

The School Plan for Student Achievement

School: Sunshine Gardens Elementary School
CDS Code: 41690706045157
District: South San Francisco Unified School District
Principal: Shelby Biddy
Revision Date: 2.14.19

The School 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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The District Governing Board approved this revision of the SPSA on 5.9.2019.

Table of Contents

School Vision and Mission	3
School and Student Performance Data	4
CAASPP Results (All Students)	4
Student Population.....	8
Overall Performance	9
Academic Performance	10
English Language Arts.....	10
Academic Performance	12
Mathematics.....	12
Academic Performance	14
English Learner Progress	14
Academic Engagement	15
Chronic Absenteeism.....	15
Conditions & Climate.....	17
Suspension Rate	17
Planned Improvements in Student Performance	19
School Goal #1	19
School Goal #2	25
School Goal #3	28
School Goal #4	32
School Goal #6	36
Summary of Expenditures in this Plan	40
Total Allocations and Expenditures by Funding Source	40
Total Expenditures by Object Type.....	41
Total Expenditures by Object Type and Funding Source	42
Total Expenditures by Goal	43
School Site Council Membership	44

School Vision and Mission

Sunshine Gardens Elementary School's Vision and Mission Statements

MISSION STATEMENT:

The mission of Sunshine Gardens is to prepare all students with 21st century skills and the foundation to become Global Citizens. The staff, families and community work together to create a safe and engaging environment for the whole child that ensures student success, builds character, and celebrates diversity. We encourage our students to be their best selves, and to reach their goals.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	70	56	69	67	53	66	67	53	98.6	95.7	94.6
Grade 4	61	63	65	61	63	63	61	63	63	100	100	96.9
Grade 5	52	63	64	51	62	63	51	62	63	98.1	98.4	98.4
All Grades	183	196	185	181	192	179	178	192	179	98.9	98	96.8

* 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	2390.2	2382.1	2427.2	12	8.96	18.87	18	22.39	30.19	30	20.90	28.30	39	47.76	22.64
Grade 4	2460.6	2419.3	2421.9	21	11.11	9.52	30	19.05	22.22	15	23.81	22.22	34	46.03	46.03
Grade 5	2481.5	2478.4	2475.7	14	17.74	6.35	33	27.42	39.68	22	14.52	11.11	31	40.32	42.86
All Grades	N/A	N/A	N/A	16	12.50	11.17	26	22.92	30.73	22	19.79	20.11	35	44.79	37.99

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	15	17.91	24.53	38	34.33	50.94	47	47.76	24.53	
Grade 4	21	14.29	17.46	44	46.03	46.03	34	39.68	36.51	
Grade 5	16	21.31	17.46	53	47.54	49.21	31	31.15	33.33	
All Grades	17	17.80	19.55	44	42.41	48.60	38	39.79	31.84	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	15.15	16.98	50	37.88	58.49	36	46.97	24.53
Grade 4	28	11.29	7.94	43	45.16	49.21	30	43.55	42.86
Grade 5	12	22.95	26.98	57	45.90	31.75	31	31.15	41.27
All Grades	18	16.40	17.32	49	42.86	45.81	32	40.74	36.87

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	18	7.46	15.09	53	62.69	60.38	29	29.85	24.53
Grade 4	11	7.94	1.59	75	58.73	69.84	13	33.33	28.57
Grade 5	12	9.84	11.11	69	67.21	61.90	20	22.95	26.98
All Grades	14	8.38	8.94	65	62.83	64.25	21	28.80	26.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.46	22.64	52	55.22	58.49	41	37.31	18.87
Grade 4	20	12.70	11.11	52	47.62	50.79	28	39.68	38.10
Grade 5	27	22.95	12.70	53	40.98	52.38	20	36.07	34.92
All Grades	17	14.14	15.08	52	48.17	53.63	30	37.70	31.28

Conclusions based on this data:

1.

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	69	70	56	47	67	53	46	67	53	68.1	95.7	94.6
Grade 4	61	63	65	61	63	64	61	63	64	100	100	98.5
Grade 5	52	63	64	51	63	63	51	63	63	98.1	100	98.4
All Grades	182	196	185	159	193	180	158	193	180	87.4	98.5	97.3

* 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	2390.5	2378.9	2422.5	4	4.48	13.21	20	10.45	28.30	30	35.82	32.08	46	49.25	26.42
Grade 4	2455.0	2450.1	2427.9	11	7.94	7.81	31	31.75	14.06	26	22.22	40.63	31	38.10	37.50
Grade 5	2475.2	2482.9	2470.4	14	15.87	6.35	12	17.46	20.63	41	26.98	34.92	33	39.68	38.10
All Grades	N/A	N/A	N/A	10	9.33	8.89	22	19.69	20.56	32	28.50	36.11	36	42.49	34.44

