

26 School events

461 used shuttle transportation

53 used taxi service various needs such as sick children pick up, drs appointments, etc.

2,630 Total of attendees to the various events.

SPSA Year 2017–18
 2018–19
 2019–20

Single Plan for Student Achievement (SPSA) Template

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

San Pedro Elementary

Contact Name and Title

Principal Mimi Melodia

Email and Phone

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(415) 485-2450

2019-2020 Single Plan for Student Achievement

THE STORY

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THE STORY

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

Vision Statement

A collaborative alliance between San Pedro staff, parents and students creates a growth oriented, nurturing school where we embrace the richness of our [community](#) and hold high expectations in order to empower all San Pedro [scholars](#) to challenges and develop as [global thinkers](#). We are committed to supporting our students to be respectful, confident and creative builders of their own futures.

Mission Statement

At San Pedro families, staff and students will collaborate to cultivate empathetic future leaders while engaging in an [academically rigorous program](#).

- We support our scholars to meet academic challenges with openness and enthusiasm, embracing a [growth mindset](#).
- We believe in [valuing](#) and celebrating the cultural and linguistic backgrounds of all [community](#) members both global and local.
- We aim to create a [safe and supportive environment](#) where scholars develop self-respect, confidence, embracing equality and fostering an ability to care for each other, our collective community and the world around them.

School Description

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

School Programs:

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

- o Pearson *Language Central*
- o SRCS Board Approved: 2009

- **Mathematics: K - 5**

- o Wright Group: *Common Core Everyday Mathematics*
- o SRCS Adopted: 2016

- **History-Social Science: K - 5**

Teacher Created Materials

- **Science: K – 5**

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

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

San Pedro Elementary School is one of the Marin County schools that was awarded a grant *Promoting Early School Success for All, PreK-3 Initiative*, by the *Marin Community Foundation*, MCF. Currently, San Pedro is in Year 10 of the grant. The goals of *PreK-3 Initiative* are to develop and support programs and policies that encourage early school success, specifically in Pre-K through third grades, to improve student achievement for low income students and students of color. *San Pedro PreK-3 Design Team* members identified focus areas in our existing Pre-K through 3rd grade program that would benefit from increased growth and professional development. Work priorities have been established to support and strengthen these focus areas. Seven key programmatic elements of the *PreK-3 Initiative* are:

- **Shared vision and partnership between programs and community partners**
- **Positive school environment and cultural competence**
- **High quality teaching supported by professional development**
- **Alignment across systems**
- **Family engagement and enrichment**
- **Expanded learning opportunities**

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

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

1. Complex oral and academic language skills.
2. Engagement with complex texts
3. Development of language through enriched curriculum

4. Positive, joyful learning environment

5. 21st Century learner skills of collaborative practices and teamwork

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

PBIS

To build a sense of responsibility, confidence, pride in accomplishment, and a positive self-image within each child, San Pedro's PBIS (Positive Behavior Intervention and Supports) program is designed to develop and articulate school-wide behavioral expectations. These expectations are clearly articulated to students through weekly school-wide assemblies (grades 1-5) and classroom lessons. They are posted and throughout the school and clearly articulated to families. Students enjoy receiving Dolphin Star Tickets and parents appreciate the clear expectations and use them at home as well. We fully embrace our three school-wide rules to be respectful, make good decisions and solve problems.

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.

Lifeline Transportation Grant

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

State Pre-Kindergarten

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

- Empowering parents to become full partners in the education of their children

- Assisting children in reaching their full potential as learners
- Increasing parent knowledge and skills in helping their children grow and learn
- Increasing reading and writing activities at home

Volunteer Program

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

Heads Up

HeadsUp is the San Rafael City Schools Education Foundation that is made up of parents, school administrators, and business and community members. Through multiple fundraising efforts, the *HeadsUp Foundation* supports our school music program for grades 1-5. An additional contract is set up for a PK, TK and kindergarten music program as well. San Pedro Elementary and all San Rafael City Schools are grateful for *HeadsUp's* ongoing and notable support.

SPSA HIGHLIGHTS

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

San Pedro Elementary Goals 2019 -20

Essential Question: How can we deepen our understanding and use of instructional practices and social emotional learning to close the achievement gap for students of color and ELs?

- **Support our essential question with year long professional learning targets :**
 - **Plan for strategic instruction using data standards, content theme , reading behaviors and specific feedback to accelerate student learning.**
 - **Look at student data with a sense of curiosity and wonder to establish patterns or trends that guide instruction and accelerate student learning.**
- Implement [TK-5 balanced literacy shared agreements](#).
- Support Everyday Math fidelity as outlined in the [TK-5 SP Math shared agreements](#).

