

Single Plan for Student Achievement

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

School Name Pearl Zanker Elementary School

Contact Name and Title Trisha Lee - Principal

Email and Phone tlee@musd.org 408-635-2882

2017-20 Plan Summary

School's STORY

Briefly describe the students and community and how the school serves them.

Vision: Pearl Zanker is an innovative learning community, inspiring and empowering students to be active and informed citizens transforming our global society.

Mission: Through collaboration, critical thinking, and a joyful learning environment, the Zanker staff and families build student agency, authority and identity in order to inspire and empower all students to be successful in our changing world.

Pearl Zanker Elementary School proudly serves approximately 680 children in kindergarten through sixth grade. Our community is culturally diverse. The ethnic population of Zanker School reflects the diversity of our community with 49% Asian, 18% Hispanic, 18% Filipino, 6% Caucasian, 3% African American, 6% Multiple Ethnicities. Approximately 33% of our population are English learners and 25% of our students are eligible for free and reduced lunch.

Our certificated instructional staff consists of 26 classroom teachers, one resource specialist, and one science specialist. Our student support staff includes a part-time school psychologist, a part-time speech and language pathologist, a part-time English language paraprofessional, a full-time resource paraprofessional, a part-time physical education paraprofessional, two part-time paraprofessionals focusing on small group interventions and our enrichment art program, and a part-time health clerk. We also have a part-time contracted counselor to support our students' social-emotional needs.

Zanker provides intervention support for our English language learners and students performing below grade level with programs such as Fountas and Pinnell's Leveled Literacy Intervention, Imagine Learning to help support our English language learners, Dreambox to support our students struggling in mathematics as well as Scholastic's reading intervention program, Read 180.

During our designated ELD time, teachers teach a workshop to focus on specific student needs. Many provide designated ELD instruction and implement the Pathways to Proficiency strategies. This designated time provides students with a minimum of 120 minutes per week of targeted English language development instruction. Our teachers continue to use Scholastic Reading Counts and Reading Inventory Assessments which are successful motivators for reading. Through our Student Review Team (SRT), we continue to identify students in need and provide appropriate academic and social-emotional support to ensure their success. We have adopted the Common Core State Standards and are beginning to transition over to its use. We have also incorporated the use of iReady lessons and assessments into our regular academic program, which is aligned to the new Common Core State Standards and provides immediate data on student progress. This adaptive web-based program has been adopted district-wide in K-8 schools.

Developed in collaboration with and input from our school staff, Instructional Leadership Team, School Site Council and parent community, our Zanker [Theory of Action](#) guides our student growth goals, instructional practices, professional development efforts.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

A focus on refining our Multi-Tiered Systems of Supports to ensure equitable opportunities to be successful has contributed to the success of our students. Bi-weekly professional learning communities (PLC) meetings enable our teachers to meet on a regular basis and engage in results-oriented cycles of inquiry through goal setting, planning, assessing, reflecting on the resulting data, refine instructional practices and repeat the process. Additionally, we offer a variety of interventions beyond the work being done by individual teachers in their classrooms. The practice of results-oriented cycles of inquiry will continue to be refined and target instructional practices to strengthen Tier 1 Instruction in PLC meetings with by Instructional Leadership Team members and site administration. In reflecting on the needs of our students, staff and community, we will continue in year 2 of Positive Behavior Interventions and Supports (PBIS) implementation at Zanker Elementary School.

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to**

maintain or ***build upon that success?*** This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST
PROGRESS

Mathematics (Grades 3-4) - Student Group Five-by-Five Placement							English Language Arts (Grades 3-4) - Student Group Five-by-Five Placement						
Select an Indicator: Mathematics (Grades 3-4) Indicator 1		Reporting Year: (2017 Fall) 2		View District Five-by-Five Placement View Detailed Data			Select an Indicator: English Language Arts (Grades 3-4) Indicator 1		Reporting Year: (2017 Fall) 3		View District Five-by-Five Placement View Detailed Data		
LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more		LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more	
Very High 35 or more points above	Green (None)	Green Asian	Blue (None)	Blue (None)	Blue (None)		Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)	
High zero points to less than 35 points above	Green (None)	Green All Students (School Placement) English Learners Filipino	Green (None)	Green (None)	Blue Two or More Races		High 15 points above to less than 45 points above	Green English Learners Asian	Green All Students (School Placement) Filipino	Green (None)	Green (None)	Blue Two or More Races	
Medium 25 points below to zero	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)		Medium 5 points below to less than 15 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)	
Low More than 25 points below to 35 points below	Orange (None)	Orange Socioeconomically Disadvantaged Hispanic	Orange	Yellow (None)	Yellow (None)		Low More than 5 points below to 70 points below	Orange Socioeconomically Disadvantaged Hispanic	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)	
Very Low More than 35 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)		Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)	
Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)							Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)						
Total Number of Student Groups in Each Performance Level							Total Number of Student Groups in Each Performance Level						
All Student Groups	Red	Orange	Yellow	Green	Blue		All Student Groups	Red	Orange	Yellow	Green	Blue	
6	0	2	0	3	1		6	0	2	0	3	1	

Overall, Zanker subgroups continues to perform primarily in the green and blue. In both English Language Arts and Mathematics, three subgro]]ups landed in the green or blue out of five total subgroups.

