The Single Plan for Student Achievement

School: San Antonio Elementary School

CDS Code: 43-69369-6046304

District: Alum Rock Union Elementary School District

Principal: Lyssa Perry

Revision Date: November 2, 3018

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

San Antonio Elementary School's Vision and Mission Statements
Our Mission:
The mission of San Antonio Elementary School is to produce critical thinkers through technology and project-based learning. We are committed to preparing students for the global society by developing their skills in the Common Core areas of critical thinking, problem-solving, collaboration, communication, and creativity. We will improve and enhance student achievement and student engagement by developing their listening, speaking, reading and writing skills. We will also enhance their ability to solve problems and improve their decision-making skills. San Antonio is a technology school. We provide teachers with training through professional development, workshops and conferences to learn the most current technology trends and skills. We strive to provide all students with 21st Century skills so students are successful for college and career.

Our Vision:
Provide all students with a rigorous, challenging, and innovative instructional program that empowers students with the confidence, perseverance, and integrity needed to prepare them for college-readiness and contributing members of a global society.

School Profile

San Antonio Elementary is a technology-based school TK-5 focusing on parent engagement, English Learners, character building, technology and preparing students for middle school. San Antonio is a mostly Latino community in East San Jose in the Alum Rock Union School District. All students receive free and reduced lunch. We serve approximately 414 students with 18 certificated teachers. Our office, lunch and custodial staff play a key role in helping make our school a safe, clean and organized place of learning. Additionally, our school facility is only six years old with many technology advances that support student learning including, but are not limited to: iPads, iPods, laptops, Chromebooks, and Lego Robotics.

The San Antonio motto is, "Aim High and Strive for Success!" We believe in academic excellence for all. We are committed to the success of all students and meeting their educational, emotional and social needs. The principal, staff and faculty welcome all visitors to our school. We currently have City Year, YMCA, Little Heroes, Reading Partners, Grail Family Services, and many other counseling and educational services to provide for our students. Our goals are aligned with the four Instructional Pillars of the Alum Rock District. This includes classroom environment, support for English learners, differentiated instruction and substantial meaningful technology usage. We will prepare our students to be productive learners and citizens. Our collective efforts make San Antonio a innovative and inspiring place for learning.

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).

A parent survey is used quarterly, to determine how they feel about the progress of San Antonio. Parents are asked about their child's safety, academics, engagement, and technology. Surveys are also given to students involved in City Year Expanded Learning Time to guide their lesson plan and growth.

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

The school principal conducts weekly/biweekly classroom observations focused on classroom instruction in all classrooms. Feedback is provided to teachers following each walk through, along with reflective questions and next steps. Consistent areas of focus

include ways to integrate technology, address depths of knowledge into the teaching of common core state standards; support for English Language Learners in all core subject areas; instructional differentiation and small group supports; and classroom environment that is conducive to all learners and learning styles.

<div align="center">**Analysis of Current Instructional Program**</div>

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)

   San Antonio School teachers engage in ROCI, Results Oriented Cycles of Inquiry in a systematic way. Teachers collaborate by grade levels and cross grade levels to deepen their knowledge of curriculum, instruction, assessment, as well as constantly monitor student progress towards the acquisition of standards mastery. Teachers administer different assessments to inform instruction and use iReady, Accelerated Reader, and "Illuminate" for data management system. Teachers can access their students' performance data on a daily basis. Teachers can compare their students' data to school-wide, district, state and national to determine student performance and monitor goal attainment. This information can guide their efforts to provide individualized instruction and differentiation responsive to their students' assessed needs.

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

   During grade level meetings, the instructional coach, principal and teachers analyze test items from the Benchmark Unit Assessments and Envision Chapter Tests in the areas of Math and English Language Arts to develop specific plans that include strategic and measurable "Smart Goals". Grade levels meet weekly and follow the ROCI to analyze, organize, and evaluate and plan informed instructional plans. Teachers use data to guide their efforts to provide individualized instruction and differentiation responseive to their students' assessed needs.

   We use the following multiple assessments to monitor student achievement:
   - Benchmark Advance - Leveled Screener
   - Envision and Benchmark Performance Tasks
   - SMARTER Balanced Assessments
   - California English Language Development Test (CELDT)
   - Accelerated Reader STAR Assessment
   - Standards-Based Report Cards
   - iReady Math and ELA diagnostic Test (trimester)
   - Quarterly ELD Report Cards
   - ELPAC

Staffing and Professional Development

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

   - The Principal is Assembly Bill (AB) 75/430 trained on State Board of Education adopted instructional materials.
   - Teachers meet the guidelines of being highly qualified.

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

   All teachers meet the Highly Qualified criteria

   Teachers receive professional development in all district adopted curriculum, CELDT, Smarter Balanced Assessments, and school (and district) adopted technology components.

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

   School-wide staff development is promoted at San Antonio School to maximize student learning in Technology, reading, language arts, ELD, and mathematics. Staff development is specifically aligned with the content standards, student assessment, and professional needs. San Antonio's Instructional Leadership Team develops and supports the implementation of San Antonio's Theory of Action. The following professional development activities focus on standards-based instructional practices:
   - The principal participates in district leadership Professional Development through Principals' PLC, RT PLC, Grade Level Collaboration on, Curriculum, Instruction and Assessment
   - Teachers participate in district and school grade level meetings that focus on standards-based instructional programs.
   - Teachers received training on analyzing multiple assessments to monitor academic achievement for all students in reading, language arts, and mathematics.
   - The principal and the Instructional Coach received training on how to administer CELDT and interpret results.
   - The principal and the Instructional Coach received training on how to administer CAASPP and interpret results.
   - Teachers receive and participate in school-based technology Professional Development aligned with the school's mission and vision and Code to the Future.
   - PD on Youth Positive & Trauma-informed training
   - Restorative Justice - through the implementation of SEEDs

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

   San Antonio School has instructional assistance and support for teachers provided by an Instructional Coach as well as support from the district's Department of Academic Services.

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

   Teachers meet weekly in grade level meetings to engage in ROCI and backwards plan standards-based lessons to meet the needs of every student.

<u>Teaching and Learning</u>

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

    The San Antonio principal and instructional leadership team (and Instructional Coach) collaborate with teachers to align curriculum, instruction and assessments with content standards to ensure that all students have access to a comprehensive quality program.
    *   Teachers submit weekly lesson plans, identifying the specific standards their grade level has agreed to stress in reading, language arts and mathematics.
    *   All teachers use the district-adopted Benchmark and Envision Math programs which are aligned to the common core state standards
    *   The administration regularly monitors the quality of implementation of the district-adopted instructional program by conducting short classroom walkthroughs and provides feedback to teachers on the effectiveness of classroom instruction.
    *   Daily reading and language arts instruction includes: TK/ K: 60 min; grades 1-5: 150 minutes.
    *   The principal and instructional coach collaborate with the grade level teams to ensure that the teachers are using the same instructional program across all grades in language arts, math and English Language Development.
    *   New teachers participate in the BTSA and Intern programs.
    *   The hiring and evaluation of teachers focus is on meeting the CSTP standards
    *   Teachers are provided release time to collaborate.
    *   Daily math instruction includes TK/K: 45min, grades 1-5: 90min

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

    San Antonio teachers adhere to the state's recommended time allotments for instruction of Reading/language arts - Benchmark Advance, Mathematics – Envision, and instruction for English Language Learners.

