



Venetia Valley 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 to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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: Juan Rodriguez, Principal

Telephone Number: 415-492-3150

Address: 177 North San Pedro Road, San Rafael, CA 94903

E-mail Address: jrodriguez@srcs.org

County-District School (CDS) Code: 21-65458-6024772

Date of this revision: March 1st, 2017

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Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan 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 school plan was adopted by the school site council at a public meeting on 3/1/17.

Attested:

 Juan Rodriguez
 Typed name of school principal

 Signature of school principal

 Date

Claudia Garcia
 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date

School Site Council Membership

School: Venetia Valley Elementary

School Year: 2016-2017

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

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.

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Juan Rodriguez	X				
Mari Kernan			X		
Lucia Wahl		X			
Dave Schmitz		X		X	
Claudia Garcia				X	
Sara Hinkley				X	
Candace Lnagley				X	
	1	3	1	4	

Governance and Funding

1. The School Site Council will hold nine meetings in the 2016-2017 school year.

2. At Venetia Valley School, 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
- ASES, (After School Education & Safety)

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: (X) Title I (X) ELAC () PTA () Other: _____
- District Advisory Committee: (X) LCAAP PAC (X) DELAC () DAC/Title I

5. At Venetia Valley School, 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

Venetia Valley Elementary

Mission Statement

Venetia Valley School's PreK-8 **I CAN University** mission is to: build a professional student culture; strengthen student and community engagement; and offer a rigorous, college, career, and community readiness academic program, celebrating bilingualism, the arts, and 21st century skills (communication, collaboration, creativity and critical thinking).

School Description

Venetia Valley School's mission is to prepare all students with the character skills and academic foundation necessary for success in college, career, and life.

Venetia Valley School is a TK-8 school located in Northeast San Rafael near the Marin Civic Center. It serves the communities of Santa Venetia, as well as students from other parts of San Rafael. Parents are active participants in the school's programs and the education of their children. Through donations from our PTA, students are fortunate to participate in enrichment classes such as music, garden, dance and drama. The students in Grades TK-4 are in self-contained classrooms. The students in 5th grade and middle school receive instruction in a departmentalized setting. Venetia Valley is designated as Title I, school wide. The population is 737 students: Hispanic/Latino 86%, White 5.8%, Asian 3.6%; African American 1.6%; all others comprise 2.6%. 60% of the students are English Learners; 77.5% are eligible for free and reduced price lunch. Students at Venetia Valley develop an understanding of different backgrounds, learn to function in a multicultural, multiethnic environment and are prepared to excel in our diverse community.

Description of School Programs

Venetia Valley School offers:

- A thematic, integrated Common Core classroom program based on Board approved texts and research driven practices.
 - Balanced Literacy Block (2nd-5th grade)
 - Biliteracy Program (K-3rd)
 - TK-3 SEAL Model with guided thematic unit development and coaching
- Daily English Language Development (ELD) instruction TK-8;
- Biliteracy Program with instruction in Spanish (80%) and English (20%) for PreK-1st students.
- Biliteracy Program with instruction in Spanish (70%) and English (30%) for 2nd grade students. As the program develops 3rd grade students will have instruction in Spanish (60%) and English (40%), and by 4th grade the program will be 50% in Spanish and 50% in English.
- Schoolwide AVID program to support all students in their organization and study habits to prepare them for future academic and professional endeavors.

- Socio-Emotional support:
 - Tier 1:

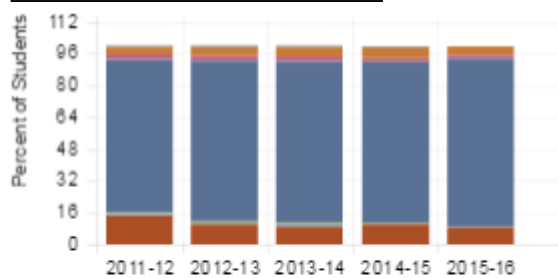
- PBIS and a school-wide character trait program
 - First 20 Days of School Plan to set expectations and foster growth mindset
 - Professional development for teachers on classroom set-up and systems
 - Monthly assemblies
 - Family Center Resources
- Tier 2 and 3:
 - Counseling – 1 full-time counselor and 2 part-time counselors from a partnership with Community Mental Health
 - Part-time therapist through a partnership with Seneca
 - Small social group work with elementary students
- Intervention programs
 - Intervention with credentialed teachers for struggling readers (K-5th)
 - Read 180, grades 2-5;
 - English language development (ELD) small group instruction for elementary school newcomers;
 - After school program for 5th graders reading below level (Social Biographers)
 - Homework club for targeted middle school students with credentialed teachers
 - Partnership with Experience Corps and Marin School Volunteers to target elementary school students in need of literacy support
- Enrichment programs:
 - Music (TK– 8th)
 - Physical Education (6-8th with PE teacher, 1st-5th have grade-span PE with credentialed teacher on a weekly basis)
 - Garden (K-5th) with garden specialist
 - Library (TK-8th)
 - Partnership with SF Opera (K-3rd)
 - Drama partnership with Marin Theater Company (K-8th)
 - Field trips for each grade level
 - LEAP program, grades 2-5
 - Crossroads enrichment program for middle school students (collaboration with Marin Academy / Aim High and Davidson Middle School)
 - Parent coordinated enrichment classes (dance, cooking, chess, drama)
 - Athletics program for middle school students (Basketball)
 - Dispea Kids partnership (5th-8th)
 - After school Social Biographers program for 8th, 4th and 5th grade students
 - After school Jovenes Con Poder program for Middle School students
- Family Engagement programs, including:
 - Family support and advocacy in the Family Center with an on-site bilingual Family Advocate, Family Support Specialist, and Family Center Director
 - Volunteer Workshop for incoming Kinder families in the summer