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	13	7.46	22.64	26	35.82	41.51	61	56.72	35.85	
Grade 4	20	22.22	12.50	36	31.75	32.81	44	46.03	54.69	
Grade 5	18	26.98	17.46	25	25.40	28.57	57	47.62	53.97	
All Grades	17	18.65	17.22	30	31.09	33.89	53	50.26	48.89	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	7.46	16.98	48	46.27	49.06	41	46.27	33.96
Grade 4	15	14.29	12.50	38	34.92	45.31	48	50.79	42.19
Grade 5	20	17.46	6.35	45	38.10	55.56	35	44.44	38.10
All Grades	15	12.95	11.67	43	39.90	50.00	42	47.15	38.33

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	9	8.96	20.75	63	44.78	52.83	28	46.27	26.42
Grade 4	23	19.05	9.38	41	39.68	50.00	36	41.27	40.63
Grade 5	10	12.70	4.76	61	50.79	60.32	29	36.51	34.92
All Grades	15	13.47	11.11	54	45.08	54.44	32	41.45	34.44

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
385	57.1%	35.3%	0.8%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	35.3%
Foster Youth	3	0.8%
Socioeconomically Disadvantaged	220	57.1%
Students with Disabilities	16	4.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.8%
American Indian	1	0.3%
Asian	35	9.1%
Filipino	69	17.9%
Hispanic	215	55.8%
Two or More Races	19	4.9%
Pacific Islander	15	3.9%
White	28	7.3%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 409 456 436">English Language Arts</p>  <p data-bbox="297 489 370 516">Yellow</p>	<p data-bbox="695 409 927 436">Chronic Absenteeism</p>  <p data-bbox="779 489 852 516">Yellow</p>	<p data-bbox="1198 409 1382 436">Suspension Rate</p>  <p data-bbox="1263 489 1320 516">Blue</p>
<p data-bbox="261 611 407 638">Mathematics</p>  <p data-bbox="297 690 370 718">Orange</p>		
<p data-bbox="199 812 469 840">English Learner Progress</p>  <p data-bbox="212 892 456 919">No Performance Color</p>		

Conclusions based on this data:

- 1.

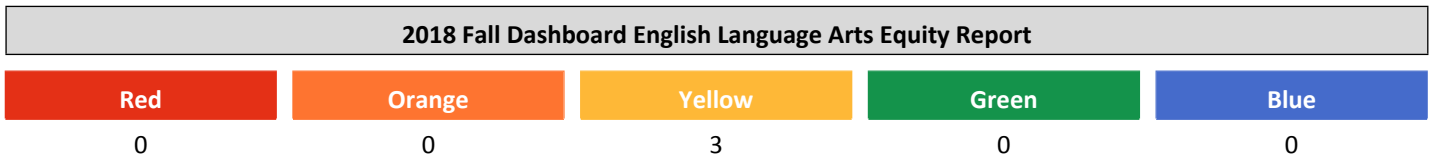
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 27.9 points below standard Increased 13.1 points 176 students	 Yellow 40.9 points below standard Increased 10.7 points 93 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 49.6 points below standard Increased 20.2 points 109 students	 No Performance Color 113.5 points below standard Increased 25 points 26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 14.8 points above standard Declined -6.2 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.2 points below standard Increased 20.1 points 109 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 20.4 points above standard Increased 60.7 points 12 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.3 points below standard Increased 36.1 points 33 students	35.7 points below standard Declined -5.8 points 60 students	14 points below standard Increased 15 points 80 students

Conclusions based on this data:

- 1.

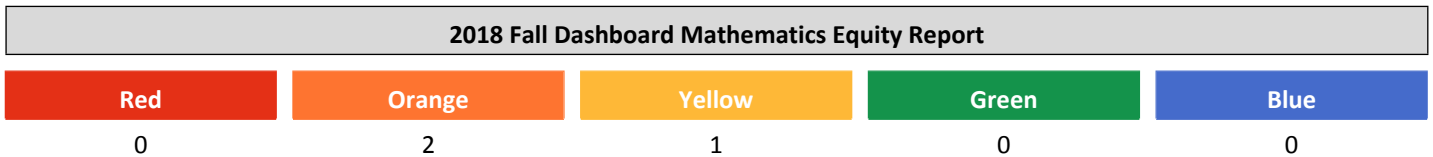
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 43.7 points below standard Maintained -0.5 points 176 students	 Orange 53.3 points below standard Declined -4.8 points 94 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 65.2 points below standard Increased 6.3 points 109 students	 No Performance Color 148.9 points below standard Maintained 1 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 17.5 points above standard Maintained 0.1 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.2 points below standard Maintained -1.8 points 110 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 26.3 points below standard Increased 12 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.8 points below standard Declined -3.6 points 34 students	46.2 points below standard Declined -6.2 points 60 students	35.4 points below standard Increased 3 points 79 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
142	45.8%	34.5%	15.5%	4.2%

Conclusions based on this data:

1.

