

# 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

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# 2019-2020 Single Plan for Student Achievement

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## THE STORY

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

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## **Bahia Vista Collective Vision**

"Jewel of the Canal"

We value our students' biculturalism & diverse backgrounds, and are committed to closing the opportunity gaps in our community.

### **Mission Statement**

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

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

The faculty and staff of Bahia Vista Elementary School is committed to empowering a community of learners. We have the highest expectations of every child, believing they are all capable, intelligent, and worthy of achieving academic success. We will use every resource within our means to foster a lifelong motivation for learning; ensure students' social-emotional well being; strengthen our collaboration with families; and prepare all of our students for secondary and higher education.

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

### **School Description**

Bahia Vista Elementary School serves the communities east of Highway 101 and south of San Rafael Canal, including Larkspur Landing and San Quentin Village. The school is located in an area of San Rafael known as the Canal. This community is primarily made up of working class families from diverse cultural backgrounds. Our school reflects the cultural makeup of the community. Almost 98% of our students are Latinos, 2% are Asian, and 4% constitute other ethnicities. English learners comprise about 95% of our student population, including students who have been reclassified as Fluent English Proficient (RFEP). Of these, 98.7% have Spanish as their primary language with less than 1% having a home language other than English. We are a full Title 1, free and reduced lunch program school with 99% of our students representing a socioeconomically disadvantaged student group.

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

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

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

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

### **Description of School Programs**

#### **English Language Arts**

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

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

The SEAL program is a professional development model for teachers to implement the Common Core Standards and provide all students with developmentally appropriate and rigorous learning experiences. The foundations of the SEAL program Model are built on the following components:

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. Collaborative practices and teamwork
6. Ten-day Summer Bridge Professional Development for teachers to hone their skills

#### **Mathematics**

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

#### **Science and Social Studies**

Students are taught Science using the district-adopted, standards based, Teacher Created Materials curriculum. This core program is supplemented by thematic units of instruction for the life, earth, and physical sciences. The Scott Foresman curriculum is used to teach Social Studies. This is supplemented with standards based thematic units of instruction for Social Studies, field trips and other source materials.

### **English Language Development**

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

### **Student Study Team**

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

### **LEAP**

Through the Learning Enrichment After School Program (LEAP), Bahia Vista students receive additional after-school instruction. LEAP offers homework help, Mathematics and Language Arts skill building and Enrichment activities. Enrichment includes STEM (Science, Technology, Engineering & Math), art, music and physical education activities. LEAP maintains on-going communication with parents and the LEAP director meets regularly with teachers to ensure that LEAP is addressing the diverse needs of students.

### **Conflict Resolution**

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

### **PreK-3 Initiative**

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

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

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

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

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

The PreK-3 initiative also includes many programs and support services to improve family engagement and develop home-school partnerships. We have developed a tiered family engagement program that links targeted family support

services and community resources to the classroom and families' specific goals. Our aim with this tiered approach is to:

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

### **Bahia Vista Family Center**

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

### **Bahia Vista Family Literacy Program**

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

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

**California State Preschool Program**

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

**Head Start**

In addition to the State Pre-Kindergarten class, Head Start preschool services are also provided at Bahia Vista School. The program serves 20 students and operates on a full day (8:00-4:00) schedule. The teachers build on prior knowledge and work to ensure a strong foundation for a successful kindergarten experience. Head Start works cooperatively with both our State PreK program and the Bahia Vista Family Center to ensure successful transitions into Kindergarten and to ensure a high level of parent participation and parent leadership.

**Music Program**

Weekly music classes are taught to each K-5 class. San Rafael’s Heads Up Public Education Foundation funds music classes to all 1<sup>st</sup>-5<sup>th</sup> grade students and Bahia Vista PTA funds the kindergarten music classes. Students learn music concepts through weekly classes focused on music theory and history, rhythm, voice, percussion, Orff xylophones, recorders, and ukuleles.

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## SPSA HIGHLIGHTS

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

- Year one implementation of Lucy Calkins Writer's Workshop, including, professional development and demonstration lessons by West Coast Literacy Workshop.
- Increased support for teachers in implementing Balanced Literacy, SEAL, Integrated/Cross-curricular Instruction, Everyday Math and EL best practices by two full-time instructional coaches.
- Targeted Rtl program to provide K-5 small group reading intervention by credentialed teachers using the Fountas and Pinnell Leveled Literacy Intervention program. The Rtl team will meet regularly as a PLC to review student progress, analyze data, and align services to school-wide focal areas.
- Schoolwide focus on Professional Learning Community (PLC) meetings to improve teaching and learning. Our PLC meetings this year will focus on using data to develop common assessments, setting achievable learning goals for students, and sharing best practices in our two main focal areas: 1) Math and 2) Implementation of Lucy Calkins Writer's Workshop
- Small group intensive English instruction for newcomers by full-time credentialed ELD/Newcomer teacher.
- Year 2 of Soul Shoppe curriculum and practices to provide, students, families and staff with tools and language to foster social-emotional development, self-advocacy and self-regulation skills.
- Expanded parent education and family engagement opportunities that now include the following topics: Family Math Night, Social-Emotional development, Neuroscience/Brain development, Family Fitness, Safety/Disaster Preparedness.