- Monthly Charla Cafes to share school updates and facilitate dialogue with families
- PIQUE Program - Introduction to High school (10 weeks for families and students)
- Adult Computer Technology Classes (through partnerships with Canal Alliance)
- Annual International Potluck Night
- Annual International Story Night
- Annual Welcome Night & Ice Cream Social to help families complete enrollment forms
- Monthly weekend story-telling for TK-3rd and prospective families
- Family outdoor outings through a partnership with National Parks and Recreation
- Padres Con Poder discussions around culture and identity
- Parent Teacher Association responsible for parent-based fundraising and school event planning
- I CAN Moms group responsible for community building and supporting classroom and school-based projects
- Classroom Ambassadors responsible for coordinating and organizing parents within classroom communities.
- Partner with Parent Service Project to support SELAC programming

Data

Demographic Characteristics	Venetia Valley 14-15	District 14-15	Venetia Valley 15-16	District 15-16
Enrollment	735	4,756	731	4,756
English learners	54.1%	43%	52.5%	43%
Free / Reduced Lunch	77.8%	63%	77.7%	63%
Fluent English Proficient	24.9%	16.2%	20.2%	16.2%

Enrollment by Ethnicity



View Table Data

Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	0.4 %	0.6 %	0.6 %	0.5 %	0.1 %
Asian	3.9 %	4.4 %	4.7 %	5.4 %	4.4 %
Black or African American	2.4 %	2.5 %	2.6 %	2 %	1.9 %
Filipino	0.3 %	0.1 %	0.1 %	0.3 %	0.1 %
Hispanic or Latino	76.5 %	80.9 %	81.1 %	81.2 %	84.8 %
Native Hawaiian or Pacific Islander	0.3 %	0.3 %	0.3 %	0.3 %	0.3 %
None Reported	0.6 %	0.6 %	0.3 %	0.3 %	0 %
Two or More Races	1.1 %	0.7 %	1.4 %	0 %	0 %
White	14.5 %	9.9 %	9 %	9.9 %	8.3 %

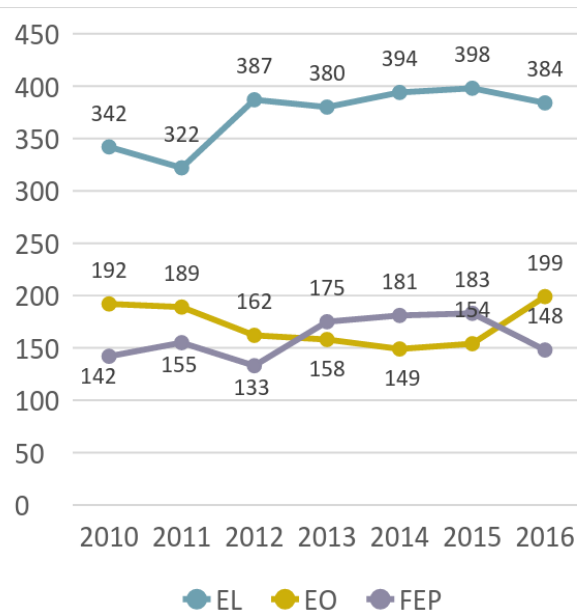
Chart Notes [Source](#)