- Continue relationship building/understanding of School Community.
- Use shared understanding of the impact of student experiences learning behavior and relationship to support all students to feel safe, physically, socially, emotionally and academically.

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

- Students in grades 1-5 at SP made an average growth of 3.89 levels as measured by F&P between the beginning and end of year in 2019-20.
- Students in grade 5 increased 17 points on the CAASPP ELA in the spring of 2019.
- All San Pedro students increased on the CAASPP Math in the spring of 2019, with a school overall average increase of 6 points. English Learners in 4th grade increased CAASPP Math scores by 20 points and Reclassified students in the 5th grade increased by 26 points.
- At SP there was a reduction in Chronic Absenteeism in Kindergarten, 3rd grade and 5th grade between 17-18 and 18-19
- Office referrals declined by over 200% between 2017-18 and 2018-19

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

- The majority of students at San Pedro in grades 3-5 scored in the standards not met range on the CAASPP in both math and English Language Arts
- In an analysis of student scores on the academic claims in ELA on the 2018 CAASPP, over 50% of San Pedro students score below standard in the reading and writing claims
- In an analysis of student scores on the academic claims in Math on the 2018 CAASPP, over 50% of San Pedro students score below standard in all academic claims areas - concepts, problem solving and communicating
- On average, all grade levels ended the year below grade level expected reading level as measured by F&P
- Chronic absenteeism nearly doubled in grades 1&2 between 2017-2018 and 2018-19 school years

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

PERFORMANCE GAPS

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

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	17,500.00	51,680	32,500.00	68,433	48,440	
Budgeted*						
Spent YTD						
Encumbered						
Available						
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	0.00	0.00	0.00			
2XXX	0.00	3,000	0.00	classified overtime		
3XXX	0.00	968.00	0.00	benefits connected to classified overtime		
4XXX-5XXX	17,500.00	48,472	32,500.00	PE prep teacher (partial); classroom/office/library/health materials and supplies, textbooks and shared library books		

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?

On 10/2/19, the ELAC met to advise the SSC on how the needs of English Learners are addressed by the SPSA and made a recommendation to the SSC. On October 2, 2019, data on student demographics and achievement was presented to the SSC, & the school plan strategies were presented to the SSC, showing the relationship between strategies and the improvement of achievement data. The SSC voted to accept the school site plan. Over the course of the year, new data will be presented to the SSC in order to monitor the success of the various support programs.