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

GREATEST NEEDS

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: [Mathematics \(Grades 3-8\) Indicator](#)

Reporting Year: [2017 \(Fall\)](#)
[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green • Asian	Blue (None)	Blue (None)	Blue (None)
High zero points to less than 35 points above	Green (None)	Green • All Students (School Placement) • English Learners • Filipino	Green (None)	Green (None)	Blue • Two or More Races
Medium 25 points below to zero	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Orange (None)	Orange • Socioeconomically Disadvantaged	Orange • Hispanic	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	2	0	3	1

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: [English Language Arts \(Grades 3-8\) Indicator](#)

Reporting Year: [2017 \(Fall\)](#)
[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green • English Learners	Green • All Students (School Placement) • Asian • Filipino	Green (None)	Green (None)	Blue • Two or More Races
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange • Socioeconomically Disadvantaged	Orange • Hispanic	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	2	0	3	1

Based on our Dashboard, we had significant decline in the percent of students meeting/exceeding Grade Level Standards. greatest needs are in the area of English language arts and mathematics focus on our Hispanic and SED students.

Action Plan:

- Focus on strong Tier I instruction and designated and integrated ELD instruction.
- September Goal Setting Conferences for all students: Priority given to our Hispanic/Latino and SED students.
- Hispanic/Latino and SED students will be given priority to participate in interventions during school and extended learning offerings in math, reading, and English language development.
- ROCI in PLC focused on SED and Hispanic/Latino students.

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the **“all student”** performance. What **steps** is the school planning to take **to address these performance gaps**?

PERFORMANCE GAPS

Mathematics (Grades 3-4) - Student Group Five-by-Five Placement							English Language Arts (Grades 3-4) - Student Group Five-by-Five Placement						
Select an Indicator: Mathematics (Grades 3-4) Indicator		Reporting Year: 2017 (Fall)		View Detailed Data			Select an Indicator: English Language Arts (Grades 3-4) Indicator		Reporting Year: 2017 (Fall)		View Detailed Data		
LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more		LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more	
Very High 35 or more points above	Green (None)	Green • Asian	Blue (None)	Blue (None)	Blue (None)		Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)	
High zero points to less than 35 points above	Green (None)	Green • All Students (School Placement) • English Learners • Filipino	Green (None)	Green (None)	Blue • Two or More Races		High 10 points above to less than 45 points above	Green • English Learners • Asian	Green • All Students (School Placement) • Filipino	Green (None)	Green (None)	Blue • Two or More Races	
Medium 25 points below to zero	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)		Medium 5 points below to less than 15 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)	
Low More than 25 points below to 95 points below	Orange (None)	Orange • Socioeconomically Disadvantaged	Orange • Hispanic	Yellow (None)	Yellow (None)		Low More than 5 points below to 70 points below	Orange • Socioeconomically Disadvantaged	Orange • Hispanic	Orange (None)	Yellow (None)	Yellow (None)	
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)		Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)	

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	2	0	3	1

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	2	0	3	1

Zanker's SED and Hispanic subgroups maintained or declined in both mathematics and English language arts while also scoring in the low, two levels below 'All Students.'

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2017-18**

\$141,808

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2017-18**

\$141,808

Briefly describe any differences between budgeted and expended resources.

N/A

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$131,657

Percentage of SPSA Budget that is Supplemental or Concentration Funds

73%

Zanker 2018-19 SY Budget Summary

DESCRIPTION	Block Grant	Supplemental	Title I	RDA	TOTAL
Allocation:	47,668.00	131,657.00	-	-	179,325.00
Expenses:					
Object 1XXX : Certificated Salary					
Teacher Salary					-
Certificated Stipend					-
Substitute Teacher					-
Sub-Total	2,000.00	40,516.00	-	-	42,516.00
Object 2XXX: Classified Salary					
Classified Clerical Salary					-
Instructional Assistant					-
Sub-Total	5,537.00	46,042.00	-	-	51,579.00
Object 3XXX: Benefits					
CE Statutory Benefit					-
CL Statutory Benefit					-
Health and Welfare					-
Sub-Total	1,797.00	22,189.00	-	-	23,986.00
Object 4XXX: Supplies					
Office Material and Supplies					-
					-
					-
Non-Capitalized Equipment					-
Sub-Total	27,000.00	16,610.00	-	-	43,610.00

Object 5XXX: Operational								
Conference								-
Bus and Field Trip								-
Other Professional Services								-
Sub-Total	11,334.00	-	6,300.00	-	-	-	-	17,634.00
Indirect Costs								
Total Expenses	47,668.00	-	131,657.00	-	-	-	-	179,325.00
BALANCE	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

Stakeholder Engagement

SPSA Year 2017–18 X 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

April 10: Principal met with SSC and the 2017-18 goals were reviewed, iReady and Dashboard data were presented, reviewed and principal gather feedback. A draft of the 2017-18 SPSA is shared with SSC for feedback.

April 26: Site Administrators discuss programs funding with ILT regarding potential funding changes due to budget reduction and funding partial salary of Assistant Principal

May 8: A draft of the 2018-19 SPSA is shared with staff for feedback.

May 8: Proposed 2018-19 SPSA is presented to SSC.