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.

Based on the most recent available data (not yet reported in the California Dashboard) ,

- CAASPP performance in Mathematics for students in grades 3-5 increased by 7 points in 2019
- CAASPP performance in English Language Arts for students in grades 3-5 increased by 15 points in 2019
- ELPAC results show that over 70% of our English Learners scored at Level 3 (39.3%) and Level 4 (31.5%)

English Language Arts data from Spring 2019 show that, overall, students made steady growth of 3 or more reading levels as measured by the Fountas and Pinnell Benchmark Assessment. It should be noted that districtwide we had expected to see a dip in F&P scores during the 2018-19 school year as a result of a new and more rigorous edition of the benchmark assessment. The fact that our growth remained stable demonstrates that our students continue to reach proficiency in reading at higher levels.

Results from our Spring 2019 Youth Truth Parent Survey reflect our efforts and progress toward establishing a safe, welcoming, and inclusive school climate and learning community. Some of the highlights from the survey include:

- 92% My school is respectful of different races, ethnicities, genders, and backgrounds.

## GREATEST PROGRESS

- 90% My school's policies are administered fairly and consistently.
- 93% I am proud of my school.
- 95% My school creates a friendly environment.
- 90% I understand my school's goals.
- 92% I feel valued by my school.
- 90% Teachers are responsive to my concerns.
- 94% Administrators treat families with respect.
- 94% Teachers treat families with respect.
- 94% Teachers and students care about each other.
- 90% I have opportunities to contribute to helping my school.
- 90% I feel informed about important decisions regarding my school.
- 94% My school communicates a clear direction for the future.
- 94% I feel comfortable approaching teachers about my child's progress.
- 90% My school sets high expectations for students.
- 92% Teachers clearly communicate expectations for my child's progress.

Bahia Vista is in its fifth year of SEAL implementation (Sobrato Early Academic Language).

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

- LCFF rubrics show that student performance in the CAASPP ELA assessment among students in grades 3-5 is very low, with English learners and socioeconomically disadvantaged student groups scoring an average of 74 points below grade level proficiency (Level 3- Standard Met).
- LCFF rubrics show that student performance in the CAASPP Math assessment among students in grades 3-5 is low, with English learners and socioeconomically disadvantaged student groups scoring an average of 53 points below grade level proficiency (Level 3- Standard Met).
- 99% of our students come from socioeconomically disadvantaged backgrounds, and almost 90% are English learners.

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

- 99% of our students come from socioeconomically disadvantaged backgrounds, and almost 90% are English learners.
- CAASPP preliminary results from Spring 2019 show a high number of students not meeting ELA and Math Standards.
- LCFF rubrics show that student performance in the CAASPP ELA assessment among students in grades 3-5 is very low, with an average of 71 points below standard.
- LCFF rubrics show that student performance in the CAASPP Math assessment among students in grades 3-5 is low, with an average of 59 points below standard.

### English Language Arts - CAASPP:

- 3rd graders average distance from standard is -72
- 4th graders average distance from standard is -76
- 5th graders average distance from standard is -66

### Mathematics - CAASPP:

- 3rd graders average distance from standard is -46
- 4th graders average distance from standard is -54
- 5th graders average distance from standard is -77

Although students made significant growth in reading, only 33% of students (K-5) met the end of the year Fountas and Pinnell instructional level expectations as measured by the F&P Benchmark Assessment. The following data reflects the number of students still reading below grade level:

- 13% of students are approaching the end of the year F&P Instructional level expectations
- 54% of students are reading below the end of the year F&P level expectations

The goals and action steps included in this site plan reflect our continued efforts to strategically target our students' differentiated needs are required in order to improve student performance English Language Arts and Math.

## BUDGET OVERVIEW

### Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
<b>Allocated</b>	17,500.00	53,200.00	32,500.00	100,928.00	55,291.00	NA
<b>Budgeted*</b>	17,500.00	53,200.00	32,500.00	80,917.00	58,808.00	NA
<b>Spent YTD</b>	0	24,387.00	29,362.68			NA
<b>Encumbered</b>	17,500.00	6313.94	0	80,917.00	58,808.00	NA
<b>Available</b>	0	22498.39	3137.32	19,957	(3,517)	NA
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>	0.00	0.00	0.00	-ELD Coach (.5FTE) -Intervention Team (RtI Teachers) -Before/After School Intervention -Professional Development Release Time (PLCs, Trainings)		
<b>2XXX</b>	0.00	13,500.00	0.00	-Instructional Assistants -Clerical Overtime		
<b>3XXX</b>	0.00	3727.00	0.00	-Benefits		
<b>4XXX-5XXX</b>	17,500.00	35,973.00	32,500	-P.E. Coach -Materials and Supplies -Textbooks & CORE materials -Contract Services		

## 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?

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

Systems are in place that support governance, curriculum and instruction, data analysis, and professional learning. Improved parent outreach is also a particularly effective strategy which has helped increase student achievement. Site Committees and P3 Design Team ensure that students remain at the center of all of our decision making and that input from all stakeholders including, students, staff, parents, and community partners, are folded into all of our work toward closing the achievement gap.

