

School Year: **2019-20**



Foster City  
Elementary

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foster City Elementary School	41690396044895	5-23-19	

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## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The stakeholder involvement included multiple groups of stakeholders, our teachers, parents and School Site Council members. The teachers gave input during grade level staff meetings on April 23 and April 30th. We then invited our School Site council to be a part of the input process on May 2nd and later that day they helped facilitate our parent community engagement around the SPSA. Prior to signing, a draft of the SPSA will be shared with staff at the June 11th staff meeting and then at our first School Site Council meeting of the new school year in August.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>894</b>	<b>3.2%</b>	<b>21.8%</b>	
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	195	21.8%
Socioeconomically Disadvantaged	29	3.2%
Students with Disabilities	45	5.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.6%
American Indian	2	0.2%
Asian	492	55.0%
Filipino	30	3.4%
Hispanic	61	6.8%
Two or More Races	75	8.4%
Pacific Islander	2	0.2%
White	221	24.7%

**Data Statements: Strength**

**Data Statements: Challenges**

**Why are we getting these results?**

# School and Student Performance Data

## Data Indicators and Targets

Foster City Elementary School								
Literacy								
Summative Indicators								
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	60.3 points above standard	66 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	66 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)		4 point rise	5.7 point rise	Yes	4 point rise
SED "Average Points Above Standard"	N/A	36.7 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	36.7 points above	Yes	0 points above
			GROWTH (PROGRESS EXPECTED)		N/A	N/A	N/A	15 point rise
EL "Average Points Above Standard"	30.5 points above standard	39.1 points above standard	GROWTH (PROGRESS EXPECTED)		15 point rise	8.6 point rise	No	15 point rise
SwD "Average Points Above Standard"	-86.1 points below standard	-64.7 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	21.3 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	42.1 points above standard	50.1 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	50.1 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	78.6 points above standard	70.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	70.6 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)		N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)		Pending	Pending	Pending	Pending
Leading Indicators								
	Baseline [Fall 2018]	Final Assessment [Spring 2019]						
Galileo	82% Met Standard	80% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	80% Met	Yes	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	44% Met Growth	No	80 % Met Growth
F&P	76% Met Standard	86% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	86% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)		80 % Met Growth	73% Met Growth	No	80 % Met Growth

Mathematics							
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets	17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	75.5 points above standard	68.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	68.4 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-7.1 point decrease	No	3 point rise
SED "Average Points Above Standard"	N/A	-0.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-0.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
EL "Average Points Above Standard"	63.9 points above standard	61.2 points above standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-2.7 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-66.9 points below standard	-57.8 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	9.1 point rise	No	15 point rise
3rd Grade "Average Points Above Standard"	74.4 points above standard	71.1 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	71.1 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	78.4 points above standard	57.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	57.4 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	77% Met Standard	83% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	83% Met	Yes	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	49% Met Growth	No	80 % Met Growth

## Data Statements: Strength

- ELA / Literacy Strengths**  
 "Overall" (average) students score 66 points above standard proficiency level on the 2018 CAASPP and exceed the district growth target  
 English Learners score 39.1 points above standard  
 Students With Disabilities exceeded district growth target on CAASPP  
 78% of all students met Grade Level Reading Expectations on the 2nd Trimester assessment Assessment, exceeding district expectation of 65%  
 80% of students in Grades 3-5 met Benchmark Standard on Galileo Assessment #2

**Math Strengths**  
 Overall, our students scored 68.4 points above standard proficiency level on the 2018 CAASPP, exceeding the district status level (10 points above) by 58.4 points  
 Asian students scored 96.4 above standard proficiency level on the CAASPP  
 English Learners scored 61.2 above standard proficiency level on the CAASPP  
 83% of students in Grades 3-5 met Benchmark Standard on Galileo Assessment #2

**SEL Strengths**  
 Based on the CA Healthy Kids Survey, 79% of 5th grade students report feeling connected to school "most of the time" or "all of the time"  
 87% of 5th grade students report feeling the adults have high expectations "most of the time" or "all of the time"  
 90% of 5th grade students report feeling academically motivated "most of the time" or "all of the time"  
 77% of 5th grade student report that they have the social emotional learning supports while at school  
 Office managed referrals are averaging 2-3 per week, significantly reduced from this time last year based on 2017-2018 SWIS data