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 Lunch Status

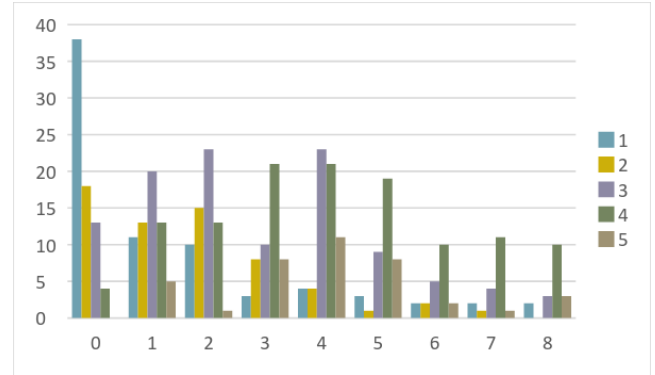


English Acquisition



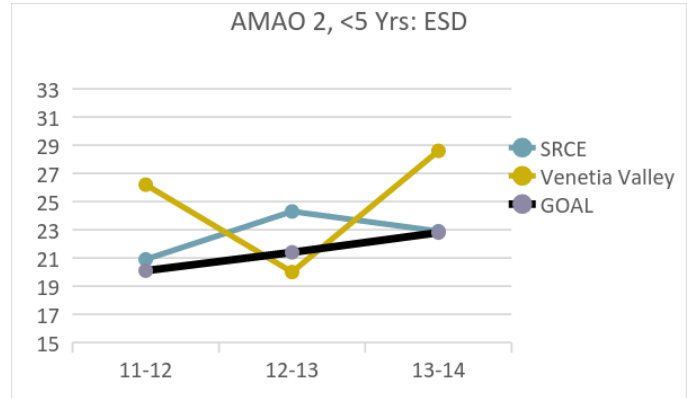
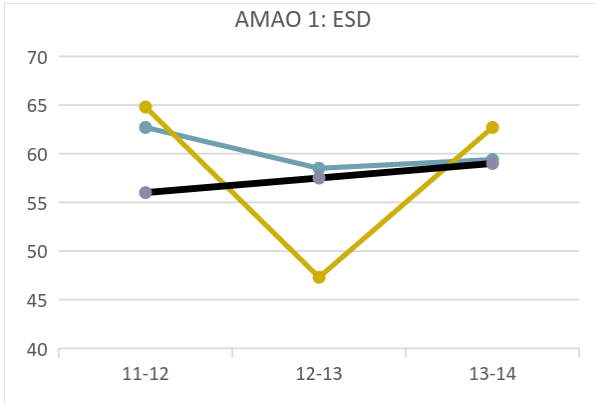
CELDT Scores by Grade Level

CELDT Overall by Grade Level						
	1	2	3	4	5	Total
0	38	18	13	4		73
1	11	13	20	13	5	62
2	10	15	23	13	1	62
3	3	8	10	21	8	50
4	4	4	23	21	11	63
5	3	1	9	19	8	40
6	2	2	5	10	2	21
7	2	1	4	11	1	19
8	2		3	10	3	18
Total	75	62	110	122	39	408



2015 School	Venetia Valley Elementary						
Average of SRI March 2015	Column Labels						
Row Labels	E	I	L	R	T	#N/A	Grand Total
3	598.6		357.7	607.7	0.0		466.7
4	684.7		466.2	755.0			607.5
5	964.8		550.7	857.8			770.7
6	1021.8	605.0	555.8	900.0			805.7
7	398.0		554.3	875.6			770.5
8	1208.1		374.0	1029.9			1008.0
Grand Total	819.3	605.0	471.0	871.4	0.0		717.6

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



2015-2016	Venetia Valley Elementary					
SBAC ELA/Literacy Scale Score						
Grade	Not Met	Nearly Met	Met	Exceeds	Total	
3	25%	31%	31%	13%	100%	
4	28%	33%	25%	14%	100%	
5	21%	31%	26%	22%	100%	
6	27%	35%	31%	8%	101%	
7	31%	30%	33%	6%	100%	
8	33%	41%	23%	3%	100%	

2015-2016	Venetia Valley Elementary					
SBAC Mathematics Scale Score						
Grade	Not Met	Nearly Met	Met	Exceeds	Total	
3	25%	31%	31%	13%	100%	
4	28%	33%	25%	14%	100%	
5	21%	31%	26%	22%	100%	
6	49%	29%	16%	5%	99%	
7	42%	32%	19%	7%	100%	
8	60%	35%	3%	2%	100%	

Analysis of Data

Data	Key Findings
Demographics	The decline in White student enrollment continues, down to 5.8% from 9% in 13-14 from 14.5% in the 12-13 school year. However, the image of the school is changing in the local community; more neighborhood families participated in Kindergarten tours in the last two years. Overall, school enrollment has been steady at approximately 720 over the last five years.
EL	<ul style="list-style-type: none"> • The number and percentage of ELs has increased over the last four years. • At the same time, there has been a similar increase in the number of fluent English proficient (FEP) students in the last four years. • There has also been a decrease in the number of English Only students over the past five years. • More in-depth analysis of current CELDT scores indicates that ELs are making adequate progress in their acquisition of English (according to national research trends.) • However, closer analysis of CELDT domain averages by time in US schools demonstrate that the lowest domain is Reading. Since this trend is observed more clearly in long-term ELs, this indicates a need to focus on academic language development across all core content areas.
ELA	<p>Literacy - SBAC:</p> <p>2016 Data</p> <ul style="list-style-type: none"> • 3rd Grade: The results from the 3rd grade 2016 SBAC revealed significant areas for growth with 47% of students not meeting the standard, 23% nearly meeting, 22% meeting the standard and 8% exceeding the standard. • 4th Grade: The 4th grade results revealed 41% of students did not meet the standard, 19% nearly met, 22% met and 19% exceeded the standard. • 5th Grade: The 5th grade results demonstrated significant areas of improvement from one year to the next (see more below). In 2016, 23% of students did not meet the standard, 23% nearly met, 41% met and 14% exceeded the standard. • 6th Grade: The results from the 6th grade 2016 SBAC reveal that 39% met or exceeded the standard in ELA and 21% in math. Our ELL subgroup scored above the average for the district, county, and state. • 7th Grade: The results from the 7th grade 2016 SBAC reveal that 39% met or exceeded the standard in ELA and 26% in math. Our ELL subgroup scored above the average for the district, county and state. • 8th Grade: The result from the 8th grade 2016 SBAC reveal that 26% met or exceeded the standard in ELA and 5% in math. <p>2015-2016 SBAC Comparison Data:</p>

