative assistant	Salary	--	General fund
	Community Liaison	Salary	--	General fund

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Community Liaison	Salaries Extra duty/Interpretations	Included in 3.1.1 \$3,000	General fund Title III

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

Action Step 3.2.1: Teachers will continue to implement and strengthen the protocols and systems of PBIS

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Site PBIS Team	Salaries	-	General fund
	All Staff	Salaries	-	General fund
	Principal	Rewards and Incentives	\$500	PTA funded

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Site PBIS Team	Salaries	Included in 3.2.1	General fund

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Family Center Staff	Salaries and Family Center Operating Costs	\$165,000	MCF grant
	Community Liaison	Salary	Included in 3.1.2	General fund

Action Step 3.3.2: Administration and staff will provide 10-week family literacy series, Latino Family Literacy Project, to increase parental involvement in support of school-wide literacy efforts.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Spring 2017	Family Literacy Teacher	Salary	\$600	Title I
	Principal	Materials Childcare	\$250 \$400	Title I

Action Step 3.3.3: Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data is gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
May 2017	Principal Family Center Staff	Materials (copying)	\$200.00	Lottery

Action Step 3.3.4: ELAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Principal Parent Representatives Family Center Coordinator	Snacks and Childcare	\$500	Title III

Action Step 3.3.4: LCAP PAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016-June 2017	Community Liaison	Extra duty/Interpretations	Included in 3.1.2	Title III
	Parent representatives	-	-	N/A
	Staff representatives	-	-	N/A

Categorical Allocations

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

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$65,611
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,201
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$6,561
<input checked="" type="checkbox"/> Title I, Part A: Alternative Supports Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	\$24,724
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$2,731
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$39,108
<input checked="" type="checkbox"/> Other federal funds	
Total amount of federal categorical funds allocated to this school	\$139,936

2016 – 2017 Categorical Budget

Date of this Revision	November 1, 2016
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	\$33,737	\$65,611	\$33,071	\$54,309	-	\$11,968
Title I, Parent Involvement	\$1,136	\$1,201	0	0	\$1,200	\$1,137
Title I, Alternative Supports	-	\$24,742	\$16,526	\$11,023	-	-\$2,807
Title I, Professional Development	\$17,546	\$6,561	\$6,340.	\$0	\$6,340	\$11,427
Title III, Immigrant	\$65	\$2,731	0	\$865	\$1500	\$431
Title III, LEP	\$45,387	\$39,108	\$10,071	\$25,005	\$4,500	\$44,919

Summary of Centralized Services

Program Common to Most Schools

Administration

Provide administrative support of schools:

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

Planning/Evaluation

Provide schools with assistance in the development of schools including:

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

Implementation

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

Staff Development

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

Parent Involvement

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

Summary of Centralized Services

Title I Centralized Services

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EL Centralized Services

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide training opportunities to promote cultural proficiency
- Provide curriculum and technical support for classified personnel

Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

Bahia Vista Elementary

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

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

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

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

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

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

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

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in the fall at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core

academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.

- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

Shared Responsibilities

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

The **compact** shall:

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

Building Parental Involvement

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

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the Elementary and Secondary Education Act, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The requirements of Title I
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.

- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
- Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
- Become knowledgeable about parent rights as specific in California statutes and in the Elementary and Secondary Education Act, Title I, Part A.

3. To further the goal of effective parent involvement, **school staff** will:

- Implement MCF Pre-K -3 parent involvement model
- Develop monthly parent education classes with Even Start, Head Start, First Five, and Family Center Staff
- Work with Parent Service Project in developing leadership training
- Provide ESL classes
- Provide Family Literacy classes

Accessibility

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

2016-17 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	90 Daily	Houghton Mifflin
Math	60 Daily	Everyday Math
ELD & Interventions	30 Daily	Pearson ELD, SEAL
PE	100 Weekly	My School In Motion
Science	75 Weekly	Harcourt Science
Social Science	75 Weekly	Pearson Social Science

Grades: 1-3

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	140 Daily	Houghton Mifflin
Math	75 Daily	Everyday Math
ELD & Interventions	30 Daily	Pearson ELD, SEAL
PE	100 Weekly	My School In Motion
Science	112 Weekly	Harcourt Science
Social Science	112 Weekly	Pearson Social Science

Grades: 4-5

Subject	Number of Instructional Minutes	Instructional Materials
Reading/Language Arts	140 Daily	Houghton Mifflin
Math	85 Daily	Everyday Math
ELD & Interventions	30 Daily	EL Achieve
PE	100 Weekly	My School In Motion
Science	112 Weekly	Harcourt Science
Social Science	112 Weekly	Pearson Social Science