

The Single Plan for Student Achievement

School: Ryan STEAM Academy
CDS Code: 43693696046320
District: Alum Rock Union Elementary School District
Principal: Raquel Katz
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Ryan STEAM Academy's Vision and Mission Statements

Our vision is to create a TK-5 school that is highly regarded for its academic excellence. Ryan Elementary is committed to preparing students, both academically and socially, for middle school and beyond through the implementation of Common Core, high-quality instruction, and integration of technology in every grade level.

Through a robust STEAM education at Ryan Elementary School our students will develop their 21st century skills in an innovative learning environment where they are driven by inquiry, the engineering design process and exploration. Teachers will engage, inspire, and empower a community of learners in critical thinking, collaborating, innovating and communicating in preparation for college and career readiness.

School Profile

Ryan STEAM Academy was recently awarded the Hoffmann Award through Santa Clara County for having an exemplary STEAM program with a strong parent engagement component. All grades from TK-5th grade engage in hands-on learning connected to the engineering design process. Our state testing scores have grown significantly in both math and reading since we focus on having a growth mindset in all subject areas.

Ryan STEAM Academy is one of 24 schools in the Alum Rock Union School District located in San Jose, CA. Ryan STEAM Academy is a Title I School, which means that the Federal Government provides 100% free school lunches for our students. A significant number of our students come from families that are socioeconomically disadvantaged. Approximately 43% of our students are English Language Learners. Ryan has been on a successful upward trend as measured by our yearly API scores and California Dashboard performance. Since 2007 until 2013 Ryan's API has increased dramatically from 709 to an impressive 811 respectively! In 2013 Thomas. P Ryan successfully reached a major goal of surpassing an API score of 800 and moving into one of the top ten schools in Alum Rock according to API. Our scores on the Smarter Balanced assessment showed significant progress as compared with our 2016/2017 data. All grade levels showed progress in both language arts and math. Although we have continued to grow our API, we still have work to do with all of our subgroups so that all of our students reach 100% proficiency based on local assessments until we have new state and federal assessments. Additionally, our staff is committed to meeting the needs of our English Language Learners by providing integrated and designated ELD.

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, academic nights for parents, School Site Council, fundraising, and through our partnerships with Think Together, Kidango, and City Year, parents and the community are continually kept informed through the school newsletter, school website, community flyers, and parent notices from teachers and administration.

Student Ethnic Distribution:

Hispanic: 83%

Asian: 13%

African American: 2%

American Indian: 1%

White: 1%

Pacific Islander: <1%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Ryan STEAM Academy uses formal and informal ways of assessing students, parents, and teachers. One way of assessing student and teachers at Ryan is through surveys and discussions. Additionally, we consistently use google forms to get teacher feedback regarding professional development. Feedback from our monthly Principal Coffees and School Site Council allow us to measure how our school is running from the communities perspective and ways to make change. Surveys allow us to integrate all stakeholders in the education of all our students.

Parents reported that they are interested in attending workshops on the following topics:

1. Art Classes
2. Science Fair Workshops
3. Parenting classes
4. Parent and Me classes for students who are 4 and under

Teachers reported that they are interested in attending workshops on the following topics:

1. Growth Mindset
2. Technology
3. Guided Reading
4. STEAM

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ryan STEAM Academy uses a variety of formal and informal classroom observations during the school year to assess classroom instruction and student learning. The principal conducts two formal observations each year to provide feedback to teachers to improve classroom instruction which enhances student engagement and achievement. The principal conducts weekly walkthroughs with a focus on guided reading and writing in math as well as English Language Development. The principal, principal's supervisor and district representatives conduct walkthroughs to provide affective feedback to teachers as well as the principal. Feedback is currently based on Common Core standards and instruction as well as the strength of integrated and designated ELD instruction. Formal and informal observations are followed up with feedback to the teacher, grade level, school, etc, to improve teaching and learning. The school/classrooms are also visited by the superintendent, board members, and other site admins, who also provide feedback to the principal which provides more lenses of observation and is conveyed to the staff in an effort to include all stakeholders in the increase of academic achievement for all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- Smarter Balanced Assessment
- iReady (ELA and Math) benchmarks
- Envision Unit Assessments and Quizzes & level screeners
- Benchmark Unit Assessments
- Language Live and Read Well Assessments
- Level Screeners
- ELPAC

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During grade level collaboration, teachers use iReady and level screener data to modify lesson plans and instruction when planning for small group instruction. The teachers also monitor data by updating their data wall, identifying focus students, and plan for next steps.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA)
Status of meeting the requirement of "HIGHLY QUALIFIED" staff

Thomas P. Ryan has 17 teachers on staff including the various Special Education Teachers
15/17 teachers at Ryan have the full credential needed to perform in that position
We have one new teacher on our staff that need to be "highly qualified" and are taking the necessary steps to do so

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Thomas P. Ryan Staff is composed of 17 teachers who are fully credentialed and 2 who are currently enrolled in either an Intern or BTSA Program. All staff have been trained on the common core standards as well as text complexity, writing from sources, and text dependent question common core shifts. Further professional development is offered at the school site on data to inform instruction, ELD, as well as constructing meaning. All teachers have access to district training such as "Envision", "Benchmark", and "Read Well". Our TK and constructing meaning teams attend professional development at the district's professional learning community. The principal and the resource teacher attend monthly instructional leader professional learning communities through the IL PLC.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- A fully implemented Instructional Leadership Team meets monthly to review monthly goals and provide input on our instructional PD and assessment calendar. All of the members receive ongoing training through the ILT Network. All members create the theory of change together which is reviewed throughout the year.
- All teachers are participating in grade level collaborations this year with a focus on STEAM professional development and guided reading.
- New eligible teachers will participate in BTSAs, with activities that focus on the use of standards-based reading materials.
- Teachers will be encouraged to participate in new and advanced training, which has a heavy emphasis on common core standards-based materials.
- The school administrator will continue to participate in updated training in areas of the curriculum.
- All teachers will participate in school and district-sponsored grade-level meetings, which focus on standards-based adopted instructional programs.
- Teachers will receive continuous training in technology to support our Promethean Boards and LCD Projectors to increase engagement and support for all students.
- Teachers will receive continuous training in collecting and analyzing data. All teachers will be able to access data through illuminate and various sites such as the California Department of Education (CDE) to drive instruction and provide differentiated instruction to increase academic achievement for all students.
- All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.
- All teachers will receive differentiated PD based on interest/need as well as guided reading PD during grade level collaboration.
- Staff meetings are dedicated to balanced literacy as well as backwards planning of STEAM components

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive additional support through one instructional coach through 4-6 week coaching cycles. The coaching cycles are focused on guided reading as well as individual teacher goals. Teachers also have the option to additional ongoing professional development both at the site and district level. They benefit from the ongoing professional development provided by the resource teacher and principal during staff meetings, GLCs, and optional Thursday PD. Teachers participate in grade level collaboration 2x per month and cross grade level collaboration.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Classroom visits with immediate feedback are an effective way to measure Ryan's current state as well as strengths and areas for growth. Walkthroughs provide the necessary data to provide feedback and support through professional development and grade level collaboration release days. This has been confirmed by weekly debriefing of the ILT Team, staff comments/surveys, increased student interaction, and positive changes in classroom environment. Teachers engage in weekly grade level collaboration to focus on the ROCI process as well as plan for Common Core instruction and opportunities. Our TK teacher attends collaborations at the district along with other TK teachers from other sites. Our TK teacher also serves as a facilitator and planner of the TK PLC. Teachers meet as a grade level twice a month to plan for guided reading lessons, review student progress, and engage in professional learning. Teachers also engage in STEAM planning twice a semester to prep materials, backwards plan the content, and plan lessons.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Ryan Elementary has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

- All new eligible teachers will participate in BTSA and Intern Programs, which focus on standards. Newly credentialed teachers will be offered the opportunity to participate in a new teacher induction program.
- The school principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers.
- School-site evaluations will stress student mastery of Common Core standards-based content.
- Teacher recruitment, hiring, and evaluation will focus on meeting the new Common Core State Standards criteria.
- All textbooks and supplemental materials align with the standards.
- All grades will have 30 minutes of ELD instruction daily which will be embedded in small group intervention.
- Grades 1-3 have a minimum of 2.5 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Grades 4-5 have a minimum of 2 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Teachers will triangulate data (weekly assessments, unit assessments, skills assessments) to match the Common Core State Standards for Students to insure all students meet or exceed standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

- Kinder students receive 90 minutes of Language Arts instruction (30 minutes of intensive ELA differentiation) and 30 minutes of Mathematics plus 15-30 minutes of intense intervention instruction per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- First through third grades receive 150 minutes of language Arts (30 minutes of intensive ELA differentiation) and 60 minutes of Mathematics instruction plus 15-30 minutes of intensive intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- Fourth through fifth grades receive 150 minutes of Language Arts (30 minutes of intensive ELA differentiation) and 75 minutes of Mathematics instruction plus 15-30 minutes of intense intervention instruction per day in a math workshop model

* Teachers will use iReady as an intervention tool in both ELA and math and group students based on level screener during small group instruction.

