

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

Short Elementary

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[2018-2019 Single Plan for Student Achievement](#)

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THE STORY

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

Mission Statement

It is our mission to educate the whole child in a nurturing, intellectually stimulating, and challenging environment which embraces diversity and involves a community of educators and families working together to achieve this goal.

School Description

The campus is located in the heart of the Gerstle Park neighborhood of San Rafael and was reopened for the 2010-2011 academic year by the San Rafael City School District. Short School began with a kindergarten and first grade program, spearheaded by a group of teachers committed to providing a rigorous curriculum for English learners. Short School now serves TK, and First through Fifth Grade; TK, one first grade, one second grade, one third grade, one fourth/fifth combo, on fourth, and one fifth grade class. 85% of our students are on free and reduced lunch and 80% of our students are English Learners. 90% of our students are of Latino descent, many being first generation from Guatemala, El Salvador and Mexico. We continue to partner with Bay Area Community Resources to run and operate our LEAP after school program, which now serves 90 students in second through fifth grades.

Family Engagement

Until four years ago, there was not a formal parent leadership group at Short School. Since then, building on the eagerness of our families to get involved and participate, we have developed a structured leadership group that continues to grow in its leadership capacity in the way of creating a room parent program, initiating and facilitating fund raising events and exercising voice. We have recently developed systematic volunteer program spearheaded by our Community Liaison, Roxanna Cruz. We hold monthly teach-ins for families around math and literacy, ensuring that our families are equipped with practical strategies for helping their children progress in academics.

Aligned Instructional Practices in All Subject Areas

At Short School, we are very proud of the alignment and fidelity in instructional practices. While there is flexibility in how teachers approach subject matters according to his or her strengths, certain instructional practices that are implemented with fidelity and focus. Our instructional approach relies on a clear framework in both ELA and Math. In ELA we employ a balanced literacy approach that is planned backwards from the Common Core standards, ensures the release of responsibility to students to engage with text independently via the Reciprocal Reading approach and Daily 5 during independent reading. A consistent model of guided reading is employed as a means of supporting students language development, especially reading. Listening, Speaking, Reading and Writing are

taught through content-based, thematic units in Social Studies and Next Generation Science standards, wherein research based strategies are implemented with fidelity via the SEAL model in TK, 1st and 2nd Grades and GLAD in the 4th and 5th Grades, one will walk through classrooms and witness alignment and continuity between classrooms both horizontally and vertically. In this way, students have a shared language, they are practiced in the strategies, thus the learning that they give way to.

The same is true for Everyday Math. A Common Core aligned curriculum that is used with fidelity and cultivates in our students the five mathematical practices: make sense of problems and persevere, reason abstractly, critique reasoning, make a model, explain the meaning of a problem, attend to precision and use tools. Teachers will regularly engage students in “number talks” as a key strategy for applying the mathematical practices.

Community-based partnerships

Short School partners with several organizations that provide a reciprocal beneficial relationship, including our work with Experience Corps, Marin County Volunteers wherein valuable members of our community come during the school day to work one on one with our students, enhancing their learning and helping students make the connection to the larger community. Specifically, these 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. In addition, we partner with The Presbyterian Church of San Rafael which provides the core of enrichment to our LEAP program in the way of cooking, art, science and sports. This year, we are beginning a partnership with Community Heroes with an emphasis on providing mentorship from students at Marin Academy for those students will benefit.

PBIS (Positive Behavior Intervention Support Systems)

We believe that all behavior is a form of communication, therefore, when students are behaving in ways that impede their own learning or the learning of others, as adults at Short School, we cultivate the habit of asking ourselves, “what is the student communicating?”. To this end, we engage in an inquiry process framed by the behavior SST (student study team) process wherein we collaborate as adults to intervene, or respond to students’ behavioral challenges and successes in a way that is positive, appropriate to the child’s development and honors and respects the whole child.

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.

District’s Mission:

- Our diverse community is unique, celebrated, and one of our greatest assets.
- Each student and family feels welcome and experiences an empowering education at every school.

-Our high expectations and skillful instruction enable students to think critically, respect others, embrace learning and develop personal responsibility.

-Each student graduates college/career ready and prepared to determine his/her own future.

SPSA HIGHLIGHTS

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

This year's SPSA is focuses primarily on:

Teacher professional development in aligned instructional practices in Balanced Literacy, SEAL and GLAD, Content-based unit planning and EL strategies, relevant feedback, in order to ensure that students are receiving consistent, rigorous instruction that is aligned and based on relevant, timely data informing teachers' ability to adjust effectively.