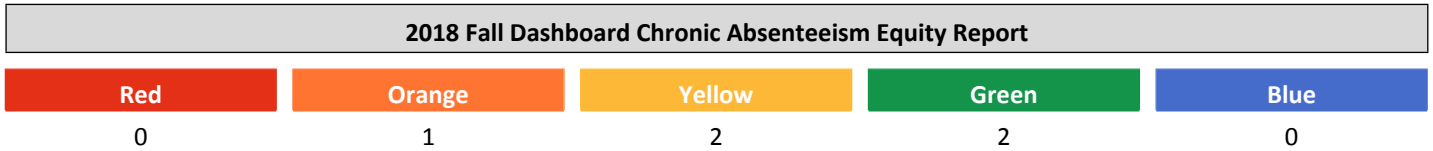
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 12% chronically absent Declined 2.2% 399 students	<p>English Learners</p>  Green 6.2% chronically absent Declined 3.5% 162 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<p>Socioeconomically Disadvantaged</p>  Yellow 14.6% chronically absent Declined 0.8% 240 students	<p>Students with Disabilities</p>  No Performance Color 22.2% chronically absent Declined 1.6% 36 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 13.5% chronically absent Increased 5.4% 37 students	 Green 2.9% chronically absent Declined 9.1% 70 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6% chronically absent Declined 1.3% 226 students	 No Performance Color 5.3% chronically absent Declined 11.4% 19 students	 No Performance Color 20% chronically absent Declined 3.1% 15 students	 No Performance Color 10.7% chronically absent Maintained 0% 28 students

Conclusions based on this data:

- 1.

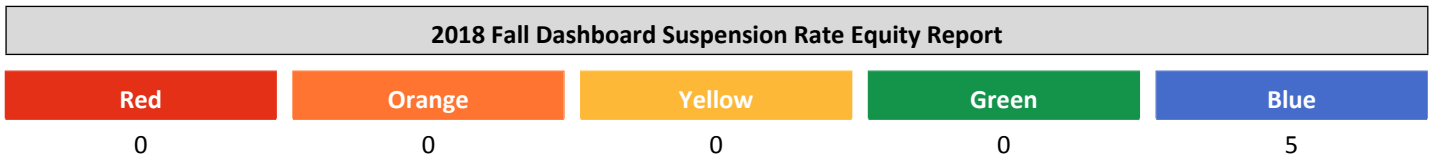
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -0.5%</p> <p>403 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>163 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -0.8%</p> <p>240 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>36 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 38 students	 Blue 0% suspended at least once Maintained 0% 72 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -0.4% 227 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 No Performance Color 0% suspended at least once Declined -7.7% 15 students	 No Performance Color 0% suspended at least once Maintained 0% 28 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.2% suspended at least once	0.5% suspended at least once	0% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: ELA/ELD
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
By June of 2019, the percentage of students in grades 3-5 who score in the Met or Exceeded Standard as measured on the CAASPP test, will increase by 3%. (Or, Sunshine Gardens will increase the number of students meeting or exceeding standard from 41% to 44%).
Data Used to Form this Goal:
Data from the 2017-18 school year showed: Overall, in 2017-18, on the English Language Arts part of the CAASPP Summative assessment standards indicated the following: 11.7% (Exceeded Standard) 30.73% (Met Standard) 20.11% (Nearly Met Standard) 37.99% (Did not meet Standard)
The CAASPP data revealed that the sub-group of English Learner Students in grades 3rd -5th that we are achieving at 40.9 points below standard. This coming year Sunshine Gardens would like to continue growth in this area by increasing from 40 points below standard to 35 points below standard.
Findings from the Analysis of this Data:
Overall achievement in the area of Language Arts went up this past year from 35.42% of students meeting standards to 41.9% meeting standards. Writing performance continues to be an area of focus in the category of Language Arts with 19.55% of students above the standard, 48.6% near the standard and 31% below the standard.
How the School will Evaluate the Progress of this Goal:
Sunshine Gardens will monitor and evaluate student progress prior to students taking the CAASPP test Teachers will examine results, make changes, monitor, and re-evaluate their instruction throughout the school year. At least 2 times a year, each student will be given the Literacy Screening by Fountas and Pinnell, called the Benchmark Assessment System (BAS) that reveals a student's accuracy, fluency, Reading level, comprehension levels, and explicit reading behaviors that are actionable by Intervention teachers, classroom teachers, and students themselves.