May 9: Proposed 2018-19 SPSA is presented to the Assistant Superintendent of Learning and Development for review.

and during extended learning time and ensuring that all students are academically challenged. All students are afforded equitable opportunities for academic success.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (Spring 2017)	2017-18	2018-19	2019-20
SBAC Math	Dashboard 60% of students in grades 3-6 Met Achievement Standards	Dashboard 68% of students in grades 3-6 Met Achievement Standards		
SBAC ELA	Dashboard 62% Met Achievement Standards	Dashboard 70% Met Achievement Standards		

iReady Diagnostic Benchmarks (D1-D4)	Math Diagnostic 3: T1 - 49% T2 - 46% T3 - 6% Reading Diagnostic 3: T1 - 41% T2 - 50% T3 - 9%	Math Diagnostic 3: T1 - 49% T2 - 46% T3 - 5% Reading Diagnostic 3: T1 - 51% T2 - 41% T3 - 8%		
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Goal **1** Action **1**

Multi-Tiered System of Supports Description:

Tier 1 Academic program and Tier 2 Strategic academic support - Personnel

Students to be Served

☐ All District
 ☒ All School
 ☒ Students with Disabilities
 ☒ Hispanic/Latino
☒ English Learners
 ☒ Foster Youth
 ☒ Low Income
☐ Specific Grade spans: _____

Actions/Services	PLANNED Strengthen Tier I Classroom Instruction	ACTUAL
Expenditures	BUDGETED \$68,474	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><u>Tier 1:</u></p> <ul style="list-style-type: none"> • A part-time instructional coach will guide our PLC teams as they partake in Results-Oriented Cycles of Inquiry, with a focus on our target students, through an equity lens. Together, they will develop work plans around student success, monitor growth and strengthen Tier 1 instruction. • Two paraprofessionals serve to support our enrichment program which allows for whole grades to receive art, music, and additional physical education while teachers meet in their PLCs. <p><u>Tier 2:</u></p> <ul style="list-style-type: none"> • One of the above paraprofessionals also serves our lowest primary readers as a reading intervention provider during the school day. • An additional English language development paraprofessional provides pull-out support to our lowest English learners. <p><u>Clerical:</u></p>	<p><u>Tier 1:</u></p> <ul style="list-style-type: none"> • Two paraprofessionals serve to support our enrichment program which allows for whole grades to receive art, music, and additional physical education while teachers meet in their PLCs. <p><u>Tier 2:</u></p> <ul style="list-style-type: none"> • One of the above paraprofessionals also serves our lowest primary readers as a reading intervention provider during the school day. • An additional English language development paraprofessional provides pull-out support to our lowest English learners. <p><u>Clerical:</u></p> <ul style="list-style-type: none"> • Additional clerical support is needed for maintaining communication between school and home and maintain records. 	

- Additional clerical support is needed for maintaining communication between school and home and maintain records.

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$102,000	\$68,474	
Source	Source	Source
Supplemental	Supplemental	
Budget Reference	Budget Reference	Budget Reference
Object 2110, 3202, 5809	Object 2110, 3202, 5809	

Goal 1 Action 2

Multi-Tiered System of Supports Description: Tier 1 Academic program, Universal Screening, Diagnostic Assessment for Strategic Supports, Tier 2 Strategic academic support, Tier 3 Intensive academic support

Students to be Served

☐ All District
 ☒ All School
 ☒ Students with Disabilities
 ☒ Hispanic/Latino
☒ English Learners
 ☒ Foster Youth
 ☒ Low Income
☐ Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	Professional development provided for staff with a focus on Multi-Tiered Systems of Support in the areas of academic support and social-emotional/behavioral support	
Expenditures	BUDGETED \$16,683	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
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New X Modified <input type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<u>Professional Development:</u> <ul style="list-style-type: none"> Staff professional development day developing community agreements and building on our staff culture and climate. A team of teachers and administrators will participate in the Silicon Valley Math Initiative Coaching Institute in the summer and throughout the school year, providing math instruction leadership for the school site. 	<u>Professional Development:</u> <ul style="list-style-type: none"> MTSS/RtI Training through Solution Tree Leading for Equity Institute through National Equity Project A team of teachers and administrators will participate in the Silicon Valley Math Initiative Coaching Institute in the summer and throughout the school year, providing math instruction leadership for the school site. 	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$12,000	Amount	\$16,683	Amount	
Source	1) Supplemental 2) School Block Grant	Source	1) Supplemental 2) School Block Grant	Source	
Budget Reference	1) Obj 5809 2) Obj 5203	Budget Reference	1) Obj 1151 2) Obj 5809	Budget Reference	

Goal **1** Action **3**

Multi-Tiered System of Supports Description:

Tier 1 Academic program, Tier 2 Small group intervention support

<u>Students to be Served</u>	<input type="checkbox"/> All District X All School X Students with Disabilities X <u>Hispanic/Latino</u>				
	X English Learners X Foster Youth X Low Income <input type="checkbox"/> Specific Grade spans: _____				

	PLANNED	ACTUAL
Actions/Services	Ensure that our site-based use of technology and web-based programs for Tier 1, 2, and 3 levels of instruction are implemented with fidelity.	

