

Ross Valley School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2006 - 2008



Manor Elementary School

CDS Code: 21 75002 6024277

Date of revision: February 2007

This is a plan of action to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved please contact the following person:

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The District governing Board approved this revision of the School Plan on _____ .

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Manor Elementary School Leadership Team 2006-07

The Leadership Team has approved the Single Plan for Student Achievement and the plan has been submitted to the Ross Valley School District Board of Trustees for approval.

Members of the School Leadership Team / School Site Council are:

Name, Role	Signature
Jackie Boggs, Teacher	
Jennifer Buchanan, Chairperson & Parent	
Maya Butterfield, Parent	
Barbara Cellers, Teacher EL	
Danielle Fogel, Parent	
Julie Gallagher, Parent	
Ann MacLeod, Teacher	
Jenny Schmidt, Parent	
Alane Grant, Classified Staff	
Nina Watson, Teacher	
Catalina Nocon, Principal	

Ross Valley School District

STRATEGIC PLAN

VISION

Ross Valley School District graduates will be prepared for increasingly complex life in the 21st century. They will have mastered core content areas to their highest ability and be flexible in their application of skills and knowledge. They will be intellectually curious, will understand the importance of inquiry, and will be confident in their ability to pursue and direct their own learning. They will access, manage, and evaluate information through the ever-growing means available. They will be capable and innovative problem-solvers, and will be able to work collaboratively and effectively with others. They will appreciate the rich possibilities of creative expression. Our graduates will be involved, caring, respectful, and positive members of the community and, ultimately, of our democratic society, reflecting awareness, demonstrating integrity and acting responsibly for each other, their community and the world around them.

GUIDING BELIEFS

We believe:

- every child has an innate ability and desire to learn, and all children need challenge and support to grow to their full potential
- each child brings unique experiences, abilities, motivations, and learning needs to school.
- children learn best in an environment that is emotionally and physically safe and supportive
- schools are learning communities where teachers, staff, families, and children all learn and all share in the learning process
- schools must have the participation of those they serve to be successful
- communication is an essential tool for building trust and credibility, and for working and problem-solving collaboratively
- all people deserve to be treated with respect

MISSION

Ross Valley School District and its schools are dedicated to providing the quality educational experience all students deserve, which is grounded in best practices, reflects the highest academic standards, and is responsive to community expectations.

We keep the focus on our students, and we are committed to providing a program of academic excellence, cultural richness, social, emotional, and physical development that educates, supports, challenges and inspires the whole child.

The Ross Valley School District:

- provides diverse opportunities and experiences so all children experience success
- nurtures curiosity and supports the development of critical thinking which together provide the foundation for life-long learning
- engages students in a range of creative outlets including performing and visual arts
- engages students in caring for the social and natural worlds around them
- models life-long learning through continuous program improvement and professional development
- draws on educational research, available data, and current best practices to inform all aspects of our work—academics, social-emotional support, district governance, school operations
- ensures successful student and family transitions into the district, and from grade to grade and school to school, including attention to articulated curricula
- attracts, supports, and retains an excellent teaching, administrative, and support staff
- provides school grounds and facilities that are safe, well-equipped, maintained, and realize the best use of the community's investment in them
- engages the full school community in an authentic and respectful manner
- communicates proactively and effectively throughout the District so that students, families, teachers, staff, and the entire community are informed and empowered to participate

GOAL A

Use best practices of instruction to engage, challenge, support and educate all students in ways that reflect diverse learning styles, individual strengths, and differentiated needs

MAJOR STRATEGIES:

- A1) Invest adequate time and resources to train and support our teachers and administrators to develop and effectively implement engaging, challenging curricula and differentiated instruction
- A2) Educate all District stakeholders about the full range of instructional programs available to students, including but not limited to Special Education, Gifted and Talented Education, Programs of Choice, English Language Learners, Title I
- A3) Provide adequate resources to assure that all students are performing to their full potential
- A4) Use a range of differentiated assessment tools to evaluate and communicate student success
- A5) Provide resources and professional development to enable teachers to adopt relevant technology and fully integrate its use in supporting, differentiating, and extending instruction
- A6) Commit to continual program improvement by providing teacher time and resources for program planning, reflection, and evaluation
- A7) Provide opportunities to assess levels of interest in programs of choice; where there is sufficient interest and sufficient evidence of best practice, expand programs of choice while maintaining equity and investment in strengthening all programs
- A8) Develop and implement regular, on-going evaluative processes to obtain authentic, useful student, family, teacher and staff feedback

GOAL B

Make learning meaningful and deep by implementing a balanced curriculum and assessment program based on District-identified essential standards that integrate and resolve the demands of:

- deep engagement in learning
- accountability for State standards
- development of life-long learning skills and capacities, including but not limited to critical thinking, questioning, and information literacy

MAJOR STRATEGIES:

- B1) Initiate and sustain a process to identify District essential standards that define and integrate:
 - engaged learning
 - accountability for State standards
 - development of life-long learning skills and capacities
- B2) Use District essential standards to stimulate and guide curriculum development and articulation across grades
- B3) Strengthen curricular focus to address critical thinking, questioning, information literacy, and other life-long learning skills
- B4) Empower, encourage, and recognize teaching and learning that meet District essential standards
- B5) Use a variety of assessment tools to assess and report student mastery of District essential standards

GOAL C

Surround our students with a caring community of adults who support their learning and social/emotional well being

MAJOR STRATEGIES:

- C1) Adopt a philosophy and create and nurture a culture that engages and celebrates authentic, full partnership among family, district, schools, and the wider community
- C2) Build relationships of trust among all stakeholders; enable access to information, and expand opportunities for input and dialogue by implementing best communication practices and communication technology
- C3) Clarify roles and responsibilities and increase the level of openness in decision-making processes; use collaborative/shared decision-making models wherever possible and effective
- C4) Explore, implement, and sustain structures and opportunities for all students to have regular and personalized relationships with one or more adults and to experience connectedness to the school environment
- C5) Identify and implement teaching practices, classroom/school arrangements, and enrichment/extra-curricular activities that intentionally infuse the district with a culture that supports each student's social/emotional well-being, addresses needs of the whole child, and provides meaningful opportunities for participation
- C6) Inform our multiple stakeholders about who we are, what we are about, and what is important using an expanded range of communication methods (print, technology-based, in person) to increase the effectiveness of two-way communication

GOAL D

Attract, support, and retain a high quality team of teachers, administrators, and staff.

MAJOR STRATEGIES:

- D1) Define, fund, and implement a competitive compensation and benefits plan, and provide additional monetary and non-monetary incentives including but not limited to classroom stipends, mentorships, leadership opportunities
- D2) Provide an environment that honors teaching and leadership that are forward-thinking, innovative, and engage creativity and passion
- D3) Empower teachers with time and opportunities for self-reflection and planning in order to examine and perfect existing teaching practice, and explore and test promising new practice
- D4) Create professional development plans with staff that incorporate the District's priorities for enhancing curricula and teaching practice and that address individual teachers' strengths and needs
- D5) Expand opportunities for development, growth, and leadership for teachers, administrators, staff, and board members
- D6) Re-examine the District's operating structure to improve effectiveness and efficiency and increase clarity about which decisions get made where and by whom

DESCRIPTION OF MANOR SCHOOL AND PROGRAMS

General Information

Manor School is one of three elementary schools in the Ross Valley School District serving Kindergarten through fifth grade students. The facility is located in the Oak Manor neighborhood of Fairfax, California in Marin County. Bordered by a nature trail and two playing fields, the school enjoys the setting of a beautiful valley of oak trees. Students benefit from a large multi-purpose room, school garden and amphitheater, library, and art room that provide space for core and enrichment activities. Manor offers two exceptional educational programs to kindergarten through 5th grade students and their parents: the K-5 Program and the Multi-age Program (MAP).

Manor's staff, parents, and students took pride in their 863 API score in the 2005-06 STAR testing, an improvement of 19 index units. Many of Manor's students demonstrated significant growth in their performance, an improvement attributed to the focused work and assistance of teachers with individual students.

Student Body Characteristics

Manor enrolls 344 students in grades Kindergarten through 5th grade. Many of Manor's students live in the immediate neighborhood, many of whom walk or bike to school as a family. The welcoming school environment and culture are draws for many of our families. In addition to the high quality K-5 program offered at the site, some families attend the school because of their interest in district's Multi-Age Program. Approximately 18% of the student enrollment is of nationalities other than Caucasian. About 12% are considered lower socio-economic level families as defined by the state.