Teachers will collaborate to analyze data from assessments and adjust instruction as necessary. A second tier of intervention, consisting of small- group in class instruction and before and after-school tutoring, that will serve students who are in need of more and targeted support . Students who require additional support beyond the second tier of intervention will receive Tier 3 support with a reading specialist using Fountas and Pinnell's Leveled Literacy Intervention program. Student progress will be monitored through the SST process. SST meetings will be scheduled at regular intervals throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1: IMPLEMENT INSTRUCTIONAL PROGRAM WITH RIGOR AND FIDELITY</p> <p>Task: Principal completes training offered by the district and brings those strategies back to the staff. Principal looks for outside sources to come and train TK-5th grade teachers in the area of ELA and ELD. Teachers attend district-offered trainings and meetings for English Language Arts (ELA), Common Core, 21st Century Skills, and English Language Development (ELD) training to best implement CCSS aligned instruction.</p> <p>Measures: 100% teachers attend all district-offered trainings and meetings. Principal and district walk through observations. Lesson Plans, Notes from trainings.Faculty meeting notes.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Principal and TK-5 teachers	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Substitutes</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	5,500
<p>ACTION 2: IMPROVE INSTRUCTIONAL STRATEGIES AND MATERIALS</p> <p>Task: Support teachers and instructional specialists with on-going professional development to strengthen the core academic program in the school. Use</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	* Instructional specialists * Teachers * Principal	<p>Site Discretionary (70)</p> <p>Books and supplies for LIC and Classrooms</p>	<p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p>	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>adopted materials and Common Core strategies. Differentiate instruction to provide opportunity for all children. Allocate appropriate daily instructional minutes (i.e. Grade K=60 minutes; Grades 1-5= 2.5 hours for ELA or ELD) Plan instructional strategies based on PD. Establish a Tier 2 and 3 intervention program for after school support.</p> <p>Measures: * Meeting/site visit logs * Classroom walkthroughs * Lesson plans * PLC logs * Pre and Post tests, Analysis of F&P results.</p>			<p>Site Discretionary (70) Purchase ELD Materials</p> <p>Site Discretionary (70) materials</p> <p>NCLB-Title I, Part A, Basic Grants Low</p> <p>Professional development</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2,000</p> <p>2,530</p> <p>1,200</p>
<p>ACTION 3: INTERVENTIONS AND CCSS SUPPORT</p> <p>Task: 1.Assign both Reading Specialist and EL aides to support students who experience difficulty in attaining the proficient or advanced level of the academic standards as required by Section 1111(b)(1) with a heavy focus on K-1 and newcomers. Purchase materials and supplies to assist all students including EL students, special ed students, and students needing intervention support. Continue our after-school intervention for grades TK-5. Provide materials and training to staff for ELD instruction that is aligned to CCSS to ensure students with difficulties are identified in a timely way and in such a way as to provide information on</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* EL Aides and teachers * Principal</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Release time for teachers to test students</p> <p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>release time for reading support- data dive</p> <p>Site Discretionary (70) Classroom materials, computers, technology, maintenance</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>2,000</p> <p>5,000</p> <p>7,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>which to base effective assistance. Provide release time for K-5th grade teachers to test using the newly adopted program Fountas and Pinell.</p> <p>2. Have Reading Specialist provide staff development for teachers and support staff.</p> <p>Measures: * Time cards * Purchase requisitions/purchase orders* staff development logs *ELD lesson plans* assessment data</p>			one teacher per grade level will provide individual or small group instruction 3 times per week to students that are identified needing Tier II support	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	30,000
<p>ACTION 4: INCREASE EDUCATIONAL OPPORTUNITY</p> <p>Task: Provide after school small group tutoring. Enroll students in Genentech Mentoring program.</p> <p>Measures: Data reported in graphs, charts * Data disaggregated by students meeting, approaching, or below benchmark targets * Data posted * Fliers and attendance sheets for afterschool programs. Parent and student surveys.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* Teachers * Instructional Aides * Principal</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Renaissance/Accelerated Reader License</p> <p>Instructional Media (451)</p> <p>Purchase books for library</p> <p>Site Discretionary (70)</p> <p>Purchase supplies for afterschool enrichment programs</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Instructional Media</p> <p>Site Discretionary</p>	<p>4,000</p> <p>360</p> <p>963</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 5: STAFF DEVELOPMENT IN WRITING</p> <p>Task: Staff will be trained on "The Write Tools" in order to increase teacher capacity in writing instruction and basic knowledge of writing standards.</p> <p>Measures: * Sign-in sheets * Flyers/brochures for trainings * Classroom walk-thoughts* Lesson Plans</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	* Principal * Outside providers	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Professional development for staff including expense, and materials</p>	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	15,000
<p>ACTION 6: INCREASE PARENT INVOLVEMENT</p> <p>Task: Use strategies to increase parental involvement. Hold monthly Coffee with the Principal. Hold Student Success Team (SST) meetings. Parent-Teacher conferences and SSTs. Engage with our Talent Show, Open House and Back to School Nights.</p> <p>Measures: * Sign-in logs * SST meeting report * Data conference notes</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	* Principal * Teachers * Staff	Gift Fund (356) light refreshments and snacks	4000-4999: Books And Supplies	Gift Fund	2,000
<p>.ACTION 7: PROFESSIONAL LEARNING COMMUNITY (PLC)</p> <p>Task: Calendar two grade level collaboration meetings per month to</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	TK-5 teachers * Principal	No cost (Embedded)			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>focus on data analysis and lesson planning. Use 4 team planning dates to collaboratively plan grade-level district-wide.</p> <p>Measures: Binder of grade level PLC meetings and minutes. Short term goals achieved with 90% success rate (target goal identified in collaboration meeting). Modification to lesson plans. Students below benchmark identified and provided additional support. Adjusted teaching practices as needed.</p>						
<p>ACTION 8: RESPONSE TO INTERVENTION (RTI)</p> <p>Task: Analyze student data, student work samples, assessments and F&P testing results to identify students that will receive Tier 2 and 3 intervention services. Identify staff to provide Tier 2 instruction. Provide Tier 2 support. Provide a migrant education program.</p> <p>Measures: Students needing Tier 2 and Tier 3 services will show moderate growth on common assessments such as benchmarks, CRLP, Fountas and Pinnel, or reading logs. Supplemental materials purchased. T K-5th grade teachers trained in F and P.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>TK-5 teachers * Academic Support teacher * Instructional Aide (Special Education) * Speech Language Pathologist * School Psychologist * Principal* intervention specialist</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Resource Intervention Aide</p> <p>Site Allocation (70)</p> <p>Additional staffing; computers and other technology/supplies; instructional materials</p> <p>Substitutes for teachers that need to provide input at RTI meetings (3 full day meetings)</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Allocation</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>10,000</p> <p>6,000</p> <p>2,500</p>