	<ul style="list-style-type: none"> • In 2015 29% of 4th graders met/exceeded the standard. As 5th graders, that same cohort had 55% of students meeting/exceeding the standard (an increase of 26%). • In 2015, only 7% of 4th grade ELL students met/exceed the standard. As 5th graders, that same cohort had 36% of ELL students meet/exceed the standard (an increase of 29%). • In 2015, 24% of Low SES 4th graders met/exceeded the standard. In 2016, this same cohort had 52% of Low SES students meet/exceed the standard (an increase of 28%). • In 2015, 23% of latino 4th graders met/exceeded the standard. In 2016, this same cohort had 50% of latino 5th graders meet/exceed the standard (an increase of 27%). <p>Data Use</p> <ul style="list-style-type: none"> • At monthly staff meetings a portion of the agenda is routinely set aside to analyze current school data (SRI, F+P, Acuity, SBAC etc.). • Grade spans meet monthly to analyze data and plan for interventions based on the current student data. • Admin team supports grade levels in the practice of analyzing data and creating instructional support systems to enhance learning. • Data results communication occurs through grade level discussions, SSTs, PLCs and ILTs. • 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 use the District-adopted math program, Everyday Mathematics new Common Core edition. Students are assessed through the program’s Unit tests, Exit Slips and Open Responses as well as the Acuity Benchmarks. • Venetia Valley has a 0.2 Math Coach to support math instruction.
Climate/Culture	<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 • School-wide monthly character traits with connection to classroom/academics and real-world experiences, and a monthly assembly • Monday gathering/announcements to highlight monthly character traits and recognize student achievement • Classrooms have adopted college names and teachers refer to students by their college and their graduation year. • Development of site Cultural Proficiency Plan, participation in Equity Learning Walks, and administration of Social Emotional screener through MCF PreK-3 initiative. <p>Parent Engagement</p>

- The Family Center staff was trained in Latino Literacy Project’s Curriculum and materials to support families’ with reading strategies at home and English Language Development.
- A Family Computer Technology series was offered to help families with computer/tech literacy skills and fluency.
- The Family Center invites parents to volunteer in classrooms and with classroom projects through I CAN Moms and Parent Ambassador programs.
- Teachers participated in a family engagement training hosted by the Family Center to ensure strong classroom and family partnerships.
- The Family Center Staff, After School Coordinator and Community Liaison meet weekly with community partners and the school counselor to check progress towards goals on their strategic plans.
- Monthly story time provides parents an opportunity to share and engage with literature with their lower elementary students.
- The Family Center hosts monthly “Charla Cafés” to bring the administration and parents together in an informal setting.
- The Family Center staff and families travel to attractions throughout the Bay Area with the National Park Alliance to build community and engagement.
- The Family Center created a program “Padres Con Poder” as a place for families to discuss issues of identity, culture and current events.
- The Family Center hosts a Volunteer Appreciation Dinner and celebration to recognize the volunteers that make our school community thrive.
- The Family Center distributes community resources and opportunities to families in the school community.
- TK-3rd grade teachers and students host monthly Gallery Walks to showcase thematic unit and student work to families.
- The Parent Teacher Association plans and hosts numerous school-wide fundraising and community building events over the course of the school year

Pre K Alignment-Horizontal alignment at Pre K level

- Partners: Old Gallinas, and Head Start
- Pre-K participates in Learning Walks and articulation meetings to align best practices and ensure a smooth transition for students from preschool to kindergarten.
- Pre-K partners participate in SEAL training and planning.