School Staff

Manor School consists of 17 classroom teachers and approximately 25 support and classified staff. Our support staff consists of a resource specialist, Title 1 teacher, English Learner part-time teacher, part-time speech therapist, nurse, and school psychologist. Part-time art and music teachers also provide instruction to all students in these specialized areas. The classified staff includes instructional assistants, and special education assistants, office personnel, noon time supervisors, a library specialist, and custodians. A balance of new and veteran teachers makes up the school staff.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

Use of state and local assessments to modify instruction and improve student achievement.

Student achievement and progress is closely monitored throughout the school year by teachers in the classroom and special services support staff. Multiple measures including STAR test scores, district and classroom assessments, and teacher observations, are utilized to evaluate student progress and identify need for instructional services.

The Integrated Services Team made up of school specialists meet weekly to review and discuss teacher concerns regarding specific student's learning difficulties and to determine action steps to support teachers and meet student needs.

Progress reports, portfolios, parent conferences, and report cards are methods used to communicate the progress of students between home and school. Parents meet with primary grade teachers during the first two weeks of school to assess student needs and determine instruction and strategies that may be appropriate for specific students. An "intake questionnaire" is completed by parents of students in the intermediate grades to provide teachers with essential information about the child and to help teachers establish individual goals for students.

STAFFING AND PROFESSIONAL DEVELOPMENT

Alignment of staff development to standards, assessed student performance and professional needs.

Teachers from all Manor programs (K-5, MAP, ELL, and Title 1) participate in weekly site-based or district-organized staff development activities. Language arts (writing) and mathematics have been the primary focus of staff development along with training provided on information literacy. Manor teachers work together to share ideas and resources and examine and analyze student work in order to improve the instructional program. The selection and adoption of social studies textbooks and materials was completed last year and implementation began in September 2006. Language arts and mathematics standards coupled with our student assessment performance and learning progress have guided the activities for staff development. Teachers have also attended conferences in various reading and writing workshops, as well as student discipline and behavior trainings that have focused on research-based strategies toward improving student performance and classroom instruction.

Manor participates in the Education Task Force (ETF) consortium which provides numerous opportunities for quality staff development in language arts, and mathematics and other curricular and instructional training. Teachers in their first and second year of teaching receive support and staff development through the Beginning Teacher Support and Assessment (BTSA) Program.

TEACHING AND LEARNING

Alignment of curriculum, instruction and materials to content and performance standards.

The curriculum, instruction, and materials used by all Manor teachers with students are aligned with the California State curricular content standards in language arts, math, social studies, and science. Teachers in all programs (K-5, MAP, ELL, and Title 1) and other school staff along with parents participate in the selection of textbooks for each curricular area through participation on district level curriculum focused committees. The alignment to content standards is a focus of teacher discussion with the development of curriculum and instruction at Manor.

Availability of standards-based instructional materials appropriate to all student groups.

A district-adopted textbook in the core curricular areas of language arts, mathematics, science, and social studies is provided each student at Manor. Teachers from all Manor instructional programs ((K-5, MAP, ELL, and Title 1) utilize the adopted textbooks in their instruction with students and draw learning activities from supplemental materials to enhance students' access to curricular content. Teachers recognize the variety of learning needs in their classrooms and meet individual student needs through creative teaching strategies and differentiated instruction.

OPPORTUNITY AND EQUAL EDUCATION ACCESS

Services provided by the regular program to enable underperforming students to meet standards.

Manor offers two exceptional, high quality instructional programs to address the different learning needs of students and to offer educational options to parents and students: the K-5 classroom and the Multi-Age Program.

Kindergarten through 3rd grade classrooms benefit from the class size reduction program with 20 students per classroom. Parent volunteers in the classroom are used extensively throughout the school to help with instruction. Cross-age tutors from the middle school also help individual students with reading.

Teachers utilize a variety of teaching strategies to address the needs of underperforming students. These include small group instruction, peer teaching (buddies), modified daily schedules, and individual teacher-student assistance.

INVOLVEMENT

Resources available from family, school, district and community to assist under-achieving students.

Manor benefits from instructional assistants in the classroom funded through Title 1. A large number of parent volunteers offer assistance daily with instruction in the classroom. A high percentage of students receive strong support with learning from parents at home. The district provides funds for intervention services for students before, during, and after school hours. The YES foundation also provides opportunities for students in the arts (music, art, and drama) from the abundance of community resources accessible within the Marin County area.

The annual parent survey conducted in May 2006 revealed concerns that parents had about the behavior of students at school and the need for character development instruction at the school.

FUNDING

Services provided by categorical program funds to enable underperforming students to meet standards.

Manor offers a variety of categorical-funded services to enable underperforming students, as well as Gifted and Talented students and English Learner students, to meet the standards.

- SIP and Title 1 funds provide instructional assistants to K-5 and MAP classrooms to support teachers and deliver instruction to small groups of identified Title 1 and English Learner students. The Title 1 teacher assists teachers as well as provides direct instruction to students in the classroom.
- The English Learner teacher provides assistance to teachers serving EL identified students in the classroom.
- Gifted and Talented Education instruction is currently provided in the classroom through teachers' differentiated instruction. The delivery of instruction to address GATE students' needs is being explored district-wide.

Reading, writing, and mathematics intervention services are offered to students whose state-wide assessment scores fall at the basic levels or below. These intervention services are offered in small group settings before and after school by certificated teachers. In addition, teacher-identified 1st and 2nd grade students receive intervention instruction in small groups by kindergarten teachers as additional intensive support in reading, writing and mathematics during school hours.

Manor Elementary School
Demographic and Accountability Summary Information

Demographics

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Enrollment, CBEDS	299	330	337	314	307
Academic Performance Index (API) Overall	790	817	795	844	863
White	829	848	829	869	
Hispanic/Latino	--	--			
Socio-economically Disadvantaged	--	674	677	not significant	
Mobility (STAR)					
% new to site this year	15%	13%	16%	17%	

% Free/Reduced Lunch	11.7%	13.9%	14.5%	18%	13%
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% Ethnicity, CBEDS					
Hispanic	11.7%	12.7%	10.7%	10%	9%
Asian/Pacific Rim	2.3%	4.8%	5.0%	4%	4%
African American	0.3%	1.2%	2.7%	4%	3%
White	76.9%	75.5%	75.4%	74%	78%
Other	8.7%	5.8%	6.2%	8%	6%

English Proficiency (Spring R-30)					
% English Only	84.6%	85.7%	86.4%	93.6%	87%
% English Language Learners (EL)	8.0%	8.0%	5.9%	6.4%	7%
% Fluent English (IFEP & RFEP)	7.4%	6.3%	7.7%	6.7%	6%
# Of Students Reclassified to FEP for Year	3	1	3	0	0

%age of Students enrolled in Special ED					
RSP	8%	6%	7%	5.7%	8%
SDC	-	-	-	-	-
Speech	6%	6%	10%	7.0%	

Attendance					
% Average Student A.D.A.	95.77%	96.20%	95.48%	95.61%	

Total # of Suspensions By Offense					
Drug/Alcohol					
Tobacco Use					
Assault/Battery/Fighting	3	1	6	4	
Hate Crime/Sexual Harassment/Racial Slur					
Weapon Possession					
Vandalism					
Other	5	2	2	6	
Total # Suspensions	8	3	8	10	0
Total Expulsions	0	0	0	0	0

% Of Students At The Following English Language Arts Levels (CST)

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Grade 2					
advanced	18%	31%	9%	29%	35%
proficient	33%	45%	36%	38%	30%
basic	29%	19%	34%	13%	15%
below basic	14%	5%	15%	11%	12%
far below basic	6%	0%	6%	11%	8%

Grade 3					
advanced	23%	18%	28%	29%	35%
proficient	35%	44%	34%	35%	29%
basic	25%	20%	23%	29%	18%
below basic	10%	18%	6%	8%	9%
far below basic	8%	0%	9%	0%	9%

Grade 4					
advanced	32%	23%	28%	45%	48%
proficient	32%	32%	34%	33%	28%
Basic	23%	34%	25%	14%	20%
below basic	11%	7%	11%	5%	4%
far below basic	2%	4%	2%	2%	0%