Impact on SPSA and Annual Update

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

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

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified
- Unchanged

Goal 1

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

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting San Pedro students in all areas. Students in grades 3-5 decreased their overall CAASPP ELA scores by an average of 3 points between the spring of 2018 and spring of 2019. Math scores increased by an average of 6 points, however all grades are performing significantly below grade level. The need is to close the gap while raising the achievement level for all students. As a school, we plan to use reading growth as measured by Fountas and Pinnell reading assessments, Illuminate benchmark assessments, ESGI and Reading Inventory to track interim growth and determine student academic need. For math, we will use EDM assessments, and Illuminate benchmark assessments to determine academic needs in math.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																																																																													
Fountas and Pinnell (Revised)	<table border="1"> <caption>San Pedro F&P Growth 2016-17</caption> <thead> <tr> <th>Grades</th> <th>0</th> <th>1-2</th> <th>3-4</th> <th>5 or more</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>14</td> <td>23</td> <td>36</td> <td>25</td> </tr> <tr> <td>4</td> <td>12</td> <td>37</td> <td>20</td> <td>13</td> </tr> <tr> <td>3</td> <td>7</td> <td>36</td> <td>30</td> <td>12</td> </tr> <tr> <td>2</td> <td>14</td> <td>12</td> <td>29</td> <td>19</td> </tr> <tr> <td>1</td> <td>2</td> <td>19</td> <td>33</td> <td>37</td> </tr> <tr> <td>Numbers of students</td> <td>49</td> <td>127</td> <td>148</td> <td>106</td> </tr> <tr> <td>Percent of total</td> <td>11%</td> <td>29.50%</td> <td>34.40%</td> <td>24.60%</td> </tr> </tbody> </table>	Grades	0	1-2	3-4	5 or more	5	14	23	36	25	4	12	37	20	13	3	7	36	30	12	2	14	12	29	19	1	2	19	33	37	Numbers of students	49	127	148	106	Percent of total	11%	29.50%	34.40%	24.60%	<table border="1"> <caption>San Pedro F&P Growth Mid-Year Point 2017-18</caption> <thead> <tr> <th>Grades</th> <th>0</th> <th>1-2</th> <th>3-4</th> <th>5 +</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>11</td> <td>38</td> <td>5</td> <td>0</td> </tr> <tr> <td>4</td> <td>20</td> <td>45</td> <td>7</td> <td>2</td> </tr> <tr> <td>3</td> <td>6</td> <td>41</td> <td>29</td> <td>3</td> </tr> <tr> <td>2</td> <td>2</td> <td>62</td> <td>24</td> <td>4</td> </tr> <tr> <td>1</td> <td>8</td> <td>37</td> <td>38</td> <td>10</td> </tr> <tr> <td>K</td> <td>8</td> <td>58</td> <td>21</td> <td>2</td> </tr> <tr> <td>Number of students</td> <td>45</td> <td>28</td> <td>124</td> <td>42</td> </tr> <tr> <td>Percent of Total</td> <td>9%</td> <td>68%</td> <td>30%</td> <td>10%</td> </tr> </tbody> </table>	Grades	0	1-2	3-4	5 +	5	11	38	5	0	4	20	45	7	2	3	6	41	29	3	2	2	62	24	4	1	8	37	38	10	K	8	58	21	2	Number of students	45	28	124	42	Percent of Total	9%	68%	30%	10%	<table border="1"> <caption>San Pedro F&P Growth 2019-20</caption> <thead> <tr> <th>Grade Level</th> <th>No Growth</th> <th>1-2 levels</th> <th>3-4 levels</th> <th>5+ levels</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>7</td> <td>65</td> <td>12</td> <td>0</td> </tr> <tr> <td>1</td> <td>11</td> <td>22</td> <td>23</td> <td>25</td> </tr> <tr> <td>2</td> <td>4</td> <td>21</td> <td>45</td> <td>20</td> </tr> <tr> <td>3</td> <td>5</td> <td>18</td> <td>35</td> <td>30</td> </tr> <tr> <td>4</td> <td>4</td> <td>20</td> <td>31</td> <td>23</td> </tr> <tr> <td>5</td> <td>0</td> <td>12</td> <td>35</td> <td>29</td> </tr> <tr> <td>Total Number of students</td> <td>31</td> <td>168</td> <td>181</td> <td>127</td> </tr> </tbody> </table>	Grade Level	No Growth	1-2 levels	3-4 levels	5+ levels	K	7	65	12	0	1	11	22	23	25	2	4	21	45	20	3	5	18	35	30	4	4	20	31	23	5	0	12	35	29	Total Number of students	31	168	181	127	
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Reading Inventory	TBD																																																																																																																																
Everyday Math Unit Assessments	TBD																																																																																																																																
SBAC ELA and Math	ELA score = -91.2 Math score = -82.8	ELA score = -76.5 Math score = -72.4																																																																																																																															

	(as measured by Average Distance from Level 3)		<i>Preliminary internal numbers, not yet published Sept 2019</i>	
CELDT/ELPAC	5.9% (medium growth as measured by CELDT)	ELPAC results from the State being analyzed for completion.		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Student growth in reading will be measured in terms of numbers of reading levels /RI levels of growth between assessments. In reading, we expect students to make at least one year of growth , as measured by the F&P and/or RI assessments.

Student understanding of math concepts will be measured on Everyday Math Unit Assessments. We expect students to demonstrate mastery of at least 80% of the content taught in each unit.

Goal 1, Action 1

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

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

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

Actions/Services

<p>PLANNED (what does the action look like during the school year)</p> <p>Grade level PLC’s meet weekly on Wednesdays to focus on professional development of balanced literacy/integration of standards into thematic units and analyze student data, planning accordingly.</p> <p>Instructional Coach - offer PD, classroom modeling and coaching, facilitate PLC meetings around balanced literacy.</p> <p>Vice Principal - offer PD, classroom demonstration, classroom coaching, facilitate PLC meetings around balanced literacy and Rtl.</p> <p>Instructional Assistants (5) - classroom support for EL students during RLA small group time.</p>	<p>ACTUAL</p>
<p>BUDGETED AMOUNT Title III \$42,440</p>	<p>ACTUAL EXPENDITURES</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	XNew <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Interactive Writing/Shared Writing and writing workshop model using Lucy Calkins Units of Study in writing will be the focus for the 2019-20 school year.</p> <p>All teachers will implement the components of balanced literacy during ELA instruction: shared reading, interactive read alouds, guided reading and conferring. Components of Balanced Literacy to be expected regular classroom practice for 2019-20.</p> <p>Classroom small group guided reading groups based on F&P data to meet regularly.</p>	<p>Grades K-5 will assess student writing samples twice a year using Lucy Calkins rubrics.</p> <p>K-5 will use the F and P/ESGI and RI to inform instruction.</p>	<p>Essential Question: How can we deepen our understanding and use of instructional practices and social emotional learning to close the achievement gap for students of color and ELs?</p> <p>Support our essential question with year long professional learning targets :</p> <ul style="list-style-type: none"> ○ Plan for strategic instruction using data standards, content theme , reading behaviors and specific

