

The School Plan for Student Achievement

School: Junipero Serra Elementary School
CDS Code: 41690706068282
District: South San Francisco Unified School District
Principal: Teresa Sampayan
Revision Date:

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.

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School Vision and Mission

Junipero Serra Elementary School's Vision and Mission Statements

At Junipero Serra Elementary School we strive to educate an inclusive community to be independent learners who are kind, always improving, and prepared for their future. The mission of Junipero Serra is to inspire a passion for learning while building character. We share the mission of the South San Francisco Unified School District: "The mission of the South San Francisco Unified School District, in cooperation with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a diverse and creative curriculum which ensures opportunities for individual expression and collaborative problem solving in a safe and stimulating environment.

In order to accomplish this mission, our intent to provide the highest quality educational program in a safe environment, for all students, staff, and families. We are committed to working cooperatively, communicating effectively, and participating in shared responsibility for the students' learning. Students will leave Junipero Serra Elementary School with the skills, knowledge, and values necessary to meet the challenges of a changing world. In SSFUSD: "We pride ourselves on providing students with relevant learning experiences, giving them opportunities to explore and cultivate innovation and collaboration. We will foster and embrace diversity of people and diversity of thought, while pushing all students to excel in order for them to grow into resilient and confident people."

Junipero Serra Elementary School is a school that partners with family, neighborhood, and community services. We promote a safe and positive environment to enable students to accomplish their personal best, achieve academic excellence and to develop life long learning. At Junipero Serra each child makes a difference and enriches our school. We believe in our students and are committed to the idea of their future as productive and responsible citizens

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	48	47	46	48	47	43	48	47	43	100	100	93.5
Grade 4	51	53	47	50	53	47	50	53	47	98	100	100
Grade 5	48	48	52	48	46	50	48	46	50	100	95.8	96.2
All Grades	147	148	145	146	146	140	146	146	140	99.3	98.6	96.6

* 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	2414.8	2398.0	2420.9	19	14.89	23.26	23	27.66	20.93	25	23.40	30.23	33	34.04	25.58
Grade 4	2467.1	2467.3	2475.6	26	22.64	36.17	26	26.42	17.02	14	24.53	14.89	34	26.42	31.91
Grade 5	2511.6	2468.6	2546.2	23	10.87	40.00	35	28.26	28.00	19	19.57	14.00	23	41.30	18.00
All Grades	N/A	N/A	N/A	23	16.44	33.57	28	27.40	22.14	19	22.60	19.29	30	33.56	25.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	12.77	20.93	44	40.43	51.16	38	46.81	27.91
Grade 4	22	22.64	29.79	44	47.17	51.06	34	30.19	19.15
Grade 5	35	13.04	38.00	35	50.00	44.00	29	36.96	18.00
All Grades	25	16.44	30.00	41	45.89	48.57	34	37.67	21.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	14.89	23.26	38	51.06	41.86	38	34.04	34.88
Grade 4	28	24.53	34.04	50	54.72	29.79	22	20.75	36.17
Grade 5	27	21.74	56.00	44	43.48	34.00	29	34.78	10.00
All Grades	26	20.55	38.57	44	50.00	35.00	30	29.45	26.43

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	17	8.51	11.63	65	68.09	67.44	19	23.40	20.93
Grade 4	20	11.32	23.40	58	67.92	61.70	22	20.75	14.89
Grade 5	21	13.04	30.00	58	60.87	56.00	21	26.09	14.00
All Grades	19	10.96	22.14	60	65.75	61.43	21	23.29	16.43

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	23	14.89	23.26	52	48.94	58.14	25	36.17	18.60
Grade 4	16	22.64	25.53	54	56.60	53.19	30	20.75	21.28
Grade 5	35	15.22	40.00	52	50.00	44.00	13	34.78	16.00
All Grades	25	17.81	30.00	53	52.05	51.43	23	30.14	18.57

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	48	47	46	48	47	45	48	47	45	100	100	97.8
Grade 4	51	53	47	50	53	47	50	53	47	98	100	100
Grade 5	48	48	52	48	46	51	48	46	51	100	95.8	98.1
All Grades	147	148	145	146	146	143	146	146	143	99.3	98.6	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	2436.1	2427.8	2434.9	21	14.89	17.78	35	40.43	33.33	27	19.15	35.56	17	25.53	13.33
Grade 4	2474.3	2489.3	2482.6	18	28.30	25.53	26	32.08	34.04	30	22.64	19.15	26	16.98	21.28
Grade 5	2499.2	2482.3	2527.9	15	13.04	39.22	21	17.39	15.69	42	28.26	17.65	23	41.30	27.45
All Grades	N/A	N/A	N/A	18	19.18	27.97	27	30.14	27.27	33	23.29	23.78	22	27.40	20.98

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	31	29.79	35.56	44	44.68	40.00	25	25.53	24.44	
Grade 4	28	39.62	44.68	28	37.74	25.53	44	22.64	29.79	
Grade 5	27	17.39	47.06	38	32.61	21.57	35	50.00	31.37	
All Grades	29	29.45	42.66	36	38.36	28.67	35	32.19	28.67	

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	25.53	20.00	52	55.32	53.33	25	19.15	26.67
Grade 4	24	22.64	25.53	46	50.94	46.81	30	26.42	27.66
Grade 5	15	8.70	27.45	42	43.48	43.14	44	47.83	29.41
All Grades	21	19.18	24.48	47	50.00	47.55	33	30.82	27.97

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	23	23.40	22.22	56	48.94	51.11	21	27.66	26.67
Grade 4	18	33.96	27.66	50	37.74	40.43	32	28.30	31.91
Grade 5	15	10.87	29.41	56	50.00	49.02	29	39.13	21.57
All Grades	18	23.29	26.57	54	45.21	46.85	27	31.51	26.57

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
301	26.9%	9.3%	This is the percent of students whose well-being is the responsibility of a court.

