

Single Plan for Student Achievement (SPSA) Template

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

[Data Analysis Tool](#): Use as prompts (not limits)
[LCFF Evaluation Rubrics](#): This data is certified
[Ed-Data](#): This data is certified
[DataQuest](#): This data is certified

School Name	San Pedro Elementary		
Contact Name and Title	Principal Mimi Melodia	Email and Phone	mmelodia@srcs.org (415) 485-2450



2017-2018 Single Plan for Student Achievement

THE STORY

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THE STORY

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

Mission Statement

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

School Description

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

School Programs:

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

- **English Language Development: K - 5**
 - o Pearson *Language Central*
 - o SRCS Board Approved: 2009

- **Mathematics: K - 5**
 - o Wright Group: *Common Core Everyday Mathematics*
 - o SRCS Adopted: 2013

- **History-Social Science: K - 5**
 - o Scott Foresman: *History-Social Science Program for California*
 - o SRCS Adopted: 2006

- **Science: K – 5**

- o Harcourt Brace: *Harcourt Science*
- o SRCS Adopted: 2007

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

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

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

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

San Pedro is currently working to update the mission and vision statements involving all stakeholders.

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

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

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

PreK-3 grade teachers are receiving SEAL training, and the whole staff is focused on integrating the SEAL model with Balanced Literacy for ELA. Additional PD will focus on ELD, Reading/Language Arts, Lucy Calkins writing, Social/Emotional Learning (Toolbox, Teaching Pyramid, Kimochi and Second Step) and Every Day Math. *California Common Core State Standards*, best instructional practices and literacy and math goals and methodologies will be aligned between Pre-K and K, including collaboration with on-site *Marin Head Start* staff.

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

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

- **Family engagement and enrichment:**

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

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

The *After School Education and Safety Program*, ASES programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9). San Pedro's *Learning and Enrichment After-school Program (LEAP)* is founded through the ASES grant and can serve up to 120 students. Our *LEAP* students include 1st-5th graders needing extra academic and social emotional support who are referred by their school teachers, and a small number of students whose families are in crisis, including homelessness.

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

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

We continue to fine-tune the use of the *ASES* components to best meet the needs of our ELL, newcomer, and immigrant student population.

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

SEAL (Sobrato Early Academic Language) Model for K-3rd grade

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

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

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

To build a sense of responsibility, confidence, pride in accomplishment, and a positive self-image within each child, San Pedro's PBIS (Positive Behavior Intervention and Supports) program is designed to develop and articulate school-wide behavioral expectations. These expectations are clearly articulated to students through school-wide assemblies and classroom lessons. They are posted and throughout the school and clearly articulated to families. We begin each year with a 21-day expectation plan that maps out everything from self-regulation to college and career pathways. Students enjoy receiving Good Choice Tickets and parents appreciate the clear expectations and use them at home as well. We fully embrace our three school-wide rules to be respectful, be responsible and be a learner.

Toolbox

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

National Equity Project

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

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

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

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

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

Lifeline Transportation Grant

San Pedro's *Lifeline Transportation Grant* from the State of California, which comes through Golden Gate Transit, has been a boon for the San Pedro community. The *Lifeline Transportation Grant* truly makes participation at our parent engagement events and activities possible, since our school is located 4 miles from the neighborhood where our families live and over 40% of our parents do not own cars or drive. San Pedro School has contracted with *Marin Charter and Tours* to provide shuttle services. Transportation is offered for all school related events and activities, such as *Open House* and *Back to School Night*, Parent/ Teacher conferences, Family Garden and Community Work days, *International Cafes*, and Parent Ed Nights. San Pedro also contracts with *North Bay Taxi Company* to provide regular taxi service in situations where a taxi was more cost effective than the shuttle service. The grant has also allowed us to provide taxi service to parents in emergency situations and for individual meetings. In the past, taxis have been instrumental in making our school accessible to parents who don't drive when they need to attend important school meetings like IEP's and Family Support Team Meetings, as well as to pick up a sick child.