Grade 5					
advanced	20%	19%	30%	35%	53%
proficient	39%	38%	34%	24%	26%
basic	32%	29%	22%	33%	13%
below basic	7%	6%	9%	2%	5%
far below basic	2%	8%	5%	7%	3%

% of students scoring 6 or above on Grade 4 writing assessment					
	23%	10%	13%	28%	23%

% of Students At The Following Levels for Math (CST)

	2002-2003	2003-2004	2004-2005	2005-2006
Grade 2				
advanced	43%	21%	55%	50%
proficient	36%	21%	22%	33%
basic	14%	34%	16%	5%
below basic	7%	21%	7%	10%
far below basic	0%	2%	0%	2%

Grade 3				
advanced	11%	19%	29%	47%
proficient	36%	40%	40%	27%
basic	36%	23%	7%	13%
below basic	11%	13%	13%	7%
far below basic	7%	4%	0%	5%

Grade 4				
advanced	29%	19%	43%	34%
proficient	21%	32%	21%	36%
basic	30%	30%	26%	18%
below basic	18%	17%	7%	12%
far below basic	2%	2%	2%	0%

Grade 5				
advanced	2%	6%	27%	37%
proficient	31%	20%	27%	26%
basic	33%	31%	24%	24%
below basic	31%	34%	15%	11%
far below basic	4%	8%	7%	3%

%age Meeting California Content Standards By Program, By Grade Level (CST)

"Advanced" or "Proficient" Levels

Grade 2	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Reading					
Non-program	62%	N/A	N/A	80%	N/A
ELL	0%	"	"	33%	67%
IF/RF	67%	"	"		
Title I	9%	"	"		
SDC	---	"	"		
RSP	14%	"	"		
NSLP(Free/Reduced Lunch)	13%	"	"	73%	17%
GATE	---	"	"		
Female	46%	N/A	NA	77%	69%
Male	57%	"	"	56%	61%
Math					
Non-program	59%	N/A	N/A	92%	N/A
ELL	0%	"	"	34%	100%
IF/RF	17%	"	"		
Title I	9%	"	"		
SDC	---	"	"		
RSP	0%	"	"	28%	63%
NSLP (Free/Reduced Lunch)	0%	"	"	73%	33%
GATE	---	"	"		
Female	24%	"	"	80%	85%
Male	55%	"	"	73%	82%

Grade 3

Reading					
Non-program	73%	N/A	N/A	75%	N/A
ELL	0%	"	"	0	20%
IF/RF	50%	"	"		
Title I	0%	"	"		
SDC	---	"	"		
RSP	17%	"	"	25%	0%
NSLP (Free/Reduced Lunch)	17%	"	"	33%	57%
GATE	---	"	"		
Female	58%	"	"	62%	74%
Male	58%	"	"	65%	50%
Math					
Non-program	57%	N/A	N/A	81%	N/A
ELL	0%	"	"	0	0
IF/RF	25%	"	"		
Title I	25%	"	"		
SDC	---	"	"		
RSP	0%	"	"	26%	13%
NSLP (Free/Reduced Lunch)	17%	"	"	44%	72%
GATE	---	"	"		
Female	49%	"	"	62%	77%
Male	43%	"	"	78%	71%

Non-Program = English Only students not receiving any special ed services, not enrolled in GATE, Title I or Free/Reduced Lunch

%age Meeting California Content Standards By Program, By Grade Level (CST)

"Advanced" or "Proficient" Levels

Grade 4	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Reading					
Non-program	83%	N/A	N/A	78%	N/A
ELL	0%	"	"	0	100%
IF/RF	50%	"	"		
Title I	8%	"	"		
SDC	---	"	"		
RSP	14%	"	"	28%	51%
NSLP (Free/Reduced Lunch)	25%	"	"	40%	57%
GATE	100%	"	"		
Female	72%	N/A	N/A	84%	77%
Male	56%	"	"	73%	74%
Math					
Non-program	65%	N/A	N/A	79%	N/A
ELL	0%	"	"	0	50%
IF/RF	25%	"	"		
Title I	8%	"	"		
SDC	---	"	"		
RSP	0%	"	"	29%	13%
NSLP (Free/Reduced Lunch)	25%	"	"	0	58%
GATE	100%	"	"	100%	
Female	52%	"	"	63%	67%
Male	52%	"	"	65%	73%

Grade 5

Reading					
Non-program	65%	N/A	N/A	58%	N/A
ELL	0%	"	"	0	0
IF/RF	33%	"	"		
Title I	14%	"	"		
SDC	---	"	"		
RSP	0%	"	"	33%	40%
GATE	100%	"	"	100%	100%
NSLP (Free/Reduced Lunch)	0%	"	"	41%	57%
Female	72%	"	"	68%	83%
Male	46%	"	"	51%	77%
Math					
Non-program	23%	N/A	N/A	55%	N/A
ELL	0%	"	"	0	0
IF/RF	33%	"	"		
Title I	0%	"	"		
SDC	---	"	"		
RSP	25%	"	"	24%	60%
NSLP (Free/Reduced Lunch)	0%	"	"	42%	43%
GATE	100%	"	"	100%	100%
Female	32%	"	"	63%	59%
Male	36%	"	"	48%	66%

Non-Program = English Only students not receiving any special ed services, not enrolled in GATE, Title I or Free/Reduced Lunch

California English Language Development Test (CELDT) Number of Students

	2002-2003	2003-2004	2004-2005	2005-2006
Grade 2	2 tested*		7	
Beginning	--	0	1	
Early Intermediate	--	0	1	1
Intermediate	--	2	3	2
Early Advanced	--	1	1	
Advanced	--	1	1	

Grade 3			< 3 tested	
Beginning	0	2	--	1
Early Intermediate	0	0	--	1
Intermediate	4	0	--	3
Early Advanced	0	1	--	1
Advanced	0	0	--	

Grade 4			5	
Beginning	1	0	1	
Early Intermediate	1	0	2	
Intermediate	4	1	1	
Early Advanced	2	2	0	1
Advanced	0	0	1	

Grade 5			< 3 tested	
Beginning	0	0		
Early Intermediate	0	0		1
Intermediate	0	0		
Early Advanced	5	4		
Advanced	0	2		1

* Data is not provided for groups of three or less

ROSS VALLEY SCHOOL DISTRICT

BOARD GOALS

2006 – 2007

❖ ACADEMIC ACHIEVEMENT FOR EVERY STUDENT

- Utilize assessments to inform instruction, teaching strategies, and to improve upon our collaborative staff development plan which encourages teachers to share best practices, coaching, and other models that will tap into the rich resources of the RVSD staff and other educational partnerships.
- Continue to develop and refine existing and evolving differentiated instruction techniques that will enable us to engage, challenge, support and educate all students.
- Ensure every student is given access to an in-depth and rigorous range of all essential standards they are expected to master.

❖ STUDENT SOCIAL AND EMOTIONAL WELL-BEING

- Work together to implement a district-wide model and common language for our student life-skills and character development programs that will provide K-8 continuity for students and be implemented in classrooms and campus-wide.
- Ensure that all students have a regular and personalized relationship with one or more adults in their school setting to support their connectedness to the school environment.

❖ FINANCE

- Continue work towards increasing staff salaries with a goal of attracting and retaining a high quality team
- Implement and communicate a user-friendly budget and budget prioritization process to increase community awareness of where our money comes from, what we spend it on, and why.
- Maintain effective strategies and identify new ones to increase district revenue

❖ STRATEGIC PLANNING

- Update our Vision, Mission and Core Beliefs
- Finalize recommendations from our prior-year focus areas (Technology, Governance/ Stability/Communication, Standards/Assessment, Programs of Choice)
- Develop and finalize recommendations for the additional focus areas (Middle Level Education, Facilities, and School Funding)

❖ STAKEHOLDER FEEDBACK

- Create or refine effective annual surveys to measure student, staff and parent/guardian satisfaction and engagement levels

❖ COMMUNICATION

- Refine RVSD communication processes, including a continually updated website, to facilitate information sharing and student support

❖ GOVERNANCE

- Expand the culture of collaborative decision-making throughout the district

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Manor School

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Objective 1: All Manor students kindergarten through 5th grades will perform at their maximum levels of ability in all subject areas as measured by teacher observation of student progress and student performance on classroom assignments and assessments.

Student groups and grade levels to participate in this goal:
Kindergarten – 5th Grade

Anticipated annual performance growth for each group:
The number of students performing at the maximum levels of their ability in all subject areas will increase annually.