We are also focusing achievement in mathematics by ensuring that all teachers understand and are able to implement the Everyday Math curriculum with fidelity, especially in the area of releasing and empowering students to do the mathematical thinking necessary for higher levels of achievement. We will use PLC time and District Grade Level time to support teachers to master their practices in math instruction.

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

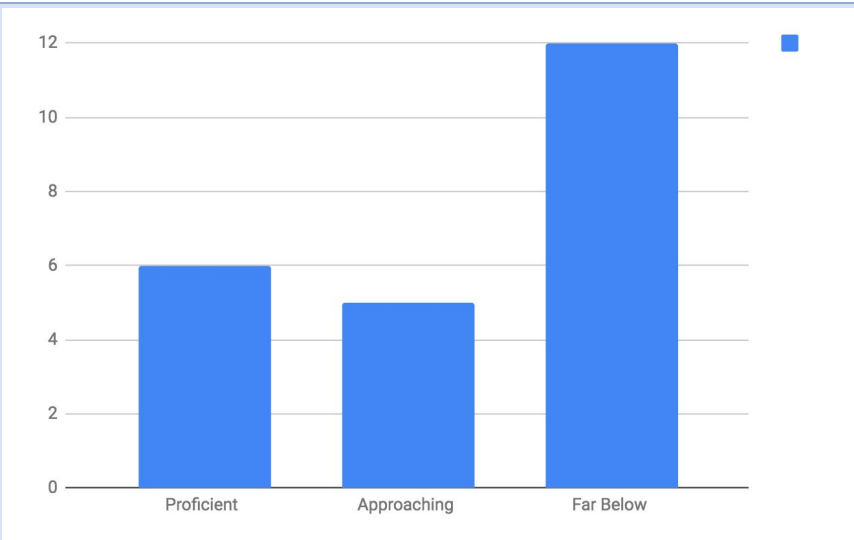
The greatest highlight in our achievement data is as follows according to SBAC results:

In ELA, according to SBAC, **68%** of reclassified students in 5th grade met or exceeded standard, compared to **57%** in the state

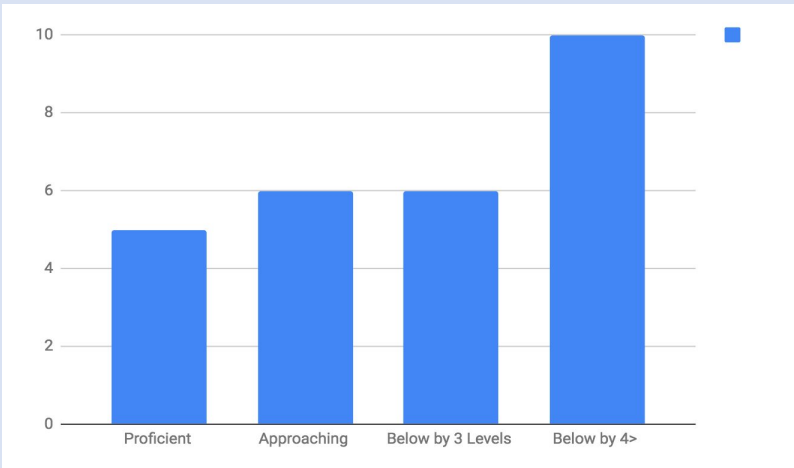
According to Fountas Pinnell, there was steady growth across the school in first-fifth grades (see Maria Henrio's summary charts), yet we did not meet our goals in the areas of reading proficiency. Despite making incremental growth in reading, higher numbers of students in the **kindergarten, first and second grades** are making an average of 3 points (three letter levels growth).

19% of students met standard in mathematics compared to 12% of students in the state.