## Data Statements: Challenges

2. ELA Challenges  
Two student groups (White students and students who identify as two or more races) did not meet district growth target on CAASPP  
English Learners did not meet district growth target (15 point rise) on CAASPP  
Students in Grades 3-5 did not meet district growth target on Galileo Assessment
- Math Challenges  
White students declined 15.1 points on CAASPP, while Asian Students maintained  
English Learners did not meet district growth target on CAASPP  
Students in Grades 3-5 did not meet district growth target (80%) on Galileo Assessment from Test#2 to Test #3 with only 49% of students meeting growth target
- SEL Challenges  
Challenges  
In the CA Healthy Kids Survey, 39% of 5th grade students reported they have meaningful participation opportunities at school “most of the time” or “all of the time”  
40% of 5th grade students report that they have experienced pushing, name calling or have had a rumor spread about them at school  
44% of our office managed referrals for all grade levels, cite physical aggression as the problem behavior in the 2018-2019 SWIS data

## Why are we getting these results?

3. Strengths:  
Consistent implementation of Math and ELA curriculum that is aligned to California State Standards and assessments  
Emphasis on teaching students how to read complex text, engage in academic discussions and use textual evidence in their writing  
Small-group time during Physical Education  
Consistent reinforcement of positive behavior
- Challenges:  
Wide-range of student performance levels require more differentiation, along with they classroom systems and structures that allow teachers to do so effectively.  
Student engagement

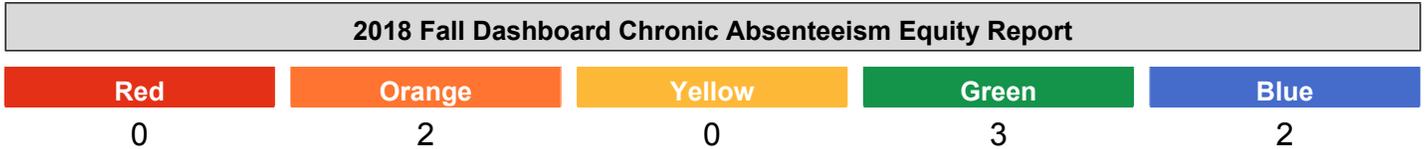
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Green</p> <p>2.1% chronically absent</p> <p>Increased 0.5%</p> <p>938 students</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>2.3% chronically absent</p> <p>Maintained 0.1%</p> <p>213 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>10.3% chronically absent</p> <p>Increased 10.3%</p> <p>39 students</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>5.2% chronically absent</p> <p>Declined 1.6%</p> <p>58 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 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 1.3% chronically absent Increased 0.6% 522 students	 Orange 6.5% chronically absent Increased 6.5% 31 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.1% chronically absent Increased 2.7% 66 students	 Green 2.4% chronically absent Increased 1.1% 82 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 2.2% chronically absent Declined 1.5% 228 students

**Data Statement: Strengths**

1. N/A

**Data Statement: Challenges**

2. Absenteeism around school vacation dates

**Why are we getting these results?**

3. N/A

**Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.**

4. N/A

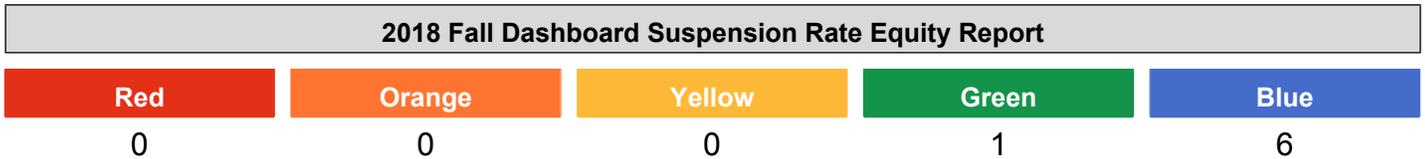
# School and Student Performance Data

## 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><b>All Students</b></p>  Blue 0.1% suspended at least once Maintained -0.1% 954 students	<p><b>English Learners</b></p>  Blue 0.5% suspended at least once Maintained 0% 217 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 1 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  No Performance Color 0% suspended at least once Declined -3.4% 42 students	<p><b>Students with Disabilities</b></p>  Green 1.7% suspended at least once Declined -2.6% 58 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 533 students	 Blue 0% suspended at least once Maintained 0% 33 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -1.7% 67 students	 Blue 0% suspended at least once Maintained 0% 83 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0.4% suspended at least once Maintained 0% 229 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
0.4% suspended at least once	0.2% suspended at least once	0.1% suspended at least once