- Means of evaluating progress toward this goal:**
- Teacher observation of student progress and performance utilizing lesson unit tests, classroom performance tasks, California Standards Tests (including 4th grade writing and 5th grade science), district assessments, etc.
 - Time spent in and topics discussed in teacher collaborations (grade level planning results).
 - Staff participation /attendance at staff development and training.
 - Parent involvement in classroom instruction; parent training in effective volunteering.
 - Purchase, acquisition, and utilization of high-quality instructional materials.

- Group data to be collected to measure academic gains:**
- STAR results
 - Teacher observations
 - Staff development participation
 - Parent Survey

Actions to be taken to reach Objective 1:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
1.01 Identification of students who score at the basic or below levels as indicated by the annual state-wide testing, district/school measures, progress reports, and/or teacher observations of student progress and performance.	Principal, Teachers, Support staff	Sept. 2007 / Sept. 2007	No costs	\$0	N/A
1.02 Review of student performance and progress utilizing data and information from the initial student review process, integrated services team process, and student study team process.	Principal, Teachers, Support staff	Feb. 2007 / Feb. 2008	Copying	\$100	Gen. Fund

Actions to be taken to reach Objective 1:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
1.03 Time allowed for on-going teacher collaborations among all teachers (K-5 and MAP, grade level, cross-grade level, etc.) focused on gaining and sharing best and effective teaching strategies to address student learning needs.	Principal, Teachers	Feb. 2007 / Feb. 2008	Teacher release, Substitutes	\$2000	Gen. Fund Title II
1.04 Teachers and instructional assistants participate in staff development and training to acquire and use teaching strategies that research indicates are effective toward improving student performance.	Principal, Teachers, Support staff	Feb. 2007 / June 2008	Teacher release, Substitutes	\$1000	Gen. Fund Title II
1.05 Teacher collaborations toward developing and implementing an instructional program that utilizes effective instructional strategies and community resources.	Principal, Teachers, Support staff	Feb. 2007 / Feb. 2008	Teacher release, Substitutes	\$2000	Gen. Fund Title II
1.06 Encouragement of parent involvement with instruction and the training of parents and teachers in utilizing parents' assistance effectively with instruction in the classroom and at home.	Principal, Teachers, Parents, School Site Council, PTA, MAP Board	Feb. 2007 / Feb. 2008	Training costs	\$100	Gen. Fund PTA
1.07 <i>K-5 and MAP kindergarten classes will receive comparable instructional assistant time, consistent with student need and state and federal laws. (MWG)</i>	Principal, Teachers	Feb. 2007 / Feb. 2008		\$0	S.L.I.P. Title I
1.08 Regular teacher-parent communications of student progress and performance.	Principal, Teachers, Support staff, Parents	Feb. 2007 / Feb. 2008	Copies	\$100	Gen. Fund
1.09 Provide mathematics and reading intervention instruction before, after, and during school hours (kindergarten teacher support, afterschool intervention, ...)	Principal, Teachers	Feb. 2007 / Feb. 2008	Staffing, Materials Supplies	\$_____	Title I

Actions to be taken to reach Objective 1:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
1.10 Ongoing review and analysis of student progress and annual evaluation of programs (K-5, MAP, ELL, interventions, volunteer, etc.) and their effectiveness in serving student needs.	Principal, Teachers, Support staff, School Site Council, MAP Board	Oct. 2007 / June 2008	No costs	\$0	N/A
1.11 Purchase / Use of high quality instructional materials.	Principal, Teachers, Support staff	June 2007 / Feb. 2008	Materials, Supplies	\$2200	Gen. Fund PTA
1.12 <i>MAP and K-5 students will have the same access to music and art classes. (MWG)</i>	Principal, Teachers	Sept. 2007	No costs	\$0	N/A
1.13 Survey parents for views and input about school program effectiveness.	Principal, Teachers, School Site Council, MAP Board	Apr. 2007 / May 2007	Copies Data processing	\$200	Gen. Fund S.L.I. P.

Approved by School Site Council (Date) March 20, 2007

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Objective 2: The number of Manor students grades 2-5 performing at the proficient or advanced levels at their grade levels in **language arts** as measured by performance on classroom assignments, teacher observations, other district measures, and STAR testing will increase by 5% annually.

Student groups and grade levels to participate in this goal:
Kindergarten – 5th Grade

Anticipated annual performance growth for each group:
The number of students performing at the maximum levels of their ability in reading and writing will increase annually.

Means of evaluating progress toward this goal:

- Teacher observation of student progress and performance in reading and writing utilizing lesson unit tests, classroom performance tasks, California Standards Tests (including 4th grade writing and 5th grade science), district assessments, etc.
- Time spent in and topics discussed in teacher collaborations (grade level planning results).
- Staff participation /attendance at teaching reading and writing staff development and training.
- Parent involvement in classroom instruction; parent training in effective volunteering.
- Purchase, acquisition, and utilization of high-quality reading and writing instructional materials.

Group data to be collected to measure academic gains:

- STAR results
- Teacher observations
- Individual progress of students, especially Title I identified

Actions to be taken to reach Objective 2:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
2.01 Identification of students who score at the basic or below levels as indicated by the annual state-wide testing.	Principal, Teachers, Support staff	Sept. 2007 / Sept. 2007	No costs	\$0	N/A
2.02 Review of student performance and progress utilizing initial intake student process, integrated services team process, student study team process.	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	Copying	\$100	Gen. Fund

Actions to be taken to reach Objective 2:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
<p>2.03 Time allowed for on-going collaborations among all teachers (K-5 and MAP, grade level, cross-grade level, etc.) focused on gaining and sharing best and effective teaching strategies. Develop action plans specific to skills areas identified from the results on the California Standards Tests. <i>K-5 and MAP teachers will regularly have opportunities to develop both programs (coordinating and articulating instruction/curriculum, planning goals, setting direction, etc.) through the planning time as established in the Ross Valley School District's early release Wednesday. (MWG)</i></p>	Principal, Teachers	Sept. 2006 / Feb. 2008	Teacher release, Substitutes	\$2000	Gen. Fund Title II
<p>2.04 Teachers and instructional assistants participate in staff development and training to acquire and use teaching strategies that research indicates are effective toward improving student performance. <i>MAP and K-5 teachers will receive training that strengthens good multi-age and grade specific teaching practices, as necessary. (MWG)</i></p>	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	Teacher release, Substitutes	\$1000	Gen. Fund Title II
<p>2.05 Teacher collaborations toward developing and implementing an instructional program that utilizes effective instructional strategies and community resources. <i>K-5 and MAP teachers share curriculum information and support when needed. (MWG)</i> <i>K-5 and MAP teachers will have opportunities to collaborate and team teach. (MWG)</i></p>	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	Teacher release, Substitutes	\$2000	Gen. Fund Title II
<p>2.06 Encouragement of parent involvement with instruction and the training of parents and teachers in utilizing parents' assistance effectively with instruction in the classroom and at home.</p>	Principal, Teachers, Parents, School Site Council, PTA, MAP Board	Ongoing, Continue to develop	Training costs	\$100	Gen. Fund PTA

Actions to be taken to reach Objective 2:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
2.07- <i>K-5 and MAP kindergarten classes will receive comparable instructional assistant time, consistent with student need and state and federal laws. (MWG)</i>	Principal, Teachers	Feb. 2007 / June 2008		\$0	S.L.I.P. Title I
2.08 Regular teacher-parent communications of student progress and performance measured by lesson unit tests, classroom performance tasks, California Standards Tests, district assessments, etc..	Principal, Teachers, Support staff	Feb. 2007 / Feb. 2008	Copies	\$100	Gen. Fund
2.09 Provide reading intervention instruction before, after, and during school hours (kindergarten teacher support, afterschool intervention, ...)	Principal, Teachers	Feb. 2007 / Feb. 2008	Staffing, Materials Supplies	\$_____	Title I
2.10 Ongoing review and analysis of student progress and annual evaluation of program effectiveness	Principal, Teachers, School Site Council, MAP Board	Oct. 2007 / June 2008	No costs	\$0	N/A
2.11 Purchase / Use of high quality instructional materials	Principal, Teachers, Support staff	June 2007, and as needed	Materials, Supplies	\$2,000	Gen. Fund PTA
2.12 Survey parents for views and input about school program effectiveness.	Principal, Teachers, School Site Council, MAP Board	Apr. 2007 / May 2007	Copies Data processing	\$200	Gen. Fund S.L.I.P.