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 style="text-align: center;">2016-2017 Desired Outcomes</p>	<p>TK-2nd Grade 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 • Will use SEAL strategies to establish strong oral language and increase the quantity and quality of student discourse • Will use SEAL strategies and best practices to develop thematic units that integrate ELA, ELD, NGSS and HSS grade level standards <p>3rd-5th Grade 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 weekly with the Literacy Coach 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. • Implement a writing block using Lucy Calkins and HMH as guides. • Share best practices and methodologies at monthly articulation PLCs. • School goal: 100% of students improve by at least 150 points on the SRI assessment. <p>Middle School:</p> <p>As an AVID Schoolwide school, the Venetia Valley 6-8 teachers have selected the following focus areas and goals:</p> <ul style="list-style-type: none"> • All 6-8 teachers have incorporated WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies into their lessons to guide students to comprehend material and concepts, and articulate ideas, at increasingly complex levels (scaffolding). • Promote higher-order thinking where students will have rigorous discussions around focus questions and prompts in all core content areas. Strategies include consistency and proficiency with the use of Costa’s Levels of Thinking questions, Cornell Notes and Socratic Seminars.
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	<ul style="list-style-type: none"> • Create structures and outcomes for collaboration by articulating site goals regarding collaboration in core content areas in the classroom and the agreed upon structured outcomes and for collaboration among students. • Instill organization for students and teachers by using organizational tools consistently (binder, dividers, pencil pouch, etc.), including clean-out system. With regular use of the student planner, teachers foster a “plan-ahead mentality” and effective goal setting for students. • Create an Empowering Environment by providing opportunities for students to understand transitions and expectations for middle, high and postsecondary sites through a Career Day, feeder high school presentations to 8th graders and college bound field trips.
<p>Plan</p> <p>Implementation</p>	<ul style="list-style-type: none"> • <i>Identify strategies in the SPSA that were fully implemented.</i> <p><u>TK-2nd Grade Teachers:</u></p> <p>Over the past three years, TK-3rd grade SEAL teachers have worked to collaboratively develop six integrated thematic units per grade level that align with ELA, ELD, NGSS and HSS grade level standards. Staff will participate in professional development to ensure the use of welcoming, efficient, and effective practices.</p> <ul style="list-style-type: none"> • <i>Family Center Coordinator attended cultural proficiency trainings and workshops to ensure culturally responsive practices are implemented within the family center-ex.....</i> • <i>P3 Design Team members and principal participated in Environmental Equity Walk and debrief with an outside consultant</i> <p><i>Teachers will participate in P3 Grant Funded Professional Development</i></p> <ul style="list-style-type: none"> • <i>2 teachers participated in the Cultural Proficiency TOT and 2 teachers participated in the Data Alignment TOT as part of the Professional Development offered through the P3 Initiative. Both teams engaged in development of site specific goals and action steps.</i> • <i>a team of 5 teachers Prek- 3rd participated in the Edusnap data review with First School consultants</i> <p><u>Middle School:</u></p> <p>All 6-8 teachers have incorporated WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies into their lessons</p> <ul style="list-style-type: none"> • Teachers incorporate and promote WICOR strategies in all subject areas to guide students to comprehend material and concepts, and articulate ideas, at increasingly complex levels (scaffolding). <p>All 6-8 teachers have promoted higher-order thinking</p> <ul style="list-style-type: none"> • Students regularly have rigorous discussions around focus questions and prompts in all core content areas. • Teachers have taught and regularly use Costa’s Levels of Thinking questions, Cornell Notes and Socratic Seminar.

All 6-8 teachers have created structures and outcomes for collaboration

- Teachers regularly articulate site goals regarding collaboration in core content areas in the classroom and the agreed upon structured outcomes and for collaboration among students.

All 6-8 teachers have instilled organization for students and teachers

- All Students proficiently use organizational tools (binder, dividers, pencil pouch, etc.), including a clean-out system. With regular use of the student planner, teachers have fostered a “plan-ahead mentality” and effective goal setting for students.

All 6-8 teachers have created an empowering environment

- Teachers have provided opportunities for students to understand transitions and expectations for middle, high and postsecondary sites through a Career Day, feeder high school presentations to 8th graders and college bound field trips.

Data from SRI, Interim SBAC, monthly binder and planner checks are used to show students have made growth.

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

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

All Teachers will participate in P3 Grant Funded Professional Development

- *recruit a team of teachers PreK-3rd to attend days 1 and 2 of the First School Summer Institute in August-a team did not participate this last year- barrier to having more teachers participate in this PD are other initiative PD requirements*

Middle School:

42% of all 6-8 teachers are either not using specific AVID critical reading strategies in their lessons.

- **Barriers:** Not all teachers have been trained in AVID reading strategies.
- **Actions Taken:** Professional development focusing on AVID reading strategies and coaching by an academic coach fully trained in AVID strategies.
- **Impact on student outcomes:** Teachers were inconsistent in their teaching of reading strategies such as marking or charting the text. When students do not mark the text purposefully, they are not actively engaged in meaning making.

50% of all 6-8 teachers have indicated that they do not have students add to and revise their Cornell Notes and that they have not trained their students on how to effectively study their Cornell Notes

- **Barriers:** Not all teachers have been trained in Cornell Notes or are consistent in their use of note taking.
- **Actions Taken:** Professional development focusing on Cornell Notes, including the STAR process of Setting up notes, Taking notes, Adding to

	<p>notes, and Reviewing/Revising notes. Teachers were given time to collaborate and plan how they would incorporate Cornell Notes and coaching by an academic coach fully trained in AVID strategies.</p> <ul style="list-style-type: none"> • Impact on student outcomes: Teachers were inconsistent in how they had students take and use notes. Some advantages for students using CNs are that their notes are more organized and they create efficient study sheets. Students who used their CNs for studying were more prepared for quizzes and tests, and generally retain the information better, as shown by their grades. <p>58% of all 6-8 teachers have indicated that they have not done a Socratic Seminar or Philosophical Chairs activity with their students.</p> <ul style="list-style-type: none"> • Barriers: Not all teachers have been trained in Socratic Seminar or Philosophical Chairs or feel comfortable doing them in their classes. • Actions Taken: Professional development focusing on Socratic Seminar or Philosophical Chairs, during which teachers observed the academic coach doing this activity. Teachers then spent planning time with the coach to plan for doing this activity in an upcoming class. • Impact on student outcomes: Students who have not participated in either a Socratic Seminar or Philosophical Chairs activity have not reaped the benefits, which include making meaning of text, listening with intention to their peers, and finding common ground toward a shared understanding rather than prove a particular argument. <p>Data from teacher survey, student work, Interim SBAC, and monthly binder and planner checks are used to show students have made growth.</p>
<p>Strategies & Activities</p>	<p>TK-2nd:</p> <ul style="list-style-type: none"> • Identify strategies or activities that were particularly effective in improving student achievement • Identify strategies or activities that were ineffective or minimally effective in improving student achievement. <ul style="list-style-type: none"> • Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? • Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?
	<p>TK-2nd: The SEAL Model has provided teachers with strategies that emphasize active student engagement and participation with access to high-level, high-interest content; thus creating a more engaging and student centered environment with scaffolds for struggling students</p> <p>Middle School: Effective strategies or activities AVID strategies and philosophy of education opportunities for all students is threaded throughout the entire school day and</p>