* City Year, one of our school partners, also provides small group tier 1 and tier 2 support.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Classroom teachers provide intensive support before and after school. Teachers differentiate the lessons to meet the needs of all student levels in the classroom. City Year, our full day support provider, provides tier 1 and 2 support for 3rd-5th grade students who have been identified on . City Year also services 100 students in grades 1st-5th in their expanded learning program. Teachers collaborate within grade levels to provide additional support by using the Response to Intervention Model. Additionally, teachers provide a kindergarten orientation to introduce students to new skills. 3rd-5th grade students are also offered an SBAC class for 4-6 weeks. Think Together also provides support with reading and math foundational skills during their after school program.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- The school has academic materials from the state-adopted list (K-8) aligned with the standards.
- Student work samples (close reads, writing samples, performance tasks) are used to assess alignment with content standards.
- All students have access to iReady at school and at home
- Curriculum mapping is being implemented to assess instructional alignment with standards.
- Teacher lesson plans reference the standards being taught.
- A resource teacher works with all staff to ensure full implementation of standards-aligned programs.
- Standards-based assessments are utilized at the school site.
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards. Student work samples are posted on the data wall as well as iReady scores.
- Staff development is provided in research-based practices on guided reading and implementation of NGSS (STEAM)
- Parents are given abbreviated versions of their children's grade-level content standards expectations each year.
- Staff development is provided in the use of standards aligned materials.
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Language Arts: Benchmark
K-5 ELD: Benchmark ELD component
Mathematics: K-5 Envision Math
History/Social Science: Scott Foresman
Science: Standards-aligned STEAM program
iReady K-5
Close Reading and supplemental materials
Reader's workshop

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who receive RSP benefit from the language! curriculum for a 120 minute block

City Year works with students after school on Common Core Standards during the expanded learning program.

City Year works with 3-5th grade students who score in the intensive and strategic range during the school day.

All teachers provide a 30 minute ELD block for students who have not met the speaking and listening standards.

All teachers work with small groups 4x per week for 30 minutes each

14. Research-based educational practices to raise student achievement

Ryan Elementary provides the following regular program services to enable under-performing students meet standards:

- Teachers receive training in differentiated instructional strategies in the areas of reading and math.
- The resource teacher will serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of all students scoring below proficient and advanced.
- The gradual release model is used in every classroom every day, to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using the ROCI process and tracking data on ELA and math charts.
- Grade levels or individual teachers meet regularly with the principal, resource teacher, BTSA providers, or any other mentors to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Teachers choose students to participate in strategic interventions based on student need (various data).
- Staff meetings are dedicated to using Constructing Meaning's backwards mapping plan process
- Curriculum embedded ELA and Math assessments
- Professional Development in the state adopted ELA and Math curriculums are provided through the district
- Instructional coach attends regular coaching sessions through New Teacher Center as well as a coach's collaboration network
- Professional development on the latest technology including Promethean Boards, LCD Projectors, and individual student responders; our Tech Liaison attend monthly professional development

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ryan Elementary provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive trainings on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Ryan a better place for all stakeholders.
- Parent trainings are provided by the district to better help parents support their children's academic progress (DELAC, SPARC, DAC).
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A monthly newsletter as well as a regularly updated website offers events and updates to support parents and students
- A Health Aide is in place to address the health needs of the families.
- The staff and principal provide meetings that cover topics of importance to parents and students
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first progress mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders are involved in the decision making process at Thomas P. Ryan, including, but not limited to, School Site Council, English Language Advisory Committee, Staff, Instructional Leadership Team, PLC's. All stakeholders are involved developing the school plan including the budget by providing feedback through our LCAP forums. All stakeholders are involved in the process and are encouraged to be part of the team that ultimately creates, reviews, and accepts the current year school plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Thomas P. Ryan Elementary provides the following categorically funded services to enable under-performing students meet standards:

- The Principal, Resource Teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program). Our goal is to see that all students make one year of language gains yearly.
- Effective implementation of Intervention at Ryan Elementary has focused on the needs of at-risk students.
- Funds are used to help fund the instructional coach who focuses on working with teachers to support all students
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.
- Title III funds are allocated to provide services for English Learners such as interventions, parent conferences, materials/resources, etc.

Teachers are also allocated funds to provide supplemental materials in the students they serve. Supplemental materials enhance the current curriculum provided.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

There are several barriers that contribute to the school not obtaining school goals. One barrier is student attendance and tardiness. Another barrier which has been addressed throughout this process is that students from low-socio economic homes come unprepared for TK or Kindergarten - very few students receive pre school or related services. Through our partnership with City Year, Kidango and Think Together, our goal is to provide educational experiences to students in our community beginning at age 3. Additionally, our community liaison works closely with our community to perform home visits, assist with counseling services, and provide workshops around parenting skills.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	69	37	74	67	37	74	67	37	98.7	97.1	100
Grade 4	74	76	66	71	73	66	71	73	66	95.9	96.1	100
Grade 5	80	70	72	80	67	72	80	67	72	100	95.7	100
All Grades	229	215	175	225	207	175	225	207	175	98.3	96.3	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2367.2	2389.8	2371.7	8	13.43	10.81	11	22.39	8.11	27	22.39	40.54	54	41.79	40.54
Grade 4	2427.5	2444.5	2429.9	14	15.07	16.67	17	28.77	21.21	24	16.44	13.64	45	39.73	48.48
Grade 5	2484.5	2477.6	2489.4	25	11.94	22.22	23	29.85	34.72	16	23.88	11.11	36	34.33	31.94
All Grades	N/A	N/A	N/A	16	13.53	17.71	17	27.05	24.00	22	20.77	18.29	45	38.65	40.00

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	14.93	10.81	39	43.28	48.65	53	41.79	40.54
Grade 4	11	13.70	9.09	37	45.21	45.45	52	41.10	45.45
Grade 5	23	13.43	26.39	36	47.76	40.28	41	38.81	33.33
All Grades	14	14.01	16.57	37	45.41	44.00	48	40.58	39.43

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	13.43	8.11	45	44.78	40.54	49	41.79	51.35
Grade 4	14	16.44	9.09	41	54.79	46.97	45	28.77	43.94
Grade 5	20	25.37	26.39	43	47.76	38.89	38	26.87	34.72
All Grades	14	18.36	16.00	43	49.28	42.29	44	32.37	41.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	10.45	2.70	54	64.18	64.86	41	25.37	32.43
Grade 4	7	10.96	12.12	70	56.16	71.21	23	32.88	16.67
Grade 5	18	7.46	16.67	50	65.67	56.94	33	26.87	26.39
All Grades	10	9.66	12.00	58	61.84	64.00	32	28.50	24.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	20.90	8.11	43	43.28	56.76	49	35.82	35.14
Grade 4	21	24.66	22.73	49	47.95	46.97	30	27.40	30.30
Grade 5	30	17.91	31.94	45	58.21	45.83	25	23.88	22.22
All Grades	20	21.26	23.43	46	49.76	48.57	34	28.99	28.00

Conclusions based on this data:

1. Professional development focused on guided reading and research based inquiry positively impacted our scores.
2. Writing is still an area that we need to focus our efforts on since 41% of students (3rd-5th) scored below grade level.
3. Research and inquiry is our strongest area with an average of 71% of students scoring at or near grade level on standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	68	38	75	67	37	75	67	37	100	98.5	97.4
Grade 4	74	76	66	74	76	66	74	76	66	100	100	100
Grade 5	80	71	72	80	71	72	80	71	72	100	100	100
All Grades	229	215	176	229	214	175	229	214	175	100	99.5	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2385.4	2411.3	2401.6	11	11.94	8.11	12	29.85	21.62	31	20.90	32.43	47	37.31	37.84
Grade 4	2421.0	2430.3	2475.9	5	9.21	27.27	11	15.79	22.73	38	35.53	22.73	46	39.47	27.27
Grade 5	2450.3	2475.2	2499.3	9	7.04	16.67	10	21.13	23.61	28	32.39	27.78	54	39.44	31.94
All Grades	N/A	N/A	N/A	8	9.35	18.86	11	21.96	22.86	32	29.91	26.86	49	38.79	31.43

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	16	31.34	24.32	29	28.36	27.03	55	40.30	48.65	
Grade 4	7	10.53	33.33	31	27.63	28.79	62	61.84	37.88	
Grade 5	10	22.54	27.78	24	26.76	30.56	66	50.70	41.67	
All Grades	11	21.03	29.14	28	27.57	29.14	61	51.40	41.71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	14.93	8.11	37	52.24	48.65	52	32.84	43.24
Grade 4	9	13.16	22.73	38	36.84	48.48	53	50.00	28.79
Grade 5	13	8.45	18.06	30	46.48	40.28	58	45.07	41.67
All Grades	11	12.15	17.71	35	44.86	45.14	54	42.99	37.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.42	21.62	52	47.76	32.43	37	35.82	45.95
Grade 4	14	13.16	30.30	27	46.05	40.91	59	40.79	28.79
Grade 5	13	5.63	19.44	40	43.66	38.89	48	50.70	41.67
All Grades	12	11.68	24.00	40	45.79	38.29	48	42.52	37.71

Conclusions based on this data:

1. When comparing the math and language arts data, students did better in language arts. As a school, we have made growth in both language arts and math in grades 3rd-5th and have reduced the number of students scoring at the below standard level
2. Students scored best in the area of applying mathematical concepts and procedures. This year we will continue to focus on communicating reasoning by demonstrating an ability to support their mathematical conclusions.
3. The percentage of students who scored above standard in math has improved significantly in the areas of communicating reasoning and modeling word problems.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts/Math
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
SCHOOL GOAL #1:
By the end of the year, 85% of 1st-5th grade students will grow 2-5 levels on the level screener based on the grade level norm. Students at or above grade level will make at least 1 year's growth on their level screener. Students below grade level will make 1.5 years growth. By the end of year, all kindergarten students will be able to recognize upper and lower case letters as well as all the correlating sounds.
Data Used to Form this Goal:
The data to be collected will include, but not be limited to Benchmark and Envision short cycle Curriculum-Based Assessments, level screeners, ELPAC, writing samples, iReady, and Smarter Balanced Assessments.
Findings from the Analysis of this Data:
The finding from the SBAC data suggest that we need to concentrate our efforts on students who have not met standard. We have a large percentage of students nearly met grade level standards so we must place emphasis on that band as well as students who have not met standard. Students may benefit from additional support on performance tasks where they must synthesize a number of standards. The data also suggests that our teachers need to examine and use the data to place students in intervention groups. The data also suggests that we need to concentrate on third grade since they performed the lowest out of our 3rd-5th grade classes in ELA. As a school, we made significant gains in math on SBAC.
How the School will Evaluate the Progress of this Goal:
Strategic and guided monitoring of data during staff and grade level meetings to monitor progress of all students. Teachers will meet a minimum of twice a month in grade level teams to analyze reading behaviors checklist and level screeners and plan for STEAM lessons. Additionally, teachers will backwards map the performance tasks. Teachers will monitor data and will communicate academic progress to parents through mid-semester progress reports. Teachers will use the English Language Arts Common Core standards to meet the needs of all students and will backwards map the standards to create vertical and horizontal alignment. All teachers are required to use multiple data points such as informal observations, checks for understanding, short cycle quizzes, and work samples. The site administrator will also evaluate the progress of this goal through walkthroughs and through formal evaluations. Teachers needing additional support based on classroom observations as well as data will work with our instructional coach for at least 6 weeks.

