

Grant Elementary School	<b>Single Plan for Student Achievement (SPSA)</b>	Paulette Zades
3 Year Plan: August 2017 - June 2020		
<i>San Jose Unified School District</i>		
<b>Grant Elementary School</b>		

**3 Year Plan: August 2017 - June 2020**

<p>The Single Plan for Student Achievement (SPSA) is an articulated plan of strategies and actions grounded in current student achievement data for a school that aims to further accelerate and improve student learning. This plan and its contents align directly to the school district's strategic plan. The school district's strategic plan is the set of strategies that the organization is using to ensure fidelity to both Board Policy 0210 (Equity Policy) and the Voluntary Integration Plan (VIP). Further, this plan and its contents conforms to all applicable state and federal law. Additional information, including how the SPSA aligns to the Local Control Accountability Plan (LCAP) can be found in Appendix A (footnote).</p> <p>For additional information about this plan, other inquiries about this school's program, and how you can become involved locally, please contact:</p>	<b>About this School:</b>		
	Grades Served:	Pre-K & TK-5th	
	Total Students:	508	
	Ethnic Breakdown:	White	5%
		Hispanic	86%
		Black	2%
		Other	7%
	Free lunch	59%	300
	Reduced lunch	17%	86
	Total FRPL	76%	386
EL	49%	247	
EO	44%	226	

<b>Contact:</b>	Paulette Zades	Foster Youth
<b>Position:</b>	Principal	
<b>CDS Code2</b>	43-69666-6048540	Special Education
<b>Telephone:</b>	408-535-6227	16%
<b>Email:</b>	pzades@sjusd.org	80
<b>Address:</b>	470 East Jackson St., San Jose, CA 95112	
		Program Offerings

**California Dashboard : State Indicators by Site**

Performance Category (High to Low)				
Blue	Green	Yellow	Orange	Red
Academic Indicator: E/LA (3-8)	Academic Indicator: Math (K-8)	Suspension Rate	English Learner Progress	
Y	Y	G	R	

\* The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

<https://www.caschooldashboard.org/#/Home>

**PLAN SUMMARY**

*Provides an overall theory of action statement for this school during the academic year.*

**SAMPLE Elementary continues to be primarily focused on raising student achievement in early literacy in grades TK through 2nd grade. In addition, all staff at the school will continue to engage stakeholders in order to achieve the**

following goals.

**LANGUAGE ARTS:**

By June 6, 2019, a minimum of 60% of all students in TK-2 will score above expectations as demonstrated by the CPAA. 25% of K-2 students will score a 3 or higher on the Spring WPA.

By June 6, 2019, 30% of 3-5 students will score at grade level proficiency on Achieve 3000. 25% of all students 3-5 will score a 3 or higher on the Spring WPA.

**MATHEMATICS:**

By June 6, 2019, a minimum of 30% of all students in 3-5 will score at or above expectations on the SBAC math.

By June 6, 2019, 30% of 3-5 students will score at or above expectation as demonstrated by the district Math Unit assessments.

**ENGLISH LANGUAGE LEARNERS:**

By June 2019, 60% of students will increase one level on ELPAC.

By June 2019, 60% of students eligible for reclassification will be reclassified.

**SCHOOL CLIMATE:**

Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.

By June 6, 2019 reduce the number of suspensions by 25%.

Grant Elementary School	<b>Single Plan for Student Achievement (SPSA)</b>	Paulette Zades
3 Year Plan: August 2017 - June 2020		
<b>COMMUNITY ENGAGEMENT</b>		
<b>GUIDING QUESTIONS</b>		
1. How have parents, community members, students, and other stakeholders been engaged and involved in developing, reviewing, and supporting the development of this Single Plan for Student Achievement (SPSA)?		
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the priorities and used by the school to inform the SPSA goal setting process?		
3. What changes, if any, were made in the SPSA prior to adoption as a result of written comments or other feedback received by the school/SSC through the school's engagement process?		
4. How will the involvement of these stakeholders support improved outcomes for pupils related to the school/district priorities?		
<b>Describe the process that involved and engaged school and community stakeholders in the development of the SPSA. Include meeting dates and number of stakeholders attended.</b>	<b>Describe how school and community stakeholders will be involved in the implementation and review of SPSA strategies (plan/dates)</b>	
Grant Elementary went through the following process to involve all stakeholder to develop SPSA. The following stakeholders have had opportunities to provide input and have conversations: School Site Council, SELAC committee, Staff meetings, School Leadership Team, and Principal Coffee/PTA. The process used to provide input: scheduled and held meetings for the stakeholder groups, presented SPSA draft ideas and data based on student and school needs, held conversations around goals, action and fiscal. Parentlink messages and our webpage provided parents the opportunity to reveiw 2017-2020 goals, actions and fiscal. WE will continue to fund Interventioin Specialist and extra FTE's to reduce class size and also providing after school and during school interventions providing resources as needed for each child. Our staff will continue to be trained on the newest technology and curriculum strategies to increase student achievement.	<b>All meetings that include community stakeholders will have a standing SPSA agenda item in the 2017-2020 school years. The identified stakeholders responsible for the action items will report or provide a report on the progress and updates that have been attained throughout the specific time period, including the use of supplemental FTE to support the academic needs of target students. Any revisions necessary based on presented data will being given to stakeholders and action items will be revised if necessary. Meeting dates: Staff meetings every Tuesday and 2nd cup of cofee/PTA/SELAC/SSC: 3rd Friday of every month</b>	
<b>Total number (#) of stakeholders took some action, e.g., survey, attended meeting, etc.:</b>		
<b>Total number (#) of stakeholders reached, e.g., sent information about SPSA:</b>		