Planned Improvements in Student Performance

School Goal #2

SUBJECT: MATHEMATICS
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics.
SCHOOL GOAL #2:
GOAL: INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS) Goal Statement: By June of 2019, the percentage of students in grades 3-5 who scored in the "Met or Exceeded Standard" range as measured on the CAASPP test will increase by 3%. Or, Sunshine Gardens will increase the number of students meeting or exceeding standard from 29% to 32%.
Data Used to Form this Goal:
We used the 2017-2018 CAASPP report to base our areas of need on and create a starting point. We will also use Math summative assessments and Kindergarten assessments to further guide instruction and goal setting.
Findings from the Analysis of this Data:
Our 2017-2018 data analysis revealed that 29.45% of students at Sunshine Gardens scored met or exceeded state standards in Mathematics. The subgroup of English Learner was noted to be a continued area of focus with a decline of -4.8 points. The sub group of Socioeconomically disadvantaged increased by 6.3%. This large group of 109 students continues to be a strong focus in terms of monitoring progress to assure continued success. These three subgroups will continue to be our focus and area of concentrated concern. We also learned that our students scored the lowest in the Concepts and Procedures claim. We will use the state data included in this plan as well as other formal and informal assessments to monitor student learning. We will continue to delve deeper into learning strategies to teach our students so that they can be successful on the CAASPP.
How the School will Evaluate the Progress of this Goal:
To monitor and evaluate the 2017-2018 data, teachers will meet in teams and with the principal to analyze current CAASPP data and adjust instructional plans as needed. Principal will bring data to staff to analyze and create areas of focus. Principal will meet with parents during PTA and coffee with the principal to offer insight and answer questions on how they can best support their students. Teachers will meet with parents during PLC weeks. RTI, SSTs, and IEPs will also be a time when data is shared.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1: USE DATA TO GUIDE INSTRUCTION</p> <p>Task: Use data to guide instruction. Teachers will adjust their instruction based on the new data following end of the unit summative assessments. Grade level teams will continue to review test results at each reporting period.</p> <p>Measures: Teachers and the principal will meet to review test results and review instructional strategies that will best address learning needs in Math.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* Teachers * Principal</p>	<p>Site Discretionary (70) Certificated substitutes for teacher release</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>4,000</p>
<p>ACTION 2: PROFESSIONAL DEVELOPMENT</p> <p>Task: The school will ensure that Sunshine Gardens will be represented on the TLT Math Committee.</p>	<p>Start Date: 8/15/18</p> <p>Completion Date: 06/01/2019</p>	<p>*Teachers * Principals</p>	<p>No Cost Teachers form SG will participate at have at least 1 member per grade level at the district TLT teams</p>			<p>0</p>
<p>ACTION 3: INCREASE PARENT INVOLVEMENT</p> <p>Task: Use strategies to increase parental involvement. Hold monthly Coffee with the Principal. Hold Student Success Team (SST) meetings. Parent-Teacher conferences and SSTs. Hold parent information nights.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* Principal * Teachers * Staff</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected Materials, Supplies, and Refreshments</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Create a team of staff and parents to put on our Family Math Night. Hold Common Core Information Meetings for Parents. Engage with our Talent Show, Open House and Back to School Nights.</p> <p>Measures: Announcement flyers. Attendance sheets. Progress reports. Report cards. Parent/Teacher Conferences. School Web site</p>			<p>Site Discretionary (70) Time cards for participating staff</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>1,000</p>