Strategy #1:

All teachers and parents will be prepared through professional development (ILT, Common Core Training focused CCSS writing from sources, various PLC's) and use the ROCI process to ensure that students are prepared for common core state standards. Students identified for intervention will be offered a variety of interventions, including but not limited to, Language Live!, RSP, small group intervention 4x per week, and City Year's intervention during the day and after school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement:</p> <p>1. Informational meetings to educate parents about the ELA and math common core standards and how they can participate in moving their children towards mastery.</p> <p>2. Newsletters and other informational documents sent to all students' homes with important information about the academic programs.</p> <p>3. The SST process includes parents in addressing the particular needs of referred under-performing students.</p> <p>4. Substitutes will release teachers to attend SST meetings as well as ILT professional development meetings.</p> <p>5. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, Principal's Coffees, etc.)</p> <p>6. Community Liaison and instructional coach provides on-site parent workshop sponsored classes for parents and community members</p> <p>8. Host various worksops</p> <p>9. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are</p>	1. Sept- May	<p>Front Office Staff SSC Teachers Resource Teacher Parents Principal Community Liaison City Year</p>	Instructional Coach .5	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9320.00
	2. Sept –May		Materials	4000-4999: Books And Supplies	LCFF - Supplemental	2547.17
	3. Sept – May		Instructional Coach Benefits	3000-3999: Benefits	LCFF - Supplemental	3132.83
	4. Sept- May		Teacher Materials (Supplemental)	4000-4999: Books And Supplies	LCFF - Supplemental	3400.00
	5. Sept – May					
	6. Jan- May					
	7. Nov, Jan, March					
	8. Sept – May					
	9. Aug, May, June					
	10. Sept-June					
	11. Oct- June					
	12. October					
	13. Sept-June					
	14. Ongoing					
	15. October-June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided at the meeting that facilitates parents working at home with their children.</p> <p>10. Thomas P. Ryan offers a Back to School Night to invite parents onto the campus to visit the classrooms and learn the expectations and requirements for the school year.</p> <p>11. Teacher PD around balanced literacy and STEAM</p> <p>12. Materials for supplemental curriculum are provided by the site.</p> <p>13 Provide guided reading 4x per week</p>						
<p>Standards, Assessments, and Accountability:</p> <p>1. Principal will conduct weekly Classroom Walkthroughs using the District tools with a minimum of each teacher once per week. Teachers will receive immediate feedback in written and verbal form after debriefing with colleagues.</p> <p>2. The principal will conduct at least one formal and one informal observation on each teacher that is due during the year. The principal will follow the timelines and use the California Standards of the Teaching Profession to guide his observations/evaluations.</p> <p>3. Instructional coach will model lessons and participate in coaching cycles with teachers based on data</p> <p>4. All staff and grade level meetings will focus on data analysis, deep</p>	<p>1. Sept - June</p> <p>2. Oct – June</p> <p>3. Sept. – June</p> <p>4. Sept – May</p> <p>5. Sept – June</p> <p>6. Aug – June</p> <p>7. Aug – June</p> <p>8. Oct - June</p> <p>9. Sept-June</p> <p>10. Aug-June</p> <p>11. Ongoing</p> <p>12. Sept-May</p>	<p>Principal</p> <p>Resource Teacher</p> <p>ILT</p> <p>Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>planning of instruction, and staff development. Teachers will meet regularly to analyze student learning and consider new strategies and best practices during GLC and full day releases</p> <p>5. All classrooms will post and utilize a Classroom Close reading wall, writing in math wall, mindset wall, and STEAM wall</p> <p>6. Teachers will use supplemental passages from Reading A-Z and scholastic readers to focus on critical thinking and close reading.</p> <p>7. Teachers will receive professional development to ensure all teachers can navigate illuminate</p> <p>8. All teachers have the use of a laptop computer to access student data.</p> <p>9. Student achievement is recognized and celebrated during our honor roll assemblies, spelling bee, and STEAM night</p> <p>10. ILT will meet every month to monitor data and plan for professional development</p> <p>11. Extended duty will be provided for interventions based on data</p> <p>12. Teachers will work with students at the CELDT 3 level during SBAC prep (focusing on writing)</p>						
<p>Staffing and Professional Development:</p> <p>1. Staff receives professional development in the analysis of assessment data and the data management systems during grade level collaboration</p>	<p>1. Sept- Jan</p> <p>2. Aug –May</p> <p>3. July, Aug</p> <p>4. October-April</p> <p>5. Aug – June</p> <p>6. June-May</p> <p>7. Sept – May</p>	<p>ILT</p> <p>Principal</p> <p>Resource Teacher</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Staff development is offered to teachers, administrators, and other staff in best practices for addressing standards using district-adopted curriculum. .</p> <p>4. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices</p> <p>5. Resource teacher will attend county coaching training through NTC</p> <p>6. Teachers are given release time to collaborate with grade-level teams, view model lessons, and visit other classrooms.</p> <p>7. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences. .</p>						
<p>Opportunity & Equal Educational Access:</p> <p>1. Students not meeting standards or proficiency are targeted for extended learning time in intervention programs before school and after school</p> <p>2. Instructional coach analyzes data to provide assistance to teachers</p> <p>3. Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.</p> <p>4. Teachers will be allotted \$200.00 each to purchase supplemental materials to provide equal educational access to the state</p>	<p>1. Aug- May</p> <p>2. Aug –May</p> <p>3. Ongoing</p> <p>4. Sept- June</p> <p>5. Sept- June</p>	<p>Resource Teacher</p> <p>RSP Teacher</p> <p>Parent Volunteers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
standards 5. Enrichment activities before, during and after school meet the needs of all. This includes peer coaches, mentors, and after school sports.						
<p>Teaching and Learning: Define steps to intended outcomes:</p> <ol style="list-style-type: none"> 1. All core and supplemental curricular materials are aligned to standards and are not supplanting any of the programs. 2. Standards-based supplemental math curricular materials and supplies are made available to all teachers. 3. Site Administrator(s) observes classrooms on a daily basis and provides immediate feedback to the teacher. 4. Daily lesson plans focus on lesson objectives that are posted for all students to view and use. 5. Equipment and supplies necessary to duplicate curricular and supplemental language arts material, including homework, is available and well maintained. 6. Principal will observe teaching to ensure teachers stays on the objective. 7. Principal and instructional coach will hold monthly triad coaching meetings with teachers. 8. Teachers use the latest technology (Promethean Boards, LCD Projectors, laptops, responders, speakers, hardware, wiring, mounting of equipment) to respond to all student 	<ol style="list-style-type: none"> 1. Aug- June 2. Aug –May 3. Aug-June 4. Sept- June 5. Sept-Jun 6. Sept-June 7. Sept-June 	Principal Resource Teacher Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needs and maintain high engagement.						

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
50% of our English Language Learners will be reclassified during the 2018/2019 school year
Data Used to Form this Goal:
The data to be collected will include, but not be limited to, Local Assessments, language assessments/observations, and ELPAC data.
Findings from the Analysis of this Data:
An area of growth is our listening portion on the ELPAC. We've determined that students need more exposure to read alouds linked to comprehension questions.
How the School will Evaluate the Progress of this Goal:
Strategic and guided monitoring of data during staff and grade level meetings to monitor progress of all students. Teachers will meet a minimum of twice a month in grade level teams to analyze data and monitor students' progress. Teachers will monitor data by displaying and analyzing Common Core math standards charts in each classroom to ensure movement of students and remediate when needed. Each grade level will backwards map math standards to meet the needs of all students. All teachers are required to use multiple data points such as curriculum quizzes and tests and access them through OARS, Cruncher, and the CDE/various Websites.
Strategy #1:
All teachers will be prepared through staff development (ILT, Common Core Training, various PLC's) and use the ROCI process to ensure that the initial teaching is the first intervention. Teachers will engage in backwards planning of math performance tasks to properly prepare students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement:</p> <ol style="list-style-type: none"> 1. Students will be grouped according to level in grades K-5 during the 30 minute ELD block. 2. Teachers will use an constructing meaning planning tool when backwards planning performance tasks 3. Our staff will incorporate the 5 constructing meaning focus areas: structured talk, graphic organizers, etc.) 4. Teachers will use strategies to support structured student talk 5. Teachers will provide students with hands- on opportunities to learn the STEAM program while providing ELD supports 6. The resource teacher will lead grade level collaborations with a focus on supporting English Language Learners 7. Support students' language through visuals, modeling, sentence frames, collaborative partner talks 8. Require students to explain their thinking both in writing and speaking using the graphic organizer 9. Model how to use the graphic organizer 10. Math workshop (close reading, fluency center, performance tasks) and pulling a small group working on fluency facts 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data) 1. School staff will monitor English Learners (ELs) using local and state assessments 2. Upon redesignation, students will be monitored for 2 years to ensure academic success. EL site coordinators will monitor and process paperwork to ensure timely response with documentation. 3. Student progress on assessments and progress towards standards will be communicated to parents in English and Spanish. Staff will attempt to provide primary language support for meetings and conferences. 4. Instructional coach and teachers will monitor the progress of RFEPs and LTELs			Instructional Coach	1000-1999: Certificated Personnel Salaries	Title I	27960.00
			Benefits	3000-3999: Benefits	Title I	9398.47
Staffing and Professional Development: 1. Professional development will be provided focusing on language development in the areas of guided reading, balanced literacy, and STEAM 2. During GLC, teachers will also monitor student progress, receive PD on guided reading, and plan guided reading lessons after looking at reading behavior samples.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity & Equal Educational Access:</p> <ol style="list-style-type: none"> 1. Students will have access to Imagine Learning on their ipads (curriculum designed for newcomers) 2. Students in K-2nd will be provided with an online learning tool focused on language development 3. Teachers will meet in grade level and vertical articulation teams to review and discuss strategic instructional strategies to increase student academic achievement for English Learners. Teachers will provided 30 minutes of English Language Development (ELD) to English Learners. Activities and programs will include: Benchmark, previous workshop kit, and supplemental materials. 4. Parent of English Learners will be notified of their child's progress on acquiring English language proficiency 3 times per year through the trimester report card. 5. All students will have access to iReady and will be provide with earbuds 6. Supplemental materials will be provided 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teaching and Learning: Define steps to intended outcomes: 1. City Year will provide tier 1 support 2. Teachers will bring language samples to our staff meetings 3. English Learner (EL) students not making adequate progress In English Language Arts (ELA) and/or mathematics will be targeted with small group instruction and receive intervention with researched based strategies during the instructional day and/or before or after school intervention. Instructional support specialist to assist staff and provide support for EL programs. 4. Teachers will use constructing meaning strategies on a daily basis and use informal and formal assessment to assess progress. 5. Teachers will have access to copy machines to create booklets, supplemental materials, etc. 6. Teachers will plan lessons, check for understanding during instruction, assess student learning formally and informally, and monitor achievement for their English Learner (EL) students. 7. Teachers will use information gathered from multiple measures and observations to make instructional decisions for students. Teachers will have data chats and set learning goals with students. 8. Core and ancillary instructional materials to support closing the achievement gap will be utilized in every classroom. Materials such as: Benchmark and EnVision Math will be used to support student learning. 9. Opportunities for intervention and/or enrichment during the class</p>						