	<p>across all grade levels. Because the entire instructional staff utilized AVID strategies and other best instructional practices, students have shown improved academic performance in all areas. Teachers are using strategies to promote critical and reflective thinking to draw evidence from literary or informational text to support analysis, reflection, and research. Through the teaching of organization, students have increased organizational ability, and have demonstrated they can use appropriate tools strategically.</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>Minimally effective strategies or activities Teachers have not used the advisory time (20 minutes 4x/week) effectively. There has not been enough structure given to ensure that all teachers use this time effectively teaching and reviewing effective strategies and having students assess their own learning. Next steps are to provide a College Ed curriculum and provide teacher training and a scope and sequence for teachers.</p>
<p>Involvement & Governance</p>	<ul style="list-style-type: none"> • How was the SSC involved in the development of the plan? • How were advisory committees involved in providing advice to the SSC? • How was the plan monitored during the school year? <p>The SSC meet 3 times over the course of the school year to review, discuss and recommend updates. Presentation were made by administration and coaches during key times in the year to share data around student academic and parent engagement to help monitor progress.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Identify any Desired Outcomes that were met. <p>All TK-3rd teachers either began or completed the 2 year SEAL Model training, 6 integrated units per grade were collaboratively developed cross-school sites, teachers have worked to increase their level of rigor and use of academic language by implementing SEAL strategies and best practices in their classrooms</p> <ul style="list-style-type: none"> • Identify any Desired Outcomes that were not met or partially met. • Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)? <p>TK-3rd teachers continue to hone their craft and refine units as they become more comfortable with the SEAL Model and take time to reflect on their teaching and student outcomes.</p>

Middle School:

Desired outcomes met Through AVID, and the majority of our teachers being trained in AVID strategies, many desired outcomes were met, including:

- Articulation and implementation of consistent school wide expectations
- Increased open communication lines with families
- Improved articulation and collaboration across grade levels
- Articulated common vision and goals, and
- Robust college readiness expectations and atmosphere schoolwide.

Desired outcomes not (or partially) met Venetia Valley's overall goals are long term and can only be measured as a longitudinal study, but through the data we collect (academic and through surveys), our desired outcomes are in the process of being met.

Future steps to meet desired outcomes Future steps to increase student academic growth and engagement include continuing professional development of the AVID/WICOR strategies. Inquiry-based teaching is a priority, and PD in the area of inquiry (the "I" in WICOR), is key. Teachers will need ongoing training in order to change their classrooms into inquiry-based environments.

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.

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 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.]

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: CCSS Implementation SEAL Coach will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science and ELD integration.				
Timeline 8/16-6/17	Person Responsible Principal	Related Expenditures 1)Sub release days 2)Materials and supplies	Estimated Cost \$4,922 \$2,000	Funding Source Grant Title I
8/16-6/17 Weekly Push in	Common Core Literacy Coach	Annual Salary 60% of Annual Salary	\$45,000	Grant
Action Step 1.1.2: Biliteracy teachers will deliver research-based instructional practices to develop literacy in Spanish.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Four times a year	Administration Classroom Teachers	Supplies and materials	\$8,000	LCFF funds
Action Step 1.1.3: Administration of quarterly Fountas & Pinnell, SRI, CORE Phonics, literacy assessment, distribution of results, and monitor student progress				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Two times a year	Common Core Literacy Coach Classroom Teachers	60% Annual Salary Sub Release Days Materials and Supplies	\$45,000 \$4,922 \$2,000	Grant Title I Title I

Action Step 1.1.4: Classroom teachers will participate in weekly planning with the curriculum coach. Integrate Common Core Standards into content instructional units.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Common Core Literacy Coach	60% of annual salary	\$45,000	Grant
	Grade level teams (2nd-5th)	Sub release days	\$4,922	Title I
	SEAL Coach (Tk-3rd)	50% of annual salary	\$15,000	LCFF

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
8/16-6/17	SEAL Coach	50% Annual Salary	\$50,000	LCFF
8/16-6/17	Tutoring/Intervention Specialists	50% Annual Salary	\$36,907.01	Title III
8/16-6/17	Instructional Assistants	Annual Salary	\$14,000	Title III

Action Step 1.1.6: Classroom teachers will participate in professional development to deliver daily designated ELD instruction