**LANGUAGE ARTS: Strategic Plan Alignment & Content Goals**  
*Select one strategy that is most closely aligned to the school's goals.  
 The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).*

**Objectives and Strategic Measures (Select One):** Objective 1. A rigorous curriculum that inspires all students to discover their own greatness.

**Goal 1:** By June 6, 2019, a minimum of 60% of all students in TK-2 will score above expectations as demonstrated by the CPAA. 25% of K-2 students will score a 3 or higher on the Spring WPA.

**Goal 2:** By June 6, 2019, 30% of 3-5 students will score at grade level proficiency on Achieve 3000. 25% of all students 3-5 will score a 3 or higher on the Spring WPA.

**LANGUAGE ARTS DATA**  
*Provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the*

2017-18 Language Arts: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded
Overall							26%	26%
Grade 3							23%	28%
Grade 4							35%	17%
Grade 5							22%	

2018-19 English Language Arts: CPAA				
Grade Level	TK	K	1	2
2018-19 Fall 1 - % Stds Above Expectation				
2018-19 Fall 2 - % Stds Above Expectation				
2018-19 Winter % Stds Above Expectation				
2018-19 Spring % Stds Above Expectation				
2017-18 Spring % Stds Above Expectation	52%	44%	48%	42%
2016-17 Spring % Stds Above Expectation	64%	52%	45%	35%

2018-19 English Writing Performance Assessments (WPAs)							
Grade Level	TK	K	1	2	3	4	5
2018-19 % Stds At/Above Grade Level: Fall							
2018-19 % Stds At/Above Grade Level: Winter							
2018-19 % Stds At/Above Grade Level: Spring							
2017-18 % Stds At/Above Grade Level: Spring		2%	18%	13%	4%	2%	3%
2016-17 % Stds At/Above Grade Level: Spring		15%	7%	27%	4%	3%	0%

2018-19 Spanish Language Arts: CPAA				
Grade Level	TK	K	1	2
2018-19 Fall 1 - % Stds Above Expectation				
2018-19 Fall 2 - % Stds Above Expectation				
2018-19 Winter % Stds Above Expectation				
2018-19 Spring % Stds Above Expectation				
2017-18 Spring % Stds Above Expectation		50%	69%	54%
2016-17 Spring % Stds Above Expectation		28%	41%	14%

2018-19 Spanish Writing Performance Assessments (WPAs)							
Grade Level	TK	K	1	2	3	4	5
2018-19 % Stds At/Above Grade Level: Fall							
2018-19 % Stds At/Above Grade Level: Winter							
2018-19 % Stds At/Above Grade Level: Spring							
2017-18 % Stds At/Above Grade Level: Spring		46%	6%	0%			
2016-17 % Stds At/Above Grade Level: Spring		28%	44%	24%			

**LANGUAGE ARTS: Actions to Support & Achieve Goals**  
*This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.*

Action Description (Responsible Party)	Complete Date	Resource	Object	Amount
0.25 Library Media Center Tech: Grant provides extra hours to our LMC to support our students improvement in reading as evidenced by our 2018 SBAC scores where our percentage of students meeting standards increased by 24%. We will continue to evaluate the use of funds through Language Arts SBAC scores.	6/6/2019	Title 1 Instruction (Res 3010, Pgm 100)	Classified Personnel (FTE)	14, 505.00
Provide AV equipment (LCD, ELMO, computers and technology accessories: keyboards, mice and headphones)that will support CCSS instruction	6/6/2019	Supplemental (Res 0010, Pgm 100)	Equipment	16, 200.00



**MATHEMATICS: Strategic Plan Alignment & Content Goals**

*Select one Opportunity21 strategy that is most closely aligned to the school's goals.  
 The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).*

**Objectives and Strategic Measures (Select One):**

Goal 1:	By June 6, 2019, a minimum of 30% of all students in 3-5 will score at or above expectations on the SBAC math.
Goal 2:	By June 6, 2019, 30% of 3-5 students will score at or above expectation as demonstrated by the district Math Unit assessments.