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	9.3%
Socioeconomically Disadvantaged	81	26.9%
Students with Disabilities	15	5.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.3%
Asian	49	16.3%
Filipino	154	51.2%
Hispanic	68	22.6%
Two or More Races	11	3.7%
Pacific Islander	4	1.3%
White	11	3.7%






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="212 411 453 443">English Language Arts</p>  <p data-bbox="306 489 357 520">Blue</p>	<p data-bbox="691 411 932 443">Chronic Absenteeism</p>  <p data-bbox="786 489 836 520">Green</p>	<p data-bbox="1195 411 1377 443">Suspension Rate</p>  <p data-bbox="1261 489 1312 520">Blue</p>
<p data-bbox="261 611 410 642">Mathematics</p>  <p data-bbox="306 688 357 720">Blue</p>		
<p data-bbox="199 810 472 842">English Learner Progress</p>  <p data-bbox="217 888 454 919">No Performance Color</p>		

Conclusions based on this data:

- 1.

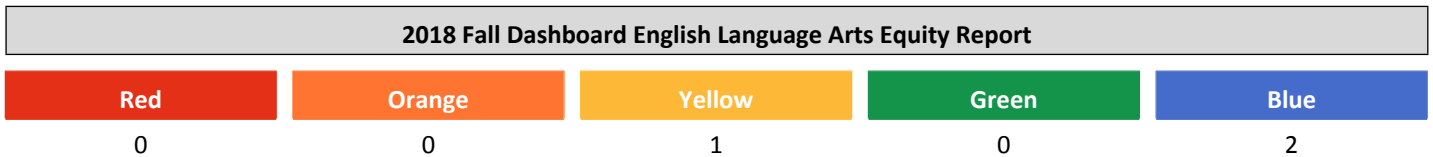
School and Student Performance Data

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
 Blue 13.9 points above standard Increased 36.9 points 137 students	 Blue 25.6 points above standard Increased 32.5 points 37 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 10.5 points below standard Increased 31.9 points 44 students	 No Performance Color 58.8 points below standard Increased 67.9 points 17 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 54.8 points above standard Increased 39.7 points 21 students	 Blue 26.6 points above standard Increased 41.3 points 67 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 16.5 points below standard Increased 44.3 points 31 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 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
45.5 points below standard Increased 29.5 points 17 students	86.1 points above standard Increased 60.3 points 20 students	6.7 points above standard Increased 39.3 points 98 students

Conclusions based on this data:

- 1.

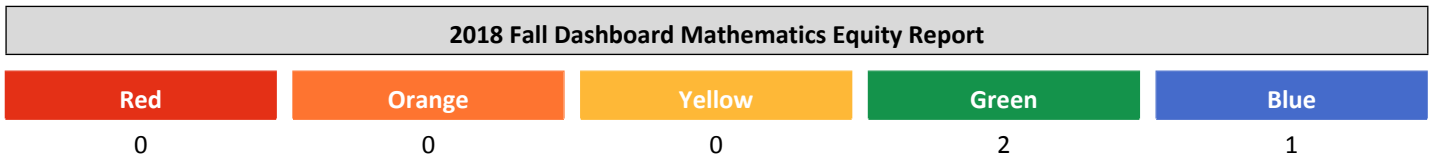
School and Student Performance Data

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		
<p>All Students</p>  <p>Blue</p> <p>0.8 points above standard</p> <p>Increased</p> <p>137 students</p>	<p>English Learners</p>  <p>Green</p> <p>8.3 points above standard</p> <p>Increased 12.8 points</p> <p>37 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>17.2 points below standard</p> <p>Increased</p> <p>44 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>69.2 points below standard</p> <p>Increased</p> <p>17 students</p>

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 30.9 points above standard Increased 5.3 points 21 students	 Blue 12 points above standard Increased 67 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 19.5 points below standard Increased 31 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 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
30.1 points below standard Increased 17 students	40.9 points above standard Increased 20 students	4.8 points below standard Increased 98 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
50	42%	28%	12%	18%

Conclusions based on this data:

1.