Planned Improvements in Student Performance

School Goal #3

SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT
LEA/LCAP GOAL:
LEA Goal: Our goal is to show growth of 4.2% on the ELPAC and increase the number of EL's being reclassified as indicated by teacher input, grades, and ELPAC performance. LCAP Goal #1: Increase Student Achievement
SCHOOL GOAL #3:
GOAL: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELLS Goal Statement: Sunshine Gardens will increase by 4% for level 3 and 4 and decrease by 4% in the number of students in Level 2 as measured by the ELPAC.
Data Used to Form this Goal:
An analysis of ELPAC scores from the past two years were used to form the goal.
Findings from the Analysis of this Data:
California Dashboard data indicates EL students at Sunshine Gardens performed at the following levels on the ELPAC: Level 4: Well Developed. 45.8% Level 3: Moderately Developed 34.5% Level 2: Somewhat Developed. 15.5% Level 1: Beginning Stage 4.2%
How the School will Evaluate the Progress of this Goal:
ELPAC scores and any RTI/ELD program pre and post-test data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1: CURRICULUM, INSTRUCTION, AND INTERVENTION SUPPORT</p> <p>Task: Staff will support English Learners through professional development on ELD in particular with emphasis on academic language. EL-related and CCS connected professional development (with a focus on best practices) will occur for teachers, administrators, and other school support staff to improve and implement high quality ELD and access to core instruction for EL students. Staff will review essential standards and assessment and site data to evaluate the needs of their students, align instruction with ELD standards, and determine specific ways to effectively deliver content in a coherent way.</p> <p>Measures: Collaboration notes, walk-through data, reflection forms, assessment results.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	District office and site staff	<p>LCAP EL Support (123) Release time/substitutes, hourly pay and materials</p>	1000-1999: Certificated Personnel Salaries	El Support	3,000
<p>ACTION 2: PERSONNEL SUPPORT FOR CONTINUED ACHIEVEMENT OF ENGLISH LEARNERS</p> <p>Task: 1. Staff will support the implementation of a high-quality instructional program for unduplicated students as well as providing direct instructional support to small groups of students in the</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Teachers Principal	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Bilingual Aide, supplies and materials, technology resources including on-line programs and hardware</p>	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	17,877

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>area of reading intervention. 2. Staff will receive curriculum and instruction support and professional development. Instructional assistant will assist the Reading Specialist with small groups. EL Aids will assist EL Tosa with small groups.</p> <p>3. Site will ensure that parents of EL's have opportunities to participate in ELAC activities.</p> <p>Measures: Fountas and Pinnell Reading Inventory.</p>						
<p>ACTION 3: TARGETED SCHOOL SUPPORT FOR EXTRA LEARNING TIME</p> <p>Task: Staff will be provided research-based materials and support to improve the instructional program and increase the academic achievement of English Learners. Targeted intervention services and activities for English Learners will also be provided to address and remedy the academic and linguistic deficits of identified ELs. Faculty and staff meetings will focus on intervention support for ELs, school support for extra learning time, professional development, and district supported walk-through visits.</p> <p>Measures: ELPAC results, Benchmark results, walk-through data, EL monitoring forms, RFEP Academic Catch-up</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Site staff	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Instruction materials, equipment for EL students, instructional aids, EL teachers and hourly pay</p> <p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>EL teachers and hourly pay (substitutes and curriculum alignment)</p> <p>EL SUPPORT (123)</p> <p>Instruction materials, equipment for EL students</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>El Support</p>	<p>9,000</p> <p>6,000</p> <p>7,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
plans			EL SUPPORT (123) EL teachers and hourly pay (substitutes and curriculum alignment)	1000-1999: Certificated Personnel Salaries	El Support	3,000
<p>ACTION 4: PROGRAM MONITORING</p> <p>Task: Staff will review the District English Language (EL) Master Plan, Local Education Agency Plan (LEAP) and SPSA to ensure alignment and improve the instructional program. Grade level teams will review assessments results and student work and will take the results and develop next steps for staff development which include identifying specific instructional strategies that yield evidence of student learning and an improvement in student scores.</p> <p>Measures: The EL Master Plan, LEAP, and SPSAs, collaboration notes, and student performance results on state and local assessments.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	District office and site staff	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Involvement of staff, parents, and community</p>	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,500