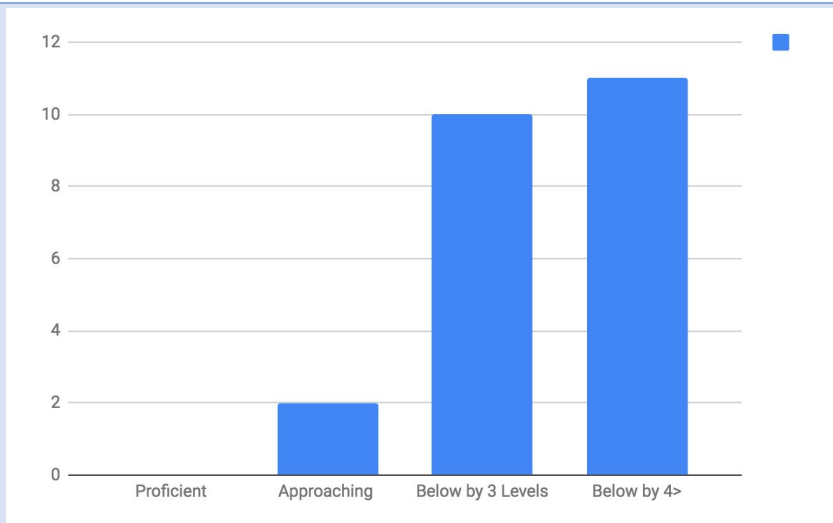
Kindergarten End of Year Reading Proficiency Data



First Grade End of Year Reading Proficiency



End of Year Second Grade Proficiency



According to Fountas Pinnell, there was steady growth across the school in first-fifth grades (see Maria Henrio’s summary charts), yet we did not meet our goals in the areas of reading proficiency. Despite making incremental growth in reading, higher numbers of students in the **kindergarten, first and second grades** are making an average of 3 points (three letter levels growth).

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?

Our greatest need is to increase the overall % of students who are at grade level in both math and reading. This is evidenced by the decrease in the number of students at proficiency from 2017 to 2018 on the SBAC.

2017 31% of students met or exceeded on the SBAC as compared to 23% met or exceeded in 2018.

2017 30% of students met or exceeded in math on the SBAC as compared to 27% met or exceeded in 2018.

GREATEST NEEDS

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

School	View	Student	Grade	ELA									Math						Count of students			
				2015	2016	2017	2018	2016	2017	2018	2015	2016	2017	2018	2016	2017	2018	2015	2016	2017	2018	
Group				change									change									
Short	ALL	ALL	ALL	(42.1)	(41.8)	(42.0)	(67.2)	0.4	(0.2)	(25.2)	(30.1)	(5.6)	(31.1)	(51.4)	24.5	(25.6)	(20.3)	41	90	124	128	
Short	ALL	ALL	3	(42.1)	(48.2)	(62.2)	(50.0)	(6.0)	(14.0)	12.3	(30.1)	(0.3)	(35.4)	(46.6)	29.8	(35.0)	(11.3)	41	47	37	42	
Short	ALL	ALL	4		(34.4)	(32.6)	(70.3)	(34.4)	1.8	(37.7)		(11.3)	(9.0)	(44.7)	(11.3)	2.3	(35.8)		43	47	41	
Short	ALL	ALL	5			(34.0)	(79.9)	-	(34.0)	(45.9)			(53.3)	(62.0)	-	(53.3)	(8.7)			40	45	

For ALL students In 2017 the distance from Level 3 Scores on the SBAC in ELA was 42, where as the distance from Level 3 Scores in 2018 was 25 with a change of 25.2. This is a significant change that indicates a performance gap from one year to another as well as a back step in the distance from proficiency levels for a high number of students in ELA. This calls for a refined focus on Tier 1, 2 and 3 instruction in ELA.

In math, in 2016 the distance from Level 3 Scores was 5.6 students, in 2017 this increased to 31 students and then in 2018 the distance increased to 51 students. This indicates a major performance gap in mathematics and calls for a keen focus on Tier 1,2 and 3 instruction.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	\$18,755	\$17,133	15,000.00	\$35,259.00	\$15,064	
Budgeted*	\$18,755	\$17,133	\$15,000	35,259.00	\$15,064	
Spent YTD				1,777.00	865.57	
Encumbered				6,883.00	0.00	
Available				27,198.00	14,801.02	

	Unrestricted (0000)		Restricted Lottery (6300)	Brief Description of budgeted materials/services
1XXX			0.00	
2XXX			0.00	
3XXX			0.00	
4XXX-5XXX	Contract with BACR for PE Coach \$14,868	Lottery is where our materials and supplies are purchased from. Most of our materials and supplies come from office depot.	All of our textbooks and CC content-based reading materials will be purchased from this from this budget.	<p>In Title I we are paying for a certificated hourly teacher to do LLI reading intervention \$10, 220</p> <p>In Title I we are also paying for our Community Liaison \$15,000 of the \$17,730 cost to the site.</p> <p>In Title I we are also paying for part of our Instructional Assistant \$5,476.00</p> <p>In Title I we are also paying for Professional Development in Social and Emotional Learning using the Toolbox curriculum \$1,000.00</p> <p>Title III LEP these funds will be used to pay for Instructional Assistant working in classrooms delivering small group intervention for English Learners \$13,620.00</p> <p>Title III LEP materials and supplies will be paid from these funds to purchase supplemental reading and math instructional tools \$1,444.00</p>

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?