### ***Impact on SPSA and Annual Update***

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

In the Spring of 2018 and Fall of 2018, teachers, the principal, and staff, reviewed school-wide data to identify areas of strength and areas of need. Based on multiple data points, several focal areas and actions were identified for the 2018-19 SPSA in all content areas, including explicit teaching of social-emotional skills. The data and recommendations from BV faculty and staff was captured in our P3 Data Equity Plan and shared with SSC members. The team collectively agreed to move forward with the staff's recommendations to develop this year's SPSA. Progress toward meeting our SPSA goals will be revisited throughout the school year with the following stakeholder groups:

- School Site Council (SSC)
- Site English Learner Advisory Committee (SELAC)
- Parent Leadership Team
- Instructional Leadership Team
- P3 Design Team

# 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

**ELA data shows that while students are making steady progress in developing grade-level fluency, reading comprehension is still an area that needs to be a focus. Data shows that shifts in ELA/ELD instructional practices that target the diverse needs of our students and that infuse research-based high-leverage strategies for English language learners are needed in order to increase student achievement and close the academic gap.**

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP-ELA	13% of 3rd grade Met or Exceeded 9% of 4th grade Met or Exceeded 12% of 5th grade Met or Exceeded	14% of 3rd grade Met or Exceeded. Score is -78. 17% of 4th grade Met or Exceeded. Score is -88. 11% of 5th grade Met or Exceeded . Score is -95 <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>	3rd graders average distance from standard is -72. 6 points up from last year. 4th graders average distance from standard is -76. 12 points up from last year. 5th graders average distance from standard is -66. 30 points up from last year. <i>Preliminary internal numbers, not yet published Sept 2019</i>	
CAASPP-MATH	21% of 3rd grade Met or Exceeded 16% of 4th grade Met or Exceeded 18% of 5th grade Met or Exceeded	22% of 3rd grade Met or Exceeded . Score is -47. 22% of 4th grade Met or Exceeded . Score is -52. 12% of 5th grade Met or Exceeded. Score is -100. <i>Data source: internal database 9/6/18. Prior to</i>	3rd graders average distance from standard is -46. stable 4th graders average distance from standard is -54. stable year. 5th graders average distance from standard is -77. 24 points up from last year.	

		<i>California Dashboard being published.</i>	<i>Preliminary internal numbers, not yet published Sept 2019</i>	
HMH Reading Inventory (RI)	<p>Spring 2017 reading proficiency levels in grades 2-5 as measured by RI (formerly SRI)</p> <ul style="list-style-type: none"> <li>● 21% Below basic</li> <li>● 54% Basic</li> <li>● 22% Proficient</li> <li>● 3% Advanced</li> </ul>	<p>Spring 2018 reading proficiency levels in grades 2-5 as measured by RI (formerly SRI)</p> <ul style="list-style-type: none"> <li>● 18% Below basic</li> <li>● 55% Basic</li> <li>● 21% Proficient</li> <li>● 6% Advanced</li> </ul> <p><i>Data Source: CSO internal database.</i></p>		
Fountas & Pinnell Reading Benchmark Assessment (F&P)	<p>2016-17, overall growth in reading levels in grades 1-5, as measured by F&amp;P benchmark assessments</p> <ul style="list-style-type: none"> <li>● 4% of students made no growth</li> <li>● 16% of students grew 1 level</li> <li>● 21% of students grew 2 levels</li> <li>● 25% of students grew 3 levels</li> <li>● 34% of students grew 4 or more levels</li> <li>● This equals to an average growth 1.6 levels overall.</li> </ul>	<p>The average growth for students struggling with reading is 3.3 levels this year.</p>		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

With increased efforts to provide targeted, differentiated and rigorous instruction, student outcomes will improve.

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## Goal 1, Action 1

**Multi-Tiered System of Supports Description: Instructional Coaches will provide support for the implementation of balanced literacy and high rigor/relevant lesson plans in English Language Arts and History/Social Science.**

- ✓ All School
- ✓ Students with Disabilities
- ✓ [Specific Student Group(s)]: EL, Low Income

- ✓ English Learners
- ✓ Foster Youth
- ✓ Low Income
- ✓ [Specific Grade span(s)]: K-5