Planned Improvements in Student Performance

School Goal #4

SUBJECT: SOCIAL EMOTIONAL HEALTH OF OUR STUDENTS
LEA/LCAP GOAL:
LEA Goal: All students will be educated in a safe learning environment.
LCAP Goal: Not Aligned
SCHOOL GOAL #4:
GOAL: ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS
Goal Statement: Sunshine Gardens will increase our emphasis on the social emotional well being of our students by encouraging attendance, continued implementation of our PBIS program, Soul Shoppe Program, Playworks, and increased counseling.
Data Used to Form this Goal:
Data was derived from Student Study Team meetings, staff and grade level meetings, RTI meetings, classroom visits, staff development, discipline records, and report cards.
Findings from the Analysis of this Data:
The data analysis revealed that there was a need for an emphasis on improving social emotional support for our students.
How the School will Evaluate the Progress of this Goal:
RTI teacher input. Parent-Principal conferences. Discipline records. Grades.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ACTION 1: PREVENTION OF AT-RISK BEHAVIORS Task: * Gene Academy * Family/Community Garden* PBIS* Soul	Start Date: 08/15/2018 Completion Date: 06/01/2019	All Staff	Gift Fund (356) Materials, Supplies, and Refreshments	4000-4999: Books And Supplies	Gift Fund	624

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Shoppe*Enrichment Assemblies* Talent Show* Opera*Outdoor Ed. Measures: * Increased social-emotional well being * Increased number of awards recipients * Increased attendance * Decreased discipline referrals * Increased connectedness to school. Increased parent involvement.			Site Discretionary (70) Coffee with Principal, ELAC, Parenting Workshops, Assemblies	4000-4999: Books And Supplies	Site Discretionary	300
ACTION 2: IMPROVE STUDENT PLAYTIME Task: Improve children’s physical health and social/ emotional learning by focusing on teaching community games that be implemented both at recess and during PE times. The organization of Playworks will train teachers, students, and support staff games. Measures: * Increased physical and social/emotional well being.	Start Date: 08/15/2018 Completion Date: 06/01/2019	All Staff *Play Works Coach	NCLB-Title I, Part A, Basic Grants Low Income and Neglected Assemblies and other incentive supplies NCLB-Title I, Part A, Basic Grants Low Income and Neglected Certificated substitutes for teachers, training costs, materials and supplies Gift Fund (356) Assemblies and other incentive supplies	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected Gift Fund	3,000 1500 1330
ACTION 3: IMPROVE SOCIAL/EMOTIONAL WELL BEING OF STUDENTS Task: 1. Provide additional counselor at Sunshine Gardens to meet additional needs for student support with	Start Date: 08/15/2018 Completion Date: 06/01/2019	YSB Counselor	NCLB-Title I, Part A, Basic Grants Low Income and Neglected	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>social/emotional challenges.</p> <p>Measures: Documentation of the number of students that have received counseling support.</p> <p>2. Provide classroom training by Soul Shoppe to teach students ways that they can better understand, control, and articulate their own emotional well being.</p>						
<p>ACTION 4: SCHOOL SAFETY AND CAMPUS MORAL</p> <p>Task: Increase school safety and moral in all areas. Establish School Safety Committee. Continue to train principal, staff, students and parents on the Big 5 procedures. Train staff in PBIS (Positive Behavior Interventions and Supports).</p> <p>Measures: Meeting agendas and notes.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Principal*Staff* Parent Representative	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected materials and supplies</p> <p>PD for staff, students and parents on PBIS and time cards</p> <p>Site Discretionary</p> <p>Additional hourly time for staff, materials and supplies</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>1,336</p> <p>2,275</p> <p>1,000</p>
<p>ACTION 5. SUPPLIES TO MAINTAIN SCHOOL CAMPUS</p> <p>Task: Custodial supplies for day to day maintenance</p> <p>Measures: Observation</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Custodian Principal	<p>Site Allocation (759)</p> <p>custodial supplies/ custodial extra hours</p>	4000-4999: Books And Supplies	Site Allocation	8,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 6. CROSSING GUARD</p> <p>Task: Crossing Guard</p> <p>Measures: observation of traffic flow traffic complaints</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>Crossing guard principal</p>	<p>Site Discretionary (70) crossing guard contract</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Discretionary</p>	<p>14,000</p>