State Pre-Kindergarten

Supported by our *state* funding, our San Pedro State Pre-K has a Site Director, Pre-K teacher and a full time IA (the latter is funded through the PK-3 grant from MCF). There are 2 Pre-K classes, one AM, one PM. Both sessions are in operation for 3-hours per day, serving a total of thirty-one 4 year-old students, and focusing on academically, socially, and developmentally preparing Pre-K students for Kindergarten. Parents of our Pre-K students also participate in parent / child interactive activities that promote family literacy. The program includes family literacy components that are critical to creating generational literacy, including:

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

The Pre-K Director/Teacher and Pre-K teacher work closely with the TK/ Kindergarten and *Head Start* Pre-K teachers to provide parent education, to assist families and students make the transition to Kindergarten, and to develop curricular alignment and coherence. The Pre-K Director and Pre-K teacher and IA have taken part in extensive training and professional development such as the two-year commitment to *Quality Improvement Project (QI)*, *Teaching Pyramid Model* for Pre-K and Kindergarten teachers, and Pre-K *SEAL* training. Additionally, along with *Head Start* our Pre-K teachers participated in collaborative trainings and enrichment days funded by our *PreK-3 Initiative*. These PDs led by expert curricular consultants from Bremerton, Washington, have focused on alignment, "Executive Function" and implementation of best instructional practices in math using specially designed preschool strategies and materials in "Math Kits."

Volunteer Program

The San Pedro Volunteer Program consists of many parent and community volunteers that support the work of the school in everything from classroom volunteers to field trip chaperones. We are grateful for our parent support of our classrooms and school operations by regularly volunteering on the campus. We are pleased to be continuing our partnership with **Experience Corps** and **10,000 Degrees/Marin County School Volunteers**. Both organizations provide volunteers (100 hours a week) who work with targeted students on increasing reading fluency and comprehension, as well as deepening understanding of math concepts.

Heads Up

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

SPSA HIGHLIGHTS

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

Develop San Pedro's Identity:

- Relationship Building/Understanding of School Community
- Develop a shared vision and mission statement
- Use school wide (& grade level) essential question to guide instruction: **How can we use balanced literacy to close the achievement gap at SP?**
- Institute learning targets with intentionality to make learning goals visible for students
- Implement components of a balanced literacy model with intentionality
- Implement Everyday Math with fidelity

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

GREATEST PROGRESS

Grade 3 increased in overall percentage exceeded or met grade level standards between 2016 and 2017 by 3% to 24% in math

Grade 4 increased in overall percentage who exceeded or met grade level standards between 2016 and 2017 by 3% to 10% in ELA

Grade 5 socio-economically disadvantaged subgroup increased in overall percentage exceeded or met grade level standards by 3% to 12% in 2017

When looking at cohort data for ELA, the 2017 5th graders increased their overall percentage of students exceeding or meeting grade level standards by 5% to 12% between 2016 and 2017.
Most students in grades K-5 showed growth as measured by F&P in 2016-2017

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

GREATEST NEEDS

ELA percentages of students scoring at exceeds or met grade level standards are at 10% in grades 3&4 and 12% in grade 5.
Math percentages of students scoring at exceeds or met grade level standards are at 6% in grade 4 and 5% in grade 5.

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

PERFORMANCE GAPS

No student group was two or more performance levels below the performance of all students.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	17,500.00	52,630.00	32,500.00	64,981.00	33,515.00	2,806.00
Budgeted*						
Spent YTD						
Encumbered						
Available						
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	0.00	0.00	0.00			
2XXX	0.00	4,100.00	0.00			
3XXX	0.00	968.00	0.00			
4XXX-5XXX	17,500.00	47,562.00	32,500.00			

STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

Involvement Process for SPSA and Annual Update

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

In the fall of 2015-16, the ELAC elected to delegate its responsibilities to the SSC at San Pedro. In Fall of 2017, the SSC and SELAC will convene to determine if they wish to continue delegation. Data on student demographics and achievement will be presented to the SSC. In a subsequent meeting, the school plan strategies will also be presented to the SSC, showing the relationship between strategies and the improvement of achievement data. Over the course of the year, new data was presented to the SSC in order to monitor the success of the various support programs.