The principals of San Rafael City Schools met together with guidance from our Educational Service Department, with focused support from our data expert, Marie Henrio to determine the patterns of improvement as patterns in how our educational outcomes meet challenges with particular sub groups of students with a lens of equity in educational outcomes.

At the site level School Site Council met to review the SPSA and review overarching data trends. Our first meeting was on October 11th and a follow up meeting will occur on October 18th when the SPSA was approved by stakeholders. The group is composed of Teachers, Staff, and Parents.

Impact on SPSA and Annual Update

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

The group discussed the need to increase reading and math achievement across all grade levels with a focus on intervention in both of these content areas. We discussed the need to increase our progress monitoring, especially for those students behind grade level in order to make timely adjustments to instruction. We also discussed the ongoing need to ensure that teachers are continuing to receive support in the way of instructional coaching in the areas of reading instruction, mathematics and social and emotional learning (also described as classroom management) in order to increase the time on task in each classroom. There was a call for continued intensive professional development for both new and veteran teachers in the areas of classroom management, content-based EL strategies, small group reading and LLI, Training in Everyday math, engagement strategies and how to ensure that timely assessment is given that has a direct impact on instruction.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

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

While there are gains as demonstrated by analysis of student work, SRI and Fountas and Pinnell reading levels, there are significant gaps in performance on the SBAC indicator, affecting students with low socioeconomic supports, low parent education levels and low English language mastery. The need is to close the gap while raising the achievement level for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	31% Met or exceeded	<i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>	Goal for 2018-19 is an increase in 14% meeting or exceeding.	
SBAC Math	39% Met or exceeded	standard. Score is -49. <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>	Goal for 2018-19 is 16% increase in meeting or exceeding.	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Growth from baseline to 45% in ELA on SBAC Growth from baseline to 55% in Math on SBAC	

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18**2018-19****2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Focused on closing the achievement gap for students in both ELA and Math via consistent, rigorous instruction connected to the Common Core standards.

Continue to focus on closing achievement gap in math and ELA.

Goal 1, Action 1

Multi-Tiered System of Supports Description: Implementation of rigorous, vertically and horizontally aligned balanced literacy and framework for small group, differentiated reading and writing instruction

- 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

Structures for how teachers plan together is integral to this goal. To this end, there is a clear framework from which all teachers plan balanced literacy instruction, there is clarity of standards being taught and learned, a minimum number of days and minutes within which small group reading instruction takes place.

Attached is the template used for planning balanced literacy instruction:

Increase progress monitoring. For students who are below in reading, we will increase the number of times we assess students who are receiving intervention. While we know that there are time constraints, the habit of assessing students in order to inform lessons and individual feedback can be built into the school day through conferring, reading records and the phonics survey. The instructional coach will work with teachers to build systematic lesson plans with clear goals, especially for those students who have been targeted for Tier 2 and 3 intervention and Newcomers. Of course all lesson plans will maintain the components of an effective guided reading lesson or using the LLI System.

Train teachers in targeted, timely and specific data analysis in reading. While all teachers at Short were trained in how to administer F&P assessments, lead

ACTUAL

guided reading and reciprocal reading, more targeted training on how to use the data is necessary. Frequent modeling of administration, interpretation of running records and next steps for each child needs to take place routinely and via the PLC structures.

All students receive small group reading instruction in the way of guided reading and reciprocal reading. There is increased frequency of guided reading with students reading below grade level as determined by Fountas and Pinnell and SRI (scholastic reading inventory).

In order to meet the needs of language learners at the Tiers 1 and 2 Levels (research-based first best practices TK-3rd Grade teachers receive SEAL training through the district followed by site level coaching.

Knowing the essentials of conferring with students at different reading levels according to the Fountas and Pinnell “systems of strategic actions.”

Increased progress monitoring for making specific, timely instructional decisions, paid time for teachers to administer assessments.

Teachers institute SEAL and GLAD units with fidelity, allowing for ALL students, including English Learners to access academic vocabulary, written and spoke structures in English.

This action is directly connected to teachers’ professional development and efficacy and their measured growth. Growth in the area of teacher learning is measured by observation and students’ growth, teacher lesson plans, written units and evidence of instructional practices being implemented.