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: SPECIAL EDUCATION
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens.
LCAP Goal:
SCHOOL GOAL #6:
GOAL: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS
Goal Statement: Students 3rd through 5th grade with special needs, students of African American or Pacific Islander descent who did not score "Standards Met or Standards Exceeded" as measured on the CAASPP test will increase by 3%.
Data Used to Form this Goal:
We used the 2017-2018 CAASPP report to base our areas of need on and create a starting point. We will also district bench marks such as the CAASPP, summative, and Kindergarten assessments.
Findings from the Analysis of this Data:
The data reveals that our targeted subgroups should include Hispanic (33%), English Learners (18%) and Economically Disadvantaged (30%) in ELA. Our former targeted subgroups, African American, Pacific Islander and Special Education are at this time not considered significant subgroups.
How the School will Evaluate the Progress of this Goal:
Staff and grade-level meetings. Data conferences. Academic conferences. District and site walkthroughs . Report cards. Parent-Teacher conferences. SSTs and IEPs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1: GRADE LEVEL, STANDARDS BASED INSTRUCTION</p> <p>Task: Standards based instruction * District adopted curriculum * Special Ed services as dictated by the IEP process.</p> <p>Measures: * Lesson Plans * Collaboration (PLC) meeting logs * Walkthroughs</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* Teachers * Principal * District administration * SMCOE Coordinators</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Technology (desktops, laptops); materials and supplies to support students and teachers</p> <p>Site Discretionary 070 Materials and Supplies</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>3,000</p> <p>1,760</p>
<p>ACTION 3: INTERVENTIONS AND SUPPORT</p> <p>Task: GREAT Program for fifth grade students with the South San Francisco Police Department. Fire Prevention program with the SSF Fire Department. Genentech Tutoring/Mentoring for grades 3-5. ACE Awards program (A=Attendance C=Citizenship E=Effort)</p> <p>Measures: Decreased discipline citations/suspensions. Surveys/End of program reports. Grades.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* Teachers * Principal * SSFFD * SSFPD * Genentech mentors * SSFHS</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Students incentives and awards</p>		<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>450</p>
<p>ACTION 4: BEFORE AND AFTER SCHOOL PROGRAMS</p> <p>Task: Leo J. Ryan Family Services Agency * Boys and Girls Club * Academic Center Intervention * School Garden * CPR/First Aid training * Spirit Days *</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	<p>* Staff * Gardening facilitator * Parents</p>	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Before or After School programs</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Weekly Soccer* ELAC* PTA* School Site Council* Garden Class* Zumba</p> <p>Measures: * Increased homework completion * Better Nutrition via nutrition education * Increased physical activity * Increased awareness about environmental preservation/conservation * Increase student social-emotional well being * Increased student leadership skills</p>						
<p>ACTION 5: INCREASE CULTURALLY RESPONSIVE PEDAGOGY</p> <p>Task: Provide professional readings on culturally responsive pedagogy * Hold a staff discussion on those readings in order to foster an environment of inclusively * Principal participates in training</p> <p>Measures: Meeting agendas* Lesson plans</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Staff and principal	<p>NCLB-Title I, Part A, Basic Grants Low Income and Neglected</p> <p>Supplemental Materials and Support</p>	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,500
<p>ACTION 3. SUPPLIES</p> <p>Task: Supplies Computer Hardware, computers and printers Printer Ink Computer Software Office Supplies Paper</p> <p>Measures: Observation</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 06/01/2019</p>	Clerical Staff Teachers Principal	<p>Site Discretionary 070</p> <p>Supplies</p>	4000-4999: Books And Supplies	Site Discretionary	8,120

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	26950.	-17,723.00
Instructional Media	355.	-5.00
Site Allocation	7700.	-6,500.00
El Support	21530.	8,530.00
LCAP At-Risk Student Support	34785.	34,785.00
Title I Part A: Basic Grants Low-Income	93032.	-46,606.00
Gift Fund	7256.	3,302.00
Local Categorical	3276.	3,276.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	13,000.00
Gift Fund	3,954.00
Instructional Media	360.00
Site Allocation	14,200.00
Site Discretionary	44,673.00
Title I Part A: Basic Grants Low-Income and Neglected	139,638.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	84,975.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	89,900.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating	16,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	El Support	6,000.00
4000-4999: Books And Supplies	El Support	7,000.00
4000-4999: Books And Supplies	Gift Fund	3,954.00
4000-4999: Books And Supplies	Instructional Media	360.00
4000-4999: Books And Supplies	Site Allocation	14,200.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	5,000.00
4000-4999: Books And Supplies	Site Discretionary	25,673.00
5000-5999: Services And Other Operating	Site Discretionary	14,000.00
	Title I Part A: Basic Grants Low-Income	450.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income	73,975.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income	10,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income	38,713.00
5800: Professional/Consulting Services	Title I Part A: Basic Grants Low-Income	16,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,053.00
Goal 2	5,500.00
Goal 3	47,377.00
Goal 4	48,565.00
Goal 6	16,330.00

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
Shelby Biddy	X				
Jonathan Corker		X			
Jessica Reginio		X			
Remi Spiro		X			
Edda Reyes			X		
Karen O'Brien				X	
Nichole Figueroa				X	
Alexis Coatney				X	
Karmah Arnold				X	
Yukako Matsunaga				X	
Numbers of members of each category:	1	3	1	5	0

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.