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

    Teachers adhere to the District's Benchmark and Envision Math standards-based pacing guides both in scheduled instruction and administrating assessments.

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

    San Antonio School maintains a solid K-5 core curriculum that is aligned with the state standards.

    The Base programs include:
    *   Benchmark Reading, K-5
    *   District Performance Tasks K-5
    *   Constructed Meaning Strategies, K-5
    *   EnVision Math, K-5
    *   Scott Foresman History/Social Science K-5
    *   Scott Foresman Science Program and science kits, 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)

San Antonio School maintains a solid K-5 core curriculum that is aligned with the sate standards. Standards are posted in every classroom; teachers implement the district-adopted program with discipline. All consumables and supplemental materials support the standards-based instructional program, and standards-based assessments are regularly analyzed and maintained in an assessment binder. In addition, all parents receive copies of the content standards appropriate to their student's grade level and the procedures used to evaluate their student's progress during parent/teacher conferences.

San Antonio School implements the following core curriculum:
- Benchmark Reading, K-5
- District Performance Tasks K-5
- Constructed Meaning Strategies, K-5
- EnVision Math, K-5
- Scott Foresman History/Social Science K-5
- Scott Foresman Science Program and science kits, K-5

Opportunity and Equal Educational Access

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

San Antonio provides intervention programs in reading, language arts, and mathematics. The teachers identify 3rd-5th grade students by name on the CAASPP in math and English Language Arts on the four performance levels (fexceeded standard, met standard, approaching standard, and did not meet standard) as well as on the iReady diagnostic assessments. Teachers provide in-class that specifically address student needs. Professional staff development is provided in differentiated instructional strategies in reading, language arts, math and ELD. The intervention programs are:
- In class language arts, reading, and mathematics in grades K-5
- Small group tutoring provided by City Year Corp Members
- 1:1 Reading Intervention provided by Reading Partners
- Daily independent workshop time when teachers work with individual and small groups of students for thirty to forty minutes, using the Intervention Guides sections of Benchmark
- Flexible instructional grouping of ELD, high-performing, and under-performing students to allow for remediation and enrichment each day through workshop
- 1:1 Reading Intervention with Grail, Yes We Can Read Program

14. Research-based educational practices to raise student achievement

- Teachers at San Antonio implement "Marzanos' High Yield Strategies", "Blooms Taxonomy", and depths of knowlege as best practice instruction to increase rigor and raise student achievement.
- The Principal uses CWT's (Classroom Walkthroughs) to gather data to improve instructional practices.
- Teachers use Constructed Meaning to support designated and integrated ELD support during isntruction

<u>Parental Involvement</u>

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

San Antonio school informs parents about upcoming events and activities through Principal's Newsletter, Class Dojo, SangHa, parent link (all school communication voice message), and the school's electronic marquee. The following resources for parents are in place:
- Parent Education classes and Parent University
- San Antonio's website provides parents with news and school event information
- Bilingual PTA Board member provides two-way communication to Spanish speaking parents about school programs and activities
- District Parent Conferences provide workshops to parents on parenting education
- City Year after-school student support.
- 1:1 Reading tutoring provided by Reading Partners
- Back-To-School Night in the fall to inform parents about the standards appropriate to their student's grade level and the procedures used to evaluate their student's progress
- Parent/teacher conferences in the fall and as needed for at-risk students.
- Open House in the spring to inform parents about the importance of the CAASPP test and how to better prepare their students before and during the testing period.
- Student Success Team (SST) meets to brainstorm strategies to meet the students' special needs.
- School Site Council (SSC) meetings to provide parents a voice in decision making for San Antonio
- English Learners Advisory Committee (ELAC) to provide parents a voice in decision making for San Antonio's English Learners/
- Alum Rock Counseling Center - Strengthening Families Program
- Yes We Can Read - Parent Workshops

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 were involved in making recommendation for the San Antonio School Plan.

<u>Funding</u>

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

The following categorically funded services and personnel are utilized to help underperforming students meet state standards:

Personnel:

Other services:
- A school-wide rewards system recognizes student achievement, effort, attendance and citizenship (Peace Builders)
- Reading Partners - provides support to students no more than 2 years behind grade level in grades 1-5)
- professional development for staff
- Accelerated Reader - supports students read for comprehension at their personal grade level (ZPD). (grades 1-5)
- RAZkids (Grades K-1) supports students read for comprehension at their personal grade level (ZPD).
- Reflex Math - provides support for math fact fluency in grades Kinder thru fifth.

18. Fiscal support (EPC)

The school receives Supplemental & Concentration funds (LCAP) and Categorical funds (Title I and Title III).

Description of Barriers and Related School Goals

As a Title 1 School, one of the major barriers we need to overcome in order to meet our school goals is the achievement gap between our major subgroups. For this reason, we are stepping up our efforts in providing a quality education in all core subject areas. Also to meet the needs of our targeted subgroups we're providing multiple ways of identifying students needs at an early age, such as RAZkids, Accelerated Reader, and iReady for intervention support. Students that are within 0.5 and 2 years behind in reading also have the opportunity to receive support services provided by Reading Partners and CIty Year.

Another barrier we need to overcome is chronic absenteeism. We're implementing a Multi-Tier System across the district to curtail some of the absenteeism. We are communicating more frequently, along with doing home visits with our community liaison to educate our families and stakeholders on the importance of school attendance. We have also established a monthly and daily school-wide perfect attendance program.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# 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	76	69	63	73	69	61	73	69	61	96.1	100	96.8
Grade 4	88	90	66	87	87	64	87	87	64	98.9	96.7	97
Grade 5	80	80	87	80	78	85	80	78	85	100	97.5	97.7
All Grades	244	239	216	240	234	210	240	234	210	98.4	97.9	97.2

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

Grade Level	Overall Achievement for All Students											
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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
Grade 3	2404.5	2405.9	2423.0	18	17.39	16.39	18	18.84	27.87	27	30.43	32.79
Grade 4	2433.0	2419.8	2433.0	14	13.79	17.19	18	19.54	18.75	28	14.94	25.00
Grade 5	2457.4	2476.4	2463.7	9	14.10	21.18	25	26.92	16.47	18	25.64	17.65
All Grades	N/A	N/A	N/A	13	14.96	18.57	20	21.79	20.48	24	23.08	24.29

Note: The "% Standard Not Met" columns: Grade 3: 37, 33.33, 22.95; Grade 4: 40, 51.72, 39.06; Grade 5: 49, 33.33, 44.71; All Grades: 42, 40.17, 36.67