Expenditures

<p>BUDGETED / SOURCE .5 Instructional Coach District Budget Added time for teachers to assess at hourly rate=\$2,000 Title I</p>	<p>ESTIMATED ACTUAL</p>
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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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Focused on strengthening instructional practices in balanced literacy, and vertical and horizontal alignment.	Work continues as in 2017-18.	

Goal 1, Action 2

Multi-Tiered System of Supports Description: Purchase instructional materials for intervention to supplement the core curriculum.	
<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>Common Core aligned literature both expository and fiction to ensure fidelity of small group reading instruction, ensure high interest, rigorous text.</p> <p>Supplementary curriculum both hardcopy and online subscriptions that are Common Core aligned.</p> <p>Provide supplementary curriculum aimed at Newcomers in the way of literature in home language and computer learning applications geared at Newcomer language learners.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>Lottery \$1,700 One-time \$1,000</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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchased instructional materials that align to content in social studies and science, leveled readers and hands-on science kits connected to NGSS.	Continue to create and build rich libraries in classrooms to support student learning.	

Goal 1, Action 3

Multi-Tiered System of Supports Description: Certificated intervention teacher to provide small group instruction via Leveled Literacy Intervention 8 hrs per week, 2 hours daily

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): Academically struggling students</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	ACTUAL
<p>Based on analysis of SRI, SBAC and F&P data Tier 2 a certificated intervention teacher will work in the following ways to support students in the following ways:</p> <p>Allocated to highest need classrooms (current 2nd Grade and Current 4th Grades) during small group reading instruction block in order to ensure increased frequency of small group instruction aligned to identified students' needs according to SRI, written student work and F&P levels. This occurs within the classroom where-in students are still assessing language through content.</p> <p>Duties include conducting guided reading groups, and Leveled Literacy Intervention curriculum, specific to what student data indicates learners need.</p> <p>Increased frequency in small group instruction with teacher, trained instructional aid, or certificated intervention teacher 4 times per week with small groups of learners 45 minute periods. Students reading 3 or more levels below are prioritized.</p>	

Expenditures

Conducting guided reading groups, and Leveled Literacy Intervention curriculum, specific to what student data indicates learners need.	
BUDGETED / SOURCE One Time LCAP Certificated Intervention Teacher=\$10,220 from Title I	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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Certificated teacher worked with students reading below grade level using LLI program.	Certificated teacher continues to work with students reading below grade level, only modification is increase in progress monitoring between instruction.	

Goal 1, Action 4

Multi-Tiered System of Supports Description: Assessments that both monitor growth and inform instruction

<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>Use data to drive instruction: Kindergarten, 1st and 2nd grades use Core Phonics Survey for measuring growth in early literacy three times per year for students on grade level, every six weeks for students missing over 30% of letter/sound recognition and automaticity. 2nd-5th Grades Quarterly administration of SRI fluency and comprehension assessments, three administrations of the F&P assessment. Release days will be provided for teachers to be able to have adequate time to administer assessments.</p> <p>This will be done in alignment with our district's assessment calendar, yet increased progress monitoring will occur for students at the Tier 2 and 3 levels as determined teachers' during PLC sessions.</p> <p>Short School's PLC Analysis Template</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>Release days for assessing / District Funded Added time for teachers to assess at hourly rate=\$833.00 Title I</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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Used diagnostic and summative assessment to inform instruction.	Continue to use assessment to inform instruction, with an increase in the number of assessment administrations for students significantly below grade level.	

Goal 1, Action 5

Multi-Tiered System of Supports Description: Instructional Assistant for Small Group Reading	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): Students who qualify for reading support</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

<p>PLANNED</p> <p>The instructional assistant is trained in an aligned approach to guided reading and is scheduled to work in classrooms at the allocated small group reading time (4 times per week for no less than 45 minutes in each classroom). She and the classroom teacher collaborate to determine the reading need of students who are designated as English learners based on diagnostic reading data and this drives the work that she does during guided reading.</p> <p>The instruction is also informed of the common core reading comprehension standard and that the class is working on and ensures that small reading group has access to learning to apply the standard, even if they are behind in reading level.</p> <p>The instructional assistant is assigned to work with students who are two or more reading levels behind, as opposed to the certificated intervention teacher who is working with students 4 or more reading levels behind and who are Limited English Proficient (LEP).</p>	<p>ACTUAL</p>
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Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
Instructional Assistant \$15,064.00 Title III Instructional Assistant \$5,476.00 Title I	

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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional assistant did small group reading instruction, pushing into classrooms.	Continue to use IA to do small group instruction. Will focus on reading and math.	