Expenditures

BUDGETED

\$23,500

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New ☒ Modified ☐ Unchanged ☐X New ☐ Modified ☐ Unchanged ☐☐ New ☐ Modified ☐ Unchanged ☐**Instructional Technology:**

- Replace poorly or non-functioning Chromebooks from the initial purchase date from Spring 2013.
- Headphones for blended learning and intervention programs.

Supplemental Instructional Materials:

- Razkids subscription for K-3 classrooms
- Scholastic News/Social Studies Weekly subscriptions for K-6 classrooms
- Mystery Science subscription for K-6 classrooms

Instructional Technology:

- Replace poorly or non-functioning Chromebooks from the initial purchase date from Spring 2013.
- Headphones for blended learning and intervention programs.

Supplemental Instructional Materials:

- Razkids subscription for K-3 classrooms
- Scholastic News/Social Studies Weekly subscriptions for K-6 classrooms
- Mystery Science site license subscription

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount \$14,000

Amount \$23,500

Amount

Source Supplemental

Source Supplemental, Block Grant

Source

Budget Reference Obj 4310, 4400

Budget Reference Obj 4322, 4400

Budget Reference

Goal **1** Action **4****Multi-Tiered System of Supports Description:**

Tiers 1, 2, and 3 - Social emotional safety

Students to be Served☐ All District☒ All School☒ Students with Disabilities☒ Hispanic/Latino_

☒ English Learners
 ☒ Foster Youth
 ☒ Low Income
 ☐ Specific Grade spans: _____

Actions/Services

PLANNED

Ensure that all students feel safe and are ready to learn while at school.

ACTUAL

Expenditures

BUDGETED

\$7000

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New ☐ Modified ☐ X Unchanged

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

- Zanker will be entering Year 1 of Positive Behavior Interventions and Supports implementation through the SCCOE bringing our PBIS Implementation Team to trainings throughout the school year and committing to their three year implementation program.
- To ensure that all our students feel that Zanker is a safe, clean learning environment, we will ensure that all classrooms maintain a supply of tissue, band-aids, and alcohol-free hand sanitizer.
- Safety backpacks and supplies will be purchased to ensure continuity of necessities throughout our school during emergency situations.
- We will continue to maintain a safe and orderly valet drop-off and pick-up system in our school parking lot. To do so, the space will include appropriate signage and traffic cones to facilitate the safe transition between car and campus for our students

- Zanker will be entering Year 2 of Positive Behavior Interventions and Supports implementation through the SCCOE bringing our PBIS Implementation Team to trainings throughout the school year and committing to their three year implementation program.
- To ensure that all our students feel that Zanker is a safe, clean learning environment, we will ensure that all classrooms maintain a supply of tissue, band-aids, and alcohol-free hand sanitizer.
- Safety backpacks and supplies will be purchased to ensure continuity of necessities throughout our school during emergency situations.
- We will continue to maintain a safe and orderly valet drop-off and pick-up system in our school parking lot. To do so, the space will include appropriate

through the on-going purchase of additional signage and traffic cones as needed.	signage and traffic cones to facilitate the safe transition between car and campus for our students through the on-going purchase of additional signage and traffic cones as needed.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$7000	Amount	\$7000	Amount	
Source	1) Supplemental 2) School Block Grant	Source	1) Supplemental 2) School Block Grant	Source	
Budget Reference	1) Obj 4400 2) Obj 5809	Budget Reference	Obj 1151, 4400, 5809	Budget Reference	

Goal **1** Action **5**

Multi-Tiered System of Supports Description:

Tier 1 Academic program, Universal Screening, Diagnostic Assessment for Strategic Supports, Tier 2 Strategic academic support, Tier 3 Intensive academic support

Students to be Served ☐ All District ☒ All School ☒ Students with Disabilities ☒ Professional Learning Communities
☒ English Learners ☒ Foster Youth ☒ Low Income ☐ Specific Grade spans: _____

Actions/Services	PLANNED Through clearly outlined expectations identified by our ILT and PLCs, teachers will monitor student progress through results-oriented cycles of inquiry as supervised by the site principal and full-time assistant principal. K-6th grade teachers will receive 50 minutes of PLC time every two weeks.	ACTUAL
	BUDGETED \$42,258	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New <input type="checkbox"/> Modified X Unchanged				X New Modified <input type="checkbox"/> Unchanged				<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged			
<ul style="list-style-type: none">Teachers will collect a variety of student data based on our district outlined benchmarks during the school year. They will develop a work plan, set student progress goals, design lessons utilizing best practices as identified by the team, act, assess, reflect and adjust, set new goals and so-on. Progress on work plans will be closely recorded and monitored by the site leadership.Our part-time instructional coach will guide our PLC teams as they partake in ROCI. Our paraprofessionals and music teachers will provide enrichment instruction during this common PLC time.				<ul style="list-style-type: none">The site administration team will oversee PLC work in providing tier 1, 2 and 3 interventions to our lowest performing and at risk students.Teachers will collect a variety of student data based on our district outlined benchmarks during the school year. They will develop a work plan, set student progress goals, design lessons utilizing best practices as identified by the team, act, assess, reflect and adjust, set new goals and so-on. Progress on work plans will be closely recorded and monitored by the site leadership.Teachers will collaborate around central PLC questions on a weekly basis. The questions the grade-level teams will address are:<ul style="list-style-type: none">1. What is it we want our students to learn?2. How will we know if each student has learned it?3. How will we respond when some students don't learn?4. How can we extend and enrich the learning for students who already know it?Instructional Leadership Team members and site administrators will guide our PLC teams as they partake in ROCI. Our paraprofessionals and music teachers will provide enrichment instruction during this common PLC time.							
K-2	DRA2	Reading	3 times/year								
K-6	Writing Benchmark	Writing	3 times/year								
K-6	iReady Diagnostic	Math and Reading	4 times/year								
2017-18 District Assessment Calendar											