Approved by School Site Council (Date) March 20, 2007

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Objective 3: The number of Manor students grades 2-5 performing at the proficient or advanced levels at their grade levels in **mathematics** as measured by performance on classroom assignments, teacher observations, other district measures, and STAR testing will increase by 5% annually.

Student groups and grade levels to participate in this goal:
Kindergarten – 5th Grade

Anticipated annual performance growth for each group:
The number of students performing at the maximum levels of their ability in mathematics will increase annually.

Means of evaluating progress toward this goal:

- Teacher observation of student progress and performance in mathematics utilizing lesson unit tests, classroom performance tasks, California Standards Tests (including 4th grade writing and 5th grade science), district assessments, etc.
- Time spent in and topics discussed mathematics in teacher collaborations (grade level planning results).
- Staff participation /attendance at staff development and training.
- Parent involvement in classroom instruction; parent training in effective volunteering.
- Purchase, acquisition, and utilization of high-quality mathematics instructional materials.

Group data to be collected to measure academic gains:

- STAR results
- Teacher observations
- Individual progress of students, especially Title I identified

Actions to be taken to reach Objective 3:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
3.01 Identification of students who score at the basic or below levels as indicated by the annual state-wide testing.	Principal, Teachers, Support staff	Sept. 2007 / Sept. 2007	No costs	\$0	N/A
3.02 Review of student performance and progress utilizing initial intake student process, integrated services team process, student study team process.	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	Copying	\$100	Gen. Fund

Actions to be taken to reach Objective 3:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
<p>3.03 Time allowed for on-going collaborations among all teachers (K-5 and MAP, grade level, cross-grade level, etc.) focused on gaining and sharing best and effective teaching strategies. Develop action plans specific to skills areas identified from the results on the California Standards Tests. <i>K-5 and MAP teachers will regularly have opportunities to develop both programs (coordinating and articulating instruction/curriculum, planning goals, setting direction, etc.) through the planning time as established in the Ross Valley School District's early release Wednesday. (MWG)</i></p>	Principal, Teachers	Sept. 2006 / Feb. 2008	Teacher release, Substitutes	\$2000	Gen. Fund Title II
<p>3.04 Teachers and instructional assistants participate in staff development and training to acquire and use teaching strategies that research indicates are effective toward improving student performance. <i>MAP and K-5 teachers will receive training that strengthens good multi-age and grade specific teaching practices, as necessary. (MWG)</i></p>	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	Teacher release, Substitutes	\$1000	Gen. Fund Title II
<p>3.05 Teacher collaborations toward developing and implementing an instructional program that utilizes effective instructional strategies and community resources. <i>K-5 and MAP teachers share curriculum information and support when needed. (MWG)</i> <i>K-5 and MAP teachers will have opportunities to collaborate and team teach. (MWG)</i></p>	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	Teacher release, Substitutes	\$2000	Gen. Fund Title II
<p>3.06 Encouragement of parent involvement with instruction and the training of parents and teachers in utilizing parents' assistance effectively with instruction in the classroom and at home.</p>	Principal, Teachers, Parents, School Site Council, PTA, MAP Board	Ongoing, Continue to develop	Training costs	\$100	Gen. Fund PTA

Actions to be taken to reach Objective 3:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
3.07- <i>K-5 and MAP kindergarten classes will receive comparable instructional assistant time, consistent with student need and state and federal laws. (MWG)</i>	Principal, Teachers	Feb. 2007 / June 2008		\$0	S.L.I.P. Title I
3.08 Regular teacher-parent communications of student progress and performance measured by lesson unit tests, classroom performance tasks, California Standards Tests, district assessments, etc..	Principal, Teachers, Support staff	Feb. 2007 / Feb. 2008	Copies	\$100	Gen. Fund
3.09 Provide reading intervention instruction before, after, and during school hours (kindergarten teacher support, afterschool intervention, ...)	Principal, Teachers	Feb. 2007 / Feb. 2008	Staffing, Materials Supplies	\$_____	Title I
3.10 Ongoing review and analysis of student progress and annual evaluation of program effectiveness	Principal, Teachers, School Site Council, MAP Board	Oct. 2007 / June 2008	No costs	\$0	N/A
3.11 Purchase / Use of high quality instructional materials	Principal, Teachers, Support staff	June 2007, and as needed	Materials, Supplies	\$1,500	Gen. Fund PTA
3.12 Survey parents for views and input about school program effectiveness.	Principal, Teachers, School Site Council, MAP Board	Apr. 2007 / May 2007	Copies Data processing	\$200	Gen. Fund S.L.I. P.

Approved by School Site Council (Date) March 20, 2007

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Objective 4: Manor is a learning environment. Manor students kindergarten through 5th grades, school staff, and parents will feel safe in a school environment that promotes respect among all individuals.

The social development of students which includes the positive and productive interactions between students and student and teacher is a priority in Manor’s instructional program. These interactions are key to the warm and welcoming climate at Manor school.

<p>Student groups and grade levels to participate in this goal: Kindergarten – 5th Grade</p>	<p>Anticipated annual performance growth for each group: The number of students referred for disciplinary action will decrease annually.</p>
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<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Teacher observation of student behavior and interactions and development of social skills • Staff development and training in Manor’s character education program. • Discipline records (discipline referrals for principal actions). • Communications to home/parents of character education program. • Parent response to / parent survey about the social development of their children. • Purchase, acquisition, and utilization of instructional materials. 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Survey results • STAR results • Teacher observations • Behavior referrals and school suspensions
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Actions to be taken to reach Objective 4:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
4.01 Establish a character education program school-wide that emphasizes appropriate social and interaction skills among students, school staff, parents, and community. (Community of Caring, Conscious Discipline, Classroom Behavior Expectations, etc.)	Principal, Teachers, Support staff School Site Council PTA	Sept. 2007 / Feb. 2008	Training Copying Teacher release	\$1,000	Gen. Fund PTA

Actions to be taken to reach Objective 4:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
<p>4.02 Establish and support ongoing school-wide and classroom events and activities that reinforce and strengthen the school-home-community connection and build the warm and welcoming culture of Manor. These events include Wednesday Welcome, Winter Faire, Student Council, PTA Events, Lap-a-Thon, Big/Little Buddies, Bike/Walk to School, Book Fair, Recycling Activities, school participation in Fairfax community events, Assemblies, etc.</p> <ul style="list-style-type: none"> • <i>MAP and K-5 work together on the Winter Faire. (MWG)</i> • <i>K-5 and MAP students participate in school-wide events, such as assemblies, lap-a-thon, sing-a-longs, Read Across America. (MWG)</i> • <i>MAP and K-5 families work together on the Wreath Making Event and the Creative Games. (MWG)</i> • <i>MAP and K-5 will have separate as well as combined community-building events.</i> 	Principal, Teachers, Support staff, School Site Council, PTA, MAP Board	Sept. 2006 / Feb. 2008	Materials, Supplies, Speakers	\$500	Gen. Fund, PTA
4.03 Communicate and train all school staff in the school-wide character education program.	Principal, Teachers, Support Staff	Sept. 2006 / Feb. 2008	Teacher release, Training, Substitutes	\$1000	Gen. Fund
4.04 <i>Through district handouts (about programs/schools in the Ross Valley School District), Back-To-School Night, Kindergarten Orientation, Open House, as well as on going school tours, parents are provided information to increase their understanding and knowledge about Manor School. (MWG)</i>	Principal, Teachers, Support staff	September 2007 – June 2008	Copying	\$300	Gen. Fund
4.05 On-going review and monitoring of the development of character education program by the School Site Council.	Principal, Teachers, Support staff	Sept. 2006 / Feb. 2008	No costs	\$0	N/A
4.06 Review of character education program at staff meetings.	Principal, Teachers, Support Staff	Sept. 2006 – Feb. 2008	No costs	\$0	N/A