Grade Level	Reading — Demonstrating understanding of literary and non-fictional texts								
	% 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	12	13.04	21.31	45	37.68	59.02	42	49.28	19.67
Grade 4	13	14.94	15.63	40	39.08	37.50	47	45.98	46.88
Grade 5	13	12.82	17.65	36	51.28	38.82	51	35.90	43.53
All Grades	13	13.68	18.10	40	42.74	44.29	47	43.59	37.62

Grade Level	Writing — Producing clear and purposeful writing								
	% 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	22	23.19	14.75	41	46.38	52.46	37	30.43	32.79
Grade 4	17	11.49	15.63	46	43.68	45.31	37	44.83	39.06
Grade 5	19	24.36	25.88	41	48.72	29.41	40	26.92	44.71
All Grades	19	19.23	19.52	43	46.15	40.95	38	34.62	39.52

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	4	7.25	13.11	68	72.46	70.49	27	20.29	16.39
Grade 4	14	11.49	12.50	62	49.43	60.94	24	39.08	26.56
Grade 5	6	11.54	10.59	58	58.97	51.76	36	29.49	37.65
All Grades	8	10.26	11.90	63	59.40	60.00	29	30.34	28.10

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	26	23.19	21.31	41	56.52	57.38	33	20.29	21.31
Grade 4	18	19.54	23.44	55	43.68	53.13	26	36.78	23.44
Grade 5	15	20.51	27.06	56	48.72	34.12	29	30.77	38.82
All Grades	20	20.94	24.29	51	49.15	46.67	29	29.91	29.05

Conclusions based on this data:

1. Across all three grade levels, we have approximately 35% of our students on grade level in ELA. And the majority of our students are not meeting standard. We need to focus on our students in the nearly met strand to try to push them to meeting standard.

2. Our greatest strength is in listening and research in all three grade levels. This is a direct reflection of the work teachers have been doing with requiring students to reference sources and write and speak in complete sentences. Teachers have also increased the amount of content students have been required to listen to and then make reference to.

3. Third grade only 20% below standard in reading. They outperformed other grade levels by nearly 30%. This is a direct correlation to the early work with literacy done in younger grades, specifically the work done in second grade.

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	76	69	63	75	69	62	75	69	62	98.7	100	98.4
Grade 4	88	90	66	88	88	66	88	88	66	100	97.8	100
Grade 5	80	80	87	80	80	85	80	80	85	100	100	97.7
All Grades	244	239	216	243	237	213	243	237	213	99.6	99.2	98.6

* 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	2425.5	2426.2	2428.8	16	17.39	22.58	29	23.19	20.97	24	28.99	30.65	31	30.43	25.81
Grade 4	2437.9	2449.2	2448.4	13	19.32	9.09	16	11.36	24.24	32	35.23	34.85	40	34.09	31.82
Grade 5	2434.8	2471.0	2464.9	4	13.75	20.00	18	12.50	7.06	18	23.75	23.53	61	50.00	49.41
All Grades	N/A	N/A	N/A	11	16.88	17.37	21	15.19	16.43	25	29.54	29.11	44	38.40	37.09

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	25	28.99	30.65	40	36.23	37.10	35	34.78	32.26
Grade 4	17	22.73	22.73	30	27.27	30.30	53	50.00	46.97
Grade 5	9	16.25	20.00	25	28.75	22.35	66	55.00	57.65
All Grades	17	22.36	23.94	31	30.38	29.11	52	47.26	46.95

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	23	18.84	20.97	45	55.07	40.32	32	26.09	38.71
Grade 4	14	15.91	12.12	40	36.36	42.42	47	47.73	45.45
Grade 5	9	17.50	14.12	28	27.50	32.94	64	55.00	52.94
All Grades	15	17.30	15.49	37	38.82	38.03	48	43.88	46.48

	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	29	20.29	22.58	49	52.17	58.06	21	27.54	19.35
Grade 4	16	22.73	16.67	41	35.23	43.94	43	42.05	39.39
Grade 5	9	12.50	17.65	34	36.25	34.12	58	51.25	48.24
All Grades	18	18.57	18.78	41	40.51	44.13	41	40.93	37.09

Conclusions based on this data:

1. Students, when measured by their growth from one grade level to the next, have not made growth (3rd - 4th and 4th - 5th)
   - Students need more ways of measuring their progress such as iReady lesson completion, reflex math (math fluency), and Accelerated Reader
   - Teachers need to use data more regularly to inform and guide instruction to support struggling students performing below grade level
2. Third grade out performed every grade level by 16% or more in mathematics
   - All grade levels need to provide more exposure to CAASPP-like questions throughout the year
   - All grade levels need to maintain focus on lessons around communicating their reasoning mathematics in written form
3. Students at all levels, struggled most with problem solving and data analysis. This will be increased through the use of manipulatives and small group during math instruction.

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, Computer Science, Science, & S.S.
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:
70% (or better) of students in grades K-2 will be on grade level, according to district and school-wide implementations, moving towards 100% of students on grade level. 70% (or better) will meet or exceed standards on all district curriculum embedded assessments, school-wide implementations (AR) and CAASPP, moving towards 100% of students meeting or exceeding standards.
Data Used to Form this Goal:
Data to be collected will include, but not be limited to CAASPP data, iReady data, Accelerated Reader (AR) data, current ELA assessments (Benchmark Advance and Leveled Screener), CELDT, and writing samples.
Findings from the Analysis of this Data:
Students did not meet adequate yearly progress goals in ELA, 57% of our 4th and 5th grade students are more than 2 grade levels behind in reading (based on Accelerated Reader). More than 60% of our students nearly met or did not meet standard in grades 3-5. Based on the BOY diagnostic with iReady, it is synonymous with our SBAC data. Our highest number of students not meeting proficiency is in the lowest band, and strategic interventions need to be put in place.
How the School will Evaluate the Progress of this Goal:
Diagnostic Assessments: Benchmark Advance, iReady diagnostic, STAR Reading Assessment, Envision, Benchmark leveled Screener Formative Assessments: Weekly Quizzes, Unit Tests (Benchmark and Envision), Performance Tasks, Observations Summative Assessments: CAASPP test scores, iReady and Illuminate assessments Teachers will meet at least twice per month in grade level teams to analyze data and monitor students' progress. Teachers will backwards map math standards to meet the needs of all students. Teachers are required to use multiple data points, such as curriculum quizzes and tests. Teachers will have full day grade level release days.