Strategy #2:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
Students and families will feel safe on campus and will school attendance rate will be a minimum of 97% monthly.
Data Used to Form this Goal:
Surveys, discussions, monthly attendance rates, LCAP
Findings from the Analysis of this Data:
During the 2017/2018 school year, our monthly attend rate was between 95.5 and 96.6%.
How the School will Evaluate the Progress of this Goal:
Our school will monitor both weekly and monthly attendance rates and we will conduct parent surveys.

Strategy #1:
Stakeholders are knowledgeable about school vision and school priorities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Ryan STEAM Academy's school vision will be shared at parent orientations, coffees, and during applicable workshops 2. Parent input will be provided around school vision at the beginning of the school year 3. Parents will have an opportunity to engage in workshops aligned to our school priorities 4. Instructional coach will provide workshops on the ELPAC, as well as make and take activities on ELA and math standards 5. Parent and Me classes will be held for children 4 and under 6. Extra curricular activities provided by little heroes coach and community liaison including Lil' Kickers, sewing, painting, puppet making, etc. 7. Community events including the Fall Festival, Spring Festival, Mother's Day event, College Day, Lion King Performance, Talent Show, and Holiday Performance will be held	August-June	Principal, staff, coach, community liaison	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	13500.00
			Materials	4000-4999: Books And Supplies	Title I	4456.66

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> 1. Staff will provide an incentive program for recognizing students with positive behavior using class DoJo 2. Ongoing behavior incentives will be provided 3. A weekly behavior focus will be stated in our weekly memo 4. Staff will attend and report back on PBIS trainings held at the county 5. The school will identify a PBIS committee that will attend full day releases at the county 6. Monthly attendance assemblies will be held to highlight students with perfect attendance. 7. Teachers will be paid extended duty to provide outreach and/or home visits for families as needed 	August-June	All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Ryan STEAM Academy will partner with community organizations such as foothill, Alum Rock Counseling Center, and Second Harvest Food Bank 2. Our community liaison will work with "at-risk" students who have an attendance rate of less than 95% 3. Our community liaison will complete home visits when there is an unverified absence. 4. Our Little Heroes coach will provide after school intervention for 4th and 5th graders for at-risk students 5. Our Little Heroes coach will provide meditation on Wednesday if a student receives either 3 infractions or a direct office referral. 6. Our school will focus on Growth Mindset and teachers will provide two lessons per month. 7. Materials will be provided for our STEAM and Growth Mindset supplemental lessons 8. Anti-bullying workshops will be provided to parents and sessions will also be provided to students	August - June	Community Liaison, Principal, Little Heroes, Staff	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	Title I	13,500

Strategy #2:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Stakeholders
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Parents will be knowledgeable of school programs and focus areas and will have opportunities to learn how to support their child through parent workshops.
Data Used to Form this Goal:
Parent discussions, attendance at workshops and night events, as well as results from parent surveys will be used to measure this goal.
Findings from the Analysis of this Data:
Parents have shared that they would like to see additional extra curricular activities connected to our focus areas including STEAM and the arts. Parents have also expressed interest in leadership and parent involvement opportunities including assisting with school-wide events, attending workshops, etc.
How the School will Evaluate the Progress of this Goal:
Surveys, attendance rate, volunteer logs

Strategy #1:
Parents will be provided opportunities to engage in workshops, events, and conversations around student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parents will track hours in log 2. Recognize parent volunteers during assembly and throughout the year 3. Our monthly newsletter will highlight parents who participated in specific events and/or current parent engagement data 4. Incentives will be provided including lanyards, a special lunch, t-	August-June	Principal, CL, staff	Rental and Leases	5000-5999: Services And Other Operating Expenditures	Title I	5376.00
			Equip Maintenance	5000-5999: Services And Other Operating Expenditures	Title I	3170.00
			Supply/Copy Cost	5700-5799: Transfers Of Direct Costs	Title I	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
shirts, and photos 5. Opportunities will be provided for parent engagement such as school events, parent interest workshops, etc. 6. Parents will be able to use a room on campus as a work place and meeting place 7. Parents will join classes on field trips						
1. During our October parent coffee, parents will provide input on school events and workshops offered during the 2018/2019 school year 2. Workshops offered may include art classes, anti-bullying, parenting classes, health and nutrition classes, science fair research, as well as monthly make and take sessions 3. Materials for parent workshops will be purchased so that parents can take home resources 4. Monthly parent coffees will be held the first Friday of every month 5. Materials and resources will be provided during the parent coffees	August - June	Principal, CL, staff				
1. Teachers will be paid extended duty to provide outreach and/or home visits for families as needed 2. Two kindergarten orientation meetings will be provided to incoming kindergarten and TK families 3. STEAM signage will be created to encourage parents to learn about our programs 4. A parent walking field trip will	August- June	Principal, CL, staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>occur in November so that parents can see the alignment with Ocala STEAM Academy</p> <p>5. Parent leadership opportunities will be provided through DELAC, DAC, SSC, etc.</p> <p>6. Parent feedback will be provided on our Single Plan for Student Achievement during SSC as well as during our Title 1 and LCAP meetings.</p>						

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Highly Qualified Teachers
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Culture
SCHOOL GOAL #4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	64,061.13	0.00
Supplemental/Concentration	31,900.00	31,900.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,320.00
3000-3999: Benefits	LCFF - Supplemental	3,132.83
4000-4999: Books And Supplies	LCFF - Supplemental	5,947.17
5800: Professional/Consulting Services And	LCFF - Supplemental	13,500.00
1000-1999: Certificated Personnel Salaries	Title I	27,960.00
3000-3999: Benefits	Title I	9,398.47
4000-4999: Books And Supplies	Title I	4,456.66
5000-5999: Services And Other Operating	Title I	8,546.00
5700-5799: Transfers Of Direct Costs	Title I	200.00
5800: Professional/Consulting Services And	Title I	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	31,900.00
Title I	64,061.13

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,280.00
3000-3999: Benefits	12,531.30
4000-4999: Books And Supplies	10,403.83
5000-5999: Services And Other Operating Expenditures	8,546.00
5700-5799: Transfers Of Direct Costs	200.00
5800: Professional/Consulting Services And Operating	27,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,400.00
Goal 2	37,358.47
Goal 3	31,456.66
Goal 4	8,746.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Raquel Katz	X				
Bob Castognia		X			
Osiel Gutierrez		X			
Silvia Verduzco				X	
Gabriel Restrepo			X		
Anita Ghosh		X			
Andrea Sumano				X	
Maria Velasquez				X	
Sharon Chen				X	
Veronia Sosa				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

SPARC

Signature

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 herein 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 October 25, 2018.

Attested:

Raquel Katz

Typed Name of School Principal

Signature of School Principal

Date

Sharon Chen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Ryan STEAM Academy
CDS Code: 43693696046320
District: Alum Rock Union Elementary School District
Principal: Raquel Katz
Revision Date: September 20, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Raquel Katz
Position: Principal
Phone Number: (408) 928-8650
Address: 1241 McGinness Way
San Jose CA, 95127
E-mail Address: raquel.katz@arUSD.org

The District Governing Board approved this revision of the SPSA on December 6, 2018.

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School Vision and Mission

Ryan STEAM Academy's Vision and Mission Statements

Our vision is to create a TK-5 school that is highly regarded for its academic excellence. Ryan Elementary is committed to preparing students, both academically and socially, for middle school and beyond through the implementation of Common Core, high-quality instruction, and integration of technology in every grade level.

Through a robust STEAM education at Ryan Elementary School our students will develop their 21st century skills in an innovative learning environment where they are driven by inquiry, the engineering design process and exploration. Teachers will engage, inspire, and empower a community of learners in critical thinking, collaborating, innovating and communicating in preparation for college and career readiness.