<p>Mini lessons where teachers target specific reading strategies for comprehension with a variety of texts will be implemented during reading/language arts time. These lessons are aligned to the District scope and sequence and integrated thematic units. Mini Lesson content is driven by student needs, standards, and may focus on: a strategy, skill, promote the study of a literary feature or establish routines.</p> <p>Shared Reading, an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.</p>		<p>feedback to accelerate student learning.</p> <ul style="list-style-type: none"> ○ Look at student data with a sense of curiosity and wonder to establish patterns or trends that guide instruction and accelerate student learning. ● Implement TK-5 balanced literacy shared agreements
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Goal 1, Action 2

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Teachers will identify students not making grade level progress in reading and/or coming in way below grade level.</p> <p>Baseline data will be collected and classroom interventions will be put in place and documented using</p>	<p>ACTUAL</p>

<p>Individual Intervention Plans for all students with achievement below site determined cut points.</p> <p>Site level Rtl committee will outline additional assessments to be administered to students with F&P/ RI scores far below grade level standards. Additional assessment data will be used to formulate Rtl Individual Intervention Plans.</p> <p>Teachers will consult with their grade level teams, instructional coach and Rtl coordinator in order to monitor progress and/or change course in terms of intervention.</p> <p>Students scoring below identified cut points will participate in LEAP, grouped in small groups with similar need and work with classroom teachers after school using Leveled Literacy Intervention Kits .</p> <p>Differentiated instructional materials will be purchased levelled trade books and structures in which to store them in order to provide students who are reading below grade level access to grade level standards for independent practice.</p>	
<p>BUDGETED / SOURCE \$7500 One Timemonies , \$10,191 Title 1, \$6762 MCF</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

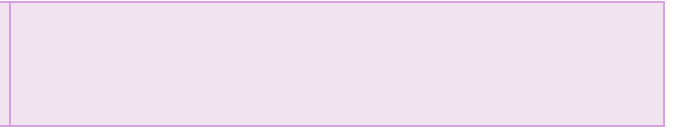
2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> xUnchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> xUnchanged
Phase 2 - All groups receiving targeted instruction based on academic need will be progress	Continuing - Phase 2 - All groups receiving targeted instruction based on academic need	

monitored and regrouped as needed using assessment data in 6-8 week cycles.

will be progress monitored and regrouped as needed using assessment data in 6-8 week cycles.



Goal 1, Action 3

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

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input checked="" 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>CA 2012 ELD Standards will be integrated into all SEAL and thematic balanced literacy units.</p> <p>Teachers will use a variety of strategies (SEAL, EL Achieve Strategies, graphic organizers, etc) in order to build and practice using oral and written academic vocabulary in English with their students.</p> <p>Daily integrated and designated ELD will take place according to ELPAC levels and oral and written English assessments.</p> <p>Grade TK-3 will provide daily designated ELD as part of their SEAL units. Grade 4-5 will use EL Achieve to regroup students according to level to provide daily designated ELD. Grades PK-3 will continue to develop SEAL strategies to support oral and written retells.</p> <p>Newcomer students (in US schools 1 year or less, depending upon academic and English acquisition progress) will receive 1 additional hour of ELD daily from the Newcomer Teacher.</p>	Empty cell for actual data

Expenditures

<p>Newcomer students will participate in the LEAP program and have opportunities to participate in small group interventions for RLA, Math and additional ELD provided by a credentialed teacher during that time.</p> <p>Newcomer parent orientation nights will be held 1-3 times during the school year to introduce the newcomer families to the school and programs and determine their individual needs.</p> <p>2nd and 3rd year newcomer students will receive targeted reading intervention</p>	
<p>BUDGETED / SOURCE</p> <p>\$45440 Title III</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	xNew <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New Modified xUnchanged
	<p>Instructional coach will work with teachers and refine 6 units at each grade level to elevate and target tier 2 academic vocabulary and the language functions for each unit. Teachers will use refined units to align instruction to the end of unit performance task for each unit</p> <p>Instructional coach will work with teachers to refine 6 SEAL units at each grade level to enhance Designated ELD instruction to support the varied range of EL proficiency present in classrooms.</p> <p>Students who were moved out of the Newcomer program after 1 year per District requirement but require further academic support will work in small</p>	

	groups for additional support with a credentialed teacher.	
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Goal 1, Action 4