Actions/Services

PLANNED	ACTUAL
<ul style="list-style-type: none"><li>● Teacher teams and instructional coaches will collaborate to design ELA lessons and instructional cycles based on a balanced literacy literacy model that incorporates the following components:<ul style="list-style-type: none"><li>○ explicit instruction of grade-level anchor standards</li><li>○ shared reading</li><li>○ interactive read alouds</li><li>○ guided reading</li><li>○ interactive writing</li><li>○ vocabulary and word study</li><li>○ reading and writing mini-lessons.</li><li>○ Implementation of Lucy Calkins Writer’s Workshop</li></ul></li><li>● Teachers will design daily flexible grouping opportunities and small group guided instruction that gives students time to practice decoding and comprehension strategies at their instructional reading level. Instruction will be differentiated and based on the needs of the students.</li><li>● Teachers will provide daily opportunities for students to write using the Lucy Calkins Writer’s Workshop Model</li></ul>	



Expenditures

<ul style="list-style-type: none"> <li>EL strategies embedded in ELA/H-SS through daily Integrated and Designated Language Development instruction in grades PreK-5</li> </ul>	
<p>BUDGETED AMOUNT / SOURCE</p> <p>Instructional Coach (1.0 FTE)/District-funded ELD Coach (.5 FTE)/\$58,808/Resource 4203 (Title III)</p>	<p>ACTUAL EXPENDITURES</p>

ANTICIPATED MODIFICATIONS TO ACTION

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 1, Action 2**

**Multi-Tiered System of Supports Description: Increase rigor and intentional teaching within the *Guided Reading* component of our balanced literacy approach through classroom (Tier One) leveled small group reading instruction and conferring.**

- ✓ 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

<p>PLANNED</p> <ul style="list-style-type: none"> <li>Teachers will use ongoing formative data (running records) and F&amp;P benchmark data to determine strategy and skill gaps for every student in order to provide research-based targeted reading instruction in small groups and/or individual conferring.</li> <li>Instructional Coaches will support teachers in implementing balanced literacy through strategy groups (based upon student needs and data), flexible grouping of students (in order to provide</li> </ul>	<p>ACTUAL</p>
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	weekly guided reading), shared and interactive reading that targets ELA/ELD focal areas and standards, feedback cycles, and modeling with observations.	
Expenditures	BUDGETED / SOURCE Instructional Coach (1.0 FTE)/District-funded ELD Coach (.5 FTE)/\$58,808/Resource 4203 (Title III)	ESTIMATED ACTUAL \$101,000

**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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 1, Action 3**

**Multi-Tiered System of Supports Description: Students who are not meeting expected growth in reading as measured by F&P will receive Tier 2 targeted reading intervention with a credentialed teacher (F&P Levelled Literacy Intervention).**

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here):Students not meeting expected grown in reading as measured by F&P
	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

**Actions/Services**

<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>● 1 Part-time Intervention Lead Teacher (.5 FTE)</li> <li>● 2 IA w/Education Specialist Certificate</li> <li>● ELD Coach</li> <li>● Supplementary reading materials</li> </ul> <p>Credentialed teachers will provide intensive Tier 2 reading intervention 3-4 times per week, using the F&amp;P LLI program, for students who are not meeting expected growth in reading.</p>	<p><b>ACTUAL</b></p>
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Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
Intervention Teacher (.5 FTE)/\$38,150/Resource 3010 (Title 1) ELD Coach (.5 FTE)/\$58,808/Resource 4203 (Title III) IA/(.375 FTE)/\$11,975/Resource 0910 (LCAP Supplemental) Julie IA/(.375 FTE)/\$9,793/Resource 0910 (LCAP Supplemental) Julia	

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 checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 1, Action 4**

**Multi-Tiered System of Supports Description:** Teachers will provide English learners with explicit instruction and targeted English oral language practice using academic language. EL students' acquisition of English proficiency and use of academic language will be monitored using regular oral language rubrics and written samples. Newcomer students in grades 1-5 will receive additional targeted ELD instruction, English Language survival skills and foundational reading/math (as needed) 4 days per week for one hour per day in a small group.

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

Actions/Services

PLANNED	ACTUAL
<ul style="list-style-type: none"> <li>All teachers will use a variety of EL strategies during integrated and designated ELD instruction to build students proficiency in English and to afford students ample opportunities to practice using oral and written academic vocabulary in English.</li> </ul>	

Expenditures

<ul style="list-style-type: none"> <li>● PreK-3 teachers will use integrated, cross-curricular SEAL thematic units and SEAL strategies to scaffold instruction and allow EL students to access content.</li> <li>● Teachers in grades 4-5 will receive daily, designated ELD</li> <li>● Newcomer students (in US schools 1.5 years or less) will receive an additional hour of ELD daily from the Newcomer Teacher.</li> <li>● Newcomer students will participate in our after school extended learning program (LEAP) for additional language development support and increased opportunities to practice social language skills with peers within an enrichment-centered curriculum.</li> </ul>	
<p><b>BUDGETED / SOURCE</b>                  Newcomer Teacher (1.0 FTE)/District-funded                  Instructional Coach (1.0 FTE)/District-funded                  ELD Coach (.5 FTE)/\$58,808/Resource 4203 (Title III)</p>	<p><b>ESTIMATED ACTUAL</b></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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 5**