School Profile

Ryan STEAM Academy was recently awarded the Hoffmann Award through Santa Clara County for having an exemplary STEAM program with a strong parent engagement component. All grades from TK-5th grade engage in hands-on learning connected to the engineering design process. Our state testing scores have grown significantly in both math and reading since we focus on having a growth mindset in all subject areas.

Ryan STEAM Academy is one of 24 schools in the Alum Rock Union School District located in San Jose, CA. Ryan STEAM Academy is a Title I School, which means that the Federal Government provides 100% free school lunches for our students. A significant number of our students come from families that are socioeconomically disadvantaged. Approximately 43% of our students are English Language Learners. Ryan has been on a successful upward trend as measured by our yearly API scores and California Dashboard performance. Since 2007 until 2013 Ryan's API has increased dramatically from 709 to an impressive 811 respectively! In 2013 Thomas. P Ryan successfully reached a major goal of surpassing an API score of 800 and moving into one of the top ten schools in Alum Rock according to API. Our scores on the Smarter Balanced assessment showed significant progress as compared with our 2016/2017 data. All grade levels showed progress in both language arts and math. Although we have continued to grow our API, we still have work to do with all of our subgroups so that all of our students reach 100% proficiency based on local assessments until we have new state and federal assessments. Additionally, our staff is committed to meeting the needs of our English Language Learners by providing integrated and designated ELD.

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, academic nights for parents, School Site Council, fundraising, and through our partnerships with Think Together, Kidango, and City Year, parents and the community are continually kept informed through the school newsletter, school website, community flyers, and parent notices from teachers and administration.

Student Ethnic Distribution:

Hispanic: 83%

Asian: 13%

African American: 2%

American Indian: 1%

White: 1%

Pacific Islander: <1%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Ryan STEAM Academy uses formal and informal ways of assessing students, parents, and teachers. One way of assessing student and teachers at Ryan is through surveys and discussions. Additionally, we consistently use google forms to get teacher feedback regarding professional development. Feedback from our monthly Principal Coffees and School Site Council allow us to measure how our school is running from the communities perspective and ways to make change. Surveys allow us to integrate all stakeholders in the education of all our students.

Parents reported that they are interested in attending workshops on the following topics:

1. Art Classes
2. Science Fair Workshops
3. Parenting classes
4. Parent and Me classes for students who are 4 and under

Teachers reported that they are interested in attending workshops on the following topics:

1. Growth Mindset
2. Technology
3. Guided Reading
4. STEAM

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ryan STEAM Academy uses a variety of formal and informal classroom observations during the school year to assess classroom instruction and student learning. The principal conducts two formal observations each year to provide feedback to teachers to improve classroom instruction which enhances student engagement and achievement. The principal conducts weekly walkthroughs with a focus on guided reading and writing in math as well as English Language Development. The principal, principal's supervisor and district representatives conduct walkthroughs to provide affective feedback to teachers as well as the principal. Feedback is currently based on Common Core standards and instruction as well as the strength of integrated and designated ELD instruction. Formal and informal observations are followed up with feedback to the teacher, grade level, school, etc, to improve teaching and learning. The school/classrooms are also visited by the superintendent, board members, and other site admins, who also provide feedback to the principal which provides more lenses of observation and is conveyed to the staff in an effort to include all stakeholders in the increase of academic achievement for all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- ~~Smarter Balanced Assessment~~
- iReady (ELA and Math) benchmarks
- Envision Unit Assessments and Quizzes & level screeners
- Benchmark Unit Assessments
- Language Live and Read Well Assessments
- Level Screeners
- ELPAC

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During grade level collaboration, teachers use iready and level screener data to modify lesson plans and instruction when planning for small group instruction. The teachers also monitor data by updating their data wall, identifying focus students, and plan for next steps.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA)
Status of meeting the requirement of "HIGHLY QUALIFIED" staff

Thomas P. Ryan has 17 teachers on staff including the various Special Education Teachers
15/17 teachers at Ryan have the full credential needed to perform in that position
We have one new teacher on our staff that need to be "highly qualified" and are taking the necessary steps to do so

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Thomas P. Ryan Staff is composed of 17 teachers who are fully credentialed and 2 who are currently enrolled in either an Intern or BTSA Program. All staff have been trained on the common core standards as well as text complexity, writing from sources, and text dependent question common core shifts. Further professional development is offered at the school site on data to inform instruction, ELD, as well as constructing meaning. All teachers have access to district training such as "Envision", "Benchmark", and "Read Well". Our TK and constructing meaning teams attend professional development at the district's professional learning community. The principal and the resource teacher attend monthly instructional leader professional learning communities through the IL PLC.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- A fully implemented Instructional Leadership Team meets monthly to review monthly goals and provide input on our instructional PD and assessment calendar. All of the members receive ongoing training through the ILT Network. All members create the theory of change together which is reviewed throughout the year.
- All teachers are participating in grade level collaborations this year with a focus on STEAM professional development and guided reading.
- New eligible teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.
- Teachers will be encouraged to participate in new and advanced training, which has a heavy emphasis on common core standards-based materials.
- The school administrator will continue to participate in updated training in areas of the curriculum.
- All teachers will participate in school and district-sponsored grade-level meetings, which focus on standards-based adopted instructional programs.
- Teachers will receive continuous training in technology to support our Promethean Boards and LCD Projectors to increase engagement and support for all students.
- Teachers will receive continuous training in collecting and analyzing data. All teachers will be able to access data through illuminate and various sites such as the California Department of Education (CDE) to drive instruction and provide differentiated instruction to increase academic achievement for all students.
- All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.
- All teachers will receive differentiated PD based on interest/need as well as guided reading PD during grade level collaboration.
- Staff meetings are dedicated to balanced literacy as well as backwards planning of STEAM components

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive additional support through one instructional coach through 4-6 week coaching cycles. The coaching cycles are focused on guided reading as well as individual teacher goals. Teachers also have the option to additional ongoing professional development both at the site and district level. They benefit from the ongoing professional development provided by the resource teacher and principal during staff meetings, GLCs, and optional Thursday PD. Teachers participate in grade level collaboration 2x per month and cross grade level collaboration.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Classroom visits with immediate feedback are an effective way to measure Ryan's current state as well as strengths and areas for growth. Walkthroughs provide the necessary data to provide feedback and support through professional development and grade level collaboration release days. This has been confirmed by weekly debriefing of the ILT Team, staff comments/surveys, increased student interaction, and positive changes in classroom environment. Teachers engage in weekly grade level collaboration to focus on the ROCI process as well as plan for Common Core instruction and opportunities. Our TK teacher attends collaborations at the district along with other TK teachers from other sites. Our TK teacher also serves as a facilitator and planner of the TK PLC. Teachers meet as a grade level twice a month to plan for guided reading lessons, review student progress, and engage in professional learning. Teachers also engage in STEAM planning twice a semester to prep materials, backwards plan the content, and plan lessons.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Ryan Elementary has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

- All new eligible teachers will participate in BTSA and Intern Programs, which focus on standards. Newly credentialed teachers will be offered the opportunity to participate in a new teacher induction program.
- The school principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers.
- School-site evaluations will stress student mastery of Common Core standards-based content.
- Teacher recruitment, hiring, and evaluation will focus on meeting the new Common Core State Standards criteria.
- All textbooks and supplemental materials align with the standards.
- All grades will have 30 minutes of ELD instruction daily which will be embedded in small group intervention.
- Grades 1-3 have a minimum of 2.5 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Grades 4-5 have a minimum of 2 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Teachers will triangulate data (weekly assessments, unit assessments, skills assessments) to match the Common Core State Standards for Students to insure all students meet or exceed standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

- Kinder students receive 90 minutes of Language Arts instruction (30 minutes of intensive ELA differentiation) and 30 minutes of Mathematics plus 15-30 minutes of intense intervention instruction per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- First through third grades receive 150 minutes of language Arts (30 minutes of intensive ELA differentiation) and 60 minutes of Mathematics instruction plus 15-30 minutes of intensive intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- Fourth through fifth grades receive 150 minutes of Language Arts (30 minutes of intensive ELA differentiation) and 75 minutes of Mathematics instruction plus 15-30 minutes of intense intervention instruction per day in a math workshop model

* Teachers will use iReady as an intervention tool in both ELA and math and group students based on level screener during small group instruction.

* City Year, one of our school partners, also provides small group tier 1 and tier 2 support.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Classroom teachers provide intensive support before and after school. Teachers differentiate the lessons to meet the needs of all student levels in the classroom. City Year, our full day support provider, provides tier 1 and 2 support for 3rd-5th grade students who have been identified on . City Year also services 100 students in grades 1st-5th in their expanded learning program. Teachers collaborate within grade levels to provide additional support by using the Response to Intervention Model. Additionally, teachers provide a kindergarten orientation to introduce students to new skills. 3rd-5th grade students are also offered an SBAC class for 4-6 weeks. Think Together also provides support with reading and math foundational skills during their after school program.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- The school has academic materials from the state-adopted list (K-8) aligned with the standards.
- Student work samples (close reads, writing samples, performance tasks) are used to assess alignment with content standards.
- All students have access to iReady at school and at home
- Curriculum mapping is being implemented to assess instructional alignment with standards.
- Teacher lesson plans reference the standards being taught.
- A resource teacher works with all staff to ensure full implementation of standards-aligned programs.
- Standards-based assessments are utilized at the school site.
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards. Student work samples are posted on the data wall as well as iReady scores.
- Staff development is provided in research-based practices on guided reading and implementation of NGSS (STEAM)
- Parents are given abbreviated versions of their children's grade-level content standards expectations each year.
- Staff development is provided in the use of standards aligned materials.
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Language Arts: Benchmark

K-5 ELD: Benchmark ELD component

Mathematics: K-5 Envision Math

History/Social Science: Scott Foresman

Science: Standards-aligned STEAM program

iReady K-5

Close Reading and supplemental materials

Reader's workshop

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who receive RSP benefit from the language! curriculum for a 120 minute block

City Year works with students after school on Common Core Standards during the expanded learning program.