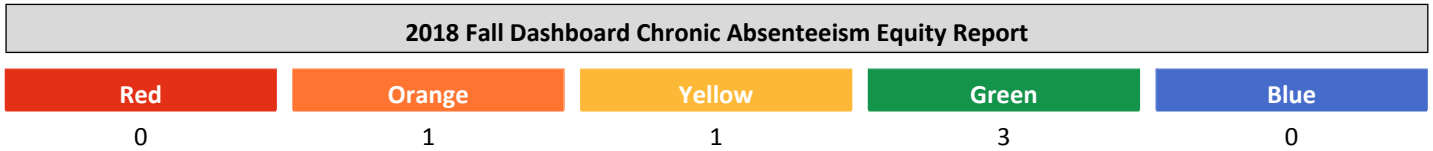
School and Student Performance Data

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>  <p>Green</p> <p>9.6% chronically absent</p> <p>Declined 1%</p> <p>311 students</p>	<p>English Learners</p>  <p>Green</p> <p>5.6% chronically absent</p> <p>Declined 4.4%</p> <p>54 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>11.7% chronically absent</p> <p>Declined 3.7%</p> <p>94 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>14.6% chronically absent</p> <p>Declined 3.9%</p> <p>48 students</p>

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 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 8% chronically absent Declined 1.8% 50 students	 Green 5.1% chronically absent Declined 3.7% 156 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.9% chronically absent Increased 2.2% 74 students	 No Performance Color 25% chronically absent Increased 12.5% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 18.2% chronically absent Increased 18.2% 11 students

Conclusions based on this data:

- 1.

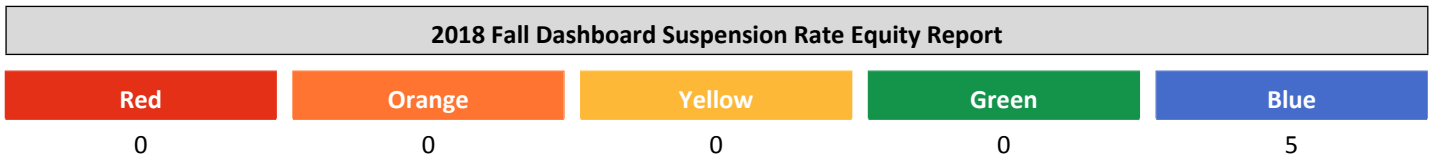
School and Student Performance Data

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>Maintained 0%</p> <p>312 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>54 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 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>Maintained 0%</p> <p>94 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>48 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 50 students	 Blue 0% suspended at least once Maintained 0% 156 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 75 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0% suspended at least once Maintained 0% 11 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% 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: LCAP Goal 1: (Academic Achievement) 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 Priorities: 4 - Pupil Achievement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
INSTRUCTIONAL PROGRAM: Reading/Language Arts By May, 2019, the percentage of all students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%. By May, 2019, the percentage of English Learners students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%. By May, 2019, the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%. By May, 2019, the percentage of students in Grades 1 and 2 meeting or exceeding grade level benchmark in reading as measured by Fountas & Pinnell BAS will increase by 2%. Teachers will implement adopted ELA/ELD curriculum, Wonders, to teach Common Core Standards, using EDI teaching strategies. Student progress will be monitored with regular embedded assessments as well as with Star Reading. Fountas & Pinnell reading assessments will be administered. On-going collaboration and data analysis work at and across the grade levels during Faculty Meetings and PLCs. Teachers will collaborate to analyze data from assessments and adjust instruction as necessary. Student Study Teams (SST) will meet to identify goals and interventions to assist students succeed at greater levels in the general education classrooms. RAZ Kids, Accelerated Reader, Moby Max, and Reading Eggs will augment classroom instruction to reinforce reading comprehension at each student's lexile level and phonics skills, as necessary. A second tier of intervention consisting of small-group instruction and before- or after- school tutorial will serve students who need additional support beyond the school's base instructional program. Students who require intensive, Tier III support will receive instruction from the reading specialist.
Data Used to Form this Goal:
Student assessment data from the 2017 - 18 Smarter Balanced Assessment was analyzed to inform this goal. Students overall scored slightly above the district averages in ELA. In addition, gaps between sub-groups of students can be observed. Data gathered focused on significant sub-groups include: English Learners and Economically Disadvantaged Students.

Analysis of 2017-18 SBAC data revealed that 55.72% of all students in grades 3 -5, met or exceeded the standard .
 The percentage of students in Grade 3 that met or exceeded standard on the ELA Smarter Balance Assessment was 44.19%.
 The percentage of students in Grade 4 that met or exceeded standard on the ELA Smarter Balance Assessment was 53.19%.
 The percentage of students in Grade 5 that met or exceeded standard on the ELA Smarter Balance Assessment was 68 %.
 The percentage of English Learner students in Grades 3 - 5 that met or exceeded standards on the ELA Smarter Balance Assessment was 52.51%.
 The percentage of Socioeconomically Disadvantaged students in Grades 3 - 5 that met or exceeded standards on the ELA Smarter Balance Assessment was 43.48%.

Analysis of the-2018-19 Fountas & Pinnell Reading Assessment data revealed that 55% for all students in grades 1 - 5 met or exceeded benchmark for the beginning of the school year.
 The percentage of students in Grade 1 that met or exceeded standard was 66%.
 The percentage of students in Grade 2 that met or exceeded standard was 71%.

Findings from the Analysis of this Data:

Baseline data for the 2017-18 school year revealed students overall scored slightly above the district average and significantly above the state average in ELA. The percent of students meeting or exceeding standard varied by grade level, race/ethnicity, and program status. School-wide results reveal that certain sub-groups, such as English Learners and socioeconomically disadvantaged students, did not perform as well as others at Junipero Serra. Students overall scored slightly above the district averages in ELA. In addition, gaps between sub-groups of students can be observed. Data gathered focused on significant sub-groups include: English Learners and Economically Disadvantaged Students.