Actions to be taken to reach Objective 4:	Person(s) Responsible	Start Date / Completion Date	Proposed expenditures	Estimated Cost	Funding Source
4.07 Communicate to parents and home the character education program.	Principal, Teachers, Parents	Sept. 2007 / Feb. 2008	Copying	\$200	Gen. Fund PTA
4.08 Purchase / Use of instructional materials for program.	Principal, Teachers, Support staff	Sept. 2007 / Feb. 2008	Materials, Supplies	\$300	Gen. Fund, PTA
4.09 Survey parents for views and input about school program effectiveness.	School Site Council	April 2007/ May 2007	Copying, Mailing, Email, Data processing	\$300	Gen. Fund
4.10 <i>K-5 and MAP will continue to translate its materials into Spanish and do outreach to ELL community preschools. (MWG)</i>	Principal, Teachers, School Site Council, MAP Board	Sept. 2007 / Feb. 2008	Translation, Copying	\$300	Gen. Fund EL Funds
4.11 <i>MAP and K-5 students will participate in cooperative games throughout the year, either in PE or as separate events. (MWG)</i>	Principal, Teachers, Support staff	Sept. 2007 / Feb. 2008	Materials, Supplies	\$200	Gen. Fund
4.12 <i>K-5 and MAP teachers and parents will create and annually update promotional materials that reflect their uniqueness. (MWG)</i>	Principal, Teachers, School Site Council, MAP Board	Sept. 2007 / Feb. 2008	Copies	\$200	Gen. Fund

Approved by School Site Council (Date) March 20, 2007

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL: TITLE II Part A PROFESSIONAL DEVELOPMENT: TITLE II Part D TECHNOLOGY (Based on conclusions from Analysis of Program Components and Student Data pages) <i>To Increase the academic achievement of all students by helping school and districts to 1) improve teacher and principal quality through professional development and other activities, including reduced class sizes and 2) ensure that all teachers are highly qualified.</i>					
Groups participating in this goal (e.g., students, parents, teachers, administrators): Teachers, administrators, paraprofessional		Anticipated annual growth for each group: Teacher appropriate certification will meet NCLB requirement annually. All groups will report satisfaction rating on staff development evaluations.			
Means of evaluating progress toward this goal: <i>Agendas and sign in sheets for day staff development, release time, grade level meetings at a school and district level, cross grade level meetings, in-service with outside providers with follow through in the classroom, site visits, peer observations, attendance at conferences and workshops based on analysis of individual classroom needs and teacher selected areas of interest.</i>		Group data to be collected to measure gains: <i>Evaluations of individual workshops Annual staff survey for Staff Development</i>			
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • <i>Increase teacher repertoire of writing strategies and activities through staff development with a focus on writing across the curriculum.</i> • <i>To provide training for new teachers in teaching in reduced class settings including individualized instruction, effective teaching, including classroom management, in smaller classes, identifying and responding to student needs and opportunities to build on the individual strengths of students.</i> • <i>Develop a curriculum map to identify areas of instruction for concept introduction, reinforcement and mastery. Staff development will focus on differentiating instruction, developing effective strategies and use of hands-on learning to reinforce concepts</i> • <i>Complete and disseminate Information Literacy skills continuum. Provide staff development for teachers to apply technology and research skills in the curricular areas to support student learning</i> 		8/2006 – 6/2007	<i>Writing teacher stipends for presentation</i>	\$1600	Title II Part A BTSA
		8/2006-3/2008	<i>Stipends for BTSA support providers, release time for observations</i>		
		4/2007-6/2008	<i>Release time for training; workshop fees for team to lead the process</i>		
		8/2006-3/2008	Provide credentialed tech mentor to plan technology integration with teachers	\$2000	Title II Part D

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: TITLE IV Safe & Drug Free School (Based on conclusions from Analysis of Program Components and Student Data pages) <i>To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students</i></p>					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, grades K-8; Parents; Teachers; Support staff; administrators; agency personnel</i></p>		<p>Anticipated annual growth for each group: CHKS grade 7: On the student survey, a greater percentage of students will report feeling safe at school and connected at school. On the student survey, a lesser percentage of students will report alcohol use and marijuana use.</p> <p>A reduction in percentage of student suspensions for alcohol, drug, and violence compared to prior year</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • CHKS • Agendas from parent trainings • Agendas and sign in for staff dev. days • Release time • Wellness Committee membership, agendas, minutes, activities • Healthy Choices Committee membership, agendas, minutes, activities • Contract w BACR counseling agency; list of counselors; caseloads • School Psychologist Interns; schedules; caseloads • Staff Dev. opportunities distributed to staff • Attendance at conferences re: drugs, alcohol, school safety • Membership on MCOE EmergencyPlanning Committee and local RVSD emergency planning committee • Suspension Data • IST and SST agendas and case notes 		<p>Group data to be collected to measure gains: CHKS (gr. 5 & 7) Student survey; Suspension data(K-8)</p>			
<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • <i>Planning, developing, and implementing a comprehensive and integrated multiyear plan for alcohol, drug, tobacco, and violence reduction at the K-8 level.</i> • <i>Identifying local needs and conducting needs assessments to assist in local planning efforts and implementation activities.</i> • <i>Promoting safe school environments and meeting mandated state requirements</i> • <i>Planning prevention, intervention, and youth asset development</i> 		<p>8/06 – 3/08</p>	<p><i>BACR Agency Contract for Counseling Services (consultation, training, individual and group services)</i></p>	<p><i>District-wide: Title IV: 13,182 dollars</i></p>	<p><i>Title IV funding General Fund</i></p>