City Year works with 3-5th grade students who score in the intensive and strategic range during the school day.

All teachers provide a 30 minute ELD block for students who have not met the speaking and listening standards.

All teachers work with small groups 4x per week for 30 minutes each

14. Research-based educational practices to raise student achievement

Ryan Elementary provides the following regular program services to enable under-performing students meet standards:

- Teachers receive training in differentiated instructional strategies in the areas of reading and math.
- The resource teacher will serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of all students scoring below proficient and advanced.
- The gradual release model is used in every classroom every day, to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using the ROCI process and tracking data on ELA and math charts.
- Grade levels or individual teachers meet regularly with the principal, resource teacher, BTSA providers, or any other mentors to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Teachers choose students to participate in strategic interventions based on student need (various data).
- Staff meetings are dedicated to using Constructing Meaning's backwards mapping plan process
- Curriculum embedded ELA and Math assessments
- Professional Development in the state adopted ELA and Math curriculums are provided through the district
- Instructional coach attends regular coaching sessions through New Teacher Center as well as a coach's collaboration network
- Professional development on the latest technology including Promethean Boards, LCD Projectors, and individual student responders; our Tech Liaison attend monthly professional development

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ryan Elementary provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive trainings on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Ryan a better place for all stakeholders.
- Parent trainings are provided by the district to better help parents support their children's academic progress (DELAC, SPARC, DAC).
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A monthly newsletter as well as a regularly updated website offers events and updates to support parents and students
- A Health Aide is in place to address the health needs of the families.
- The staff and principal provide meetings that cover topics of importance to parents and students
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first progress mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders are involved in the decision making process at Thomas P. Ryan, including, but not limited to, School Site Council, English Language Advisory Committee, Staff, Instructional Leadership Team, PLC's. All stakeholders are involved developing the school plan including the budget by providing feedback through our LCAP forums. All stakeholders are involved in the process and are encouraged to be part of the team that ultimately creates, reviews, and accepts the current year school plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Thomas P. Ryan Elementary provides the following categorically funded services to enable under-performing students meet standards:

- The Principal, Resource Teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program). Our goal is to see that all students make one year of language gains yearly.
- Effective implementation of Intervention at Ryan Elementary has focused on the needs of at-risk students.
- Funds are used to help fund the instructional coach who focuses on working with teachers to support all students
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.
- Title III funds are allocated to provide services for English Learners such as interventions, parent conferences, materials/resources, etc.

Teachers are also allocated funds to provide supplemental materials in the students they serve. Supplemental materials enhance the current curriculum provided.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

There are several barriers that contribute to the school not obtaining school goals. One barrier is student attendance and tardiness. Another barrier which has been addressed throughout this process is that students from low-socio economic homes come unprepared for TK or Kindergarten - very few students receive pre school or related services. Through our partnership with City Year, Kidango and Think Together, our goal is to provide educational experiences to students in our community beginning at age 3. Additionally, our community liaison works closely with our community to perform home visits, assist with counseling services, and provide workshops around parenting skills.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	69	37	74	67	37	74	67	37	98.7	97.1	100
Grade 4	74	76	66	71	73	66	71	73	66	95.9	96.1	100
Grade 5	80	70	72	80	67	72	80	67	72	100	95.7	100
All Grades	229	215	175	225	207	175	225	207	175	98.3	96.3	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2367.2	2389.8	2371.7	8	13.43	10.81	11	22.39	8.11	27	22.39	40.54	54	41.79	40.54
Grade 4	2427.5	2444.5	2429.9	14	15.07	16.67	17	28.77	21.21	24	16.44	13.64	45	39.73	48.48
Grade 5	2484.5	2477.6	2489.4	25	11.94	22.22	23	29.85	34.72	16	23.88	11.11	36	34.33	31.94
All Grades	N/A	N/A	N/A	16	13.53	17.71	17	27.05	24.00	22	20.77	18.29	45	38.65	40.00

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	14.93	10.81	39	43.28	48.65	53	41.79	40.54	
Grade 4	11	13.70	9.09	37	45.21	45.45	52	41.10	45.45	
Grade 5	23	13.43	26.39	36	47.76	40.28	41	38.81	33.33	
All Grades	14	14.01	16.57	37	45.41	44.00	48	40.58	39.43	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	13.43	8.11	45	44.78	40.54	49	41.79	51.35
Grade 4	14	16.44	9.09	41	54.79	46.97	45	28.77	43.94
Grade 5	20	25.37	26.39	43	47.76	38.89	38	26.87	34.72
All Grades	14	18.36	16.00	43	49.28	42.29	44	32.37	41.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	10.45	2.70	54	64.18	64.86	41	25.37	32.43
Grade 4	7	10.96	12.12	70	56.16	71.21	23	32.88	16.67
Grade 5	18	7.46	16.67	50	65.67	56.94	33	26.87	26.39
All Grades	10	9.66	12.00	58	61.84	64.00	32	28.50	24.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	20.90	8.11	43	43.28	56.76	49	35.82	35.14
Grade 4	21	24.66	22.73	49	47.95	46.97	30	27.40	30.30
Grade 5	30	17.91	31.94	45	58.21	45.83	25	23.88	22.22
All Grades	20	21.26	23.43	46	49.76	48.57	34	28.99	28.00

Conclusions based on this data:

1. Professional development focused on guided reading and research based inquiry positively impacted our scores.
2. Writing is still an area that we need to focus our efforts on since 41% of students (3rd-5th) scored below grade level.
3. Research and inquiry is our strongest area with an average of 71% of students scoring at or near grade level on standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	68	38	75	67	37	75	67	37	100	98.5	97.4
Grade 4	74	76	66	74	76	66	74	76	66	100	100	100
Grade 5	80	71	72	80	71	72	80	71	72	100	100	100
All Grades	229	215	176	229	214	175	229	214	175	100	99.5	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2385.4	2411.3	2401.6	11	11.94	8.11	12	29.85	21.62	31	20.90	32.43	47	37.31	37.84
Grade 4	2421.0	2430.3	2475.9	5	9.21	27.27	11	15.79	22.73	38	35.53	22.73	46	39.47	27.27
Grade 5	2450.3	2475.2	2499.3	9	7.04	16.67	10	21.13	23.61	28	32.39	27.78	54	39.44	31.94
All Grades	N/A	N/A	N/A	8	9.35	18.86	11	21.96	22.86	32	29.91	26.86	49	38.79	31.43

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	16	31.34	24.32	29	28.36	27.03	55	40.30	48.65	
Grade 4	7	10.53	33.33	31	27.63	28.79	62	61.84	37.88	
Grade 5	10	22.54	27.78	24	26.76	30.56	66	50.70	41.67	
All Grades	11	21.03	29.14	28	27.57	29.14	61	51.40	41.71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	14.93	8.11	37	52.24	48.65	52	32.84	43.24
Grade 4	9	13.16	22.73	38	36.84	48.48	53	50.00	28.79
Grade 5	13	8.45	18.06	30	46.48	40.28	58	45.07	41.67
All Grades	11	12.15	17.71	35	44.86	45.14	54	42.99	37.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.42	21.62	52	47.76	32.43	37	35.82	45.95
Grade 4	14	13.16	30.30	27	46.05	40.91	59	40.79	28.79
Grade 5	13	5.63	19.44	40	43.66	38.89	48	50.70	41.67
All Grades	12	11.68	24.00	40	45.79	38.29	48	42.52	37.71

Conclusions based on this data:

1. When comparing the math and language arts data, students did better in language arts. As a school, we have made growth in both language arts and math in grades 3rd-5th and have reduced the number of students scoring at the below standard level
2. Students scored best in the area of applying mathematical concepts and procedures. This year we will continue to focus on communicating reasoning by demonstrating an ability to support their mathematical conclusions.
3. The percentage of students who scored above standard in math has improved significantly in the areas of communicating reasoning and modeling word problems.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				25	45		25	27		25	27		25		
1		7		11	57		41	21		26	11		22	4	
2	3			30			49			11			8		
3	4			24	28		39	44		18	25		14	3	
4	16	3		29	35		42	41		13	16			5	
5	25	4		36	32		25	56		11	8		3		
Total	9	3		27	38		38	39		16	17		10	3	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				7	10		30	18		29	24		34	48	
1		7		10	53		38	20		24	10		28	10	
2	3			28			46			10			13	***	
3	4			24	26		38	41		18	26		16	6	
4	14	3		26	33		37	38		17	15		6	13	
5	24	3		35	28		24	52		11	10		5	7	
Total	7	2		21	27		35	32		19	18		18	21	

Conclusions based on this data:

1. 17/18 Data was not provided
2. 17/18 Data was not provided
3. 17/18 Data was not provided

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts/Math
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
SCHOOL GOAL #1:
By the end of the year, 85% of 1st-5th grade students will grow 2-5 levels on the level screener based on the grade level norm. Students at or above grade level will make at least 1 year's growth on their level screener. Students below grade level will make 1.5 years growth. By the end of year, all kindergarten students will be able to recognize upper and lower case letters as well as all the correlating sounds.
Data Used to Form this Goal:
The data to be collected will include, but not be limited to Benchmark and Envision short cycle Curriculum-Based Assessments, level screeners, ELPAC, writing samples, iReady, and Smarter Balanced Assessments.
Findings from the Analysis of this Data:
The finding from the SBAC data suggest that we need to concentrate our efforts on students who have not met standard. We have a large percentage of students nearly met grade level standards so we must place emphasis on that band as well as students who have not met standard. Students may benefit from additional support on performance tasks where they must synthesize a number of standards. The data also suggests that our teachers need to examine and use the data to place students in intervention groups. The data also suggests that we need to concentrate on third grade since they performed the lowest out of our 3rd-5th grade classes in ELA. As a school, we made significant gains in math on SBAC.
How the School will Evaluate the Progress of this Goal:
Strategic and guided monitoring of data during staff and grade level meetings to monitor progress of all students. Teachers will meet a minimum of twice a month in grade level teams to analyze reading behaviors checklist and level screeners and plan for STEAM lessons. Additionally, teachers will backwards map the performance tasks. Teachers will monitor data and will communicate academic progress to parents through mid-semester progress reports. Teachers will use the English Language Arts Common Core standards to meet the needs of all students and will backwards map the standards to create vertical and horizontal alignment. All teachers are required to use multiple data points such as informal observations, checks for understanding, short cycle quizzes, and work samples. The site administrator will also evaluate the progress of this goal through walkthroughs and through formal evaluations. Teachers needing additional support based on classroom observations as well as data will work with our instructional coach for at least 6 weeks.

