

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

Contact Name and Title

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2019-2020 Single Plan for Student Achievement

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THE STORY

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

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.

Over the past two years with district wide Kindergarten enrollment declining, Short School has not enrolled a Kindergarten classes. The current student body is composed of 99 students, 1 Transitional Kindergarten class, 1 second grade, 1 third grade, and 2 fourth/fifth combination classes, as well as a Marin County Office of Education classroom.

For the 19-20 school year we are bringing in several non-profit partnerships that will offer enrichment opportunities for the students. The Academy of Athletics will be offering two 45 minute PE classes weekly for all students. Youth in Arts is offering art classes for the first semester. Students are participating in weekly Mindful Movement classes in a partnership with the Baby Bambini project. Weekly Music classes are also in place thanks to funding from Heads Up.

School culture is a primary focus for the 19-20 school year as staff, families and students are feeling the impacts of the upcoming closure of the school. We are working closely with district staff to offer the most current, relevant and timely information to all of our stakeholders. Our goal is to work individually with the 52 students and their families who are currently in the 2nd, 3rd and 4th grades to identify their desires for the 20-21 academic year.

SPSA HIGHLIGHTS

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

Short School will have an 80% instructional Coach on campus for the 19-20 academic year. Our Coach will be working with teachers on a weekly basis to align practice, review student work and data, and plan thematic units of instruction. The instructional coach will also help with the new district initiative and implementation of Writer's Workshop. It is a district wide initiative that is creating all of our students into writers, allowing them to have voice and agency.

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 who have been Reclassified after meeting the Listening, Speaking, Reading and Writing criteria on the ELPAC, are doing increasingly better than students who are yet to be Reclassified:

Language Arts:

18-19 35% of Reclassified Students Met or Exceeded the ELA threshold

19-20 45% of Reclassified Students Met or Exceeded the ELA threshold

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

Language Learners continue to be an area of emphasis as they are not achieving at the same levels as other students.

Language Arts(SBAC)

School wide 21.28% Met or Exceeded

Language Learners 8.57% Met or Exceeded

A gap of 12.71%

Mathematics (SBAC)

School wide 25.78% Met or Exceeded

Language Learners 19.18% Met or Exceeded

A gap of 6.6%

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?

**PERFORM
ANCE
GAPS**

Language Arts:

Our Language Learner student group is 21 points below the schoolwide average.

Mathematics:

Our Language Learner student group is 13 points below the schoolwide average.

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	All of our textbooks and CC content-based	In Title I we are paying for a certificated hourly teacher to do LLI reading intervention \$8,000		

		<p>purchased from. Most of our materials and supplies come from office depot.</p>	<p>reading materials will be purchased from this from this budget.</p>	<p>In Title I we are also paying for hourly classified hours to support interventions before and after school, as well as family literacy and math events in the evenings \$8,000</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 \$8,000</p> <p>Title III LEP materials and supplies will be paid from these funds to purchase supplemental reading and math instructional tools \$5,000</p>
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STAKEHOLDER ENGAGEMENT

SPSA Year	<input type="checkbox"/> 2017–18
	<input checked="" type="checkbox"/> 2018–19
	<input type="checkbox"/> 2019–20

Involvement Process for SPSA and Annual Update

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

In September of 2019 the principals of San Rafael City Schools met together with guidance from our Educational Service Department to begin our work on the 2019 SPSA. We calibrated and analyzed district and school site trends.

Staff will be presented with the site plan on October 30th, two community forums will be taking place on November 7th at 8am and at 6pm to present this plan to the families and leadership team.

Impact on SPSA and Annual Update

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

- Overarching data trends were presented
- The future of the Short School, where current 2nd, 3rd and 4th grade families would be placed
- Upcoming forums to meet with staff to hear options were presented

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

<h2>Goal 1</h2>	<ul style="list-style-type: none"> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> ● SBAC Scores ● Quarterly Reading Inventory Assessments ● Bi-Annual F&P Assessments ● Quarterly DIBELS Fluency Tests ● Math end of Unit Assessments
	<p>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.</p>	

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 Standard. Average distance from standard was -42.	Average distance from standard was -67, a decrease of 25 points <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>	Average distance from standard was -56, an increase of 11 points <i>Preliminary internal numbers, not yet published Sept 2019.</i>	
SBAC Math	39% Met or exceeded Standard. Average distance from standard was -31	Average distance from standard was -51, a decrease of 20 points <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>	Average distance from standard was -50, stable. <i>Preliminary internal numbers, not yet published Sept 2019</i>	

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

Schoolwide we are expecting to make 10 points growth in Language Arts.
Schoolwide we are expecting to make 15 points growth in Mathematics..

Goal 1, Action 1

Multi-Tiered System of Supports Description: Professional Learning Communities

- 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 use data to drive instructional choices and instructional delivery in order to increase student learning.

Monthly meetings will include the creation of and/or use of shared assessments and using this data to re-teach through strategic groupings and next instructional steps in order to further learning and provide opportunities to take learning to the next level. This time will also be used to share best practices and increase the rigor of instruction delivered. Student work, agendas and/or notes, and ILT share outs will be used to measure the impact of this process on instruction and student learning.

ACTUAL

Expenditures

BUDGETED / SOURCE
 The PLC model will take place during the school day or during Wednesday's planning time at no additional cost to the site. The onsite instructional coach will run and manage these cycles.

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Focused on strengthening instructional practices in balanced literacy, and vertical and horizontal alignment.

Work continues as in 2018-2019, however we now have additional coaching time on site.