Impact on SPSA and Annual Update

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

SSC members made recommendations for changes in school plan strategies and how they have impacted achievement data. In addition, reports on measured student academic growth will be presented to SSC/SELAC throughout the school year.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified
- Unchanged

Goal 1

College and Career Readiness: Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting San Pedro students in all areas. While students made some progress in English Language Acquisition with growth of 5.9% (medium growth as measured by CELDT), students maintained in the area of English Language Arts (overall progress very low - .2 overall, as measured by CAASPP) and Math (overall progress declined 5.2 points overall- low as measured by CAASPP). The need is to close the gap while raising the achievement level for all students. As a school, we plan to use reading growth as measured by Fountas and Pinnell reading assessments, ESGI and Reading Inventory to track interim growth and determine student academic need.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																									
Fountas and Pinnell (Revised)	<table border="1"> <thead> <tr> <th colspan="6">San Pedro F&P Growth 2016-17</th> </tr> <tr> <th>Grades</th> <th>0</th> <th>1-2</th> <th>3-4</th> <th>5 or more</th> <th></th> </tr> </thead> <tbody> <tr> <td>5</td> <td>14</td> <td>23</td> <td>36</td> <td>25</td> <td></td> </tr> <tr> <td>4</td> <td>12</td> <td>37</td> <td>20</td> <td>13</td> <td></td> </tr> <tr> <td>3</td> <td>7</td> <td>36</td> <td>30</td> <td>12</td> <td></td> </tr> <tr> <td>2</td> <td>14</td> <td>12</td> <td>29</td> <td>19</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>19</td> <td>33</td> <td>37</td> <td></td> </tr> <tr> <td>Numbers of students</td> <td>49</td> <td>127</td> <td>148</td> <td>106</td> <td>430</td> </tr> <tr> <td>Percent of total</td> <td>11%</td> <td>29.50%</td> <td>34.40%</td> <td>24.60%</td> <td></td> </tr> </tbody> </table>				San Pedro F&P Growth 2016-17						Grades	0	1-2	3-4	5 or more		5	14	23	36	25		4	12	37	20	13		3	7	36	30	12		2	14	12	29	19		1	2	19	33	37		Numbers of students	49	127	148	106	430	Percent of total	11%	29.50%	34.40%	24.60%				
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Reading Inventory	TBD																																																												
Everyday Math Unit Assessments	TBD																																																												
CELDT	5.9% (medium growth as measured by CELDT)																																																												

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Student growth in reading will be measured in terms of numbers of reading levels /RI levels of growth between assessments.

Student understanding of math concepts will be measured on Everyday Math Unit Assessments.

Goal 1, Action 1

Multi-Tiered System of Supports Description: Balanced Literacy model, including small leveled groups for guided reading, will be implemented with intentionality in all grade levels using targeted balanced literacy strategies and integrating history/social science/CA CCSS and Next Generation Science Standards to build theme based units.

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

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

Actions/Services

PLANNED (what does the action look like during the school year)

Grade level PLC's meet every other week for 60 minutes to focus on professional development of balanced literacy/integration of standards into thematic units and analyze student data, planning accordingly.

Literacy/SEAL Coach - offer PD, classroom demonstration, classroom coaching, facilitate PLC meetings around balanced literacy.