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

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

<u>Actions/Services</u>	PLANNED After structured /targeted oral English practice, students will participate in Lucy Calkins Writing Workshop lessons in their classrooms.	ACTUAL
	BUDGETED / SOURCE \$3000 One Time monies	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New xModified Unchanged
	Grades K-5 will assess student writing samples twice a year using Lucy Calkins rubrics. Three times a year teachers will administer pre-assessments , then teach a writing unit and have students take a post -assessment to assess growth.	Grades K-5 will assess student writing samples three a year using Lucy Calkins rubrics. Three times a year teachers will administer pre-assessments , then teach a writing unit and have students take a post -assessment to assess growth.

Goal 1, Action 5

Multi-Tiered System of Supports Description: At all grade levels, students will focus on building discrete reading comprehension skills using anchor standards as a basis for 6 week data cycles.

<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>	PLANNED During PLC time, each grade level will identify specific comprehension anchor standards at their level to focus on for 6 week data cycles. During PLC and planning time, each grade level will plan how to teach, practice, and assess each specific standard identified in a 6 week cycle within their SEAL or thematic balanced literacy unit.	ACTUAL
	BUDGETED / SOURCE \$11,411 One Time monies, \$6241 Title 1	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New X Modified Unchanged
Phase 2- Teachers will collaborate in the creation of reading comprehension assessments that are SBAC-aligned to ensure college/career readiness of all students. Site administrators and Instructional Leadership Team (ILT) will collaborate in the analysis of assessment results to address professional development needs.	Continuing - Phase 2- Teachers will collaborate in the creation of reading comprehension assessments that are SBAC-aligned to ensure college/career readiness of all students. Site administrators and Instructional Leadership Team (ILT) will collaborate in the analysis of assessment results to address professional development needs.	Teams will rotate focus among comprehension anchor standards at their grade level for each 6 week data cycle. During the data cycle, teachers will plan differentiated instruction based on baseline data in order to ensure students are able to meet the targeted standard by the end of the 6 week cycle.

Goal 1, Action 6

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

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

Actions/Services	PLANNED	ACTUAL
	<p>All teachers will implement the Everyday Math program in their classes.</p> <p>Students will have Reflex Math subscriptions and access to other online math support as needed to enable them to have fact practice at home and during LEAP.</p>	
Expenditures	BUDGETED / SOURCE	ESTIMATED ACTUAL
	\$2000 One Time monies	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New Modified xUnchanged
<p>Phase 2- Teachers will collaborate in the creation of math assessments that are SBAC-aligned to ensure college/career readiness of all students.Site administrators and Instructional Leadership Team (ILT) will collaborate in the analysis of assessment results to address professional development needs.</p>	<p>Teachers will use Everyday Math with fidelity, allowing students exposure to all grade level skills in a spiral and building a common language and math toolbox from year to year.</p> <p>Teachers will integrate math practices using number talks.</p>	<p>Teachers will use Everyday Math with fidelity, allowing students exposure to all grade level skills in a spiral and building a common language and math toolbox from year to year.</p> <p>Teachers will integrate math practices using number talks.</p>

	<p>Students are expected to explain in writing or orally, with support, as per standard about reasoning regularly in EDM math boxes.</p> <p>Teachers will explicitly teach math vocabulary and language for math strategies.</p> <p>Provide multiple daily opportunities for students to learn and use oral language to explain mathematical reasoning.</p> <p>Teachers will collaborate and agree on a process for reasoning about word problems to provide consistent vertical integration throughout elementary experience.</p> <p>Teachers will administer the two day open response items in EDM, adapting for diverse academic support needs for individual students.</p>	<p>Students are expected to explain in writing or orally, with support, as per standard about reasoning regularly in EDM math boxes.</p> <p>Teachers will explicitly teach math vocabulary and language for math strategies.</p> <p>Provide multiple daily opportunities for students to learn and use oral language to explain mathematical reasoning.</p> <p>Teachers will collaborate and agree on a process for reasoning about word problems to provide consistent vertical integration throughout elementary experience.</p> <p>Teachers will administer the two day open response items in EDM, adapting for diverse academic support needs for individual students.</p>
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GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