Strategy #1:
All teachers and parents will be prepared to ensure that students are prepared for common core state standards through professional development, various PLCs, the use of the ROCI process, and the support of an instructional coach. Students identified for intervention will be offered a variety of interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: 1. Parents committees were involved in the planning and implementation of the School Plan through monthly scheduled meetings. • School Site Council • English Learner Advisory Committee • PTA Board 2. The office will distribute Parent-Teacher Handbooks, Student Handbooks, and yearly calendars 3. "Back-to-School Night" BBQ and grade level presentations will inform parents o academic requirements, CCSS standards, attendance and behavior expectations explicit in the students' handbook. 4. Weekly Information about upcoming events will be sent home to parents in English and Spanish. 5. Information provided through the District's phone messenger system (Parent Link), SangHa App, and ClassDojo are used on a weekly/daily basis to keep parents informed. 6. Parents will be strongly encouraged to participate in three or more school activities including, but not limited to: Back to School Night, Open House, volunteer 30 hours or more, Academic Nights, Los Dichos, Parent Conferences, Heritage Days, and EPIC Builds	1. Aug - June 2. Aug-October 3. September 4. Sept- June 5. Aug-June 6. Sept - June 7. Sept - June 8. Sept - June 9. Sept - June 10. Nov - May 11. Aug - June	Front Office Staff SSC ELAC PTA Teachers Instructional Coach Community Liaison City Year Grail Family Servies Reading Partners Principal Parents Somos Mayfair Little Heroes	Printshop items for parent communication Materials and Supplies Materials and Supplies	5700-5799: Transfers Of Direct Costs 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Supplemental/Concentration Supplemental/Concentration Title I	250.00 550.00 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Family Carnival Nights will include: science, math, literacy, and technology. 8. The SST process includes parents in addressing the particular needs of referred, under-performing students. 9. Community Liaison and partnerships with Somos Mayfair provides on-site parent workshop sponsored classes for parents and community members. 10. Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks. 11. Kindergarten orientation and benchmark meetings held to inform parents of incoming and current students of necessary benchmarks for their child to hit by the end of Kindergarten. 12. Provide volunteer opportunities for parents such as Junior Coaches, Los Dichos, Grail Family Services, Reading Partners, and City Year to participate in the education of our students.						
Standards, Assessments, and Accountability: 1. The school will maintain and implement a Single School Plan. The Principal and School Site Council (SSC) will monitor the School Plan	1. Aug-June 2. Aug-June 3. Oct - Apr 4. Oct - June 5. Aug-June 6. Aug - June 7. Aug-June	Principal Instructional Coach ILT Teachers Parents	Materials and Supplies	4000-4999: Books And Supplies	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
implementation on a monthly basis and make revisions as needed for school API and AYP growth. 2. Principal and instructional coach will conduct weekly classroom walk-throughs using district tools. Teachers will receive immediate feedback in written and verbal form after debriefing with colleagues. 3. Principal will conduct at least one announced and one unannounced observation on each teacher that is due during the year. The principal will follow the timelines and use the California Standard of the Teaching Profession to guide her observations/evaluations. 4. Instructional coach will model lessons and participate in coaching cycles with teachers based on data. 5. All staff and grade level meetings will focus on data analysis, deep planning of instruction, staff development, safety, and culture building. Teacher will meet regularly to analyze student learning and consider new strategies and best practices. 6. Classroom teachers will regularly assess students' mastery of standards by examining student work, Unit Tests, math chapter tests, weekly check-points that simulate the SBAC, and Benchmark Assessments at grade level Data Team meetings. 7. Each classroom will use a specific whole classroom tracking/monitoring system and individual goal setting. 8. Teachers will assess all K-5 students using Benchmark Advance Level Screener. All teachers 2-5 will	8. Aug-June 9. Aug-June 10. Ongoing 11. Nov, Jan, Apr, June 12. Jan, June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assess their students using Accelerated Reader. 9. Teachers will administer all district required assessments, along with Benchmark unit assessments and performance tasks. 10. All classrooms will post and utilize a Classroom Close reading wall as well as post the common core standards on a daily basis. 10. Conferences will take place with parents as needed in person, by phone or written notice. 11. Student Progress Reports and English Language Development (ELD) Reports will be sent home quarterly as applicable. 12. Report Cards will be sent home twice a year						
Staff development and professional collaboration: 1. Staff development to increase teachers' skills in the use of the district's reading program and develop lessons using the CCSS. 2. Teachers, administrators, and support staff are given opportunities to attend relevant professional development workshops and conferences. 3. Teachers and administration are given release time to support the implementation of Code to the Future and other technology tools. 4. Staff receives professional development in the analysis of assessment data and the data management systems during grade	1. Aug-June 2. Aug-June 3. Dec-June 4. Aug,Sept 5. Oct-May 6. Oct-May 7. Aug-June 8. Sept-May 9. Aug-June 10. Aug-June	ILT Instructional Coach Principal City Year Little Heroes District Office Staff Teachers Code to the Future	Extended Duty Travel and Conferences Substitutes	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Supplemental/Conce ntration Title I	2,000.00 2,000.00 1,250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
level collaborations. 5. Principal and instructional Coach will provide time for full-day grade level collaboration to engage in ROCI (Results Oriented Cycles of Inquiry) and instructional planning with City Year and the Instructional Coach 6. The Instructional Coach and Principal will provide support for teachers through release time as needed to observe each other and engage in peer coaching. 7. The Instructional Coach will support teachers to implement an integrated ELD program 8. Teachers will analyze data on iReady to identify targeted focal students, discuss academic support, develop strategic 9. Teachers will receive PD on computer science (Code to the Future) and the integration of math skills to support all students. intervention action plans and monitor their individual progress. 10. Teachers will receive PD on effective use of technology integration into the core content, specifically use of iPads, iPods, and chrome books. 11. Teachers will receive PD on effective use of community circles and restorative justice practices.						
Opportunity & Equal Educational Access: 1. Students will use Benchmark online applications, Accelerated Reader, Imagine Learning and Raz-	1. Aug-June 2. Aug-June 3. Aug-June 4. Oct-May 5. Aug-June 6. Aug-June	Instructional Coach Little Heroes Parent Volunteers PTA Teachers Principal	Contract Services - Little Heroes Contract Services - Little Heroes	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration Title I	13,000.00 13,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
kids web-based software to increase achievement in content reading. 2. Students in all grades will use iPads and/or iTouchs to accelerate their knowledge of content reading. 3. All San Antonio Students will have an opportunity to participate in Little Heroes during recess and after school program 4. Students not meeting standards or proficiency are targeted for extended learning time in intervention programs during and after school. 5. Other activities include, but are not limited to: • Academic field trips • College Tours • Student Council • Band • Young Authors' Faire • Spelling Bee • Science/STEAM Fair • Math Olympics • Science workshops (during sch.) 6. In-school interventions: Universal access provided in leveled groups during workshop time for at-risk and basic students and In school tutors from 7. Teachers will be allotted $200.00 each to purchase supplemental materials to provide equal education access to the state standards.	7. Aug-June 8. Aug-June		Materials and Supplies ($200 per teacher)	4000-4999: Books And Supplies	Supplemental/Concentration	3,200.00
			Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	4,000.00
			Extended Duty - Benefits	1000-1999: Certificated Personnel Salaries	Title I	2,318.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Enrichment activities before, during, and after school meet the needs of all. This includes peer coaches, mentors, and after school sports. 9. School will continue to work towards creating a 1:1 environment for laptops in all grades. 10. After School Interventions will be available for students to increase the reading and language capacity.						
Teaching and Learning: Define steps to intended outcomes: 1. Teachers will implement standards-based pacing guide of the district-adopted Benchmark Advance, with allocated time according to state requirements. 2. The Instructional Coach will provide demonstration lessons and mini lessons to all teachers as needed. 4. Grade level meetings will be held on a weekly basis to review student data and design during the day interventions for Benchmark workshop time. 5. Cross grade level articulation will take place to discuss programs and how they affect student learning and to create benchmark assessments in grades K, 1, 2. 6. Purchase classroom supplies, materials and equipment such as, but not limited to: materials for K-1 grades to support routines, supplemental RLA materials,	1) August- June 2) August –June 3) Sept.-June 4) August-June 5) August-June 6) August- June 7)August-June 8-9) Sep -June 10) Aug-June	Principal Instructional Coach Teachers	Rental and Leases	5000-5999: Services And Other Operating Expenditures	Title I	2,124.00
			Maintenance	5000-5999: Services And Other Operating Expenditures	Title I	1992.00
			Experiential Learning (EL) - OUtdoor Education Admission Costs	5000-5999: Services And Other Operating Expenditures	Title I	6,000.00
			Transportation - Non AR for EL	5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	6,000.00
			Materials and Supplies	4000-4999: Books And Supplies	Title I	7,230.00
			Materials and Supplies	4000-4999: Books And Supplies	Supplemental/Concentration	700.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
classroom library books and newspapers, AV equipment, document cameras, printers, computers, software, maintenance of computers and print shop orders. Additionally, English Learners will have access to computers to improve: vocabulary, language skills and provide blended and personalized learning opportunities. Students will use iReady for educational support. 7. The District-Funded Instructional Coach will provide assistance to teachers in the implementation of CCSS instructional strategies and planning units of study. 8. Teachers will implement and refine the writing process. They will also post at least monthly writing in the hallways. 9. Technology will be used as a tool to enhance and reinforce delivery of instruction via use of i-'touch and i'-pad. 10. A copier and Riso-graph will be maintained for teachers and staff to use as needed. 11. Students will have experiential learning outside of the classroom to places around the bay area to broaden their understanding of state standards and global perspective.						