ACTUAL

Expenditures

<p>50% Literacy Coach - offer PD, classroom demonstration, classroom coaching, facilitate PLC meetings around balanced literacy and Rtl.</p> <p>50% TOSA - release teachers to conduct observations, coordinate PLC scheduling for all students, teach art classes K-5 during PLC meetings.</p> <p>Instructional Assistants (4-5) - classroom support for EL students during RLA small group time, support for students during PLC time</p>	
<p>BUDGETED AMOUNT / SOURCE</p> <p>\$95,363/Title 1, Title III, One Time Adj., MCF</p>	<p>ACTUAL EXPENDITURES</p>

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Components of Balanced Literacy to be phased into classroom practice in the following order:</p> <p>Phase 1 - Classroom small group guided reading groups based on F&P data to meet regularly.</p> <p>Phase 2 - Mini lessons where teachers target specific reading strategies for comprehension with a variety of texts will be implemented during reading/language arts time. Mini Lesson content is driven by student needs, standards, and may focus on: a strategy, skill, promote the study of a literary feature or establish routines.</p> <p>Phase 3- Regular read alouds with teachers modeling reading comprehension strategies will be implemented at all grade levels.</p>		

Phase 4 - Shared Reading, an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

Phase 5 - Interactive Writing/Shared Writing will be implemented daily as a final step this school year, with a more targeted focus for 2018-19.

Goal 1, Action 2

Multi-Tiered System of Supports Description: Classroom teachers will regularly evaluate student reading progress and collaborate on targeted instruction designed to meet student academic needs as a result, using data from ESGI (K-1) *RI (2-5)*, Fountas and Pinnell and/or *CORE Phonics Survey as needed*. *Daily small group leveled guided reading instruction will address students' diverse academic need and create classroom/grade-level based targeted tier 2 intervention program during school-wide, daily one-hour Universal Access blocks*. Levelled intervention groups will take place after school for students based on cut scores below grade level using Literacy Leveled Intervention kits. All groups receiving targeted instruction based on academic need will be progress monitored and regrouped as needed using assessment data in 6-8 week cycles.

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

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

Actions/Services

PLANNED

Teachers will identify students not making grade level progress in reading and/or coming in way below grade level.

Baseline data will be collected and classroom interventions will be put in place and documented using Individual Intervention Plans for all students with achievement below site determined cut points.

Teachers will consult with their grade level teams and RtI coordinator in order to monitor progress and/or change course in terms of intervention.

ACTUAL

Expenditures

<p>Students scoring below identified cut points will participate in LEAP, grouped in small groups with similar need and work with classroom teachers after school using Leveled Literacy Intervention Kits .</p> <p>Differentiated instructional materials will be purchased levelled trade books and structures in which to store them in order to provide students who are reading below grade level access to grade level standards for independent practice.</p>	
<p>BUDGETED / SOURCE \$25,266/Title 1, One Time Adj.</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Phase 2 - All groups receiving targeted instruction based on academic need will be progress monitored and regrouped as needed using assessment data in 6-8 week cycles.</p>		

Goal 1, Action 3

Multi-Tiered System of Supports Description: Teachers will provide ELs ongoing, targeted, and intentional oral English practice using academic language. EL students' acquisition of English proficiency and use of academic language will be monitored using regular writing samples. Newcomer students in grades 1-5 will receive additional targeted ELD instruction and English Language survival skills and foundational reading/math (as needed) 5 days per week for one hour per day in a small group.

Students to be Served

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

Actions/Services

PLANNED

CA 2012 ELD Standards will be integrated into all SEAL and thematic balanced literacy units.

Teachers will use a variety of strategies (SEAL, EL Achieve Strategies, graphic organizers, etc) in order to build and practice using oral and written academic vocabulary in English with their students.

Daily integrated and designated ELD will take place according to CELDT levels and oral and written English assessments.

Grade TK-3 will provide daily designated ELD as part of their SEAL units. Grade 4-5 will use EL Achieve to regroup students according to level to provide daily designated ELD.

Newcomer students (in US schools 2 years or less, depending upon academic and English acquisition progress) will receive 1 additional hour of ELD daily from the Newcomer Teacher.