**Multi-Tiered System of Supports Description: Students will develop mastery of the Common Core State Standards for Mathematics through implementation of Board-adopted instructional materials and supplementary technology.**

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ [Specific Student Group(s)] -- (List here):</li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> </ul>

- ✓ Low Income
- ✓ [Specific Grade span(s)] -- (List here):

Actions/Services

<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>● Teachers will implement district-adopted Everyday Math curriculum with intention and fidelity to ensure K-5 alignment and student outcomes.</li> <li>● Teachers will use common assessments including EDM unit assessments, exit slips, ESGI, fact fluency assessments, and student work samples to plan differentiated math instruction.</li> <li>● Teachers in grades K-2 will use P3 math assessments to measure growth in foundational math skills and students' application of the Standards of Mathematical Practice.</li> <li>● Teachers in grades 3-5 will administer Smarter Balanced interim math assessments to monitor student progress and plan instruction.</li> <li>● Site will renew Reflex Math license (grades 2-5) to provide students with additional opportunities to practice number facts and increase fact fluency.</li> </ul>	<p><b>ACTUAL</b></p>
<p><b>BUDGETED / SOURCE</b>  EDM Student Materials/\$14,134/Resource 6300 (Restricted Lottery/Textbooks &amp; Core Curriculum)  Reflex Math Site License/\$3,295/Resource 0910 (LCAP Supplemental)</p>	<p><b>ESTIMATED ACTUAL</b></p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- ✓ Unchanged

- New
- ✓ Modified
- Unchanged

- New
- Modified
- ✓ Unchanged

**Goal 1, Action 6**

<b>Multi-Tiered System of Supports Description:</b> Additional support staff.	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>↗ Students with Disabilities</li> <li>↗ [Specific Student Group(s)] -- (List here):</li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>↗ [Specific Grade span(s)] -- (List here):</li> </ul>

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Instructional assistants will implement research-based instructional practices to provide supplemental support of core content for EL's.</p> <ul style="list-style-type: none"> <li>● Two rotating IAs in Kindergarten classrooms to support all academic areas and provide L1 (home language) support</li> <li>● Two IA will implement F&amp;P LLI program to support struggling ELs in reading</li> </ul>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p>IA-I (.3750 FTE)/No cost/District-funded          IA-I (.1875 FTE)/\$2,9742/Resource 3010 (Title 1)</p>	<b>ESTIMATED ACTUAL</b> \$17,330
<b>Expenditures</b>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

**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 math, targeted professional development and teacher developed instructional systems must be developed in order to enrich instructional practices, assess and monitor student progress, and provide differentiated educational paths for students to make academic gains and meet academic goals.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PLC Agendas/Minutes (ELA Anchor Standards/ELD Standards)	80% of PLC meeting agendas and minutes will reflect a focus on ELA anchor standards	Grade level teams and ILT chose PLC focal area to be ELA Anchor Standards for “Key Ideas and Details.”; Grade level PLCs reviewed data related to this anchor standard, developed rubrics and common assessments to monitor student progress, and common anchor charts to support students’ understanding of Key Ideas and Details; Grade 3-5 administered interim SBAC assessments to inform instruction.		
Monthly Staff Development Agenda/Minutes (Guided Reading)	70% of monthly staff development meeting agendas and minutes will reflect a focus on small group reading instruction,	School administration and instructional coaches developed a yearlong PD plan to support schoolwide literacy efforts; 80% of our staff		

		meetings included ongoing professional development for guided reading implementation and refinement of guided reading practices.		
P3 Data Equity Plan	<p>3rd grade: 34% Near or At/Above CAASPP/Reading</p> <p>4th grade: 37% Near or At/Above CAASPP/Reading</p> <p>5th grade: 44% Near or At/Above CAASPP/Reading</p>	<p><b><u>P3 Common Assessments (Spring 2018)</u></b></p> <p><b><i>Kindergarten/ % Met or Exceeded Standards</i></b></p> <p>Beginning sounds: 87%</p> <p>Ending sounds: 74%</p> <p>Segmentation: 90%</p> <p>High Frequency Words: 82%</p> <p><b><i>First and Second Grade Writing Sample/ % Met or Exceeding Standards</i></b></p> <p>First grade: 78%</p> <p>Second grade: 55%</p> <p><b><i>CAASPP-ELA</i></b></p> <p>14% of 3rd grade Met or Exceeded. The average distance from Standard was -77.</p> <p>17% of 4th grade Met or Exceeded. The average distance from Standard was -88..</p> <p>11% of 5th grade Met or Exceeded . The average distance from Standard was -95.</p> <p><i>Data source: internal database 9/6/18. Prior to</i></p>	<p><b><u>P3 Common Assessments</u></b></p> <p><b><u>CAASPP-ELA</u></b></p> <p>3rd graders average distance from standard is -72. 6 points up from last year.</p> <p>4th graders average distance from standard is -76. 12 points up from last year.</p> <p>5th graders average distance from standard is -66. 30 points up from last year.</p> <p><i>Preliminary internal numbers, not yet published Sept 2019</i></p>	



California Dashboard being published.