Strategy #2:
Guide teachers to utilize formative assessment data to support all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Describe reform strategies that allow all students to meet/exceed standards: 1. All teachers will constantly analyzing data from both informal and formal assessments to provide in-class supports for students at their targeted levels. 2. Principal completes weekly classroom observations. Principal is looking for ways the teacher is supporting and engaging all students in the grade level content, including small group instruction, supporting students with special needs, and supporting English Learners. 3. All teachers have the opportunity to visit model classrooms to learn strategies to meet the needs of all students. 4. Teachers work together during staff and grade level meetings to monitor and revise lessons to meet the needs of all students. 5. All teachers have the opportunity to attend both district and site-led PDs. 6. All teachers will use the school-wide data assessment system to analyze data and create goals to meet the needs of all students during grade level collaboration and provided release time. 7. All teachers will provide scaffolded support at multiple levels to assist students of all levels.	1. Aug-June 2. Aug-June 3. Oct-June 4. Aug-June 5. Aug-June 6. Aug-June 7. Aug-June	Teachers Principal Instructional Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide strategies responsive to student needs: 1. Teachers will meet in grade levels once per quarter to plan instruction and engage in ROCI ensuring consistency and adherence to the CCSS. 2. All teachers have access to standards-based software programs such as, but not limited to RAZ-Kids, Accelerated Reader, iReady, and Imagine Learning 3. Constructed Meaning will be implemented with all students to ensure oral language and vocabulary development and increase engagement. 4. Teachers will use differentiated instruction during Universal Access by grouping students according to specific needs. 5. Teachers use the latest technology (iPads, iPod Touches, Promethean Boards, LCD Projectors, laptops, responders, speakers, etc.) to respond to all student needs and maintain high engagement. 6. Teachers will have access to reading libraries with books at ALL levels to provide small group instruction in reading at students' working ability level.	1 - 5 Aug-June	Principal Teachers Instructional Coach	License Agreements - Accelerated Reader Materials and Supplies	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Title I Title I	4,955.00 2,500
Increased learning time: 1. Assessment results for reading, language arts, and writing will be used to develop after school intervention programs. 2. Teachers will identify and provide	1. Jan-June 2. Oct-June 3. Jan-June 4. Aug-June	Teachers Instructional Coach Reading Partners City Year				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
targeted 1st - 5th grade students with after school interventions for strategic students by Reading Partners. 3. The Principal, Instructional Coach and teachers will review data (AR, Benchmark Advance and leveled screener) of students in the intervention programs to monitor students' progress. 4. Homework Centers and enrichment activities will be provided by City Year during Expanded Learning Time.						
Involve teachers in academic assessments: 1. The Principal, Instructional Coach and teachers will analyze CAASPP data, CELDT, iReady, and Accelerated Reader and apply analysis of results to instruction of content standards, after-school program and in-school universal access groups. 2. Teachers will analyze standards based unit tests and benchmarks to track individual student progress and to recommend for intervention programs	1-2 Aug-June	Teachers Instructional Coach Principal				
Provide an environment conducive to learning: 1. Classroom displays will be regularly updated and standards aligned by teachers (i.e. standards, cluster goals, school focus, writers' wall, peace builders, daily objectives and schedules will be posted as well as expected behaviors and consequences).	1-5 Aug-June	Teachers Principal instructional Coach	Technology and Instructional Materials	4000-4999: Books And Supplies	Title I	2,400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. All students will participate in the Peace Builders Program and 4th -5th grade students will take part in Student Council. 3. Teacher will promote and maintain effective classroom management, procedures, and parent communication with the use of Classroom Dojo. 4. Teachers will use rubrics so students understand the expectations of written and oral responses in accordance to Benchmark Advance and Constructed Meaning 5. Each classroom will maintain a data wall to support students academic progress. 6. All teachers will have laptops, Promethean Boards, Document cameras, LCD projects, iPods/iPads Technology helps to fully engage all students.						