How the School will Evaluate the Progress of this Goal:

We will monitor and evaluate student progress using assessments embedded in district adopted ELA/ELD curriculum throughout the year. Additionally, STAR Reading and F&P assessments will be used. Teachers will examine and analyze results, make clear changes, monitor and re-evaluate their instruction throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
INTERVENTION/TUTORIAL Means of Achievement: Extended learning time Task: Students not meeting grade-level standards will be provided Tier II	08/15/2018-05/30/2019	Administrator and teachers	Intervention/Tutorial LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	3,000.00
			Substitutes for SSTs LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support; the SST process will be used to identify</p> <p>struggling students, to set goals for their improvement, plan interventions, and track progress:</p> <ul style="list-style-type: none"> • Before- or after-school reading intervention: supplemental skills-based instruction provided to small groups of students; grouping will be flexible based on assessment data. • Substitute for SSTs. <p>Measures:</p> <p>Student attendance, student performance on Fountas & Pinnell Benchmark Assessment Systems, Star Reading, Student Study Team meetings, Smarter Balance Assessment, teacher observation.</p>						
<p>INSTRUCTIONAL SUPPORT&ASSESSMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Students in grades 1 - 5 will participate in Accelerated Reader, completing CCSS-aligned reading objectives at their levels. We will purchase licenses for the students' use of the web based software for reading instruction support and enrichment:</p>	08/15/2018-05/30/2019	Administrator Teachers	<p>ESGI LCAP 180</p> <p>Scholastic News LCAP 180</p> <p>Reading Eggs LCAP 180</p> <p>Renaissance Learning LCAP 180</p> <p>Guided Reading Books LCAP 180</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>640.00</p> <p>2264.00</p> <p>2,100.00</p> <p>3024.00</p> <p>3000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures:</p> <ul style="list-style-type: none"> Fountas & Pinnell Reading Assessments Accelerated Reader (charts the student's progress as well as calculate word count) Start Reading (charts the student's progress) Classroom formative assessments Classroom summative assessments 						
<p>PROFESSIONAL LEARNING COMMUNITIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teachers will receive several forms of professional development regarding effective Professional Learning Communities to build capacity around data driven instruction and focusing on central PLC questions: 1. What do we want our students to learn? 2. How will we know if students learn it? 3. How will we respond if students don't learn? 4. How can we extend and enrich the learning for students who already know it?</p> <p>In addition, teachers will meet with grade-level colleagues from across the district three times during the school year to foster professional</p>	08/15/2018-05/30/2019	Administrator Teachers	<p>Substitute Teachers -site discretionary 070</p> <p>Professional Development- site discretionary 070</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Site Discretionary</p> <p>Site Discretionary</p>	<p>800.00</p> <p>2,300.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>growth in the PLC process.</p> <p>Sub coverage will be provided when teachers are attending professional development workshops.</p> <p>Measures: Collaboration reports Site based professional development led by teacher leaders</p>						
<p>SUPPORT MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Purchase of instructional and office supplies for the delivery of services to all stakeholders. Improved services to all stakeholders to facilitate improvement of student success. All students and staff will have necessary materials.</p> <p>Measures:</p> <ul style="list-style-type: none"> Invoices Teacher lists of classroom materials 	08/15/2018-05/30/2019	Administrator Administrative Assistant Teachers	Support Materials Site discretionary 070	4000-4999: Books And Supplies None Specified	Site Discretionary None Specified	4,000.00
<p>CLASSROOM TECHNOLOGY</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Purchase new technology including projectors to allow students more opportunity to use educational</p>	08/16/2017-05/31/2018	Administrator Administrative Assstant Teachers	Classroom Educational Technology	4000-4999: Books And Supplies	Site Discretionary	2875.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
technology. Measures: CAASPP Star Reading Curriculum embedded assessment						

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.
LCAP Priorities: 4 - Pupil Achievement
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #2:
MATHEMATICS ACHIEVEMENT By May, 2019, the percentage of all students in Grades 3 - 5 meeting or exceeding standard on the Math Smarter Balance Assessment will increase by 3% By May, 2019, the percentage of English Learner students in Grades 3 - 5 meeting or exceeding standard on the Math Smarter Balance Assessment will increase by 3%. By May, 2019, the percentage of special education students in Grades 3 - 5 meeting or exceeding standard on the Math Smarter Balance Assessment will increase by 2%. By May, 2019, the percentage of socioeconomically disadvantaged students in Grades 3 - 5 meeting or exceeding standard on the Math Smarter Balance Assessment will increase by 3%. Teachers will implement newly adopted math curriculum, Math Expressions, using EDI strategies. Student progress will be monitored with regular embedded assessments as well as with Star Math. Teachers will collaborate to analyze data from assessments and adjust instruction as necessary. The strategies will include: On-going collaboration and data analysis work at and across the grade levels during Faculty Meetings and PLCs. Student Study Teams (SST) will meet to identify goals and interventions to assist students succeed at greater levels in the general education classrooms. Accelerated Math, Moby Max, and Math Seeds will augment classroom instruction to reinforce mathematical concepts at each student's level. A second tier of intervention consisting of small-group instruction and before- or after- school tutorial will serve students who are need additional support beyond the school's base instructional program.
Data Used to Form this Goal:
Student assessment data from the 2017 - 18 Smarter Balanced Assessment was analyzed to inform this goal. While students overall scored better than district averages in mathematics, gaps between sub-groups of students can be observed. Data gathered focused on significant sub-groups include: English Learners, Students with Disabilities, and Economically Disadvantaged Students. Analysis of 2017-18 SBAC data revealed that 55.24% of all students in grades 3 -5, met or exceeded the standard .