K-6	iReady Diagnostic	Math and Reading	4 times/year
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Insert 2018-19 District Assessment Calendar

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	\$102,000	Amount
Source	Supplemental	Source
Budget Reference	Object 2110, 3202, 5809	Budget Reference

Goal **1** Action **6**

Multi-Tiered System of Supports Description:

Tier 1 Academic program, Tier 2 Strategic English language development and academic support, Tier 3 Intensive academic intervention

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Hispanic/Latino</u>
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Focused PLC time for grade-level teams to collaborate around student data, providing specific support around instruction interventions with a secondary (resulting) focus on supporting our at risk and lowest performing students.	ACTUAL
Expenditures	BUDGETED \$14,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>
<ul style="list-style-type: none"> At Zanker Elementary School, we protect no less than 120 minutes per week as designated English language development instruction. 	<ul style="list-style-type: none"> Designated and Integrated ELD times will be incorporated into our instructional minutes. Grade level teams can decide 	

<p>Focus areas include but are not limited to letter sound development, fluency, academic language development, comprehension, and phonics.</p> <ul style="list-style-type: none"> Our English language development paraprofessional provides pull-out support targeting our new-comers, long-term English learners and those students having the most difficult with their English language development based on ELPAC scores and teacher input. 	<p>how to use the Designated ELD time. (Students grouped by proficiency level or individual teachers can address the different levels of EL proficiency levels within their individual classrooms.) At Zanker Elementary School, we protect no less than 120 minutes per week as designated English language development instruction. Focus areas include but are not limited to letter sound development, fluency, academic language development, comprehension, and phonics.</p> <ul style="list-style-type: none"> Our English language development paraprofessional provides pull-out support targeting our new-comers, long-term English learners and those students having the most difficult with their English language development based on ELPAC scores and teacher input. 	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$8000	Amount	\$14,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	Obj 2110, 3202, 4322	Budget Reference	Object 2110, 3202	Budget Reference	

Goal **1** Action **7**

Multi-Tiered System of Supports Description:

Provide targeted Tier 2 academic support and enrichment for students in grades K-6

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Hispanic/Latino</u>
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services

Expenditures

PLANNED At Zanker, our extended day program is strategically planned to support students with a variety of needs. We will create a Tier 2 system of support that offers targeted math, ELD, and reading support as well as enrichment for students in grades K-6.	ACTUAL
BUDGETED \$10,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> We provide targeted intervention support before and after school for our struggling students in the areas of mathematics with Dreambox Math (1-6), reading with Fountas & Pinnell (1-3), Scholastic Read 180 (4-6), and English language development with Imagine Learning (K-6). These interventions are offered to students performing below grade-level as determined by teacher feedback, classroom performance, and benchmark scores. See Goal 1, Actions 1 and 2. We also provide extended day enrichment, free of charge to our students. The offerings vary from year to year but they usually include STEAM and writing courses for our intermediate students. For the 2017-18 school year, the program will be extended to our 1-3 students in the area of engineering with Legos. 	<ul style="list-style-type: none"> We provide targeted intervention support before and after school for our struggling students in the areas of mathematics with Dreambox Math (1-6), reading with Fountas & Pinnell (1-3), Scholastic Read 180 (4-6), and English language development with Imagine Learning (K-6). These interventions are offered to students performing below grade-level as determined by teacher feedback, classroom performance, and benchmark scores. See Goal 1, Actions 1 and 2. We also provide extended day enrichment, free of charge to our students. The offerings vary from year to year but they usually include STEAM and writing courses for our intermediate students. 	

BUDGETED EXPENDITURES:

2017-18

Amount

\$14,000

Source

1) Supplemental
2) School Block Grant

Budget
Reference

1) Obj 4310
2) Obj 4310

2018-19

Amount

\$10,000

Source

Supplemental

Budget
Reference

Object 1191

2019-20

Amount

Source

Budget
Reference

Goals, Actions, & Services

New

☐ Modified☒ Unchanged

Goal 2

All MUSD students are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment.

Zanker: In alignment with our school mission statement, the Zanker community will build agency, authority and identity in order to inspire and empower all students to be successful in our changing world.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

LOCAL Equity in Opportunity to Eliminate the Achievement Gap; Personalized Learning for All; Engage Families and Community in a Culture of We

[Identified Need](#)

As demonstrated by parent participation, attendance, participation in parent education programs, monitoring of student work metrics and student disciplinary issues as reported to the school administration, there is a need to improve student and parent engagement

through efforts made by individual teachers, grade-level teams, school leadership, and the school as a whole. There is a need for every child and every parent to feel welcomed, engaged and a part of our school.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate and Culture Survey Results	4th & 5th Grade Profile Project Cornerstone 16/17 Summary of 4th/5th Grade Profile 16/17	Baseline Data to be collected at the beginning of 2018-19 school year.		