Strategy #3:
Refine math CCSS planning process, allowing for development of weekly grade level plans, backwards mapping, and regular analysis of assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement 1. The following parent committees were involved in the planning and implementation of the School Plan: SSC – School Site Council ELAC Committee PTA Board 2. "Back to School Night", parent	1-4 Aug-June 5. Nov, Jan, April	Principal SSC ELAC Teachers Parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
programs and classroom presentations will be held to introduce math standards and math benchmarks. 3. Teachers will present at workshops for parents with a focus on assisting students in math (i.e. Math Carnival Night) 4. The school will offer parent orientation/benchmark sessions for incoming and current kindergarten students. 5. Parent teacher conferences, report cards, and progress reports, etc. will be sent home to advise parents of students' math progress.						
Standards, Assessments, and Accountability: 1. Classroom teachers will assess students' mastery of math standards by examining CAASPP Scores, Envision Unit Assessments and Performance Tasks, student work, and Reflex Math. 2. Teachers will use re-teaching strategies and differentiation of instruction to ensure ALL students master the standards. 3. All enVision Math assessments will be analyzed and discussed at teacher collaboration time provided by Principal and Instructional Coach. 4. Classroom Walkthroughs will be conducted to ensure clear focus on CCSS standards, oral and written language development in math, and instruction focused on supporting	1-4. Aug-June 5. Nov, Jan, APril, June 6. Jan-April	Principal Instructional Coach Teachers	Extended Duty Substitutes during Release Time	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental/Concentration Title I	4,000 4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students to deepen their depths of knowledge. 5. Student Progress Reports will be sent home quarterly as applicable. Academic Report Cards will be sent home twice a year for all students. 6. After school intervention will be provided for at-risk 2nd-5th grade students not achieving standard in mathematics.						
Staffing and Professional Development: 1. Teachers will attend enVision training and Constructed Meaning trainings. 2. Teachers will be given opportunities to visit other classrooms to observe "best teaching practices" in mathematics. 3. Teachers will be provided grade level time for collaboration analyzing the formative assessments and/or other standardized assessments as well as to plan instruction developing interactive flip charts for the Promethean Board. 4. The Instructional Coach will provide demonstration lessons and mini lessons to all teachers in Math focusing on Math Practices. 5. Professional Development provided in improving math oral and written language practices. 6. Staff development is offered to teachers, administrators, and other staff in best practices for addressing standards using district-adopted	1-9. Aug-June	Principal Teachers Instructional Coach City Year Code to the Future	Substitutes during PD Travel and Conferences	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Title I Title I	1,250.00 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum from the district. 7. Staff meetings are dedicated to backwards planning math standards and skills on performance tasks. 8. City Year will provide tier 3 support to students in the intensive band 3 times per week. 9. Teachers will have the opportunity to attend professional development that enhances the use of technology to improve math skills 10. Teachers will receive PD on computer science (Code to the Future) and the integration of math skills to support all students.						
Opportunity & Equal Educational Access: 1. Students will use Envision computer application and Reflex software to increase achievement in Math. 2. At-risk students will have specialized learning time in small groups. 3. Students will be able to go on math and science field trips such as: Children's Discovery Museum, NASA, Tech Museum. 4. Students will receive incentives and be recognized during Academic Award Assemblies for their effort and academic success. Students meeting grade level proficiency in iReady, Reflex, AR, and RAZ-KIDS and also making growth and improvements in both. 5. Students will be provided with	1-4 Aug-June 5. Jan-April	Principal Teachers Instructional Coach	Materials and Supplies Materials and Supplies	4000-4999: Books And Supplies	Title I	6,213.12

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
after school intervention based on their skills and improvements needed.						
Teaching and Learning: 1. Teachers will use the district adopted mathematics curriculum and standards-based pacing guides to deliver standards-based direct instruction. 2. Teachers will meet by grade levels to plan instruction and monitor students' progress towards mastering the standards; engage in ROCI cycles, and develop CCSS units of study. 3. The Principal and teachers will analyze student achievement data and develop strategic action plans based on results. 4. Supplementary materials such as hands-on materials will be provided in order to differentiate instruction. 5. Daily lesson plans focus on lesson objectives and Common Core state standards. 6. The district pacing guide for math curriculum is followed by all teachers. The pacing guide may be supplemented to support all students. 7. Teachers will use re-teaching strategies and differentiation of instruction. 8. Teachers will use the Promethean Board to engage the students in the lessons as well as provide support using the i-pads, i-touch devices to accelerate learning at the students'	1-9 Aug-June	Principal Teachers Instructional Coach	Materials and Supplies Materials and Supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Supplemental/Concentration Title I	4,000.00 1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
individual pace. 9. Teachers will use a web-based math facts program in all grades to increase students' automaticity of math facts. 10. Teachers will use computer science (Code to the Future) to enhance math lessons. 11. Teachers will use incentives to keep excitement about math programs.						

Strategy #4:
Teachers will use small group instruction in mathematics to improve students' understanding and processing of word problems and math concepts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will use small group/Daily 5 strategies from their Reading/Language Arts in mathematics. 2. Teachers will receive PD in small group/Daily 5 instruction. 3. Teachers will use manipulatives during small group instruction. 4. Teachers will use the gradual release of responsibility when working in small groups. 5. Teachers will promote oral and written language when describing their process of during small groups.	1-5. Aug-June	Principal Teachers Instructional Coach				

Strategy #5:
San Antonio will continue to increase parent engagement by 10 people or more per event by actively welcoming and recruiting parents to be involved in school-wide events and tracking parent participation at these events - We will help to keep parents informed and involved, by encouraging parents to attend 3 or more school events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parents are invited to events and activities and informed via newsletter, e-mail, teacher notes, phone calls, ClassDojo, a parent bulletin board on the outside of the office, and announcements regarding school activities and events. 2. Principal, teachers and staff greet parents and make parents feel welcome at school. 3. Parent oriented worishops and events such as PTA, School Site Council, ELAC, Edificando Vidas, Strengthening Families, Grail Raising a Reader, Los Dichos, San Antonio Heritage Presentations, Back to School Night, Open House, Family Literacy Night, Math Carnival, Mother/Son and Father/Daughter Dances, etc... are designed to increase parent engagement. 4. Parents will be recognized for increments of 10 hours of volunteerism at San Antonio on parent board in front of office.	1-4. Aug-June	Principal Community Liaison teachers Office Staff	Materials and Supplies	4000-4999: Books And Supplies	Supplemental/Concentration	1,000.00

Strategy #6:

All students with special needs will increase by 1 proficiency band in both reading/language arts and mathematics by the end of 2017-2018 school year (measured by CAASPP), while also meeting their yearly IEP goals with 80% proficiency or higher. This will be achieved by: All special Education teachers will attend all Common Core and Curriculum Training, assessing using local and state assessments, and ROCI around data to monitor students as necessary.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Principal will conduct walkthroughs and provide feedback. 2. Teachers will use Language! Live and/or Benchmark Steps to Advance	1-4. Aug-June	Principal Instructional Coach Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
whole class and blended learning component on computers, with supplemental common core materials. 3. Teachers will be released to observe other classrooms who are implementing common core with students on their caseloads. 4. Teachers will have access to all school technology including, but not limited to: Headphones, iPads, computers, Promethean Boards, and document cameras.						
Professional Development 1. Staff members will participate in PD on Language! Live, Read Well and/or Benchmark Steps to Advance, common core, etc. 2. Teachers will develop IEP's which meet academic and social need of identified students and upload them into the SEIS system.	1-2. Aug-June	Teachers				
1. IEP meetings will review student concerns if applicable. 2. Include SPED teachers in grade level collaborations on Tuesday meetings. 3. Teachers that have students with disabilities in their classes will utilize teaching and learning practices which increase academic proficiency of identified students. 4. On a daily basis, teachers with students of disabilities will supplement the material to meet the	1-6. Aug-June	Principal Instructional Coach Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needs of all learners, check for understanding, adjust and modify lessons as necessary, provide multiple opportunities for scaffolding the curriculum. 5. Teachers will enhance lessons with the use of technology. 6. Teachers will backwards map ELA and math standards and plan for performance tasks.						
1. Teachers will assess students and share the process at meetings with families including conferences, IEPs, and 504 meetings. 2. Teachers will ROCI around data disaggregating students with disabilities and meet with general education/SPED teachers. 3. Teachers, Principal, and Instructional Coach will use the SST process to identify students that need extra support and may possibly have a learning disability.	1-3. Aug-June	Principal Instructional Coach Teachers				