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>Student achievement scores will increase by 10% in ELA/Reading as measured by annual CAASPP assessment</p> <p>80% of students in grades K-5 will make at least one year’s growth in reading as measured by the Fountas and Pinnell benchmark assessment.</p> <p>Teachers will implement agreed upon strategies and common assessments to teach and progress monitor students’ understanding of ELA Anchor Standards as measured by classroom walkthrough observations, lesson plans, and PLC discussions.</p>	

**Goal 2, Action 1**

**Multi-Tiered System of Supports Description: Professional Learning Community (PLC): Teachers will use data to drive instructional choices and instructional delivery in order to increase student learning and outcomes.**

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ [Specific Student Group(s)] -- (List here):</li> </ul> <hr/> <ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ [Specific Grade span(s)] -- (List here):</li> </ul>
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Actions/Services

PLANNED	ACTUAL
<ul style="list-style-type: none"> <li>● Principal, assistant principal, coaches, and ILT teacher representatives will participate in the California Applied Policy in Education (CAPED) PLC Leadership Teams training at UC Davis</li> </ul>	

- Student work, PLC agendas and notes, shared common assessments, SMART goals and related assessment data toward meeting learning targets will be used to measure the impact of this process on instruction and student learning.
- Monthly PLC meetings will include the creation of and/or use of shared assessments and the use of data to:
  - reteach key concepts and skills through strategic groupings
  - identify next steps in instructional cycle to improve teaching and learning
  - share best practices and increase the rigor of instruction delivered.
- PLC meetings this year will focus primarily on our two main focal areas in ELA:
  - 1) Math
  - 2) Year 1 implementation of Lucy Calkin’s Writing Workshop

BUDGETED / SOURCE

Instructional Coach (1.0 FTE)/District-funded  
 ELD Coach (.50 FTE)/\$58,808/Resource 4203 (Title III)  
 Travel and Conferences/\$2,300/Resource 3010 (Title I)

ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

**Goal 2, Action 2**

**Multi-Tiered System of Supports Description: Teachers in PreK- 3 will participate in Sobrato Early Academic Language EL Model (SEAL) professional development.**

<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>● Teachers in grades PreK-3 will receive release time to further develop integrated thematic units of instruction based on the SEAL model.</li> <li>● Teachers in grades 2-3 will receive year 2 SEAL professional development modules and release time to develop integrated SEAL thematic units of instruction.</li> <li>● Teachers who are new to grades PreK-3 will receive year 1 SEAL professional development modules and release time to develop integrated SEAL thematic units of instruction.</li> </ul>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b> Instructional Coaches/District-funded SEAL professional development/District-funded</p>	<p><b>ESTIMATED ACTUAL</b></p>
<b>Expenditures</b>		

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

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

**Goal 2, Action 3**

**Multi-Tiered System of Supports Description:** All teachers will participate in ongoing MCF PD with one or more of the following: Writers Workshop training with West Coast Literacy Workshop, Trainer of Trainers Data Loop workshops with P5 consultant, Kelli Leavell, Cultural Proficiency Training with Dr. Nancy Dome, P5 site visits, facilitator meetings, staff development meetings and administrative meetings.

<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

Actions/Services

PLANNED	ACTUAL
<ul style="list-style-type: none"> <li>● Teacher representatives from the P3 Design Team will attend two days of data PD w/Kelli Leavell and contribute to BV’s annual Data Equity Plan as required by the MCF grant.</li> <li>● Teachers representatives from the P3 Design Team will attend two days of cultural proficiency PD w/Dr. Nancy Dome and contribute to BV’s annual Data Equity Plan as required by the MCF grant.</li> <li>● Yearlong site PD plan will be developed and will drive staff development for bi-monthly staff meetings, grade-level collaboration meetings, monthly PLC meetings, and Instructional Leadership Team meetings.</li> <li>● All teachers will participate in bi-monthly staff meetings, grade-level collaboration meetings, and monthly PLC meetings</li> </ul>	
<p><b>BUDGETED / SOURCE</b> Substitutes/\$1,500/Resource 0910 (LCAP Supplemental)</p>	<p><b>ESTIMATED ACTUAL</b> \$1,500</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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

**Goal 2, Action 4**

**Multi-Tiered System of Supports Description: Districtwide Professional Passport Development**

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

Actions/Services

<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in eight hours of targeted and individualized professional development. The PD opportunities will be provided by Educational Services department and tracked on a "Passport." Other MCOE offerings could also meet requirements if approved by the principal and Ed. Services Director.</li> </ul>	<p><b>ACTUAL</b></p>
<p><b>BUDGETED / SOURCE</b></p> <p>Instructional Coaches/District-funded</p>	<p><b>ESTIMATED ACTUAL</b></p> <p><b>None</b></p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