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

Teachers will have a unified district focus on Balanced Literacy, implementing the SEAL model in TK-3rd Grades, and GLAD in 4th and 5th. This addresses the need for ongoing professional development that ensures research-based practices are being implemented to meet the needs of our language learners, while ensuring that all learners have access to language through science and social studies content.

To this end, teachers will receive the intensive support needed in in multiple formats: Direct Trainings, lesson demonstrations, observation and feedback, guided planning and one one one and grade level coaching. This will give way to an aligned approach to social and emotional learning and methods for contributing to a positive, engaging school climate. As well as strong classroom management practices and research-based instruction in math and ELA.

Another identified need for professional development is in the area of math. We will use onsite coaching from our instructional coach and our expert math teacher to ensure that teachers are equipped in both understanding the mathematical content for their grade level, as well as the pedagogy and strategies set out by our district adopted curriculum, Everyday Math. Teachers will receive training and coaching at all three Tiers of Instruction; Tier 1 First Best Practices for whole group instruction, Tier 2 for ongoing differentiation and reteach, and Tier 3 addressing the needs of students who are far below grade level in mathematics. As a staff, we will take a deep dive into how we use the Everyday Math assessments to determine differentiation and instructional next steps.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hours of PD Taken	8 hours	8 hours + on site PLC Time	8 Hours + on site PLC time and DGLM Topic related planning time.	
Evidence of Classroom practice (SEAL and GLAD)	Progressive implementation based on lesson plans and classroom observations and student work and discussion. SEAL TK, 1st-3rd) GLAD (4th and 5th Grades) Effective small group reading practices via guided reading, reciprocal reading and LLI (Leveled Literacy Intervention).	Units that reflect integrate Common Core ELA standards with social studies and science in all classrooms, 6 units per teacher. Consistent use of SEAL and GLAD strategies in all classrooms, K-5th grades.		
Evidence of Classroom Practice (Mathematics)	Full implementation of Everyday math and teachers' understanding and mastery of mathematical content. Shared understanding amongst all teaching staff as to the underpinnings and mathematical principles and how they connect to 21st Century Learning.	Everyday Math curriculum used to fidelity in classrooms with differentiation component built in routinely to meet the different learning needs based on data.		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Classroom practice will reflect horizontal and vertical alignment in math instruction with	

Everyday Math being implemented with fidelity and teacher depth of knowledge.
 Expected SBAC outcomes are as follows:
 15% increase in math achievement overall.
 Teachers will have attended professional development during Wednesday staff meetings that have been allocated by the district as “Topic Focused Planning Time”. This time will be led by Instructional Coaches.

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Instructional staff received 8 hours PD in math, literacy, SEAL and GLAD.

Instructional staff continues to receive 8 hours PD via the passport system provided by the district.

Goal 2, Action 1

Multi-Tiered System of Supports Description: Focused professional development and coaching in RTI, instructional alignment, and clarity on Tier 1, 2 and 3 practices.

The first goal is to clarify, discern and develop teachers' efficacy and competence in the agreed upon Tier 1, Tier 2 and Tier 3 instructional practices and ensure quality, high level implementation in all of those instructional practices.

- 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

Teacher development in Tier 1 Practices

Teachers will receive routine, consistent coaching in the way of classroom demonstrations, debriefs, guided planning time, peer and coach observations in the following:

SEAL TK and 1st Grades (Kinder-3rd in 2018-19), GLAD 4th and 5th Grades, both models being key to the implementation of research-based instructional practices attuned to the needs of English Learners and incorporating the essentials of common core integrated unit planning wherein the learning of content drives language acquisition.

Consistent Use of MIFF Strategies as a basis of ensuring students engagement and English learner access to curriculum.

Routine practices in differentiation and balanced literacy (guided reading, small group literacy, data driven language centers)

Thematic Instructional Unit Planning Days led by peer coaches and 50% instructional coach.