Goal 2 Action 1

Multi-Tiered System of Supports Description:

Tier 1 Social-Emotional Safety

Students to be Served	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Hispanic/Latino</u>
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Zanker's Parent Engagement plan will be implemented to provide parents and families with educational opportunities to better support their students.	ACTUAL
Expenditures	BUDGETED \$9,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
New <input type="checkbox"/> Modified <input type="checkbox"/> <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The Parent Engagement Plan will include the various ways in which parents can join our Zanker community. This will include attending our parent nights,	The Parent Engagement Plan will include the various ways in which parents can join our Zanker community. This will include attending our parent	

<p>participating in family engagement events such as Back to School Night, Open House, the school carnival, joining School Site Council or PTA, volunteering in our classrooms, on field trips and support our school-wide programs, or representing Zanker at a district committee such as DELAC or CBAC.</p>	<p>nights, participating in family engagement events such as Back to School Night, Open House, the school carnival, joining School Site Council or PTA, volunteering in our classrooms, on field trips and support our school-wide programs, or representing Zanker at a district committee such as ELAC, DELAC, and CBAC.</p> <p>Gather data on the rate of successful engagement through newsletters/emails/text messages/phone calls.</p> <p>Gather the following attendance rates of the following evidence:</p> <ul style="list-style-type: none"> • SSC agendas and minutes • PTA agendas and minutes • Back to School Night and Open House attendance records • Volunteerism • Parent Nights 	
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BUDGETED EXPENDITURES:

2017-18			2018-19			2019-20		
Amount	\$4000		Amount	\$9000		Amount		
Source	School Block Grant		Source	School Block Grant		Source		
Budget Reference	Obj 4310		Budget Reference	Obj 4310		Budget Reference		

Goal 2 Action 2

Multi-Tiered System of Supports Description:					
The site administration and staff will provide ample opportunities to engage families and students.					
<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Hispanic/Latino</u>	
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____	

Actions/Services	PLANNED	ACTUAL
	At Zanker, there are a number of ways in which information is provided to and from school through the oversight of the	

Expenditures

school administration. The staff will discuss ways in which we can align our efforts as a whole in our individual communications with parents and home.	
BUDGETED \$500	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Monthly newsletter Weekly blog updates Fliers home Parent Link text/email, phone messages Facebook Website Campus fliers and posters Translators 	<ul style="list-style-type: none"> Monthly newsletter Weekly blog updates Fliers home Parent Link text/email, phone messages Facebook Website Campus fliers and posters Translators 	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$500	Amount \$500	Amount
Source School Block Grant	Source School Block Grant	Source
Budget Reference Obj 5809	Budget Reference Obj 4310	Budget Reference

Goal **2** Action **3**

Multi-Tiered System of Supports Description:

Tiers 1, 2, and 3 - Social emotional safety

Students to be Served☐ All District☒ All School☒ Students with Disabilities☒ Hispanic/Latino

☒ English Learners
 ☒ Foster Youth
 ☒ Low Income
 ☐ Specific Grade spans: _____

Actions/Services

PLANNED

Ensure that all students feel safe and are ready to learn while at school.

ACTUAL

Expenditures

BUDGETED

\$7000

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New ☐ Modified ☐ X Unchanged

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

- Zanker will be entering Year 1 of Positive Behavior Interventions and Supports implementation through the SCCOE bringing our PBIS Implementation Team to trainings throughout the school year and committing to their three year implementation program.
- To ensure that all our students feel that Zanker is a safe, clean learning environment, we will ensure that all classrooms maintain a supply of tissue, band-aids, and alcohol-free hand sanitizer.
- Safety backpacks and supplies will be purchased to ensure continuity of necessities throughout our school during emergency situations.
- We will continue to maintain a safe and orderly valet drop-off and pick-up system in our school parking lot. To do so, the space will include appropriate signage and traffic cones to facilitate the safe transition between car and campus for our students

- Zanker will be entering Year 2 of Positive Behavior Interventions and Supports implementation through the SCCOE bringing our PBIS Implementation Team to trainings throughout the school year and committing to their three year implementation program.
- To ensure that all our students feel that Zanker is a safe, clean learning environment, we will ensure that all classrooms maintain a supply of tissue, band-aids, and alcohol-free hand sanitizer.
- Safety backpacks and supplies will be purchased to ensure continuity of necessities throughout our school during emergency situations.
- We will continue to maintain a safe and orderly valet drop-off and pick-up system in our school parking lot. To do so, the space will include appropriate signage and traffic cones to facilitate

through the on-going purchase of additional signage and traffic cones as needed.	the safe transition between car and campus for our students through the on-going purchase of additional signage and traffic cones as needed.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$7000	Amount	\$7000	Amount	
Source	1) Supplemental 2) School Block Grant	Source	1) Supplemental 2) School Block Grant	Source	
Budget Reference	1) Obj 4400 2) Obj 5809	Budget Reference	Obj 4310, 4400, 5203	Budget Reference	

Goals, Actions, & Services

	New	<input type="checkbox"/> Modified	X Unchanged
<u>Goal 3</u>	All MUSD historically underserved students will make accelerated growth to close the achievement gap.		