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

Modified  
 Unchanged

Modified  
 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 disciplinary action data and PBIS behavioral referral data, we will continue to focus on implementing appropriate behavioral interventions for students with an emphasis on supporting the whole child and students' development of social-emotional competence. We will continue to offer intense parent outreach, parent education classes, and parent engagement opportunities to close the opportunity gap in our community.**

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2.9%	3.0%	3.2% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
Suspension Rate	LCFF rubrics report that the suspension rate declined for EL and Socioeconomically Disadvantaged students (.5%) Overall suspension rate for all students maintained	10 days of suspension, 8 students impacted. $8/570 = 1.4\%$ of suspension rate	0.9% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
PBIS Data/Behavioral Referrals and Interventions	Spring 2017 PBIS data showed that in grades K-5 there was a total of 104 Level 2 & Level 3 behavior referrals with the most number of incidents related to unsafe play/physical aggression.			

Annual Parent Survey	<p>91% of the parents who responded report that their child feels safe and has a strong sense of belonging at school.</p> <p>91% of the parents who responded report that their child feels that children and families are treated in a respectful manner.</p> <p>90% of the parents who responded report that they feel very welcome at school.</p>	<p>All indicators are going up.</p> <p>92% of the parents who responded report that their child has a strong sense of belonging at school.</p> <p>96% of the parents who responded report that the school provides a safe and respectful learning environment.</p> <p>93% of the parents who responded report that they feel very welcome at school.</p>		
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

<p>Suspension rate will decrease significantly as measured by LCFF rubrics/California Dashboard.</p> <p>Students will demonstrate self-regulation, self-advocacy, and social-emotional competency as measured by quarterly PBIS behavior referrals and Aeries Assertive Discipline data.</p> <p>Annual Parent Survey responses for feeling safe and respected at school and a sense of belonging will increase by 5%.</p>	
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**Goal 3, Action 1**

**Multi-Tiered System of Supports Description: All staff will implement Positive Behavior Intervention and Support (PBIS).**

<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> <li>✓ English Learners</li> </ul>
------------------------------	--

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

Actions/Services

<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>● All staff will sustain and strengthen PBIS protocols and systems</li> <li>● PBIS committee will lead and support Tier 1 (school-wide expectations, positive reinforcement system, and behavioral data analysis), and Tier 2 (interventions and behavioral supports) implementation.</li> <li>● PBIS committee will meet monthly to plan and coordinate community building activities to promote a positive and inclusive school culture and review Level 2 &amp; Level 3 behavior referrals, suspensions and attendance to design interventions to support students.</li> </ul>	<p><b>ACTUAL</b></p>
<p><b>BUDGETED / SOURCE</b></p> <p>Printing (Behavior Mgmt. Forms)/\$820/Resource 1100 (Lottery)</p> <p>Books for monthly character traits/\$300/Resource 1100 (Lottery)</p> <p>Materials/School Climate/\$1,000/Resource 1100 (Lottery)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$2,200</p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- ✓ Unchanged

- ✓ New
- ✓ Modified
- ✓ Unchanged

- New
- Modified
- ✓ Unchanged



**Goal 3, Action 2**

**Multi-Tiered System of Supports Description: The Bahia Vista Family Center will provide outreach and support to families, facilitate family engagement in the school and address any issues that may present barriers to student success.**

<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Family Center Director (1.0 FTE)          Program Assistant (.4 FTE)          Family Literacy Mentor (.6 FTE)          Family Mentor (.8 FTE)</p> <p>Under the direction of the Family Center Director, BVFC staff (family advocates, a family literacy mentor, program assistant, volunteer coordinator, after school an extended learning coordinator, and mental health professionals) works with administration and community partners to promote environments where learning can take place. BVFC staff help families in crisis and help connect parents to community resources, referring families to many local agencies: health clinics, nutrition support services, parenting classes and support groups, ESL classes, literacy, job training, translation services, housing resources, early childhood education, summer camp and enrichment opportunities, parent leadership support and training, and more.</p>	<b>ACTUAL</b>
<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p>\$195,920/Resource 9463 (MCF)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$195,920/Resource 9463 (MCF)</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 checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 3, Action 3**

**Multi-Tiered System of Supports Description: Implementation of research-based Soul Shoppe Social Emotional Learning program**

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

Actions/Services

	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>• All staff will be trained on the Soul Shoppe Social Emotional and Conflict Resolution/Anti-Bullying program</li> <li>• Monthly Soul Shoppe student workshops to introduce and teach strategies and tools to promote self-awareness, self-management, social awareness, decision-making skills, and relationship skills</li> <li>• Monthly classroom visits led by Soul Shoppe trainer to reinforce SEL strategies and build community</li> <li>• Soul Shoppe Parent Workshops</li> <li>• Student leadership group - Soul Shoppe PEACEMAKERS student conflict resolution program</li> </ul>	<p><b>ACTUAL</b></p>
Expenditures	<p><b>BUDGETED / SOURCE</b>                  \$13,100/Resource 0910 (LCAP Supplemental)                  \$1,400/Certificated overtime/Resource 1100 (Lottery)</p>	<p><b>ESTIMATED ACTUAL</b></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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 3, Action 4**