ACTUAL

<p>Peer to peer coaching by expert teachers in unit development in literacy and math to ensure rigorous instruction.</p> <p>Teacher Development in Tier 2 Practices</p> <p>Based on analysis of SRI, SBAC and F&P data Tier 2 Instructional interventions will include:</p> <p>Increased frequency in small group instruction with teacher and trained instructional aid.</p> <p>Knowing the essentials of conferring with students at different reading levels according to the Fountas and Pinnell “systems of strategic actions.”</p> <p>Increased progress monitoring for making specific, timely instructional decisions, paid time for teachers to administer assessments.</p> <p>Teacher Development Tier 3 Practices</p> <p>Engage in SST process to determine outlier learning needs and challenges.</p> <p>Put strategies in place such as one-on-one tutor, modified tasks, increase progress monitoring.</p> <p>Continue classroom practices in small group instruction with increased frequency.</p> <p>Instructional Coach will guide, provide structures and systems and monitor teachers’ growth and direct impact on student growth. This will occur during systematic PLC’s to occur every two weeks, wherein teachers work collaboratively to ensure teachers strategically analyze pertinent data and plan instructional action steps. The following form is used to record data analysis and next steps in instruction post assessment.</p> <p>Short School Post Assessment PLC Reflection Tool</p>	
<p>BUDGETED AMOUNT / SOURCE</p> <p>.5 Instructional Coach District Paid Release days for planning ELA instruction and unit planning.</p>	<p>ACTUAL EXPENDITURES</p>

Expenditures

**One Time for subs for releasing teachers for planning
one-time LCAP=\$2,520
Release days for TK, 1st-3rd are SEAL District Paid**

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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional staff received coaching and PD in Tier 1,2, and 3 instructional practices.	Work continues in 2018-19	

Goal 2, Action 2

Multi-Tiered System of Supports Description: SEAL Training, Unit Development and Supported Implementation

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): K-1</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>
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Actions/Services

PLANNED
 SEAL training will help develop the language and literacy skills of ELL students and to close the academic achievement gap by fourth grade. After receiving training in the SEAL program, every K-3 grade teacher will teach integrated, content units based on NGSS and HSSS. All TK-3rd Grade teachers will participate in SEAL Professional Development modules with the SEAL Coaches to develop CCSS aligned units of study and implement high leverage ELA strategies differentiated for all learners.

Currently, TK, 1st and 2nd grade teachers are either being trained in the SEAL model, or they are attending planning days with district grade level partners. Coaching from the site and district instructional coach is supporting their instructional practice as well as providing teachers the opportunity to observe their expert peers during classroom instruction with coaching follow up and reflection aimed at changing and supporting rigorous practice.

ACTUAL

Expenditures

BUDGETED / SOURCE
 SEAL Coaching/District Budget
 Teacher Release Days for Unit Planning TK, 1st-3rd Grades/District Budget
 Teacher Release Days for peer observation and coaching TK-5th Grades Title I \$827.00

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Teachers were afforded release days for planning and unit development.

Work continues 2018-19

Goal 2, Action 3

Multi-Tiered System of Supports Description: Professional Development Passports

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
 Teachers will participate in eight hours of self-selected 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 our Director of Education Services.
 Teachers have been active in attending and signing up for courses based on their learning needs.

ACTUAL

Expenditures

BUDGETED / SOURCE
Passports are District Budgeted

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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers received PD via the passport system provided by the district.	Work continues 2018-19	

Goal 2, Action 4

Multi-Tiered System of Supports Description: Training in Toolbox, Social and Emotional Learning Curriculum	
<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
 All current and new teachers are trained in the school's social and emotional learning curriculum which provides tools that enable students to self-regulate, solve conflicts and develop emotional intelligence.

ACTUAL
 Results are to be measured by evidence of implementation as well as before and after students surveys.

Expenditures

BUDGETED / SOURCE
Toolbox Reinforcement PD=\$1,000.00

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Teachers and classified staff received PD in Toolbox program.

Toolbox training continues with less time devoted to PD.

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

It is determined by office referral data and time-on-task from classrooms that there is a need for alignment in practices for ensuring students have strategies and tools for developing capacities in social and emotional learning and conflict resolution.

Many of our parents want to be more engaged in school life, yet there needs to be clearer and varieties of structures and avenues for parents to participate in school life in the areas of fundraising, parent voice and their overall presence in the school.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			4%	
Referrals to the office during class time and recess.	5-8 referrals per week from classrooms with new teachers.	3-4 Referrals to the office per week.	Evidence of Restorative practices and use of Toolbox in all classrooms in place of office referrals.	
Attendance at general parent meetings and leadership meetings.	Average between 25-40 parents at meetings presently .	Average attendance continues to be between 25-40. Increase in the number of parents attending district-based meetings such as DLAC and LCAP stakeholder meetings.		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Reduction in referrals to the office from new teachers to no more than two per week.