The percentage of students in Grade 3 that met or exceeded standard on the Math Smarter Balance Assessment was 51.11%.
 The percentage of students in Grade 4 that met or exceeded standard on the Math Smarter Balance Assessment was 59.57%.
 The percentage of students in Grade 5 that met or exceeded standard on the Math Smarter Balance Assessment was 54.91%.
 The percentage of English learner students in grades 3 - 5 that met or exceeded standard on the Math Smarter Balance Assessment was 30.00%.
 The percentage of students with disabilities in grades 3 - 5 that met or exceeded standard on the Math Smarter Balance Assessment was 27.27%.
 The percentage of economically disadvantaged students in grades 3 - 5 that met or exceeded standard on the Math Smarter Balance Assessment was 55.55%.

Findings from the Analysis of this Data:

Baseline data for the 2017-18 school year revealed students overall scored slightly better than district average. The percent of students meeting or exceeding standard varied by grade level, race/ethnicity, and program status. School-wide results reveal that certain sub-groups did not perform as well as others at Junipero Serra. English Learners, socioeconomically disadvantaged students, and students with disabilities scored significantly lower overall than English Only students, students not economically disadvantaged, and students without disabilities.

How the School will Evaluate the Progress of this Goal:

Teachers and administrator will analyze 2017-18 SBAC data looking for trends within disaggregated scores and claim data. In addition, data from STAR Math assessments will be analyzed. We will monitor and evaluate student progress using assessments embedded in district adopted math curriculum throughout the year. Teachers will examine results, make clear changes, monitor and re-evaluate their instruction throughout the year. Additionally, STAR math assessments will be administered.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
INSTRUCTIONAL SUPPORT and ASSESSMENT Means of Achievement: Increased educational opportunity Task: Teachers will implement the CCSS state standards using Math Expressions. EDI instructional strategies we be used to best meet the needs of all students. Projectors, Smart boards, mice and other computer equipment and materials will be used to enhance instruction. Collaboration among teachers at all	08/15/2018 - 05/30/2019	Teachers, Administrative Assistant, Administrator	Instructional ,school and office supplies, including replacing LCD projector bulbs and defective projectors site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	5000.00
			Mice for Chromebook carts site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>grade levels using formative assessments with look at areas of need and growth.</p> <p>Measures: Commom embedded assessments STAR Math progress Walkthroughs Smarter Balanced Formal and Informal Assessments with Math Expressions PLCs</p>						
<p>INTERVENTION</p> <p>Means of Achievement: Extended Learning Time</p> <p>Task: Students not meeting grade-level standards will be provided Tier II support. The SST process will be used to discuss students' needs and supports, communicate with families, plan appropriate interventions, to set goals for improvements, and track progress.</p> <p>Measures: Student attendance of after- or before- school intervention. Student performance on Star Math Classroom formative assessments Classroom summative assessments Student Study Team meetings Teacher observation</p>	08/15/2018 - 05/30/2019	Teachers, Student Study Team, and Administrator	<p>Before or After school intervention/tutorial LCAP 180</p> <p>Substitute for SSTs LCAP 180</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>3000.00</p> <p>800.00</p>
<p>INCREASED EDUCATIONAL OPPORTUNITY</p>	08/15/2018 - 05/30/2019	Teachers and Administrator	Renaissance Learning/Star math	4000-4999: Books And Supplies	LCAP At-Risk Student Support	755.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task: Students will participate in supplemental support programs such as Math Seeds and Moby Max.</p> <p>Measures: Star Math Moby Max assessments Classroom formative assessments Classroom summative assessments</p>			<p>Math Seeds</p> <p>Moby Max</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>1000.00</p> <p>1500.00</p>
<p>PROFESSIONAL LEARNING COMMUNITIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teacher will receive several forms of professional development regarding effective Professional Learning Communities to build capacity around analyzing and using data to drive instruction focusing on central PLC questions: What do we want students to learn? How will we know if students learn it? How will we respond if students don't learn? How can we extend and enrich the learning of students who already know it?</p>	08/15/2018 - 05/30/2019	Teachers and Administrator	No cost- Embedded into weekly collaboration meetings			
<p>ENRICHMENT PROGRAMS</p> <p>Means of Achievement: Increased Educational Opportunity</p> <p>Task: Teacher will provide</p>	08/15/2018 - 05/30/2019	Teachers and Administrator	<p>Coding Class - Club Code</p> <p>Site discretionary</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>1575.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
before/after school enrichment opportunities in technology. Measures: Student attendance Student progress on lessons Teacher observation Student feedback						