<p><i>curriculum, services, and activities.</i></p> <ul style="list-style-type: none"> • <i>Implementing curriculum to be utilized with students and staff at the 4-8 levels.</i> 	<p><i>8/06-3/08</i></p>	<p><i>Release time for staff; Hiring of Subs</i></p> <p><i>Speaker Costs</i></p> <p><i>Life Skills Curriculum purchase for middle school</i></p> <p><i>Costs of survey administration</i></p> <p><i>Classified Staff support</i></p>		
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Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: TITLE V (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials. To meet the needs of at-risk students. To provide incentives to increase motivation for our most at-risk students. 				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Teachers, classified support staff, counselors, administrators</i></p>		<p>Anticipated annual growth for each group:</p>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> 		<p>Group data to be collected to measure gains:</p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Funds will be provided for student counseling services for students who are at risk of failure. The district will contract for some counseling services with an outside agency. School psychologists will supervise interns from local colleges and universities to work with students individually, in small groups and with parents as needed. Interns will be paid a stipend. Interns will train students in and staff in Conflict management skills. 	<p><i>Oct. 2006 – March 2008</i></p> <p>5/2006-3/2007 8/2006-3/2008</p> <p>Fall 2006, Fall, 2007</p>		<p>\$385.</p>	<p><i>Title V</i></p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: ENGLISH LANGUAGE LEARNER PROGRAM/ECONOMIC IMPACT AID (EIA) (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement. To provide supplementary programs and services for LEP students to enable them to meet grade level requirements. To provide instructional and instructional support services to promote English language development and academic progress in the core curriculum. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Teachers Grades K – 8</i> <i>Students qualifying for ELL services Grades K - 8</i></p>		<p>Anticipated annual growth for each group: Students will make individual progress on the ELD/ELL standards checklist . Students will make API gains to meet or exceed Annual Measurable Objectives</p> <p><i>Students will make 1 year's growth on the CELDT</i></p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Report cards, ELD progress guide Teacher observation 		<p>Group data to be collected to measure gains: CELDT ELD/ELL Checklist for each ELL identified</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> <i>Collaborate with Title I and Academic Intervention services to ensure that EL students are able to participate in a maximum number of extended day reading and math programs.</i> <i>Provide training to classroom teachers in strategies to help increase students' academic achievement.</i> <i>Provide regular consultation and periodic observation of teachers of ELL students</i> <i>Translate critical school and district documents and communications into Spanish.</i> <i>Provide increased parent communications, outreach and coordination with community resources.</i> <i>Provide outreach and education on school readiness and expectations for community based organizations.</i> 		<p><i>9/ 2006–3/ 2008</i></p> <p><i>As needed</i></p> <p><i>Twice monthly meetings & as needed 11/2006-3/2008</i></p> <p><i>As needed</i></p> <p><i>Monthly through School Site Council (ELAC) Twice yearly, DAC</i></p>		<p><i>\$3861</i></p>	<p><i>EIA Funds</i></p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: GIFTED AND TALENTED EDUCATION PROGRAM (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To identify gifted and talented students and provide high-quality differentiated opportunities that meet the identified students' particular abilities and talents at all sites. 				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, parents, teachers and administrators</i></p>		<p>Anticipated annual growth for each group: <i>Improve quality of GATE program by clustering students and providing differentiated educational opportunities to all identified GATE students. Increase the number of training opportunities for staff from twice per year to three times per year. Develop effective communication pathways with parents through the use of email, newsletters, etc.</i></p>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Ross Valley School District (RVSD) Parent Survey RVSD Staff Survey Teacher Observation and Feedback 		<p>Group data to be collected to measure gains: <i>RVSD Parent Survey</i> <i>Staff Development Feedback</i></p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><i>Actively identify all eligible gifted students in grades 4-8 through the use of multiple measures including the Test of Cognitive Skills (TCS). The Test of Cognitive Skills is one of the instruments that the district uses to measure intellectual capacity and achievement. Students who score at the 96th percentile or above are eligible for entrance into the program.</i></p>	<p><i>March- May 2007</i></p>	<p><i>Substitute costs, testing materials and scoring fees, teacher stipends</i></p>	<p><i>\$2,500 annually</i></p>	<p><i>GATE Funds</i></p>
<p><i>A district wide testing program beginning in 3rd grade identifies gifted and talented students to begin the program in 4th grade. Students in 4-8th grade are also eligible for program admission based on recommendations from their classroom teacher and/or the student's parent. These recommendations are reviewed by the District GATE Student Study Team who makes the final decision as to student eligibility for the program.</i></p>	<p><i>Ongoing</i></p>	<p><i>Substitute costs, materials fees</i></p>		<p><i>GATE Funds</i></p>
<p><i>Provide ongoing staff development opportunities for teachers in the district who work directly with identified GATE students. These trainings will address the elements of a differentiated curriculum and strategies for engaging the intellectually gifted child within the regular classroom.</i></p>	<p><i>August 2006 – Ongoing</i></p>	<p><i>Substitute costs, consultant fees, teacher materials costs</i></p>	<p><i>\$9,000 annually</i></p>	<p><i>GATE Funds</i></p>
<p><i>Coordinate monthly district-wide GATE Committee meetings consisting of parent and teacher representatives from each school site as well as administrative representation from the elementary and middle school levels. Improve communication between district committee and parents.</i></p>	<p><i>August 2006 - Ongoing</i></p>	<p><i>Teacher stipends</i></p>	<p><i>\$1,000 annually</i></p>	<p><i>GATE Funds</i></p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: Tobacco Use Prevention Education (TUPE) (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): Students, parents, administrators, support staff</p>		<p>Anticipated annual growth for each group: Annual TUPE report/Healthy Kids Annual Report Reduce percentage of student tobacco use Reduce tobacco related suspensions</p>			
<p>Means of evaluating progress toward this goal: <ul style="list-style-type: none"> CHKS survey to 5th and 7th graders biennially </p>		<p>Group data to be collected to measure gains: CHKS survey data</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Funds are currently being used to support counseling services for individuals or groups of students who are at risk for starting smoking or who have been identified as a current “user” of tobacco or nicotine products. Counseling services are offered at all sites in the district. The middle school supports a full time school counselor. Each elementary school receives one day of counseling support services through contracted clinicians and interns from Bay Area Community Resources or the School Psychologist intern program. Signs are posted at school entries and other locations indicating the No Tobacco policy on district and school sites. A Board Policy exists related to tobacco – free environments. Funds are available for purchase of materials as appropriate/needed. Materials may be borrowed from MCOE and/or the Healthy Kids Resource Center. The school nurse coordinates the administration of the California Tobacco Survey that is done at the 7th grade level; the survey is administered on a positive participation basis during science classes. Information is gathered as part of the California Healthy Kids Survey that is administered in the spring every other year. Materials such as, posters, resource handouts, resource center information, etc. have been disseminated to sites from the Marin County resource center; resource materials are focused on both the elementary and middle school levels. Curriculum and activity resources are distributed in the fall from the American Cancer Society; the materials contain teacher and student 		<p>8/06 – 3/08</p>	<p><i>Counseling Services Curriculum implementation</i></p>	<p><i>District-wide: TUPE: 3691</i></p>	<p><i>TUPE and General fund</i></p>

<p>resource information.</p> <ul style="list-style-type: none"> ✚ The District can participate with the Tobacco Fund Advisory Committee, which is a countywide funded committee to develop tobacco prevention programs for students and residents of Marin County; the committee is made up of school and agency personnel. ✚ Cessation resource materials and contact information has been shared with middle school staff. During science curriculum and health related curriculum discussions, the effects of smoking are shared with students. ✚ 100% of middle school students participate and attend the Health Class at White Hill MS which utilizes the Botvin Life Skills curriculum. 				
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Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: SPECIAL EDUCATION PROGRAM (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): Students, parents, teachers, support staff, administrators, agency personnel, SELPA staff, classified staff, contracted agency and NPS staff, consultants, SELPA Consortium services and staff</p>		<p>Anticipated annual growth for each group: Key Performance Indicator measures as provided by the CDE - status Individual Student IEP data Federal and State reports STAR data for students with Disabilities CDE – SESR data – self review documents SEAC Parent Survey Data</p>			
<p>Means of evaluating progress toward this goal: Key Performance Indicators from CDE SESR report – self validation review data from CDE STAR data from CDE for students with disabilities IEP data re: student progress Federal and State reports, as applicable SEAC parent survey data</p>		<p>Group data to be collected to measure gains: ~ RVSD parent satisfaction survey ~ SEAC parent survey information</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><i>Referrals for students with suspected disabilities made by school staff and parent/guardians. Sites have IST – Integrated Services Team and SST – Student Study Teams that review students’ strengths, needs, and areas of suspected disabilities.</i></p> <p><i>Students with suspected disabilities are assessed by the multidisciplinary teams that include RSP teachers, gen.ed. teachers, School Psychologists, Speech/Language therapists, School Nurse, Occupational Therapists, Adaptive PE specialists, Technology Resource Center staff, Hearing Impaired Specialists, Visually Impaired Specialists, etc. to determine needs and make recommendations. The parent has input on the assessment process, as well.</i></p> <p><i>IEP teams recommend placement and services to identified students. Areas of</i></p>		<p>8-06 – 3/08</p>	<p><i>Staffing: Administrative and classified administrative support staff; SDC teacher; RSP teachers, SDC and RSP classified staff; 1:1 aide classified staff; Non Public School Costs Non Public Agency Costs Consultant Costs Staff Development expenditures Curriculum expenditures</i></p>	<p><i>District-wide Costs: 1,700,000 dollars</i></p>	<p><i>Federal and State Special Education Revenue; General Fund contribution</i></p>

<p><i>focus include: direct remediation, consultation/collaboration with staff, strategies skills development, work study habits, and support for the students' success in the gen.ed. programs.</i></p> <p><i>Special Education Staff make community mental health referrals, and assessments for other areas of need, as appropriate.</i></p> <p><i>At the sites, Resource Specialist services are provided to identified students, as well as, speech/language services, occupational therapy services, etc.</i></p> <p><i>Students needing Special Day Class services at the middle school are enrolled in the SDC at White Hill Middle School. Elementary students are served in SELPA Special Day Classes operated by MCOE and/or other school Districts within the SELPA. Students in need of Severely handicapped Special Day Class services are serviced in county operated programs. Low incidence services are provided to all sites by MCOE staff, as needed. Transportation services are provided for students whose IEP's indicate the need. One county operated SDC for primary elementary students is located at Wade Thomas school. Mainstreaming is provided at all sites. Students in need of a Non Public Placement according to their IEP;s are served at those identified sites. District provides Non Public agency services as needed; i.e. behavioral consultation, physical therapy, etc.</i></p> <p><i>District partners with interagency agreements with CCS – California Children Services and CMH - Community Mental Health.</i></p> <p><i>Search and serve efforts are conducted by District and site staff. Preschool students are identified and served in intensive and non intensive programs through Marin County Office of Education.</i></p> <p><i>Transition services are provided at age of 3 years, preschool to K; elementary to middle school; and middle school to high school.</i></p> <p><i>All students with disabilities are recommended for participation in the STAR and CAPA state tests.</i></p> <p><i>Special Education Staff meetings occur routinely for all certificated sp.ed. staff. Sp. Ed. staff also attend site based staff meetings and districtwide staff meetings. RSP, S/L, Nurse, School Psych, OT, and administrative staff attend regional and state conferences, as well as many SELPA trainings.</i></p> <p><i>Special Education budgets include assistive technology, computer software, assessment materials, curriculum materials, release time for meetings/trainings.</i></p>		<p><i>Assistive technology expenditures</i></p> <p><i>Low incidence expenditures</i></p> <p><i>Extended school year costs</i></p>		
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Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: School Improvement Plan and School and Library Improvement Program (SLIP) (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To meet the educational needs of all students, including student achievement and improved environment. To support and sustain high quality professional development. To maintain and enhance library school collections. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Library specialists, Information Literacy Specialists</i></p>		<p>Anticipated annual growth for each group:</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> 		<p>Group data to be collected to measure gains:</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Purchase of curriculum-focused and high-interest fiction and nonfiction library materials Deselection of outdated library materials using professional guidelines Provide instructional assistants in the classroom to support student achievement and maintain effective learning environment. 		<p>8/2006-3/2008</p> <p>8/2006-3/2008</p>	<p><i>Purchase professional resources needed for deselection decisions</i> <i>Purchase new library materials</i></p>	<p><i>Professional resources for deselection - est. \$220</i> <i>New library materials - est. ...</i></p>	<p><i>\$2 / ADA designated for SLIP money (\$26988)</i> <i>SIP funds</i></p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: YES – ROSS VALLEY SCHOOLS FOUNDATION (Based on conclusions from Analysis of Program Components and Student Data pages) <i>YES is a private, non-profit organization dedicated to raising funds for the support of quality education in the Ross Valley School District. The volunteer board and other parent volunteers work tirelessly to raise the funds our schools so urgently need. YES raises funds to support the following programs: music, dance, homework labs, libraries, poetry, sports, theater arts, technology, and more. This year, YES will invest nearly \$450,000 in programs and curriculum support for the 1,800 students in kindergarten through 8th grade in the Ross Valley School District.</i></p>				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal: •		Group data to be collected to measure gains:		
<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
				