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4 X 5 X 6 ☐ 7 ☐ 8

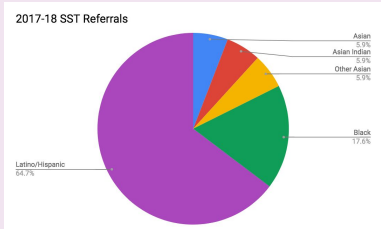
LOCAL Excellence in Learning and Achievement; Personalized Learning for All; Equity in opportunity to eliminate the achievement gap; Integrate data to inform our work

Identified Need

Zanker's Hispanic/Latino and SED subgroups fall two levels below 'All Students' in points from level 3 in mathematics and English language arts. Based on these results, there is a need to improve academic and social-emotional supports for these subgroups of students. As demonstrated by student SST referral rates, Special Education caseload, and behavioral and attendance measures and records, there is a need to improve engagement and

attendance both through improved compliance with attendance procedures as well as incentivizing positive attendance and behavior as part of PBIS.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rate	27/219 - 12.33% of English language learners reclassified during 2016-17 SY	GOAL: 15% ELL reclassification rate FINAL: 10% ELL reclassification rate		
SRT Referral Demographics	Latino - 58.3% Asian - 25% African American 8.3% White - 8.3%	GOAL: Decrease Latino referrals to 45% FINAL: 65% 		

Goal 3 Action 1

Multi-Tiered System of Supports Description:

Implement RtI system of academic supports to address the learning needs of all students.

Students to be Served

☐ All District
 ☒ All School
 ☒ Students with Disabilities
 ☒ Hispanic/Latino
☒ English Learners
 ☒ Foster Youth
 ☒ Low Income
☐ Specific Grade spans: _____

Actions/Services

PLANNED

Implement Designated/Integrated ELD in K-6

ACTUAL

Expenditures

BUDGETED

\$5000

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Tier 1 Monitoring:</p> <ul style="list-style-type: none"> • Zanker Elementary will be in year 1 of implementation of Positive Behavior Interventions and Supports. The in collaboration with the Santa Clara County Office of Education's PBIS Technical Assistance Center, our PBIS Team will reflect on current practices, identify which align with PBIS philosophy, develop a plan for school-wide implementation and communication with all stakeholders. • Staff professional development day developing community agreements and building on our staff culture and climate with a focus on equity • Monitor school climate, attendance, incentives, suspension rates, attendance compliance and chronic absenteeism or at-risk attendance patterns, referral rates to administration for discipline issues, and referral rates to SRT. <p>Tier 2 Supports:</p> <ul style="list-style-type: none"> • Referral rates for social emotional support and for Special Education testing <p>Tier 3 Intensive Supports:</p> <ul style="list-style-type: none"> • Ensure compliance of all 504 plans and IEP's • Monitor progress of students with 504 a plans and IEP's 	<p>Tier 1 Monitoring:</p> <ul style="list-style-type: none"> • Zanker Elementary will be in year 2 of implementation of Positive Behavior Interventions and Supports. The in collaboration with the Santa Clara County Office of Education's PBIS Technical Assistance Center, our PBIS Team will reflect on current practices, identify which align with PBIS philosophy, develop a plan for school-wide implementation and communication with all stakeholders. • Monitor school climate, attendance, incentives, suspension rates, attendance compliance and chronic absenteeism or at-risk attendance patterns, referral rates to administration for discipline issues, and referral rates to SRT • Professional Development focus on MTSS and Rtl implementation as well as a focus on leading with an equity lens <p>Tier 2 Supports:</p> <ul style="list-style-type: none"> • Referral rates for social emotional support and for Special Education testing <p>Tier 3 Intensive Supports:</p> <ul style="list-style-type: none"> • Ensure compliance of all 504 plans and IEP's 	

	<ul style="list-style-type: none"> Monitor progress of students with 504 plans and IEP's 	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$5000	Amount	\$5000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	Obj 5809	Budget Reference	Obj 5809	Budget Reference	

Goal **3** Action **2**

Multi-Tiered System of Supports Description:

Tier 1 and 2 Social-Emotional Support

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>Hispanic/Latino</u>				
	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____				

Actions/Services	PLANNED Train PBIS team and continue the process of building staff-wide understanding of the PBIS approach to supporting student's social-emotional and behavioral needs. PBIS team designs a strategic plan for the roll-out of PBIS to the whole school in year two.	ACTUAL
	BUDGETED \$7000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System, including restorative justice practices as led and monitored by our school assistant principal.	Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System, including restorative justice practices as led and monitored by our school assistant principal.	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$7000	Amount	\$7000	Amount	
Source	1) Supplemental 2) School Block Grant	Source	1) Supplemental 2) School Block Grant	Source	
Budget Reference	1) Obj 4400 2) Obj 5809	Budget Reference	1) Obj 440 2) Obj 5809	Budget Reference	

Goal **3** Action **3**

Multi-Tiered System of Supports Description:

Tier 1 and 2 Social-Emotional Support

<u>Students to be Served</u>	<input type="checkbox"/> All District	X All School	X Students with Disabilities	X <u>Hispanic/Latino</u>
	X English Learners	X Foster Youth	X Low Income	<input type="checkbox"/> Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	Develop agency, authority, and identify of our students. Through the implementation of PBIS at our school, students will have opportunities to develop opinions, explain, make arguments and build on one another's ideas, in ways that contribute to their development of agency (the capacity and willingness to engage academically) and	