Newcomer students will participate in the LEAP program and have opportunities to participate in small group interventions for RLA, Math and additional ELD provided by a credentialed teacher during that time.

ACTUAL

Expenditures

<p>Newcomer parent orientation nights will be held 1-3 times during the school year to introduce the newcomer families to the school and programs and determine their individual needs.</p>	
<p>BUDGETED / SOURCE \$8152/Title III, One Time Adj.</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 1, Action 4

Multi-Tiered System of Supports Description: Lucy Calkins Writing Units of Study A regular CCSS based student writing program will be developed and implemented by grade level teams with a focus on students recording oral language skills practiced in class (including academic language) in writing. Grade level teams will regularly analyze students writing in order to provide focused instruction on elements of writing and monitor English language proficiency and use of academic vocabulary.

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

Actions/Services	PLANNED After structured /targeted oral English practice, students will participate in Lucy Calkins Writing Workshop lessons in their classrooms.	ACTUAL
	BUDGETED / SOURCE \$7000/One Time Adj., Title I	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 1, Action 5

Multi-Tiered System of Supports Description: At all grade levels, students will focus on building discrete reading comprehension skills to support identifying main idea and supporting details within text passage.

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

Actions/Services	<p>PLANNED</p> <p>During PLC time, each grade level will identify specific standards at their level that support identifying main idea and supporting details.</p> <p>During PLC and planning time, each grade level will plan how to teach, practice, and assess each specific standard identified in a 6 week cycle within their SEAL or thematic balanced literacy unit.</p>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</p> <p>No cost associated</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Phase 2- Teachers will collaborate in the creation of reading comprehension assessments that are SBAC-aligned to ensure college/career readiness of all students.Site administrators and Instructional Leadership Team (ILT) will collaborate in the analysis of assessment results to address professional development needs.</p>		

Goal 1, Action 6

Multi-Tiered System of Supports Description: Focused implementation of Everyday Math with fidelity.

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

Actions/Services	<p>PLANNED</p> <p>All teachers will implement the Everyday Math program in their classes.</p> <p>Students will have Reflex Math subscriptions and access to other online math support as needed to enable them to have fact practice at home and during LEAP.</p>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$7000/One Time Adj, title 1, Title III</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Phase 2- Teachers will collaborate in the creation of math assessments that are SBAC-aligned to ensure college/career readiness of all students.Site administrators and Instructional Leadership Team (ILT) will collaborate in the analysis of assessment results to address professional development needs.</p>		

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

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

Identified Need

As demonstrated by student assessment metrics in reading language arts, writing and and math, targeted professional development and teacher developed instructional systems must be developed in order to enrich instructional practices, assess and monitor student progress and to provide differentiated educational paths for students to show progress and meet academic goals.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom walkthrough data	TBD			
PLC /ILT Minutes	TBD			
Yearlong PD Plan	TBD			
ILST Minutes	TBD			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Professional Development participation will be documented by minutes/ sign in sheets.

Yearlong PD Plan will document the Professional Development provided at the School Site.

Instructional Leadership Team minutes will document teacher input on professional development offerings as well as distributed leadership model supported by work with the National Equity Project.

Instructional Leadership Support Team will monitor walkthrough focus connected to teacher PD.

Walkthrough feedback will document levels of implementation of strategies covered in PD.

Goal 2, Action 1

Multi-Tiered System of Supports Description: Professional Development focused on components of Balanced Literacy will take place throughout the school year in staff meetings, PLC and additional hours.