Continue attendance at general parent meetings up to 40% of parent community.

Increased participation in annual parent survey by 50%.

Regular meetings with consistent parents (every other month) attendance made up of parent leadership team.

Attendance of 30 or more parents to literacy and math workshops at the school four times per year.

Outreach to families presenting with negative attendance patterns via Community Liaison.

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Team of teachers, community liaison and principal worked together to engage parents and ensure strategies for parent engagement.

Work continues in 2018-19



Goal 3, Action 1

Multi-Tiered System of Supports Description: Implement shared practices in social and emotional learning under the framework of PBIS.

<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>Full implementation of Toolbox Curriculum as evidenced by student’s knowledge and use of “tools” when needed.</p> <p>Principal, site psychologist do professional development on strategies of prevention and that meet students needs with regard to behavioral prevention and redirection including coaching in Toolbox, also clarifying our approach to PBIS.</p> <p>Principal, site coach and psychologist work on early identification of students with outlier behaviors. Do initial assessment of students’ most prominent behaviors that are impeding learning. Initiate action plan for each student.</p> <p>Implement analysis of behavior data in the form of office referrals focusing on class time referrals with Instructional Leadership Team.</p> <p>Routine outreach to parents of students at the Tier 2 and Tier 3 level of PBIS, needing supports, strategies, partnership and coordination with regard to social and emotional learning with focus on LEP students and New Comers.</p> <p>Community Liaison works with parents via implementing workshops on Positive Parenting, Parent Toolbox workshops, impart strategies for supporting students at home in reading and math.</p>	

Expenditures

<p>BUDGETED / SOURCE Psychologist District Budget Community Liaison \$15,000 Title III \$2,730 LCAP One-time</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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Toolbox curriculum was implemented, parent outreach was increased.	Work continues in 2018-19	

Goal 3, Action 2

Multi-Tiered System of Supports Description: Increase parent communication and relevant community meetings and workshops pertinent to facilitating parents' understanding and participation in the school. This includes parents accessing community supports and resource.

<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

<p>PLANNED</p> <p>Beginning, and middle of year of the year grade level by grade level parent meetings in order to disseminate key information about students learning and social and emotional learning. This includes equipping parent with practical tools for supporting their students in academics. With the support of our Community Liaison, engage families of limited English speakers in workshops on how</p>	<p>ACTUAL</p>
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<p>to help their children increase literacy and math skills, workshops held every other month, as well as ensure that families understand SEAL and GLAD (end of unit gallery walks).</p> <p>Institute at least bi-monthly workshops for parents that focus on how to offer reading and mathematics support to students in an accessible way. This was voiced as a need from our SST/PLT.</p> <p>Actively reach out to parents needing support and connections to community resources such as food bank, Big Brother/Big Sister Services, counseling, Summer Camps with an academic and enrichment focus.</p>	
<p>BUDGETED / SOURCE Community Liaison \$15,000 Title I</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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Community liaison and community partners did workshops relevant to parents, structured and maintained parent leadership throughout the year.</p>	<p>Work continues in 2018-19</p>	

Goal 3, Action 3

Multi-Tiered System of Supports Description: Hire P.E coach to help facilitate healthy, productive recess play and implement Junior Coach structure and increase students' cooperation and collaboration skills during play.

Students to be Served	<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>Hire P.E coach and train the coach in implementation of productive, non-competitive play and games that facilitate cooperation and collaboration. Recess coach will reinforce the use of Toolbox skills on the playground and during physical education.</p> <p>P.E coach also trains upper grade students as Junior Coaches, equipping students to do peer to peer conflict resolution.</p>	ACTUAL
Expenditures	<p>BUDGETED</p> <p>\$15,000 LCAP</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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PE Coach led PE classes and recess games for social and emotional learning.	Work continues 2018-19	

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 makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Vanessa Flynn-principal	School	415-485-3793 vflynn@srcs.org	October 18, 2018
2. Diana Mendoza	Teacher	415-485-3793 dmendoza@srcs.org	
3. Roxanna Cruz- Community Liaison	Staff	415-485-3793 rcruz@srcs.org	
4. Rebecca Finley	Teacher	415-485-3793 rfinley@srcs.org	
5. Grecia Gramajo	Parent	415-637-4283	
6. Juventina Calderon	Parent	415-261-5460	
7. Veronica Ortiz	Parent	415-532-6215	
8. Priscila Medina	Parent	415-879-6931	

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	2	1	4	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