Planned Improvements in Student Performance

School Goal #3

SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the ELPAC.
LCAP Priorities: 4 - Pupil Achievement 5 - Pupil Engagement 2 - Implementation of State Standards
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #3:
By May 2019, the number of English Learner students meeting or exceeding standards in ELA will increase by 3% as measured by SBAC results. By May 2019, the number of English Learner students meeting or exceeding standards in Math will increase by 3% as measured by SBAC results.
The instructional strategies will include: on-going collaboration, assessment results, monitoring and evaluation and data analysis at and across grade levels during regularly scheduled faculty meetings and PLCs. Student Study Teams (SST) and Response to Intervention (RtI) meetings will be held to identify goals and objectives to assist students to succeed at greater levels in the General Education Program and Special Education Programs. Teachers will use EDI strategies, differentiated instruction, and small group instruction.
Data Used to Form this Goal:
Student assessment data from the 2017 - 18 Smarter Balanced Assessment was analyzed to inform this goal. While students overall scored better than district averages in mathematics, gaps between sub-groups of students can be observed. Data gathered focused on significant sub-groups include: English Learners, Students with Disabilities, and Economically Disadvantaged Students. Baseline data for the ELPAC was gathered in the Spring of 2017.
Analysis of 2017-18 SBAC data revealed that 55.24% of all students in grades 3 -5, met or exceeded the standard . The percentage of English learner students in grades 3 - 5 that met or exceeded standard on the Math Smarter Balance Assessment was 30% The percentage of English Learner students in Grades 3 - 5 that met or exceeded standards on the ELA Smarter Balance Assessment was 52.51%.

Findings from the Analysis of this Data:

Baseline data for the 2017-18 school year revealed students overall scored slightly better than district average. The percent of students meeting or exceeding standard varied by grade level, race/ethnicity, and program status. School-wide results reveal that certain sub-groups did not perform as well as others at Junipero Serra. English Learners, socioeconomically disadvantaged students, and students with disabilities scored significantly lower overall than English Only students, students not economically disadvantaged, and students without disabilities.

How the School will Evaluate the Progress of this Goal:

Teachers and administrator will analyze 2017-18 SBAC data looking for trends within disaggregated scores and claim data. In addition, data from STAR Reading and STAR Math assessments will be analyzed. We will monitor and evaluate student progress using assessments embedded in district adopted math curriculum throughout the year. Teachers will examine results, make clear changes, monitor and re-evaluate their instruction throughout the year. Periodic meetings with classroom teachers, ELD instructional assistant and ELD Coordinator will allow us to monitor the progress of students. Students will receive support from an ELD instructional assistant. Students will also benefit from the use of online programs: Accelerated Reader, RAZ Kids, Moby Max, Reading Eggs, Math Seeds and Rosetta Stone.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TARGETED EL STUDENT SUPPORT</p> <p>Means of Achievement: Improvement of instructional strategies and materials</p> <p>Task: Provide direct and targeted support to EL students by using research-based instructional practices and strategies specifically to support the language acquisition of English Learners. This support will occur in additional EL-focused support classes for English Learners in need. Support reading, writing and math skills.</p> <p>Measures: ELPAC Scores STAR Reading STAR Math Classroom Formative Assessments Classroom Summative Assessments Teacher Observations</p>	08/15/2018 - 05/30/2019	Teachers, ELD Coordinator, ELD paraprofessional instructional aide, and Administrator	ELD Coordinator Stipend EL Support 123	1000-1999: Certificated Personnel Salaries	El Support	1600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>INSTRUCTIONAL SUPPORT AND ASSESSMENT</p> <p>Means of Achievement: Increased educational opportunities</p> <p>Task: Students will participate in Rosetta Stone to increase language skills. We will purchase licenses for the students' use of the web based software for English Language Development instruction support and enrichment.</p> <p>Measures: ELPAC assessment STAR Reading STAR Math Report Card Progress Fountas & Pinnell Progress on Rosetta Stone lessons and quizzes Curriculum embedded formative and summative assessments Teacher observation</p>	08/15/2018 - 05/30/2019	Teachers, ELD Coordinator, ELD paraprofessional instructional aide, Administrator	Rosetta Stone EL Support 123	4000-4999: Books And Supplies	El Support	2640.00
<p>SUPPORT MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Purchase of instructional and office supplies for the delivery of services to all stakeholders. Improved services to facilitate improvement of</p>	08/15/2018 - 05/30/2019	Teachers, Administrative Assistant, ELD Coordinator, ELD Paraprofessional Instructional Aide, Administrator	Support materials including school and office supplies EL Support 123	4000-4999: Books And Supplies	El Support	193.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>student success. All students and staff will have necessary materials.</p> <p>Measures: Invoices Teacher lists for materials</p>						