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 Language Learners
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
Reclassified English Proficient numbers will meet or exceed 67% in 4th and 5th grade and 50% of K-3rd grade students. All students not meeting redesignation criteria will move 1 band within the ELPAC test.
Data Used to Form this Goal:
2017/2018 iReady data, STAR reading assessment, and ELPAC.
Findings from the Analysis of this Data:
According to 17/18 CELDT data, our largest amount of students sit with the Intermediate (3) band. Our area of focus in the coming year, needs to be with these groups of students. Our focus also needs to be redesignating students within 3 years of entering our school.
How the School will Evaluate the Progress of this Goal:
ELPAC and Reclassification data

Strategy #1:
Structures will be developed and monitored to effectively support all English Learners with structured and differentiated support throughout daily core instructional program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: (Involve parents and community in planning and implementing the school plan) 1. The following parent committees were involved in the planning and implementation of the School Plan: • SSC – School Site Council • ELAC Committee 2. As part of the assessment process, parents will receive a detailed explanation of the ELD program offered at the site through ELAC and other parent committees. 3. Monthly English Language Advisor Council meeting will focus on informing parents about the school's instructional programs and how they can support their child's academic achievement. 4. The ELAC will receive reports on overall student ELPAC assessment results, attendance and CAASPP. 5. Parents participate in Parent Engagement Nights with the Kinder Teachers to participate in the Grail Family Services through the YES We Can READ Initiative, Reading Partners, and City Year. 6. Parents will be invited to take part on the Re-designation Ceremony to honor and recognize all students for meeting the re-designation criteria.	1. Aug-June 2. Aug 3. Aug-June 4. Aug-June 5. Aug-June 6. Mar-April	SSC ELAC ILT Principal Parents Teachers Grail Family Services Reading Partners City Year Community Liaison				

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. All ELL student records will be kept in a language development folder, updated yearly and goes in the student's cum when a student leaves school. 2. The Principal monitors ELL students' placement in classes, groupings; ensures appropriate teacher authorizations, and visits classrooms regularly to monitor ELD taught with Benchmark Advance ELD and SDAIE lesson implementation. 3. The school will maintain and implement a Single School Plan. The Principal and School Site Council (SSC) will monitor the School Plan and make revisions as needed for academic growth of English Language Learners (ELL's). 4. Teachers will set and monitor ROCI goals related to EL progress. 5. School will implement ILPs (Individual Learning Plans) for all students that have been redesignated in the last 2 years. 6. Teachers will be using Constructed Meaning strategies on a daily basis and use informal and formal assessment to assess progress.	1. Aug - June 2. Aug - June 3. Aug - June 4. Aug - June 5. Aug - June 6. Aug - June	Principal Teachers SSC Instructional Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development: (Provide staff development, i.e. SB472, AB430, provide highly qualified staff) 1. All teachers will implement ELD and Constructed Meaning strategies to move the students to the next level of English Acquisition. 2. Teachers will attend ELPAC trainings to learn how to administer and interpret ELPAC results. 3. Teachers will engage in dialogue centered around equity traps, discussing best practices to engage ALL students in oral language discussions using academic language. 4. Teachers will identify their ELs in their class and monitor their progress throughout the year.	1. Aug - June 2. September 3. Aug - June 4. Aug - June	Instructional Coach Teachers Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students) 1. Teachers will continue to develop technology expertise to enhance student learning in the core content areas using flip interactive charts to add visuals and sound to the lessons to build on supports for English Learners. 2. Bulbs purchased for projectors as instructional tool to enhance achievement for English Learners. 3. Teachers have access to the district's website and Benchmark Advance where they are able to access sample lesson plans, aligned to the ELD standards. 3. All English Learners will be provided with 30 minutes of designated ELD to ensure English Language Acquisition through core subject instruction. 4. Field trips that enhance and support the learning experience for English Learners will be available. 5. Parents of Els will be notified of their child's progress on acquiring English language proficiency 4 times per year. 6. Teachers will provided after school interventions to English Learners to improve the oral and written language.	1. Aug - June 2. Aug - June 3. Aug - June 4. Aug - June 5. Nov, Jan, April, June 6. Jan - June	Teachers Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning: Define steps to intended outcomes: 1. At San Antonio School, the English Language Development (ELD) core content instruction is based on state grade level standards and focuses on: listening, speaking, reading and writing in English delivered through all content areas. 2. Teachers will focus instruction on ELD grade level standards and at the ELL students' level of proficiency in English during a designated time 3. Teachers will implement the district-adopted Benchmark Adavance– ELD Core Program. 4. Teachers will use ELD Strategies during workshop (Universal Access) to ensure all students use sentence frames and protocols for equitable participation when checking for understanding. 5. Teachers will use GLAD strategies as appropriate during implementation of the District Core Social Studies and Science curriculum. 6. ELL students will receive access to the core curriculum through specially designed academic instruction in English (SDAIE). 7. Grade level teachers will meet to review student progress and to make adjustments to instruction as necessary to ensure ELL's access to the core and academic success. 8. Language objectives will be provided during math and ELA instruction to support ELs in language development. 9. Teachers will be allowed to attend conferences to further their professional development in English	1. Aug - June 2. Aug - June 3. Aug - June 4. Aug - June 5. Aug - June 6. Aug - June 7. Aug - June 8. Aug - June 9. Aug - June	Principal Teachers Instructional Coach				

Strategy #2:
Students will receive designated ELD in every grade level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Students will be grouped by the English proficiency level in grades K-5 for at least 30 minutes to provide designated supports to fit their needs. Groups will flexible and changing with students needs. 2. Teachers will use Benchmark Advance to provide designated ELD support. 3. Our staff will incorporate the 5 Constructed Meaning focus areas: structured talk, graphic organizers, etc. during designated and integrated ELD. 4. Professional Development will be provided during staff meetings, ILT meetings, and district provided PD. 5. School staff will monitor English Learners using ELPAC, state-wide testing, district benchmarks, site common assessments, and site computer programs to track academic achievement. 6. The Instructional Coach will provide support to teachers on ELD strategies for English Learners. 7. The Migrant Program supports Migrant Ed. ELL students by providing a Summer School Program.	1. Aug - June 2. Aug - June 3. Aug - June 4. Aug - June 5. Aug - June 6. Aug - June 7. Aug - June	Principal Instructional Coach Teachers				

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 #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: Highly Qualified Staff
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
100% of San Antonio teachers will be highly qualified and will continue their skills through professional development with Common Core Standards.
Data Used to Form this Goal:
Teacher credentials and Human Resource correspondence.
Findings from the Analysis of this Data:
All teachers at San Antonio have HQ status.
How the School will Evaluate the Progress of this Goal:
Reports of highly qualified teachers. The teachers will receive the necessary professional development and courses to continue strengthening their skills.