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	SEAL Coach	50% Annual Salary	\$50,000	LCFF
8/16-6/17	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant

Action Step 1.1.7: Instructional staff will participate in classroom observations focused on guided reading.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
8/16-6/17	Administration	Salary		General Fund

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom teachers	Manipulatives and Grade Level Meeting materials	\$2,000	Title I

8/16-6/17	iTeam	Stipends	\$0	LCFF
	Classroom Teachers	Sub Release	\$4,922	Title I
		Materials	\$2,000	Title I
Action Step 1.2.2: Implementation of Every Day Math assessments				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Unit and quarterly	Classroom Teachers	Materials	\$2,000	Title I
Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom teachers	Release Days for Professional Development	\$4,922	Title I
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
8/16-6/17	Common Core Literacy Coach	60% Annual Salary	\$45,000	Grant
	Tutoring & Intervention Teachers	Salaries	\$40,000	LCFF
Action Step 1.2.5: Instructional staff will participate in classroom observations focused on differentiated math centers.				
Timeline	Administration	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom Teachers	\$0	\$0	N/A

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 Acuity and Everyday Math district-wide assessments to ensure college/career readiness of all students.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Administration	Sub release days	\$4,922	Title I
Quarterly	Classroom Teachers	Materials and supplies	\$2,000	Title I
Action Step 1.3.2: Teachers will collaborate in the creation of a math planning template to support the needs of all learners.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	ILT grade leaders		\$0	
	Classroom Teachers	Sub release days	\$4,922	Title I
Action Step 1.3.3: Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Administration	0	0	N/A
	Classroom Teachers	Sub release days	\$4,922	Title I

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

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

Action Step 2.1.1: All teachers will participate in on-going MCF professional development with one or more of the following: First Schools; Data Loop Workshops; Cultural Proficiency; ELA planning and Data Analysis				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Administration	Sub release days	\$4,922	Title I
8/16-6/17	SEAL Coach	Supplies and materials	\$2,000	Title I
Action Step 2.1.2: PreK – 3 rd grade teachers will participate in on-going SEAL training				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

8/16-6/17	PreK – 3rd grade teachers	Sub release days	\$5,000	LCFF
	SEAL Coach	Supplies and materials	\$8,000	LCFF
Action Step 2.1.3: Teachers & parent leaders will attend the California Association of Bilingual Education Annual Conference to receive professional development to support the academic and linguistic needs of English Language Learners				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Common Core Literacy Coach	Sub release days	\$4,922	Title I
8/16-6/17	Administration	Supplies and materials	\$2,000	Title I
Action Step 2.1.4: UC Berkeley History and Social Studies Project with Phylis Goldsmith				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
	Classroom Teachers	0	0	N/A
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
8/16-6/17	Classroom Teachers	Sub Release days Supplies and materials	\$4,922 \$2,000	Title I Title I
Action Step 2.2.2: Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Administration	0	0	N/A
	Classroom Teachers	0	0	N/A

Strategy 2.3: Classified staff will participate in district and site provided professional development.				
Action Step 2.3.1: Instructional Aides will collaborate with teachers to support student achievements				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Instructional Aides	Salaries	\$14,000	Title I
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: The Family Center staff participated in two full day professional development experiences to strategically plan for 2015-2016 school year and determine goals, priorities and strategies to increase internal effectiveness and strengthen family engagement and community partnerships.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Two Family Center Advocates, The Family Center Coordinator, The Community Liaison, The Principal	Salaries	\$80,000	Grant
Action Step 3.1.2: The teachers participated in a family engagement training session, hosted by our Family Cneter staff, to prepare them for building and sustaining strong family partnerships for the 2015-2016 school year				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom Teachers	Materials and supplies	\$3,000	Grant
Action Step 3.1.3: The Family Center coordinator and Kindergarten teacher participated in cultural proficiency trainings to ensure the use of welcoming and culturally competent practices within The Family Center and throughout the school				

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Family Center Kindergarten Teacher	Sub release days Professional Development	\$80,000 \$5,000	Grant Grant
Action Step 3.1.4: The Family Center staff, community liaison, afterschool partner meet weekly with community partners and the school counselor to check progress toward goals on their strategic plans, as well as ensure efficient and effective practices are in use.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Two Family Center Advocates, The Family Center Coordinator, The Community Liaison, The Principal, the Vice-Principal, Afterschool Partner, School Counselor, Community Partners	Salaries Materials and Supplies	\$80,000 \$3,000	Grant Grant
Action Step 3.1.5: The Principal and Family Center Coordinator participated in Equity Walk with external consultant to evaluate the school environment with a welcoming, inclusivity, and cultural proficiency lens.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Principal, Family Center Coordinator, External consultant	0	0	N/A

Programs Included in this Plan

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

Categorical Allocations

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

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$67,911
<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).	\$1,244
<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)	\$6,791
<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	\$25,591
<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	\$2,936
<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	\$34,834
<input type="checkbox"/> Other federal funds	\$
Total amount of federal categorical funds allocated to this school	\$139,307