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

Identified Need

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

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom walkthrough data	TBD	Classroom visits reflected varying levels of implementation of Balanced Literacy, Toolbox, math strategies implemented following Professional development.	All teachers will implement the components of balanced literacy during ELA instruction: shared reading, interactive read alouds, guided reading and conferring.	All teachers will implement the components of balanced literacy during ELA instruction: shared reading, interactive read alouds, guided reading and conferring.
PLC /ILT Minutes	TBD	PLC minutes showed a variety of topics (covered in PD and others), were discussed and varied levels of data analysis, reflection and standards based planning. Occasionally follow up small group PD was reflected in PLC minutes.	PLC minutes showed a variety of topics (covered in PD and others), were discussed and varied levels of data analysis, reflection and standards based planning. Occasionally follow up small group PD was reflected in PLC minutes.	PLC minutes will show a variety of topics (covered in PD and others), discussed and varied levels of data analysis, reflection and standards based planning.
Yearlong PD Plan	TBD	Yearlong PD plan reflected connection between SP Goals and staff meeting, ILT, PLC and PD focus. Updates were made based on levels of implementation and need for further professional development.	Yearlong PD plan reflected connection between SP Goals and staff meeting, ILT, PLC and PD focus. Updates were made based on levels of implementation and need for further professional development.	Yearlong PD plan reflects connection between SP Goals and staff meeting, ILT, PLC and PD focus. Updates will be made based on levels of implementation and need for further professional development.
ILST Minutes	TBD	ISLT minutes reflect work on PD and coaching plans, ILT guidance as well as targeted coaching for grade levels	ISLT minutes reflect work on PD and coaching plans, ILT guidance as well as targeted coaching for grade levels	ISLT minutes will reflect work on PD and coaching plans, ILT guidance as well as targeted coaching for grade levels and

		and individual teachers to support implementation.	and individual teachers to support implementation.	individual teachers to support implementation.
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Professional Development participation will be documented by minutes/ sign in sheets.	
Yearlong PD Plan will document the Professional Development provided at the School Site.	
Instructional Leadership Team minutes will document teacher input on professional development offerings as well as distributed leadership model .	
Instructional Leadership Support Team will monitor walkthrough focus connected to teacher PD.	
Walkthrough feedback will document levels of implementation of strategies covered in PD.	

Goal 2, Action 1

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

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

Actions/Services	<p>PLANNED</p> <p>Balanced literacy PD, demonstration lessons, side by side teaching and planning will take place during PLC, staff meetings and after hours.</p> <p>Teachers will participate in PD on Lucy Calkins Units of Study in Writing and be released for planning time to plan implementation.</p> <p>ISLT will meet weekly to determine walkthrough focus based on PD focus following PD.</p> <p>ILT will determine student achievement measurement and goals to determine whether or not instructional strategies are working.</p> <p>Professional development on supplementary materials (Reading A-Z, Pebble Go, Kahn Academy, etc), will be provided as needed.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>\$5328 One Time Monies, \$3697 Title I</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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New Modified xUnchanged
	All teachers will participate in PD on Lucy Calkins Units of Study in Writing and be released for planning time to plan implementation as well as to observe demonstration lessons, and receive coaching feedback.	

Goal 2, Action 2

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

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

PLANNED	ACTUAL
<p>Everyday Math PD, demonstration lessons, side by side teaching and planning will take place during PLC, staff meetings and after hours.</p> <p>ILT will determine student achievement measurement and goals to determine whether or not instructional strategies are working.</p> <p>Teachers will participate in PD on Math Fluency and Problem Solving and be released for planning time to plan implementation.</p>	

Expenditures

Professional development on supplementary materials (reflex math, Tenmark, etc), will be provided as needed.	
BUDGETED / SOURCE \$7328 One Time Monies, \$3697 Title 1	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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New xModified Unchanged
	Teachers will receive explicit training on the use of Everyday Math from the publisher if possible as well as training in high leverage math practices.	Teachers will receive explicit training / coaching/guided planning on the use of Everyday Math from instructional coach, as well as training in high leverage math practices.

Goal 2, Action 3

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

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

Actions/Services

<p>PLANNED</p> <p>Literacy differentiation /components of Response to Intervention PD, demonstration lessons, side by side teaching and planning will take place during PLC, staff meetings and after hours.</p>	<p>ACTUAL</p>
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Expenditures

<p>Professional development on supplementary materials (LLI kits), will be provided as needed.</p> <p>Grade level planning time lead by instructional coach with be provided for teams to focus on their balanced literacy implementation, aligning their level based guided reading group instruction and tie to thematic based teaching</p>	
<p>BUDGETED / SOURCE</p> <p>\$6950 Title 1 , \$5328 One Time Monies</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	<p>Continued PD and coaching on differentiation will be provided to teachers at all grade levels.</p>	<p>Coach led grade level planning/PD will be provided to increase efficacy of guided reading implementation and strengthen theme based balanced literacy implementation.</p>