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

<u>Actions/Services</u>	<p>PLANNED</p> <p>Balanced literacy PD, demonstration lessons, side by side teaching and planning will take place during PLC, staff meetings and after hours.</p> <p>Teachers will participate in PD on Lucy Calkins Units of Study in Writing and be released for planning time to plan implementation.</p> <p>ISLT will meet weekly to determine walkthrough focus based on PD focus following PD.</p> <p>ILT will determine student achievement measurement and goals to determine whether or not instructional strategies are working.</p> <p>Professional development on supplementary materials (Reading A-Z, Pebble Go, Kahn Academy, etc), will be provided as needed.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>234,882/Title I, Title III,One Time Adj, MCF</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 2, Action 2

Multi-Tiered System of Supports Description: Professional Development focused on Everyday Math will take place throughout the school year , in staff meetings, PLC and additional hours.

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

Actions/Services	<p>PLANNED</p> <p>Everyday Math PD, demonstration lessons, side by side teaching and planning will take place during PLC, staff meetings and after hours.</p> <p>ILT will determine student achievement measurement and goals to determine whether or not instructional strategies are working.</p> <p>Teachers will participate in PD on Math Fluency and Problem Solving and be released for planning time to plan implementation.</p> <p>Professional development on supplementary materials (reflex math, Tenmark, etc), will be provided as needed.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>\$234,882/Title I, Title III, One Time Adj, MCF</p>	
Expenditures		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 2, Action 3

Multi-Tiered System of Supports Description: Professional Development in the area of balanced literacy and math differentiation will be provided along with time to analyze data results

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

<u>Actions/Services</u>	<p>PLANNED</p> <p>Literacy differentiation /components of Response to Intervention PD, demonstration lessons, side by side teaching and planning will take place during PLC, staff meetings and after hours.</p> <p>Professional development on supplementary materials (LLI kits), will be provided as needed.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>\$234,882/Title 1, Title III, One Time Adj, MCF</p>	ESTIMATED ACTUAL
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 2, Action 4

Multi-Tiered System of Supports Description: Teachers and Instructional Leadership Support Team will participate Professional Development connected to the P-3 grant

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

Actions/Services	PLANNED Teachers, Family Center staff and Instructional Leadership Support Team members will participate in the P-3 Summer Institute, Design Team Meetings, Edusnap Data meetings, Cultural Proficiency Training, Data Team Training and PK-1 articulation and planning sessions as required by the P-3 grant.	ACTUAL
	BUDGETED / SOURCE \$13,542/MCF	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- New
- Modified
- Unchanged

Goal 3

Student Engagement & School Climate: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.

Identified Need

As demonstrated by student attendance measures and records, there is a need to improve attendance both through improved compliance with attendance procedures as well as incentivizing positive attendance and positive behavior as part of PBIS. To increase students engagement and for the purpose of providing increased exposure to a variety of enrichment activities, music, art, PE, and garden experiences will be provided to SP students. As the majority of our students come to school daily via school bus, transportation safety and issues of timeliness/parent communication are essential for student well-being. In addition, Family Understanding of School Data and Policies, and participation in their children’s education has been shown to be a crucial part in increased student academic achievement.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance % (Revised)	7.8% Chronic Absenteeism Rate as of 10/2017			
Parent Participation at school events	TBD			
Parent participation on free transportation to and from SP	TBD			
Bus incident data	TBD			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Suspension rate will be analyzed from Aeries data

Attendance rate will be analyzed monthly
Parent participation at school events will be reported (sign in sheets)

Families using transportation to and from SP will be reported.

School Bus safety and timeliness will be reported.

Student and parents will be surveyed to measure their engagement and sense of connectedness to SP.

Goal 3, Action 1

Multi-Tiered System of Supports Description: Toolbox, Learning Pyramid, Kimochi Dolls and Second Step will be implemented to support students social - emotional development.