Strategy #1:

All teachers and parents will be prepared through professional development (ILT, Common Core Training focused CCSS writing from sources, various PLC's) and use the ROCI process to ensure that students are prepared for common core state standards. Students identified for intervention will be offered a variety of interventions, including but not limited to, Language Live!, RSP, small group intervention 4x per week, and City Year's intervention during the day and after school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement:</p> <ol style="list-style-type: none"> 1. Informational meetings to educate parents about the ELA and math common core standards and how they can participate in moving their children towards mastery. 2. Newsletters and other informational documents sent to all students' homes with important information about the academic programs. 3. The SST process includes parents in addressing the particular needs of referred under-performing students. 4. Substitutes will release teachers to attend SST meetings as well as ILT professional development meetings. 5. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, Principal's Coffees, etc.) 6. Community Liaison and instructional coach provides on-site parent workshop sponsored classes for parents and community members 8. Host various workshops 9. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are 	<ol style="list-style-type: none"> 1. Sept- May 2. Sept –May 3. Sept – May 4. Sept- May 5. Sept – May 6. Jan- May 7. Nov, Jan, March 8. Sept – May 9. Aug, May, June 10. Sept-June 11. Oct- June 12. October 13. Sept-June 14. Ongoing 15. October-June 	<p>Front Office Staff SSC Teachers Resource Teacher Parents Principal Community Liaison City Year</p>	<p>Instructional Coach .5</p> <p>Materials</p> <p>Instructional Coach Benefits</p> <p>Teacher Materials (Supplemental)</p>	<p>1000-1999: Certified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>3000-3999: Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>9320.00</p> <p>2547.17</p> <p>3132.83</p> <p>3400.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided at the meeting that facilitates parents working at home with their children.</p> <p>10. Thomas P. Ryan offers a Back to School Night to invite parents onto the campus to visit the classrooms and learn the expectations and requirements for the school year.</p> <p>11. Teacher PD around balanced literacy and STEAM</p> <p>12. Materials for supplemental curriculum are provided by the site.</p> <p>13. Provide guided reading 4x per week</p>						
<p>Standards, Assessments, and Accountability:</p> <p>1. Principal will conduct weekly Classroom Walkthroughs using the District tools with a minimum of each teacher once per week. Teachers will receive immediate feedback in written and verbal form after debriefing with colleagues.</p> <p>2. The principal will conduct at least one formal and one informal observation on each teacher that is due during the year. The principal will follow the timelines and use the California Standards of the Teaching Profession to guide his observations/evaluations.</p> <p>3. Instructional coach will model lessons and participate in coaching cycles with teachers based on data</p> <p>4. All staff and grade level meetings will focus on data analysis, deep</p>	<ol style="list-style-type: none"> 1. Sept - June 2. Oct - June 3. Sept. - June 4. Sept - May 5. Sept - June 6. Aug - June 7. Aug - June 8. Oct - June 9. Sept-June 10. Aug-June 11. Ongoing 12. Sept-May 	Principal Resource Teacher ILT Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>planning of instruction, and staff development. Teachers will meet regularly to analyze student learning and consider new strategies and best practices during GLC and full day releases</p> <p>5. All classrooms will post and utilize a Classroom Close reading wall, writing in math wall, mindset wall, and STEAM wall</p> <p>6. Teachers will use supplemental passages from Reading A-Z and scholastic readers to focus on critical thinking and close reading.</p> <p>7. Teachers will receive professional development to ensure all teachers can navigate illuminate</p> <p>8. All teachers have the use of a laptop computer to access student data.</p> <p>9. Student achievement is recognized and celebrated during our honor roll assemblies, spelling bee, and STEAM night</p> <p>10. ILT will meet every month to monitor data and plan for professional development</p> <p>11. Extended duty will be provided for interventions based on data</p> <p>12. Teachers will work with students at the CELDT 3 level during SBAC prep (focusing on writing)</p>	<ol style="list-style-type: none"> 1. Sept- Jan 2. Aug –May 3. July, Aug 4. October-April 5. Aug – June 6. June-May 7. Sept – May 	ILT Principal Resource Teacher			
<p>Staffing and Professional Development:</p> <ol style="list-style-type: none"> 1. Staff receives professional development in the analysis of assessment data and the data management systems during grade level collaboration 					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
<p>2. Staff development is offered to teachers, administrators, and other staff in best practices for addressing standards using district-adopted curriculum.</p> <p>4. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices</p> <p>5. Resource teacher will attend county coaching training through NTC</p> <p>6. Teachers are given release time to collaborate with grade-level teams, view model lessons, and visit other classrooms.</p> <p>7. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.</p>					
<p>Opportunity & Equal Educational Access:</p> <ol style="list-style-type: none"> 1. Students not meeting standards or proficiency are targeted for extended learning time in intervention programs before school and after school 2. Instructional coach analyzes data to provide assistance to teachers 3. Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results. 4. Teachers will be allotted \$200.00 each to purchase supplemental materials to provide equal educational access to the state 	<ol style="list-style-type: none"> 1. Aug- May 2. Aug –May 3. Ongoing 4. Sept- June 5. Sept- June 	<p>Resource Teacher RSP Teacher Parent Volunteers</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
standards 5. Enrichment activities before, during and after school meet the needs of all. This includes peer coaches, mentors, and after school sports.					
<p>Teaching and Learning: Define steps to intended outcomes:</p> <ol style="list-style-type: none"> All core and supplemental curricular materials are aligned to standards and are not supplanting any of the programs. Standards-based supplemental math curricular materials and supplies are made available to all teachers. Site Administrator(s) observes classrooms on a daily basis and provides immediate feedback to the teacher. Daily lesson plans focus on lesson objectives that are posted for all students to view and use. Equipment and supplies necessary to duplicate curricular and supplemental language arts material, including homework, is available and well maintained. Principal will observe teaching to ensure teachers stays on the objective. Principal and instructional coach will hold monthly triad coaching meetings with teachers. Teachers use the latest technology (Promethean Boards, LCD Projectors, laptops, responders, speakers, hardware, wiring, mounting of equipment) to respond to all student 	<ol style="list-style-type: none"> Aug- June Aug –May Aug-June Sept- June Sept-Jun Sept-June Sept-June 	Principal Resource Teacher Teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needs and maintain high engagement.						

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL: English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2: 50% of our English Language Learners will be reclassified during the 2018/2019 school year
Data Used to Form this Goal: The data to be collected will include, but not be limited to, Local Assessments, language assessments/observations, and ELPAC data.
Findings from the Analysis of this Data: An area of growth is our listening portion on the ELPAC. We've determined that students need more exposure to read alouds linked to comprehension questions.
How the School will Evaluate the Progress of this Goal: Strategic and guided monitoring of data during staff and grade level meetings to monitor progress of all students. Teachers will meet a minimum of twice a month in grade level teams to analyze data and monitor students' progress. Teachers will monitor data by displaying and analyzing Common Core math standards charts in each classroom to ensure movement of students and remediate when needed. Each grade level will backwards map math standards to meet the needs of all students. All teachers are required to use multiple data points such as curriculum quizzes and tests and access them through OARS, Cruncher, and the CDE/Various Websites.
Strategy #1: All teachers will be prepared through staff development (ILT, Common Core Training, various PLC's) and use the ROCI process to ensure that the initial teaching is the first intervention. Teachers will engage in backwards planning of math performance tasks to properly prepare students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement:</p> <ol style="list-style-type: none"> Students will be grouped according to level in grades K-5 during the 30 minute ELD block. Teachers will use an constructing meaning planning tool when backwards planning performance tasks Our staff will incorporate the 5 constructing meaning focus areas: structured talk, graphic organizers, etc.) Teachers will use strategies to support structured student talk Teachers will provide students with hands-on opportunities to learn the STEAM program while providing ELD supports The resource teacher will lead a grade level collaborations with a focus on supporting English Language Learners Support students' language through visuals, modeling, sentence frames, collaborative partner talks Require students to explain their thinking both in writing and speaking using the graphic organizer Model how to use the graphic organizer Math workshop (close reading, fluency center, performance tasks) and pulling a small group working on fluency facts 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data)</p> <ol style="list-style-type: none"> School staff will monitor English Learners (ELs) using local and state assessments Upon redesignation, students will be monitored for 2 years to ensure academic success. EL site coordinators will monitor and process paperwork to ensure timely response with documentation. Student progress on assessments and progress towards standards will be communicated to parents in English and Spanish. Staff will attempt to provide primary language support for meetings and conferences. Instructional coach and teachers will monitor the progress of RFEFs and LTELs 			<p>Instructional Coach</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Benefits</p>	<p>Title I</p> <p>Title I</p>	<p>27960.00</p> <p>9398.47</p>
<p>Staffing and Professional Development:</p> <ol style="list-style-type: none"> Professional development will be provided focusing on language development in the areas of guided reading, balanced literacy, and STEAM During GLC, teachers will also monitor student progress, receive PD on guided reading, and plan guided reading lessons after looking at reading behavior samples. 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity & Equal Educational Access:</p> <ol style="list-style-type: none"> Students will have access to Imagine Learning on their ipads (curriculum designed for newcomers) Students in K-2nd will be provided with an online learning tool focused on language development Teachers will meet in grade level and vertical articulation teams to review and discuss strategic instructional strategies to increase student academic achievement for English Learners. Teachers will provided 30 minutes of English Language Development (ELD) to English Learners. Activities and programs will include: Benchmark, previous workshop kit, and supplemental materials. Parent of English Learners will be notified of their child's progress on acquiring English language proficiency 3 times per year through the trimester report card. All students will have access to iReady and will be provide with earbuds Supplemental materials will be provided 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teaching and Learning: Define steps to intended outcomes: 1. City Year will provide tier 1 support 2. Teachers will bring language samples to our staff meetings 3. English Learner (EL) students not making adequate progress in English Language Arts (ELA) and/or mathematics will be targeted with small group instruction and receive intervention with researched based strategies during the instructional day and/or before or after school intervention. Instructional support specialist to assist staff and provide support for EL programs. 4. Teachers will use constructing meaning strategies on a daily basis and use informal and formal assessment to assess progress. 5. Teachers will have access to copy machines to create booklets, supplemental materials, etc. 6. Teachers will plan lessons, check for understanding during instruction, assess student learning formally and informally, and monitor achievement for their English Learner (EL) students. 7. Teachers will use information gathered from multiple measures and observations to make instructional decisions for students. Teachers will have data chats and set learning goals with students. 8. Core and ancillary instructional materials to support closing the achievement gap will be utilized in every classroom. Materials such as: Benchmark and EnVision Math will be used to support student learning. 9. Opportunities for intervention and/or enrichment during the class</p>						