Goal 2, Action 4

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

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <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):
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Actions/Services	PLANNED Teachers, Family Center staff and Instructional Leadership Support Team members will participate in the Design Team Meetings, Cultural Proficiency Training, Data Team Training and PK-1 articulation and planning sessions as required by the P-3 grant.	ACTUAL
	BUDGETED / SOURCE \$12,762 MCF	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 checked="" type="checkbox"/> Unchanged
	Continue to align P3 requirements with the SPSA and school wide goals and activities	

PLANNED ACTIONS / SERVICES--

Goal 2, Action 5

Multi-Tiered System of Supports Description: Trauma informed practices consultant will provide teachers and staff with professional development, coaching and consultation/support to implement systems and strategies needed for a trauma sensitive school.

<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

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

Actions/Services

PLANNED

Teachers and staff will participate in 3 2 hour professional development sessions regarding the trauma, its effects and systems and strategies to support a trauma sensitive school environment.

Consultant will provide coaching and support for individual teachers around implementation of strategies to support students.

Consultant, family center, counselor and administration will meet with individual teachers twice a year to identify high needs students and create a plan to support them.

ACTUAL

Expenditures

BUDGETED / SOURCE
\$44500 One Time Monies, \$43,456 Title 1

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- xNew
- Modified
- Unchanged

- New
- xModified
- Unchanged

Teachers and staff will participate in 3 2 hour professional development sessions regarding the trauma, its effects and systems and strategies to support a trauma sensitive school environment.

Teachers will have an established Peace Corner in their classrooms.

Mindful life teachers will demonstrate strategies to support students with self-regulation and mindful practices.

Consultant will provide coaching and support for individual teachers around implementation of strategies to support students.

Consultant, family center, counselor and administration will meet with individual teachers twice a year to identify high needs students and create a plan to support them.

Teachers will utilize and refer to T-graph for social skills throughout their thematic units.

Teachers will use Toolbox lessons that support the school-wide Tool of the Month.

Teachers and staff will utilize restorative practices to support conflict resolution.

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- New
- Modified
- Unchanged

Goal 3

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

Identified Need

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

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance % (Revised)	7.8% Chronic Absenteeism Rate as of 10/2017	Chronic Absenteeism Rate for the full school year is 6.4%.	8.7% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
Parent Participation at school events	TBD	1,914 parents attended 28 events during 2017-18	2,630 parents attended 26 events during 2019-20 school year.	
Parent participation on free transportation to and from SP	TBD	430 parents used shuttle services for various school events provided by the transportation grant.	53 taxis for parent attendance at various school or district meetings or to pick up sick children or to return children to school from clinic appointments.	

			461 families used shuttle services to attend events throughout the school year.	
Bus incident data	TBD	72 bus behavior incidents reported in the 2017-18 school year	48 bus behavior incidents reported during 18-19.	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Suspension rate will be analyzed from Aeries data

Attendance rate will be analyzed monthly

Family Center and teachers will conduct home visits for students as needed in order to strengthen home/school connection and increase attendance.

Parent participation at school events will be reported (sign in sheets)

Families using transportation to and from SP will be reported.

School Bus safety and timeliness will be reported.

Overall, families rated school culture and engagement, home school relationships and communication higher than other participating schools, however, work needs to be done to strengthen the sense of school culture and

community as well as school safety, as those were the lowest ratings.

Goal 3, Action 1

Multi-Tiered System of Supports Description: Toolbox, Learning Pyramid, Kimochi Dolls and Second Step will be implemented to support students social - emotional development. Trauma informed practices coach will provide professional development for teachers, individual observations and coaching.

<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>Teachers will be trained and materials and supplies purchased to implement Toolbox(TK-5), Teaching Pyramid (PK- TK), Kimochi (PK-TK) and Second Step (K-5) programs in order to support students social emotional well-being and promote internal regulation of emotions.</p> <p>Teachers and staff will participate in 3 trainings during the school year on the impacts of trauma and how to create a trauma sensitive classroom/school environment. Consultant /family center/administration will meet with teachers twice a year to identify and address action steps for individual cases as needed. Consultant to provide coaching and support in implementation of trauma informed practices in classrooms and school wide.</p> <p>Parent Education meetings will be planned to share programs listed above with families in order to strengthen connections between school and home.</p>	<p>ACTUAL</p>
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>\$44500 One Time Monies, \$43,456 Title 1,\$3000 Title III, \$165,250 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"/> New <input type="checkbox"/> Modified	New