**Data Statement: Strengths**

1. N/A

**Data Statement: Challenges**

2. N/A

**Why are we getting these results?**

3. N/A

**Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.**

4. N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Language and Literacy

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths

“Overall” (average) students score 66 points above standard proficiency level on the 2018 CAASPP and exceed the district growth target

English Learners score 39.1 points above standard

Students With Disabilities exceeded district growth target on CAASPP

78% of all students met Grade Level Reading Expectations on the 2nd Trimester assessment, exceeding district expectation of 65%

80% of students in Grades 3-5 met Benchmark Standard on Galileo Assessment #2

### Challenges

Two student groups (White students and students who identify as two or more races) did not meet district growth target on CAASPP

English Learners did not meet district growth target (15 point rise) on CAASPP

Students in Grades 3-5 did not meet district growth target on Galileo Assessment

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	66 points above proficient	10 points above proficient
SBAC ALL Students Growth	5.7 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	36.7 points above proficient	0 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC SED Students Growth	N/A	15 points rise in average distance from proficient
SBAC EL Students Growth	8.6 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	21.3 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	50.1 points above proficient	10 points above proficient
SBAC 5th Grade Students Status	70.6 points above proficient	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	80% of students met or exceed grade level expectations	65% of students meet or exceed grade level expectations
Galileo All Students Growth	44% of students met or exceed grade level expectations	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	86% met or exceeded grade level expectations at end of 3rd trimester	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	73% met growth target	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

## Strategy

Tier I classroom instruction includes a balanced-literacy instructional approach, using Benchmark Advance units as the primary instructional resource, while modifying and supplementing with authentic, engaging, and accessible texts for effective read aloud, as well as shared-, close-, independent- and guiding reading. Teachers assess student reading level three times a year using the F&P Benchmark Assessment System and provide targeted classroom support for reading improvement for all students.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Ongoing professional learning on balanced literacy, as well as opportunities for improving our systems and routines for more effective implementation of the components. Special focus on those opportunities for integrated ELD instruction throughout the literacy block.	Language and Literacy Coach .5 FTE	1000-1999: Certificated Personnel Salaries District Funded	62432
Grade level collaboration at Data Meetings and other times which includes innovation and continuous improvement processes toward meeting language and literacy goal.	Data Meetings - Substitute release time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	8000
Assess students three times a year using the Fountas and Pinnell Benchmark Assessment System.	Release Time for Assessments and other collaboration	1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA)	10000
Support adult learning through visiting model classrooms, participating in lesson study, attending literacy-related professional development opportunities, and coaching sessions with Language and Literacy Teacher / Reading Specialist.	Professional Development Opportunities - registration fees, subs, time cards	None Specified Site LCFF Supplemental A	8000

## Strategy & Supporting Actions 2

### Strategy

Provide struggling readers targeted and intensive support to accelerate their learning.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

Struggling readers.

Reading Specialist provides targeted, short-term support for students in grades K-2 who are more than a year behind in expected reading level and for whom classroom interventions are not resulting in expected growth.	Reading Specialist .5 FTE	1000-1999: Certificated Personnel Salaries District Funded	62432
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**Strategy & Supporting Actions 3**

Strategy

Teachers teach students narrative, informational, and opinion writing using Benchmark Advance as the primary resources for both the content and instructional design.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

All Students.

<b>Supporting Actions</b> <i>Grade level teams will continue to build and share their calibrated writing samples for each trimester using Benchmark prompts and content</i>	<b>Proposed Expenditure Description</b>	<b>Source(s)</b>	<b>Amount</b>
School leadership team will identify one writing assignment (narrative, informational, or opinion) at each grade level for process / published writing using Writing Workshop pedagogical approach.	No additional cost to site		
Grade level teams will continue to build and share their calibrated writing samples for each trimester using Benchmark prompts and content	No additional cost to site		

**Strategy & Supporting Actions 4**

Strategy

Teachers will regularly teach designated ELD to students at the emerging, expanding, and bridging levels of English proficiency, using the Benchmark Advance Designated ELD resources.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

English Learners.