**Multi-Tiered System of Supports Description: Student Voice and Student Leadership opportunities**

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

**Actions/Services**

<p><b>PLANNED</b></p> <p>Students will have multiple opportunities to participate in leadership roles and develop self-advocacy skills through participation in:</p> <ul style="list-style-type: none"> <li>● Student Council</li> <li>● BV Peacemakers (Conflict Managers)</li> <li>● Dragon ("Junior") Coaches</li> <li>● BV Green Team</li> </ul> <p>The activities and responsibilities associated with these student groups will be built on a shared understanding of the following 3 beliefs:</p> <ol style="list-style-type: none"> <li>1. What students have to say matters in how learning happens.</li> <li>2. Students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts.</li> <li>3. Students benefit from opportunities to practice problem solving, leadership and creative thinking</li> </ol>	<p><b>ACTUAL</b></p>
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Expenditures

required to participate in a decision-making school community.	
BUDGETED / SOURCE No cost	ESTIMATED ACTUAL No cost

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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**Goal 3, Action 5**

**Multi-Tiered System of Supports Description: Health Education and Mindfulness activities will be implemented to support all students' physical well-being and social-emotional development.**

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

Actions/Services

<p><b>PLANNED</b></p> <p>This year, Bahia Vista will enter into a new partnership with National Academy of Athletics to provide:</p> <ul style="list-style-type: none"> <li>• Weekly physical education classes by trained instructor from NA of A. Lessons will focus on healthy choices, active living, teamwork, sportsmanship, inclusion and conflict resolution.</li> <li>• Coordinate recess activities and manage equipment.</li> <li>• Lead "Dragon Coach" program with students in 4th-5th grade (recess helpers).</li> <li>•</li> </ul>	<p><b>ACTUAL</b></p>
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Expenditures

<p>Students in grades K-5 will receive teacher-led lessons and activities in mindfulness to support:</p> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Executive functioning skills</li> <li>• Positive self-image</li> <li>• Social Awareness</li> <li>• Relationship-building skills</li> </ul>	
<p><b>BUDGETED / SOURCE</b></p> <p>P.E. Instructo2 (1.0 FTE)                  Social Emotional/Mindful Breathing (No cost)                  MindUp curriculum (No cost)</p> <p>\$17,500/LCAP (Unrestricted-0000)                  \$21,108/PTA-funded</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$38,608</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<ul style="list-style-type: none"> <li>✓ New</li> <li>✓ Modified</li> <li>✓ Unchanged</li> </ul>	<ul style="list-style-type: none"> <li>□ New</li> <li>□ Modified</li> <li>✓ Unchanged</li> </ul>	<ul style="list-style-type: none"> <li>□ New</li> <li>✓ Modified</li> <li>□ Unchanged</li> </ul>
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**Goal 3, Action 6**

**Multi-Tiered System of Supports Description: Implementation of Parent Gallery Walks in all PreK-3rd grade SEAL classrooms (Sobrato Early Academic Language - EL Model).**

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

Actions/Services

<p><b>PLANNED</b></p> <p>With the support of administration and instructional coaches, grade-level teams in grades PreK-3 will plan at least 3 gallery walks per school year in which parents visit classrooms to see</p>	<p><b>ACTUAL</b></p>
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Expenditures

and hear about what the students have been learning (content will be based on the SEAL thematic units that have been designed and taught by teachers).	
BUDGETED / No cost	ESTIMATED ACTUAL No cost

## 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. Cecilia Quintana-Perez	Principal	<a href="mailto:cperez@srcs.org">cperez@srcs.org</a>	
2. Dee Mackay	Teacher	<a href="mailto:shagerty@srcs.org">shagerty@srcs.org</a>	
3. Ginger Langley	Teacher	<a href="mailto:emerrit@srcs.org">emerrit@srcs.org</a>	
4. Van Schafer	Teacher	<a href="mailto:vschafer@srcs.org">vschafer@srcs.org</a>	
5. Maria Elena Sanchez	Staff	<a href="mailto:msanchez@srcs.org">msanchez@srcs.org</a>	
6. Sabayra Ordonez	Parent		
7. Irma Martinez	Parent		
8. Josselin Rodas	Parent		
9. Silvia Santos	Parent		
10. Denise Vazquez	Parent		

### 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	2	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
  - English Learner Advisory Committee**
  - P3 Design Team**
  - Bahia Vista Parent Leadership**
  - Bahia Vista Family Center**
  - After school and extended learning partners**
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:

<u>Cecilia Quintana-Perez</u>	_____	<u>10-10-19</u>
Typed name of School Principal	Signature of School Principal	Date
<u>Silvia Santos</u>	_____	<u>10-10-19</u>
Typed name of SSC Official	Signature of SSC Official	Date