Planned Improvements in Student Performance

School Goal #4

SUBJECT: ENVIRONMENT CONDUCIVE TO THE IDENTIFICATION AND PREVENTION OF AT-RISK BEHAVIORS
LEA/LCAP GOAL:
LEA GOAL: All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools. LCAP Priorities: 3 - Parent Involvement 6 - School Climate LCAP Goal: School Climate/Parent Engagement: All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.
SCHOOL GOAL #4:
By May, 2019, the number of students sent to the office for disciplinary action by the principal or designees will decrease by 20%.
Data Used to Form this Goal:
School disciplinary reports Attendance reports
Findings from the Analysis of this Data:
The data revealed that many of the students lacked tangible tools to use when in a conflict or when experiencing harassment or teasing.
How the School will Evaluate the Progress of this Goal:
Teachers and principal will monitor student referrals to the office and the number of student conflicts in the classroom and on the playground. Strategy: Students at-risk will be scheduled for SST meetings. Intervention/enrichment will be implemented for identified students. Activities will be scheduled to promote school pride and self-esteem. The PBIS and Leadership teams will create a handbook outlining school-wide expectations, procedures, and consequences. Use of school-wide behavior program to decrease negative and increase positive behaviors; character trait program, and Pinto Praise incentives.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>STUDENT RECOGNITION</p> <p>Means of Achievement: Involvement of staff, parents, and community</p> <p>Task: Students have multiple opportunities to be recognized at Junipero Serra. During our daily Community Time, we acknowledge student birthdays and each student receives a happy birthday pencil. Students are also recognized for their academic, citizenship, and attendance accomplishments. In addition, students have the opportunity to earn Pinto Praise incentives.</p> <p>Measures: Monitor the frequency and number of behavioral referrals to the office and provide targeted intervention/strategies to students as needed.</p>	08/15/2018 - 05/30/2019	Teachers, Administrative Assistant, Administrator, Students	School wide incentives LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	400.00
<p>POSITIVE SCHOOL CLIMATE</p> <p>Means of Achievement: Involvement of staff, parents, and community. Increased educational opportunity.</p> <p>Task: Staff will solicit input from families, teachers and students to plan and compile a Student and Family Handbook. The handbook will include procedures, policies, school-wide expectations, incentives and</p>	08/15/2018 - 05/30/2019	PBIS and Leadership Team, and Administrator	PBIS and Leadership Team meetings LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>consequences. PBIS and Leadership Team will convene regularly.</p> <p>Measures: Finished produce: JS Student and Family Handbook</p>						
<p>ENRICHMENT PROGRAMS</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Provide enrichment opportunities for students encouraging family involvement and community participation.</p> <p>Measures: Student attendance Student projects/performances Community Attendance</p>	08/15/2018 - 05/30/2019	Teachers, Families, Administrator	<p>Enrichment Programs: Music Club Site Discretionary 070</p> <p>Enrichment Programs: Spring Play Production Site Discretionary 070</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	Site Discretionary	<p>1500.00</p> <p>1500.00</p>
<p>MAINTENANCE SUPPLIES</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: Purchase supplies for maintaining a clean environment conducive to a positive school climate and a positive learning environment.</p> <p>Measures: Custodian list of supplies Invoice</p>	08/15/2018 - 05/30/2019	Administrative Assistant, Custodian, Administrator	Custodial Supplies Site allocation 759	4000-4999: Books And Supplies	Site Allocation	6020.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PARENT ENGAGEMENT SUPPLIES AND SUPPORT MATERIALS</p> <p>Means of Achievement: Involvement of Staff, Families, and Community</p> <p>Task: Purchase supplies, materials, refreshments, for family community meetings. Provide childcare so that families can attend events. Improved services to all stakeholders to facilitate improvement of student success.</p> <p>Measures: Invoices Teacher lists of materials Parent/family participation (sign-in sheets) Parent/family survey</p>	08/15/2018 - 05/30/2019	Administrative Assistant, Administrator	Support Materials and Supplies LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	400.00
			Refreshments for Families Site discretionary 070	5000-5999: Services And Other Operating Expenditures	Site Discretionary	300.00
			Child Care for meetings and parent engagement events Site discretionary 070	2000-2999: Classified Personnel Salaries	Site Discretionary	120.00

Planned Improvements in Student Performance

School Goal #5

SUBJECT: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS
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 Priorities: 4 - Pupil Achievement
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state, and/or national level assessments.
SCHOOL GOAL #5:
By May, 2019, the percentage of Students with Disabilities in grades 3 - 5 meeting or exceeding standard on the Math Smarter Balance Assessment will increase by 2%.
Data Used to Form this Goal:
Student assessment data from the 2017 - 18 Smarter Balanced Assessment was analyzed to inform this goal. While students overall scored better than district averages in mathematics, gaps between sub-groups of students can be observed. Data gathered focused on significant sub-groups include: English Learners, Students with Disabilities, and Economically Disadvantaged Students.
Analysis of 2017-18 SBAC data revealed that 55.24% of all students in grades 3 -5, met or exceeded the standard in math. Data for ELA was not reported for students with disabilities.
The percentage of students with disabilities in grades 3 - 5 that met or exceeded standard on the Math Smarter Balance Assessment was 27.27%
Findings from the Analysis of this Data:
Baseline data for the 2017-18 school year revealed students overall scored slightly better than district average. The percent of students meeting or exceeding standard varied by grade level, race/ethnicity, and program status. School-wide results reveal that certain sub-groups did not perform as well as others at Junipero Serra. English Learners, socioeconomically disadvantaged students, and students with disabilities scored significantly lower overall than English Only students, students not economically disadvantaged, and students without disabilities.

How the School will Evaluate the Progress of this Goal:

Progress of identified student groups will be monitored using assessments appropriate to the individual student. Students will be monitored using the SBAC, CMA or CAPA according to their IEP. ELPAC tests, curriculum embedded assessments, Accelerated Reading tests, F&P Benchmark Assessments, STAR reading assessments and teacher generated assessments may all be used as assessment options for the students. Individualized teacher generated assessments of IEP goal/objective progress. Testing selections and determination of appropriate testing will be determined by the IEP team and student's teacher.