Goal 1, Action 2

Multi-Tiered System of Supports Description: Balanced Literacy 80% Instructional Coach

<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>The 80% Instructional Coach will support teachers in implementing balanced literacy through strategy groups (based upon student needs and data), flexible grouping of students (in order to provide daily guided reading), weekly reading conferences with each student, feedback cycles, and modeling with observations</p> <p>Weekly meetings are in place for the coach to meet with grade level teams to carry out the outlined work during PE.</p>	ACTUAL
	<p><u>Expenditures</u></p> <p>The Coaching model will be take place during the school day with the district funded Instructional Coach.</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

Goal 1, Action 3

Multi-Tiered System of Supports Description: SEAL	
<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>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Teacher will have adequate release time to prep units while working in collaboration with grade level colleagues from throughout the district. Teachers will understand and implement the SEAL model TK-3. Teachers will work with our Instructional Coach to plan, develop and model thematic units of instruction, gather leveled reading materials, and to lay out a TK-3rd grade blueprint of all of our SEAL Units.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>LCAP</p>	<p>ESTIMATED ACTUAL</p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

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"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Use data to drive instruction: Quarterly administration of DIBELS and SRI fluency and comprehension assessments, three administrations of the F&P assessment, and Kinder and First will administer the ESGI assessments quarterly. Release days will be provided for teachers to be able to have adequate time to administer assessments. The data drives our SST and Special Education conversations.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>Teachers release days, 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
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>

<u>Actions/Services</u>	<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 needs 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 instructional assistant is assigned to work with students who are two or more reading levels behind, and is monitored by our instructional coach.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>Instructional Assistant \$8,000 Title III</p> <p>Title III LEP materials and supplies will be paid from these funds to purchase supplemental reading and math instructional tools \$5,000</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

<input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> Unchanged	<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.	

Goal 1, Action 6

Multi-Tiered System of Supports Description: Certificated Hourly Supplemental 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):

<i>Actions/Services</i>	PLANNED Certificated Teachers will be able to host small group targeted instruction with students before school, after school and on non student days using LLI Kits	ACTUAL
	BUDGETED / SOURCE Title I \$8,000	ESTIMATED ACTUAL
<i>Expenditures</i>	Title I LEP materials and supplies will be paid from these funds to purchase supplemental reading and math instructional tools \$5,000	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- ✓ New
- ✓ Modified
- ☐ Unchanged

Goal 2

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

Identified Need

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.

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.	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>All teachers will complete a minimum of 8 hours based on district offered professional development sessions.</p> <p>Teachers have been attending professional development sessions and logging their hours via the Professional Development Learning Passport.</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

Goal 2, Action 1

Multi-Tiered System of Supports Description: SEAL

- 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
 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 TK-3 grade teacher will teach integrated ELD content units based on NGSS and HSS. All TK-3 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.

ACTUAL

All TK through 3rd grade teachers are either being trained or have been trained on the SEAL model. Coaching from the site instructional coach is supporting their instructional practice.

Expenditures

BUDGETED AMOUNT / SOURCE
LCAP

ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Goal 2, Action 2

Multi-Tiered System of Supports Description: **Professional Development Passports**

Students to be Served

- All School
- 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>

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 Education Services director. Teachers have been active in attending and signing up for courses based on their learning needs.	ACTUAL
	BUDGETED / SOURCE Teacher Salaries, part of contractual work days	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- ✓ New
- ✓ Modified
- ☐ Unchanged

Goal 3

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

Identified Need

All students will feel secure, safe and happy while attending Short School. We hope to increase our attendance percentage and decrease our suspension rate while engaging our families.

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 DELAC and LCAP stakeholder meetings.		
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

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

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):

<u>Actions/Services</u>	<p>PLANNED</p> <p>Teachers and staff will implement the PBIS model by emphasizing the monthly life skills, use the positive rewards system, and the new pink and red card discipline. PBIS committee will lead and support Tier 1 (school-wide expectations, positive reinforcement system, and behavioral data analysis), and Tier 2 (interventions and behavioral supports) implementation.</p> <p>PBIS Teams are established and meeting. Monthly assemblies are planned with connected life skills.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>Part of built in monthly staff meetings/PLC</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

Goal 3, Action 2

Multi-Tiered System of Supports Description: Increase family engagement	
<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>Being that it is the final year for Short School, we will have to work very closely with the families and offer a menu of options to meet with all of the 52 second, third, and fourth grade families. It is critical that information is received and communicated in a timely manner.</p> <p>Community forums will be held at different times throughout the day and evening to ensure we are able to connect with all families.</p>	ACTUAL
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>NA</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

Goal 3, Action 3

Multi-Tiered System of Supports Description: Student Leadership Opportunities	
<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 Students will be able to register to be a part of Student Council, the Green Team and become Junior Coaches.	ACTUAL
	BUDGETED LCAP allocation for the Academy of Athletics to manage the Junior Coaches. Teachers run the other groups as part of their non instructional duties.	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

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. Pepe Gonzalez-Principal	School	415-485-3793 pgonzalez@srcs.org	October 18, 2018
2. Diana Mendoza	Teacher	415-485-3793 dmendoza@srcs.org	
3. Roxanna Cruz- Admin Assistant	Staff	415-485-3793 rcruz@srcs.org	
4. Rebecca Finley	Teacher	415-485-3793 rfinley@srcs.org	
5. Ana De Leon	Parent	415-580-5570	
6. Socorro Rojas	Parent	415-532-7691 rsocorro30@gmail.com	
7. Heidy Gajon	Parent	415-573-8279	
8.			

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