Expenditures

authority (having command of the content), resulting in positive identities as sense-makers, problem solvers and creators of ideas.	
BUDGETED N/A	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement community service components at all grade levels as developed by the PBIS Implementation Team, school volunteer coordinator and school leadership.	Implement community service components at all grade levels as developed by the PBIS Implementation Team, school volunteer coordinator and school leadership.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
N/A	N/A	

Goal 3 Action 4

Multi-Tiered System of Supports Description:

Tier 1 Academic program, Tier 2 Strategic English language development and academic support, Tier 3 Intensive academic intervention

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Hispanic/Latino</u>
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Focused PLC time for grade-level teams to collaborate around student data, providing specific support for our target students (Hispanic/SED) as well as our English language learners through dedicated ELD instructional time, pull out small group support, and embedded instruction throughout the school day.	ACTUAL
Expenditures	BUDGETED \$3,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input checked="" type="checkbox"/>	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>
<ul style="list-style-type: none"> At Zanker Elementary School, we protect no less than 120 weekly minutes of instructional time to provide targeted English language development time. Each grade level regroups their students based on need and continuously regroups as those needs change. Focus areas include but are not limited to letter sound development, fluency, academic language development, comprehension, and phonics. Our English language development paraprofessional provides pull-out support targeting our new-comers, long-term English learners and those students having the most difficult with their English language 	<ul style="list-style-type: none"> Teachers will identify lower performing Hispanic/Latino and SED students to focus PLC discussions, data collection and instructional and assessment development for. At Zanker Elementary School, we protect no less than 120 weekly minutes of instructional time to provide targeted English language development time. Each grade level regroups their students based on need and continuously regroups as those needs change. Focus areas include but are not limited to letter sound development, fluency, academic language 	

development based on ELPAC scores and teacher input.	development, comprehension, and phonics. <ul style="list-style-type: none"> Our English language development paraprofessional provides pull-out support targeting our new-comers, long-term English learners and those students having the most difficult with their English language development based on ELPAC scores and teacher input. 	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$3000	Amount	\$3000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	Obj 2110, 3202, 4322	Budget Reference	Obj 2110, 3202, 4322	Budget Reference	

Goal **3** Action **5**

Multi-Tiered System of Supports Description:

Tier 1 and 2 Social-Emotional Support

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Hispanic/Latino</u>
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED As a school site, follow a specific pathway to provide support to our foster/homeless families to ensure that they feel supported by the school and community.	ACTUAL
	BUDGETED \$5000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
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New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
At Zanker, we provide our foster/homeless students opportunities to access lower cost or free school uniforms and school supplies. We provide support in the form of social groups and small or individualized social-emotional support, as needed. Throughout the year, we monitor their academic and social-emotional needs very closely, looking for sudden changes in demeanor or performance.	At Zanker, we provide our foster/homeless students opportunities to access lower cost or free school uniforms and school supplies. We provide support in the form of social groups and small or individualized social-emotional support, as needed. Throughout the year, we monitor their academic and social-emotional needs very closely, looking for sudden changes in demeanor or performance.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	\$5000	Amount
Source	Supplemental	Source
Budget Reference	Obj 5809	Budget Reference

Goal 3 Action 6

Multi-Tiered System of Supports Description:

Tier 1, 2 and 3 Social-Emotional Support

<u>Students to be Served</u>	<input type="checkbox"/> All District	X All School	X Students with Disabilities	X <u>Hispanic/Latino</u>
	X English Learners	X Foster Youth	X Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Update and implement <u>Standardized Emergency Management System</u>	ACTUAL
Expenditures	BUDGETED N/A	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
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New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Ensure the updated and accurate procedures for ensure the physical safety of all students. Review procedures as outlined by our site safety plan so that processes are followed to address students in crisis.	Ensure the updated and accurate procedures for ensure the physical safety of all students. Review procedures as outlined by our site safety plan so that processes are followed to address students in crisis.	

BUDGETED EXPENDITURES:

2017-18

Amount	N/A
Source	
Budget Reference	

2018-19

Amount	N/A
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Jackie Dyer	Community	408-635-2882	
2. Himanshu Singh	Parents	408-306-2782	
3. David Matheson	Teachers	408-635-2882	
4. Eileen Keating	Teachers	408-635-2882	
5. Trisha Lee	Site Admin	408-635-2882	

Total Number of School Site Council Members

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	0	2	0

Recommendations and Assurances

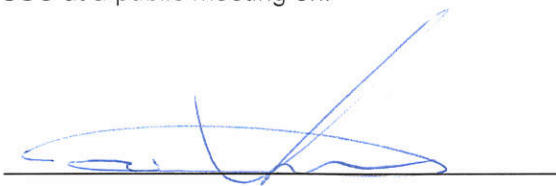
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Special Education
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Student Council
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 here in 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:

Trisha Lee

Typed name of School Principal



Signature of School Principal

5/22/18

Date

Himanshu Singh

Typed name of SSC Official



Signature of SSC Official

5/22/18

Date