Strategy:
 Teachers and SPED specialists will perform assessments and observations throughout the school year to determine progress. Goals will be monitored and progress reported during progress report times as well as at the end of each trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SUPPLEMENTAL MATERIALS AND SUPPORT Means of Achievement: Extended learning time Task: 1. Staff will provide research-based materials and support to improve the instructional program and increase the academic achievement of SPED students (Focusing on moderate to severe students). 2. Supplemental materials will be provided for SPED students to address the academic needs of identified students (BoardMaker and Brain Pop). Measures: Grades Progress Reports Teacher observation	08/15/2018 - 05/30/2019	Teachers, Administrator	Supplemental materials for SPED students LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	500.00

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: LIBRARY BOOK COLLECTION
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 Priorities: 4 - Pupil Achievement 5 - Pupil Engagement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level.
SCHOOL GOAL #6:
To increase the number of non-fiction and fiction high interests books to reflect student interests and student reading levels (Accelerated Reader and Fountas & Pinnell).
Data Used to Form this Goal:
Using the library database, we collected the following information on our library collection: <ul style="list-style-type: none">• number of books• average age• percentage of fiction books• percentage of non-fiction books• titles of books that were most checked out
Findings from the Analysis of this Data:
The Junipero Serra library collection contains an average of 12.6 items per student (goal is 20 items) and that the majority of the books are outdated with an average age of 25 years. Further 73% of the books are aged titles while 9% of the books are newer than 2013. 30% of the books are fiction while 70% are non-fiction. The average Accelerated Reading level is 4th grade.
How the School will Evaluate the Progress of this Goal:
We will use the school library database, Follett, to analyze and direct the procurement of new materials. Strategy: In partnership with JS PTA, raise funds to begin the purchase of fiction and non-fiction books that support all reading levels as well as interests of our students.

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>EXPANDING THE LIBRARY BOOK COLLECTION</p> <p>Means of Achievement: Increased educational opportunity.</p> <p>Task: Expand the Junipero Serra library collection by purchasing high-interest, fiction and non-fiction books.</p> <p>Measures: Number of books purchased and processed for circulation in the school community.</p>	08/15/2018 - 05/30/2019	Library Media Technician, Administrative Assistant, Principal	Library Books and Materials Instructional Media 451	4000-4999: Books And Supplies	Instructional Media	277.00
			Library Books and Materials Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	600.00

Planned Improvements in Student Performance

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: CLASSROOM TECHNOLOGY
LEA/LCAP 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 and mathematics.
SCHOOL GOAL #7:
To create equitable access for every student; every classroom will have an LCD projector, document camera, a teacher laptop, and student laptops for every student.
Data Used to Form this Goal:
Student assessment data from the 2017 - 18 Smarter Balanced Assessment was analyzed to inform this goal. While students overall scored better than district averages in mathematics, gaps between sub-groups of students can be observed. Data gathered focused on significant sub-groups include: English Learners, Students with Disabilities, and Economically Disadvantaged Students. Analysis of 2017-18 SBAC data revealed that 55.24% of all students in grades 3 -5, met or exceeded the standard in math. Data for ELA was not reported for students with disabilities. The percentage of students with disabilities in grades 3 - 5 that met or exceeded standard on the Math Smarter Balance Assessment was 27.27%
Findings from the Analysis of this Data:
Currently, each classroom has an LCD projector and a document camera. Two LCD projectors need to be replaced. Four of 16 classrooms have 1:1 laptop to student ratio.
How the School will Evaluate the Progress of this Goal:
The number of technology in all classrooms will be counted and monitored.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CLASSROOM TECHNOLOGY Means for Achievement: Improvement of instruction strategies and materials. Task:	08/15/2018 - 05/31/2019	Administrator, Administrative Assistant	Technology LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	3013

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of classroom technology for delivery of services to all stakeholders. Improved services to facilitate improvement of student success. All students and staff will have necessary materials.						

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	21070.	0.00
Instructional Media	277.	0.00
Site Allocation	6020.	0.00
El Support	4433.	0.00
LCAP At-Risk Student Support	27196.	0.00
Gift Fund	11700.	11,700.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	4,433.00
Instructional Media	277.00
LCAP At-Risk Student Support	27,196.00
Site Allocation	6,020.00
Site Discretionary	21,070.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	14,075.00
2000-2999: Classified Personnel Salaries	1,620.00
4000-4999: Books And Supplies	40,701.00
5000-5999: Services And Other Operating Expenditures	300.00
5800: Professional/Consulting Services And Operating	2,300.00

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	1,600.00
4000-4999: Books And Supplies	El Support	2,833.00
4000-4999: Books And Supplies	Instructional Media	277.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	8,600.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	18,596.00
4000-4999: Books And Supplies	Site Allocation	6,020.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	3,875.00
2000-2999: Classified Personnel Salaries	Site Discretionary	1,620.00
4000-4999: Books And Supplies	Site Discretionary	12,975.00
5000-5999: Services And Other Operating	Site Discretionary	300.00
5800: Professional/Consulting Services	Site Discretionary	2,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,803.00
Goal 2	14,130.00
Goal 3	4,433.00
Goal 4	11,240.00
Goal 5	500.00
Goal 6	877.00
Goal 7	3,013.00

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
Mabel Ben			X		
Lori Hartwick		X			
Jordana Wolf		X			
Teresa Sampayan	X				
Jenny Arcilla-Gonzalez				X	
Katia Caixeta				X	
Chris Mariano				X	
Jimmy Thai				X	
Numbers of members of each category:	1	2	1	4	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.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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

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 .

Attested:

Teresa Sampayan

Typed Name of School Principal



Signature of School Principal

Date

Jenny Arcilla-Gonzalez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date