ROSS VALLEY SCHOOL DISTRICT
Staff Development Calendar
2006-2007

Staff Development Days

- August 22, 2006 Full Day
 Topic: History-Social Science Adoption
 Publishers will present workshops to HSS teachers implementing new adoption.
 K, 1-5, 6-8
 Special Services and Subject level middle school teachers TBA
- October 23, 2006 Half day Writing embedded in the curriculum – Centers (tentative)
 Half day SVMII – Presenter & Teacher leaders workshop
- January 8, 2007 Writing: – Grades K, 1, 2-3, 4-5 workshops
 Various presenters a.m.; planning p.m.
 Differentiating Instruction for Gifted; .Grades 6-8
 Jill Carroll a.m; planning p.m.

Wednesdays & Additional Training

- August 15 Math Steering Committee develops calendar of SD for 06-07
- August 18 New Teacher Orientation to the District
- 21 Open Court Training, K-5 Year 1 teachers
- 22 Welcome Back & Staff Development Day -- Barbecue
- 23-25 Site Staff Meetings and work in classrooms
- 30 Curriculum Planning and Meeting Time
- September 6 Site Staff Meeting BLC, BUC & M & WH 6th
Back to School Night Prep
- 13 Site Staff or Grade Level
WT Back to School Night Prep
- 20 Site Staff or Grade Level meeting
Math Grants: Teachers who attended Asilomar 2005-2006 meet to write math grants: BUC Math lab 2:30
WH 7th – 8th Back to School Night Prep
- 27 District Grade Level (K-5 at WT) Topic:
 Determine focus areas for the year
Special Ed Staff Meeting – DO
Music Dept Meeting - WT
- October 4 Site Staff Meeting
- 11 Curriculum Planning & Meeting
- 18 Site Grade Level *Progress Reports due Oct. 16-20*
- 23 Staff Development Day
- 25 District Grade Level (K-5 at M) Topic: TBA
Special Education Staff Meeting – DO
Music Dept Meeting - WT
- 30 *Grade 6 Conferences Oct. 30 – Nov 3*
- November 1 Site Staff Meeting
- 8 Site Grade Level:
- 15 Curriculum & Planning:

Report Cards Issued Nov. 28- Dec. 2

	29	District Grade Level (K –5 at BLC) TBD
December	6	Site Staff Meeting
	13	District Holiday Party
	20	Site to determine
January	10	Site Staff Meeting: discuss report cards
	17	Site Grade Level : discuss report cards
	24	District Grade Level: (K-5 at WT) Topic Report Cards <i>Special Education Staff Meeting - DO</i>
	31	Curriculum Planning and Meeting <i>Progress Reports issued Jan. 29 – Feb.2</i> <i>Music Dept Meeting - WT</i>
February	7	Site Staff Meeting STAR Writing 4th & 7 th Prep
	14	District Grade Level : Topic: SVMII Presentations
	21	<i>Mid-winter Vacation</i>
	28	<i>Music Dept Meeting - WT</i>
March	7	Site Staff Meeting
	14	Site Grade Level
	21	Curriculum Planning and Meeting <i>Report Cards issued - March 15-22</i>
	28	District Grade Level (K-5 meet at BLC) Topic: TBD <i>Music Dept Meeting - BLC</i> Curriculum Planning and Meeting Time <i>5th & 6th Grades Articulation @ WH</i> <i>Special Education Staff meeting @ DO</i> <i>Music Dept Meeting - WT</i>
April	4	Site Staff Meeting – STAR Training
	11	<i>Spring Vacation</i>
	18	District Grade Level (K-5 meet at BUC) Topic: TBD
	25	Curriculum Planning and Meeting Time Training for Scoring Portfolios, Grades 3- 8 <i>Music Dept Meeting - WT</i>
May	2	Curriculum and Planning: <i>Progress Reports Issued May 3-10</i>
	9	Site Staff Meeting
	16	Scoring of 5 th Grade Portfolios (grades 3- 5) <i>WH Open House Prep</i>
	23	Scoring of 8 th grade portfolios (grades 6- 8) Curriculum & Planning <i>M Open House Prep</i> <i>Music Dept Meeting - WH</i>
	30	Curriculum and Planning <i>BUC Open House Prep</i>
June	6	District Retirement Party <i>BLC & WT Open House Prep</i>
	13	Graduations / End of Year

CATEGORICAL FUNDING ALLOCATIONS 2005/06

					CBEDS ENROLLMENT								
					255	281	307	290	608				
RES	PROGRAM	2004/05 C- OVER	2005/06 Allocation	TOTAL FUNDS	BRKSD UPPER	BRKSD LOWER	MANOR	WADE THOMAS	WHITE HILL	Priv. Schls	Dist Wide	Ind. Costs	TOTAL
3010	*TITLE I	-	222,132	222,132	-	-	84,519	-	69,604	9,943	38,607	19,459	222,132
4035	*TITLE II/A	106,995	73,536	180,531	22,093	24,345	26,598	25,125	52,676	13,880	-	15,814	180,531
4045	*TITLE II/D	-	14,948	14,948	1,612	1,777	1,941	1,834	3,844	2,631	-	1,309	14,948
4203	TITLE III LEP	-	4,375	4,375	-	-	-	-	-	-	4,127	248	4,375
3710	*TITLE IV	2,172	9,636	11,808	1,453	1,601	1,749	1,652	3,464	1,696	-	193	11,808
4110	*TITLE V	122	3,488	3,610	338	372	407	384	805	988	-	316	3,610
6296	LIB GRANT	3,092	-	3,092	738	308	308	308	1,430	-	-	-	3,092
6660	*TUPE	-	3,435	3,435	459	506	553	522	1,094	-	-	301	3,435
7091	*EIA/LEP	4,850	22,434	27,284	3,898	4,295	4,692	4,432	9,294	-	-	673	27,284
7140	GATE	9,388	15,038	24,426	3,517	3,875	4,234	3,999	8,385	-	-	416	24,426
7393	SIP	-	159,070	159,070	29,655	32,678	35,702	33,725	13,031	-	1,236	13,043	159,070
7265	SIP Carry Over	7,252	-	7,252	-	-	-	-	7,252	-	-	-	7,252
7270	*PAR	-	10,434	10,434	-	-	-	-	-	-	9,912	522	10,434
TOTALS:		133,871	538,526	672,397	63,762	69,757	160,702	71,981	170,880	29,138	53,882	52,294	672,397

NOTE: The shaded areas indicate that the actual budget is done District-Wide; site allocations shown here are calculations based on enrollment.

* Denotes Programs included in the Con App