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Teachers will be trained and materials and supplies purchased to implement Toolbox(TK-5), Teaching Pyramid (PK- TK), Kimochi (PK-TK) and Second Step (K-5) programs in order to support students social emotional well-being and promote internal regulation of emotions.</p> <p>Parent Education meetings will be planned to share programs listed above with families in order to strengthen connections between school and home.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$157,153/MCF, Title 1, One Time Adj</p>	
<p>Expenditures</p>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 2

Multi-Tiered System of Supports Description: Monthly grade level recognition assemblies

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

<u>Actions/Services</u>	<p>PLANNED</p> <p>Each grade level will have monthly opportunities to recognize students for perfect attendance, academic achievement, improvement, Pillars of Character /Toolbox and PBIS awards.</p> <p>Parents of students receiving awards will be invited to attend.</p> <p>End of year celebration awards ceremony will include reclassification awards to students reclassified from EL to FEP.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>\$4000/One Time Adj, Title III</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 3

Multi-Tiered System of Supports Description: A variety of enrichment classes and leadership opportunities will be provided to SP students, and a PE specialist will work with students during lunch recess as well as during class PE times every 2 weeks.

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

Actions/Services

<p>PLANNED</p> <p>Yoga, garden, fine art, PE and music classes will be provided to SP students.</p> <p>Student council will involve upper grade students</p> <p>PE specialist will work with individual classes as well as coordinating lunch recess games and inter-mural sports tournaments. The specialist will also run the school wide morning PE and a junior coaching program to foster student leadership.</p>	<p>ACTUAL</p>
<p>BUDGETED /</p> <p>\$112,970/PTA Donation, District, lottery, Title 1, Title III, One Time Adj</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 3, Action 4

Multi-Tiered System of Supports Description: San Pedro Family Center will provide outreach/resources to families, spearhead parent involvement and education opportunities and coordinate the transportation provided to families to get to school events.

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

Actions/Services

PLANNED	ACTUAL
<p>Family Center staff - Lead Advocate/Coordinator, Family Advocate, Counselor(s) will be contracted through BACR as part of the P-3 grant requirements.</p> <p>Family Center will support parents in becoming involved in the school and promote parent leadership, in addition to providing school, District and county resources to families in need. Staff will facilitate home/school communication, attend parent meetings as needed within school and beyond and conduct home visits when needed to support families.</p> <p>Family Education Events (Toolbox Nights, Newcomer Parent Nights, Family Literacy and Math Nights, Immigration Information Nights, PICILA, Cafecito con la Directora, etc.) will be calendared throughout the school year in the evenings or in the morning.</p> <p>Individual student mental health, small groups and Girl's and Boy's Circle will be coordinated by counselors to support students' emotional needs.</p> <p>Family Center Lead Advocate will coordinate transportation to and from school events and meetings for parents/families as there is no public transportation to SP.</p>	

Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
\$269,163/MCF,Transportation Grant, Title 1,	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 3, Action 5

Multi-Tiered System of Supports Description: School safety plans and transportation safety and communication will be implemented

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

<u>Actions/Services</u>	<p>PLANNED</p> <p>School Bus supervisor will ensure student safety boarding and exiting school buses daily, as well as spearheading parent communication regarding bus schedule changes.</p> <p>Materials and supplies will be purchased in order to ensure the safety of students entering/exiting buses, within the school and in case of emergency or disaster.</p> <p>Vice principal will work with District safety consultant to update school emergency plans and conduct emergency procedure drills.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$51,500/One Time Adj</p>	<p>ESTIMATED ACTUAL</p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Mimi Melodia	Principal	(415) 485 -2450	
2. Ericka Benassini	Classroom Teacher	(415) 485-2450	
3. Danielle Diego	Classroom Teacher	(415) 485-2450	
4. Alex Peck	Classroom Teacher	(415) 485-2450	
5. Eimmy Lopez- Baca	Community Liaison	(415) 485-2450	
6. Eva	Parent		
7.			
8.			
9.			
10.			

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups (Adjust list to reflect any site specific groups)
 - Home and School Club
 - Special Education
 - Gifted and Talented
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Student representatives
 - ASB
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Typed name of School Principal	Signature of School Principal	Date

Typed name of SSC Official	Signature of SSC Official	Date