2016 – 2017 Categorical Budget Summary

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 (+)	\$2,690	\$67,911	\$19,850	\$43,645	-	\$7,106
Title I, Parent Involvement	\$2,396	\$1,244	-	-	\$1,000	\$2,640
Title I, Part A Alternative Supports	-	\$25,591	\$20,000	-	-	\$5,591
Title I, Professional Development	-	\$6,791	\$600	\$3,537.15	\$600	\$2,053.85
Title III, Immigrant (-)	\$-86	\$2,936	-	\$1,418	-	\$1,432
Title III, LEP (-)	\$21,237	\$34,834	\$17,208	\$32,569	-	\$6,294

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

Appendices

- Curricular Minutes (K-5)
- Site Parent Involvement Policy
- PI Notification (if applicable)
- Home-School Compact

2016-2017 Curricular Instructional Minutes

Grade: K

Subject	Number of Instructional Minutes		Instructional Materials
Reading/Language Arts	60	Daily	Houghton Mifflin
Math	30	Daily	Everyday Mathematics
ELD & Interventions	30+	Daily	Pearson (Language Central)
PE	200	Weekly	N/A
Science	150	Weekly	Harcourt
Social Science	150	Weekly	Scott-Foresman

Grades: 1-3

Subject	Number of Instructional Minutes		Instructional Materials
Reading/Language Arts	150	Daily	Houghton Mifflin
Math	60	Daily	Everyday Mathematics
ELD & Interventions	30+	Daily	Pearson (Language Central)
PE	200	Weekly	N/A
Science	150	Weekly	Harcourt Science
Social Science	150	Weekly	Scott-Foresman

Grades: 4-5

Subject	Number of Instructional Minutes		Instructional Materials
Reading/Language Arts	120	Daily	Houghton Mifflin
Math	60	Daily	Everyday Mathematics
ELD & Interventions	30+	Daily	Pearson (Language Central)
PE	200	Weekly	N/A
Science	25	Weekly	Harcourt/Scott-Foresman
Social Science	30	Weekly	Houghton Mifflin

Venetia Valley

Policy for Parent Involvement in the Education of Their Children

Venetia Valley 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 Venetia Valley 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 No Child Left Behind Act of 2001, 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 No Child Left Behind Act of 2001, Title I, Part A.

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

- Examine and adopt model parent involvement program
- Work with and support a parent group for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
- Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and English Learner Advisory Committee.
- Form alliances with community-based agencies and businesses outside of the school to connect families, in need of assistance, to appropriate services.
- Provide other support and services as required by parents.

Accessibility

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

VENETIA VALLEY
Home/School Compact
Pacto Entre la Escuela y el Hogar

Staff Pledge / Compromiso del personal

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Provide high-quality curriculum and instruction that is standards-based
Proveer un plan de alta calidad e instrucciones fundidas por las normas del nivel de grado
- Provide a supportive and effective learning environment
Proveer un ambiente de apoyo y de aprendizaje efectivo
- Provide differentiated instruction that meets the needs of all students
Proveer instrucción diferenciar para alcanzar las necesidades de todos los estudiantes
- Maintain high expectations for student achievement and quality of student work
Mantener expectativas altas para lograr trabajo de calidad de los estudiantes
- Respect and care for the well being of students, parents and staff
Respetar y tener de importancia el bien estar de los estudiantes, los padres, y el personal
- Maintain open and ongoing communication with families about student progress
Mantener comunicación con las familias de como estén avanzando los estudiantes

Teacher's signature, Firma del maestro

Student Pledge / Compromiso del alumno

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Come to school on time, ready to learn and work hard
Venir a la escuela a tiempo, listo para aprender y trabajar duro
- Take responsibility for my own behavior by knowing and following school and class rules
Tomar responsabilidad por mi propia conducta, conociendo y siguiendo las reglas de la escuela y de la clase
- Return completed homework on time
Regresar completada mi tarea y a tiempo
- Spend time reading and studying at home

Usar tiempo en la casa para leer y estudiar
Care about and respect the school, the staff, and my peers
Tener de importancia y respetar la escuela, el personal y mis compañeros

Student's Signature Firma del estudiante

Parent's Pledge / Compromiso de Los Padres

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Ensure that my child attends school regularly, arrives on time, appropriately dressed
Asegurar que mi hijo asista regularmente la escuela, llegue a tiempo y vestido apropiado
- Ensure that my child gets an adequate night's sleep and a healthy diet
Asegurar que mi hijo este durmiendo suficientes horas y mantiene una dieta saludable
- Provide a quiet time, place and materials needed for my child to study
Proveer un tiempo quieto, un lugar y materias necesarias para que mi hijo pueda estudiar
- Spend time listening to and/or reading with my child each day
Mantener un tiempo leyendo y escuchando a mi hijo leer todos los días
- Encourage and assist my child to complete his/her homework
Apoyar e ayudar a mi hijo completar sus tareas
- Encourage and assist my child to meet or exceed grade level standards
Apoyar e ayudar a mi hijo cumplir o exceder las normas del nivel de grado
- Maintain open communication with my child's teacher including attending parent-teacher conferences and Back to School Night
Mantener comunicación con el maestro de mi hijo incluyendo asistir las conferencias y la noche del regreso a la escuela

Parent's signature Firma de los padres