ELD support staff will provide designated ELD to newcomers, using Benchmark Advance Designated ELD materials and other oral language development resources such as Hameray.	ELD Support Staff	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	61924
ELD support staff will support teachers in the classroom during designated ELD time.	ELD Support Staff	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	0
Teachers will explore structures for moving students during small group instruction to other classrooms for target designated ELD instruction.	No additional cost to site		

**Strategy & Supporting Actions 5**

Strategy

General Education teachers will include students from our special day classes in both academic and non-academic learning opportunities.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

Students served in Special Day Classes.

Supporting Actions <i>Create structures and systems for inclusion in general education classrooms</i>	Proposed Expenditure Description	Source(s)	Amount
Provide professional learning opportunities for both general and special education staff on best practices for inclusion	No additional cost to site		
Create structures and systems for inclusion in general education classrooms	No additional cost to site		

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Mathematics

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 2

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths

Overall, our students scored 68.4 points above standard proficiency level on the 2018 CAASPP, exceeding the district status level (10 points above) by 58.4 points

Asian students scored 96.4 above standard proficiency level on the CAASPP

English Learners scored 61.2 above standard proficiency level on the CAASPP

83% of students in Grades 3-5 met Benchmark Standard on Galileo Assessment #2

### Challenges

White students declined 15.1 points on CAASPP, while Asian Students maintained

English Learners did not meet district growth target on CAASPP

Students in Grades 3-5 did not meet district growth target (80%) on Galileo Assessment from Test#2 to Test #3 with only 49% of students meeting growth target

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	68.4 points above proficient	10 points above proficient
SBAC ALL Students Growth	-7.1 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-0.5 points below proficient	0 points above proficient
SBAC SED Students Growth	N/A	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC EL Students Growth	-2.7 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	9.1 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	71.1 points above proficient	10 points above proficient
SBAC 5th Grade Students Status	57.4 points above proficient	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	77% of students met or exceeded grade level expectations	60% of students meet or exceed grade level expectations
Galileo All Students Growth	49% of students made Expected Growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers teach common core mathematics, focusing on the mathematical practices, using the enVision Math as the primary resource, supplementing with engaging and challenging rich math tasks and technology to accelerate learning for all students.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Professional learning at staff meetings will focus on increasing opportunities for students to engage in rich math tasks and other instructional routines that yield more purposeful and elaborated classroom talk	no additional cost to site		
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Ongoing participation in counting collections for teachers in grades k-3.	no additional cost to site	District LCFF Supplemental C	
Teachers collaborate during Wednesday collaboration days, identifying challenging, common core-aligned math tasks (MARS tasks, SFUSD Math Curriculum, etc) in order to engage all students in deeper mathematical learning for students at all levels.	No expense since time is within workday		
Students have access to IXL and other online resources for practice and reinforcement	Online subscription	0001-0999: Unrestricted: Locally Defined PTA	7995
Teachers participate in classroom visits across site and district	Release time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	

## Strategy & Supporting Actions 2

### Strategy

Teachers will teach English Learners the math-related academic language necessary for grade-level math

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

English Learners

Professional learning at staff and data meetings will include opportunities for Integrated ELD strategies during mathematical conversations and other instructional routines that involve discussion	Data Meetings	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	
Teachers collaborate on Wednesdays and attend district professional development opportunities	no additional cost to site		

## Strategy & Supporting Actions 3

### Strategy

General Education teachers will include students from our special day classes in both academic and non-academic learning opportunities

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

Students served in Special Day Classes

<b>Supporting Actions</b> <small>Create structures and systems for inclusion in general education classrooms</small>	<b>Proposed Expenditure Description</b>	<b>Source(s)</b>	<b>Amount</b>
Provide professional learning opportunities for both general and special education staff on best practices for inclusion	See expenditure in Goal 1, Strategy 1, Action 1		
Create structures and systems for inclusion in general education classrooms	No additional cost to site.		