✓ Unchanged	☐ Unchanged	xModified Unchanged
	<p>DESSA surveys to be completed 3 times a year to track social emotional needs, target SEL instruction and growth for individuals.</p> <p>San Pedro Child Development Center and Head Start: Integration of Teaching Pyramid and Second Step</p> <p>TK-5 teachers: continue to introduce and revisit and refer to “tools” every month using trade books and materials through the Toolox program.</p> <p>Survey parents twice per year to determine if students are referencing toolbox strategies and tools when at home and when interacting with other children in the household.</p> <p>Extend use of S/E strategies at home: PreK-5 parent trainings to continue to reinforce use of Toolbox terminology and strategies at home.</p>	<p>DESSA surveys to be completed 3 times a year to track social emotional needs, target SEL instruction and growth for individuals.</p> <p>San Pedro Child Development Center and Head Start: Integration of Teaching Pyramid and Second Step</p> <p>TK-5 teachers: continue to introduce and revisit and refer to “tools” every month using trade books and materials through the Tooblox program.</p> <p>Survey parents twice per year to determine if students are referencing toolbox strategies and tools when at home and when interacting with other children in the household.</p> <p>Targeted outreach to families of Newcomer students in order to support them in understanding Toolbox, Social/Emotional Learning and health.</p> <p>Extend use of S/E strategies at home: PreK-5 parent trainings to continue to reinforce use of Toolbox terminology and strategies at home.</p>

Goal 3, Action 2

Multi-Tiered System of Supports Description: Monthly grade level recognition assemblies	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth

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

Actions/Services

PLANNED

Each grade level will have monthly opportunities to recognize students for perfect attendance, academic achievement, improvement, Toolbox and PBIS awards. Parents of students receiving awards will be invited to attend.

End of year celebration awards ceremony will include reclassification awards to students reclassified from EL to FEP.

ACTUAL

Expenditures

BUDGETED / SOURCE

\$2000 One Time Monies

ESTIMATED ACTUAL

Goal 3, Action 3

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

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

Yoga, garden, PE, art, mindfulness and music classes will be provided to SP students.

Student council will involve grades 3-5 students

PE specialist will work with individual classes as well as coordinating lunch recess games and inter-mural sports

ACTUAL

Expenditures

<p>tournaments. The specialist will also run a junior coaching program to foster student leadership.</p>	
<p>BUDGETED / \$25,195 PTA, \$5000 Lottery, \$2000 Heads Up Grant, \$5000 MCF</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	New xModified Unchanged
		<p>Mindfulness Program that included class push in mindfulness sessions for 30 minutes per week and grade level pull out mindfulness for targeted students weekly .</p> <p>Art classes to replace music for grades TK-K</p> <p>Schoolwide morning PE eliminated.</p>

Goal 3, Action 4

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

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

Actions/Services

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

Expenditures

<p>BUDGETED / SOURCE \$3000 Title III, \$165, 250 MCF, \$14000 Transportation</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 xModified <input type="checkbox"/> Unchanged	New Modified xUnchanged
	<p>Additional part time advocate was added to the Family Center in order to enable home visits by lead advocate for any student with 3 or more absences. This will help problem solve issues with attendance before they become issues that rise to the level of chronic absenteeism.</p>	<p>Additional part time advocate was added to the Family Center in order to enable home visits by lead advocate for any student with 3 or more absences. This will help problem solve issues with attendance before they become issues that rise to the level of chronic absenteeism.</p>

Goal 3, Action 5

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

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

Actions/Services	<p>PLANNED</p> <p>School Bus supervisor will ensure student safety boarding and exiting school buses daily, as well as spearheading parent communication regarding bus schedule changes.</p> <p>Materials and supplies will be purchased in order to ensure the safety of students entering/exiting buses, within the school and in case of emergency or disaster.</p> <p>Vice principal will work with District safety consultant to update school emergency plans and conduct emergency procedure drills.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$18500 LCAP, \$1000 General Fund</p>	
Expenditures		

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Mimi Melodia	Principal	(415) 485 -2450	Board approval on pending SSC approval on 10/2/19
2. Ericka Benassini	Classroom Teacher	(415) 485-2450	
3. Danielle Diego	Classroom Teacher	(415) 485-2450	
4. TBD	Classroom Teacher	(415) 485-2450	
5. Stephany Barahona	Community Liaison	(415) 485-2450	
6. Eva Calderon	Parent		
7. TBD	Parent		
8. TBD	Parent		
9. Julia Cano	Parent		
10. Wendy Castillo	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	1	5	0

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
Parent Stakeholder Groups

English Language Advisory Committee

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:

Mimi Melodia

Typed name of School Principal

Signature of School Principal

Date

Eva Calderon

Typed name of SSC Official

Signature of SSC Official

Date