Strategy #1:
Teachers will be provided with professional development and substitutes to allow the teacher to attend professional development to support all learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development: 1. Professional Development for highly qualified staff is aligned to content standards, assessed student performance and professional needs. 2. Professional development will be provided on the CCSS, 4 C's, depths of knowledge, and integration of technology. 3. All staff will be provided release days to plan and prepare lessons to meet the needs of all learners, specifically in the area of math instruction. 4. The instructional Coach will work with all teachers to continue to build their capacity of support all students in the classroom. 5. Teachers will be evaluated (according to contract) twice per year - one announced and one unannounced observation. 6. Only highly qualified teachers with appropriate certification will be hired to fill openings and provide instruction to students. 7. All teachers will have the opportunity to attend both site-led, district-led, and other professional development, along with a sub during those days they are attending professional development. 8. All teachers have the opportunity to attending district level PLCs and their own grade level PLCs at the site level.	1-8. Aug-June	Principal Instructional Coach Teachers				

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 #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: Safe School Environment
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:
All students will be educated in learning environments that are safe, drug-free, that are conducive to learning while celebrating academic and behavioral successes.
Data Used to Form this Goal:
Suspension and office referral rates
Findings from the Analysis of this Data:
The total number of suspensions for the 2016-2017 school year was 7, 2017-2018 was 13, and currently for the 18-19 school year, there are 0. Attendance Rate: 16-17 95.25%, 17-18 95.44%, 18-19 (Current as of Oct 25, 2018) 96.15%.
How the School will Evaluate the Progress of this Goal:
Attendance at school, Monthly Character Education recognitions, and weekly Peace Builder recognitions.

Strategy #1:
School safety will be maintained through the development and monitoring of our school safety plan, progressive student discipline, and community partnerships.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Involvement: 1. Materials and support will be provided for parent/community activities and school trainings. 2. The Principal will monitor best practices to promote an environment conducive to learning 3. SSC will conduct regular review of the School's Safe Plan.	1-6 Aug-June	Principal Community Liaison Teachers Parents Foothill Counseling Alum Rock Counseling				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. The principal and teachers will work with the school's counselor (from Foothill and Alum Rock Counseling) will work directly with parents of students who are socially and emotionally at-risk and provide outside resources and referrals. 5. Parents and students will assist in Safety Patrols before school and after school to ensure safety 6. Discuss student safety issues with parent during monthly community meetings						
Standards, Assessments, and Accountability: 1. A focus on character education will continue to take great importance in our school environment and rewards will be provided to students demonstrating high character values and positive discipline. Teachers will continue to use positive praise notes to reward student behavior. Teachers will use incentives for students meeting their learning targets. 2. Teachers and staff will use low level referrals. After five LLR citations, teacher will complete a discipline referral to hold a parent meeting and develop a support behavioral plan.	1) August-June		Materials and Supplies	5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
Staffing and Professional Development: 1. The Principal will continue to support teachers implementing the						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Peace Builders Program 2. Professional Development will encourage staff input on topics related to the 9 characteristics of high performing schools 3. Use of research based Professional Publications and strategies focused on school culture to meet our goals 4. Instructional Leadership Team will facilitate courageous discussions focused on equity, development of effective nurturing environments. 5. ILT will lead staff to build team relations, refine vision for the year, conduct professional development and collaboration around the implementation of CCSS and integrated technology.						
Opportunity & Equal Educational Access: 1. The Peace Builders Program and the Character Education Program will be taught providing one trait each month. 2. Funds will be allocated to continue positive reinforcements for appropriate playground behavior, Peace Builders Program, and highest attendance rates. Students will choose their own awards. 3. Students will learn about our Growth Mindset and teachers will continue to lead by example through their use of a Growth Mindset. 4. Each week will begin with a morning meeting to provide a communal start to the day, allow for daily announcements, and reinforce school culture.			Materials and Supplies	4000-4999: Books And Supplies	Title I	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. All students will be instructed on Social Emotional Learning using the Youth Positive Curriculum and community circles. 6. All classrooms and nurses station will be stocked with red backpacks and updated medical supplies to ensure all students are safely tended to in the event of an accident or emergency. 7. All classrooms will have adequate access to books regarding character building.						
Teaching and Learning: Define steps to intended outcomes: 1. Teachers will implement the Peace Builders Program and Monthly Character Education Program in the classroom using common language, character traits should be highlighted during ELA and ELD.						

Strategy #2:
School culture will be established and reinforced through weekly morning meetings, student recognition, and honor society assemblies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide activities and student improvement recognition in academics and character traits during our quarterly assemblies. 2. Committees are formed to set high standards and expectations as they relate to school culture and environment, Student Achievement,	1-8. Aug-June	Principal Teachers Parents Little Heroes Foothill Community Center Alum Rock Counseling	Materials and Supplies	4000-4999: Books And Supplies	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Safety and Character Building, Student Council, and events. There will be staff Recognition Events and Parent Involvement 3. Use incentives and recognition support materials to increase student participation in educational programs such as After School Interventions 4. High standards and expectations for all students 5. Purchase school and classroom materials and incentives that promote positive student attitudes and support health and fitness 6. Continue to implement the Peace Builder Program, with recognition given at morning meetings. 6. The Little Heroes Coach will train and monitor Student Peace Coaches 7. Adhere to the Safe School Plan 8. Provide behavioral counseling through Foothill community center and Alum Rock Counseling for students in crisis or in need of behavioral interventions.						

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

<u>**School Goal #5**</u>

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
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 GOAL #4:

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

<u>**Centralized Service Goal #5**</u>

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	69,732.12	0.00
Supplemental/Concentration	34,700.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	4,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	9,450.00
5000-5999: Services And Other Operating	Supplemental/Concentration	21,000.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	250.00
1000-1999: Certificated Personnel Salaries	Title I	14,818.00
4000-4999: Books And Supplies	Title I	24,843.12
5000-5999: Services And Other Operating	Title I	30,071.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	34,700.00
Title I	69,732.12

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	18,818.00
4000-4999: Books And Supplies	34,293.12
5000-5999: Services And Other Operating Expenditures	51,071.00
5700-5799: Transfers Of Direct Costs	250.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,432.12
Goal 4	5,000.00

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
Lyssa Perry	X				
Dorothy Singleton		X			
Soledad Vega		X			
Olga Arrieta			X		
Maira Veloz				X	
Candelaria Gonzalez				X	
Susy Barreras				X	
Elizabeth Murillo				X	
Numbers of members of each category:	**1**	**2**	**1**	**4**	

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)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
	Other committees established by the school or district (list):	
		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 24, 2018.

Attested:

Lyssa Perry
_____
Typed Name of School Principal   Signature of School Principal   Date

Susy Barreras
_____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date