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Wellness

## LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

## Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

## Identified Need

Students need to develop emotional regulation and conflict management techniques through direct instruction, common vocabulary and positive support from our teachers and staff members.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey-Grade 5	79% of 5th grade students report feeling connected to school "most of the time" or "all of the time"	met expectation
California Healthy Kids Survey-Grade 5	87% of 5th grade students report feeling the adults have high expectations "most of the time" or "all of the time"	met expectation
California Healthy Kids Survey-Grade 5	90% of 5th grade students report feeling academically motivated "most of the time" or "all of the time"	met expectation
California Healthy Kids Survey-Grade 5	77% of 5th grade student report that they have the social emotional learning supports while at school	met expectation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS Suite- office managed referral tracking system	Office managed referrals are averaging 2-3 per week, significantly reduced from this time last year based on 2017-2018 SWIS data	significantly reduced from this time last year based on 2017-2018 SWIS data
California Healthy Kids Survey-Grade 5	39% of 5th grade students reported they have meaningful participation opportunities at school “most of the time” or “all of the time”	Area of growth
California Healthy Kids Survey-Grade 5	40% of 5th grade students report that they have experienced pushing, name calling or have had a rumor spread about them at school	Area of growth
SWIS Suite- office managed referral tracking system	44% of our office managed referrals for all grade levels, cite physical aggression as the problem behavior	Area of growth

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers teach conflict resolution and emotional regulation skills by utilizing Soul Shoppe vocabulary and instructional tools. Teachers will build their social emotional toolkit through Soul Shoppe assemblies and classroom visits to use with students.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Teacher training, student workshops and classroom visits from Soul Shoppe representative.	Program costs	5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA)	18,000
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## Strategy & Supporting Actions 2

### Strategy

Teachers create a positive classroom culture by utilizing Playworks tools and strategies.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Teachers will attend Playworks sessions with a Playworks Coach and to build and encourage sportsmanship and communication skills.	Funding for monthly support by Playworks coach.	5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA)	25,000
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### Strategy & Supporting Actions 3

#### Strategy

Teachers will teach mindfulness and calming techniques based on "Mindful Schools" and "Project Happiness", to encourage students to regulate their emotions. The school counselor will lead mindfulness lessons and share resources to support teacher learning.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

The school counselor will lead mindfulness lessons and share resources to support teacher learning.	Part time counselor	1000-1999: Certificated Personnel Salaries District Funded	
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### Strategy & Supporting Actions 4

#### Strategy

Teachers and Leaders will use strategies and common expectations during instructional time and recess, based on the Positive Behavior Intervention and Support systems

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Ongoing professional learning and team planning to encourage positive student behavior across the school.	Release time for planning. Professionally Develop new strategies and learning through attending the local PBIS conference.	1000-1999: Certificated Personnel Salaries Donations	2,000
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

## Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

## Identified Need

Improving family school partnerships to support students academic and social emotional needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 EVS Survey Outcome Factor - Involvement	Average Score 99.6	>100 for 2020
Spring 2019 PTA School of Excellence Survey "Our School shows respect to all families regardless of differences"	Always or Frequently - 91%	>94% for 2020
Spring 2019 PTA School of Excellence Survey "Our School provides clear, two-way conversations about student progress or needs"	Always or Frequently - 79%	>85%
Spring 2019 PTA School of Excellence Survey "Our School helps families understand how they can support their child's learning"	Always or Frequently - 80%	>85%
Spring 2019 PTA School of Excellence Survey "Our School includes students as active participants in discussion or expectations and work quality (e.g. parent teacher conferences)"	Always or Frequently - 60%	>80%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Align site practices with district communication committee's recommendations for school and classroom communication

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Professional learning during staff meetings on classroom-level communications following district guidelines	No additional cost to site.		
Site will update school calendar and web page regularly with important information	No additional cost to site.		
Principal will send regular clear and concise communications to community	No additional cost to site.		

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Patrick Hurley	Principal
Jill Robertson	Classroom Teacher
Tania Riss	Classroom Teacher
Jadelyn Chang	Classroom Teacher
Erin Felix	Other School Staff
Caren D'Amato	Other School Staff
Deepti Jain	Parent or Community Member
Alison Proctor	Parent or Community Member
Joy Schmueli	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5-23-19.

Attested:



Principal, Patrick Hurley on 8-30-19

SSC Chairperson, Tania Riss on 8-30-19