Strategy #2:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy #3:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy #4:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy #5:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy #6:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
Students and families will feel safe on campus and will school attendance rate will be a minimum of 97% monthly.
Data Used to Form this Goal:
Surveys, discussions, monthly attendance rates, LCAP
Findings from the Analysis of this Data:
During the 2017/2018 school year, our monthly attend rate was between 95.5 and 96.6%.
How the School will Evaluate the Progress of this Goal:
Our school will monitor both weekly and monthly attendance rates and we will conduct parent surveys.
Strategy #1:
Stakeholders are knowledgeable about school vision and school priorities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> Ryan STEAM Academy's school vision will be shared at parent orientations, coffees, and during applicable workshops Parent input will be provided around school vision at the beginning of the school year Parents will have an opportunity to engage in workshops aligned to our school priorities Instructional coach will provide workshops on the ELPAC, as well as make and take activities on ELA and math standards Parent and Me classes will be held for children 4 and under Extra curricular activities provided by little heroes coach and community liaison including Lil' Kickers, sewing, painting, puppet making, etc. Community events including the Fall Festival, Spring Festival, Mother's Day event, College Day, Lion King Performance, Talent Show, and Holiday Performance will be held 	August-June	Principal, staff, coach, community liaison	Contracted Services Materials	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	LCFF - Supplemental Title I	13500.00 4456.66

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> 1. Staff will provide an incentive program for recognizing students with positive behavior using class DoJo 2. Ongoing behavior incentives will be provided 3. A weekly behavior focus will be stated in our weekly memo 4. Staff will attend and report back on PBIS trainings held at the county 5. The school will identify a PBIS committee that will attend full day releases at the county 6. Monthly attendance assemblies will be held to highlight students with perfect attendance. 7. Teachers will be paid extended duty to provide outreach and/or home visits for families as needed 	August-June	All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> Ryan STEAM Academy will partner with community organizations such as foothill, Alum Rock Counseling Center, and Second Harvest Food Bank Our community liaison will work with "at-risk" students who have an attendance rate of less than 95% Our community liaison will complete home visits when there is an unverified absence. Our Little Heroes coach will provide after school intervention for 4th and 5th graders for at-risk students Our Little Heroes coach will provide meditation on Wednesday if a student receives either 3 infractions or a direct office referral. Our school will focus on Growth Mindset and teachers will provide two lessons per month. Materials will be provided for our STEAM and Growth Mindset supplemental lessons Anti-bullying workshops will be provided to parents and sessions will also be provided to students 	August - June	Community Liaison, Principal, Little Heroes, Staff	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	Title I	13,500

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #4:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #5:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Stakeholders
LEA GOAL: Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4: Parents will be knowledgeable of school programs and focus areas and will have opportunities to learn how to support their child through parent workshops.
Data Used to Form this Goal: Parent discussions, attendance at workshops and night events, as well as results from parent surveys will be used to measure this goal.
Findings from the Analysis of this Data: Parents have shared that they would like to see additional extra curricular activities connected to our focus areas including STEAM and the arts. Parents have also expressed interest in leadership and parent involvement opportunities including assisting with school-wide events, attending workshops, etc.
How the School will Evaluate the Progress of this Goal: Surveys, attendance rate, volunteer logs

Strategy #1: Parents will be provided opportunities to engage in workshops, events, and conversations around student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> Parents will track hours in log Recognize parent volunteers during assembly and throughout the year Our monthly newsletter will highlight parents who participated in specific events and/or current parent engagement data Incentives will be provided including lanyards, a special lunch, t- 	August-June	Principal, CL, staff	Rental and Leases	5000-5999: Services And Other Operating Expenditures	Title I	5376.00
			Equip Maintenance	5000-5999: Services And Other Operating Expenditures	Title I	3170.00
			Supply/Copy Cost	5700-5799: Transfers Of Direct Costs	Title I	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
shirts, and photos 5. Opportunities will be provided for parent engagement such as school events, parent interest workshops, etc. 6. Parents will be able to use a room on campus as a work place and meeting place 7. Parents will join classes on field trips					
1. During our October parent coffee, parents will provide input on school events and workshops offered during the 2018/2019 school year 2. Workshops offered may include art classes, anti-bullying, parenting classes, health and nutrition classes, science fair research, as well as monthly make and take sessions 3. Materials for parent workshops will be purchased so that parents can take home resources 4. Monthly parent coffees will be held the first Friday of every month 5. Materials and resources will be provided during the parent coffees	August - June	Principal, CL, staff			
1. Teachers will be paid extended duty to provide outreach and/or home visits for families as needed 2. Two kindergarten orientation meetings will be provided to incoming kindergarten and TK families 3. STEAM signage will be created to encourage parents to learn about our programs 4. A parent walking field trip will	August- June	Principal, CL, staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>occur in November so that parents can see the alignment with Ocala STEAM Academy</p> <p>5. Parent leadership opportunities will be provided through DELAC, DAC, SSC, etc.</p> <p>6. Parent feedback will be provided on our Single Plan for Student Achievement during SSC as well as during our Title 1 and LCAP meetings.</p>					

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source
Strategy #6:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)	
			Description	Funding Source

Strategy #2:

Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)	
			Description	Funding Source

Strategy #3:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

Strategy #4:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)	
			Description	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)	
			Description	Amount

Strategy #3:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

Strategy #4:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

Strategy #5:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

Strategy #6:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #6:	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

Strategy #1:	
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Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)		
			Description	Type	Amount

Strategy #2:	
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Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Proposed Expenditure(s)		
			Description	Type	Amount

Strategy #3:	
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #4:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #5:

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Strategy #6:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #6:	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

Strategy #1:	
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Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Description	Proposed Expenditure(s)	
				Type	Amount

Strategy #2:	
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Actions to be Taken to Reach This Goal	Person(s) Responsible	Timeline	Description	Proposed Expenditure(s)	
				Type	Amount

Strategy #3:	
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #4:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #5:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics	
SCHOOL GOAL #1:	
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2017-2018.	
All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2017-2018.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level Certificated benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Benefits	Title I Part A: Allocation Title I Part A: Allocation	346,302. 69,778.
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school Classified benefits	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation Title I Part A: Allocation	113,786. 20,912.
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	560,331.
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	297,091.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	225,212.
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	63,501.
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	77,266.
			Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	73,627.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Highly Qualified Teachers	
SCHOOL GOAL #3:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
			Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Culture
SCHOOL GOAL #4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #5:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	64,061.13	0.00
Supplemental/Concentration	31,900.00	31,900.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,320.00
3000-3999: Benefits	LCFF - Supplemental	3,132.83
4000-4999: Books And Supplies	LCFF - Supplemental	5,947.17
5800: Professional/Consulting Services And	LCFF - Supplemental	13,500.00
1000-1999: Certificated Personnel Salaries	Title I	27,960.00
3000-3999: Benefits	Title I	9,398.47
4000-4999: Books And Supplies	Title I	4,456.66
5000-5999: Services And Other Operating	Title I	8,546.00
5700-5799: Transfers Of Direct Costs	Title I	200.00
5800: Professional/Consulting Services And	Title I	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	31,900.00
Title I	64,061.13

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,280.00
3000-3999: Benefits	12,531.30
4000-4999: Books And Supplies	10,403.83
5000-5999: Services And Other Operating Expenditures	8,546.00
5700-5799: Transfers Of Direct Costs	200.00
5800: Professional/Consulting Services And Operating	27,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,400.00
Goal 2	37,358.47
Goal 3	31,456.66
Goal 4	8,746.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

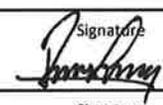
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Raquel Katz	X				
Bob Castogna		X			
Osiel Gutierrez		X			
Silvia Verduzco				X	
Gabriel Restrepo			X		
Anita Ghosh		X			
Andrea Sumano				X	
Maria Velasquez				X	
Sharon Chen				X	
Veronia Sosa				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

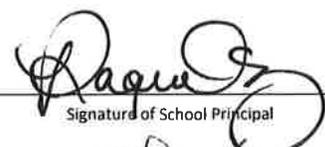
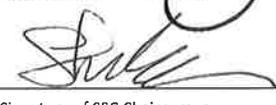
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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 **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): SPARC	 Signature

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 herein 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 October 25, 2018.

Attested:

Raquel Katz		11/1/18
Typed Name of School Principal	Signature of School Principal	Date
Sharon Chen	 Vice Chair	11/1/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