**MATHEMATICS DATA**

*Provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the*

**2017-18 Mathematics: SBAC**

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded
Overall							23%	
Grade 3							25%	
Grade 4							32%	
Grade 5							13%	

**2018-19 CPAA - English**

Grade Level	TK	K	1	2
2018-19 Fall 1 - % Stds Above Expectation				
2018-19 Fall 2 - % Stds Above Expectation				
2018-19 Winter % Stds Above Expectation				
2018-19 Spring % Stds Above Expectation				
2017-18 Spring % Stds Above Expectation	32%	39%	37%	21%
2016-17 Spring % Stds Above Expectation	40%	36%	21%	13%

**2018-19 CPAA - Spanish**

Grade Level	TK	K	1	2
2018-19 Fall 1 - % Stds Above Expectation				
2018-19 Fall 2 - % Stds Above Expectation				
2018-19 Winter % Stds Above Expectation				
2018-19 Spring % Stds Above Expectation				
2017-18 Spring % Stds Above Expectation			33%	19%
2016-17 Spring % Stds Above Expectation			36%	24%

**MATHEMATICS: Actions to Support & Achieve Goals**

Action Description (Responsible Party)	Completion Date	Resource	Object	Amount
Provide additional technology (LCD, ELMO, computers and technology accessories: keyboards, mice and headphones)that will support CCSS instruction. All students have access to technology through the district refresh funds however we believe increasing access through Title I funds will improve scores for struggling students. Grant showed a 4% growth of students at or above grade level on the SBAC in Math. We will continue to assess the value of this purchase through SBAC scores.	6/6/2019	Title 1 Instruction (Res 3010, Pgm 100)	Equipment	20,000.00
Certificated Extra duty: after school interventions	6/6/2019	Supplemental (Res 0010, Pgm 100)	Certificated Extra Duty	10,000.00
Provide instructional materials for the classrooms to increase access for students struggling with math content. Grant showed a 4% growth of students at or above grade level on the SBAC in Math. We will use student assessment data to determine what materials will best meet the needs of our students and will assess the effectiveness of the purchase using SBAC math scores.	6/6/2019	Title 1 Instruction (Res 3010, Pgm 100)	Books and Supplies	5,000.00



3 Year Plan: August 2017 - June 2020

**ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals**

*Select one Opportunity21 strategy that is most closely aligned to the school's goals.  
The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).*

**Objectives and Strategic Measures (Select One):** Objective 1. A rigorous curriculum that inspires all students to discover their own greatness.

Goal 1: By June 2019, 60% of students will increase one level on ELPAC.

Goal 2: By June 2019, 60% of students eligible for reclassification will be reclassified.

**ENGLISH LANGUAGE LEARNER DATA**

*This data provides the most recent information about this school's student performance. For information on CELDT, including AMAOs, see the Appendix tab.*

**2018-19 English Learner Enrollment**

Grade Level	TK	K	1	2	3	4	5
Number (#) of EL students	9	38	35	40	42	47	34

**2017-18 CELDT Performance Levels by Grade**

Proficiency Level	TK	K	1	2	3	4	5
Beginning - % Students	63%	45%	0%	100%	100%	100%	
Early Intermediate - % Students	31%	32%	50%	0%	0%	0%	
Intermediate - % Students	6%	16%	0%	0%	0%	0%	
Early Advanced - % Students	0%	6%	50%	0%	0%	0%	
Advanced - % Students	0%	0%	0%	0%	0%	0%	

**2017-18 ELPAC Performance Levels by Grade**

Proficiency Level	TK	K	1	2	3	4	5
Level 1							
Level 2							
Level 3							
Level 4							

**Reclassification Rates**

2018-19					
Grade Level	1	2	3	4	5
% Students					
2017-18					
Grade Level	1	2	3	4	5
% Students	4%	10%	0%	0%	0%
2016-17					
Grade Level	1	2	3	4	5
% Students	12%	11%	15%	3%	2%

**CELDT/ELPAC: 3 Year No Performance Level Growth**

Grade Level	K	1	2	3	4	5
Number of students						
% of Students						

**ENGLISH LANGUAGE LEARNERS: Actions to Support & Achieve Goals**

*This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.*

Action Description (Responsible Party)	Complete Date	Resource	Object	Amount
Materials and supplies for the classroom to develop English language development.	6/6/2019	Site Flex (Res 0002, Pgm 100)	Books and Supplies	4,000.00
EL ELA: provide after school opportunities with certificated personnel for students to develop language arts vocabulary and skills. CPAA and SBAC data indicates that we have a significant number of students who are not achieving grade level standard. We will continue to assess this strategy using both assessments.	9/1/18 - 6/6/19	Title 1 Instruction (Res 3010, Pgm 100)	Certificated Extra Duty	2,000.00



<b>Monitoring (district inserted)</b>				

3 Year Plan: August 2017 - June 2020

**CLIMATE: Strategic Plan Alignment & Content Goals**

*Select one Opportunity21 strategy that is most closely aligned to the school's goals.  
The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).*

**Objectives and Strategic Measures (Select One):** Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.

**Goal 1:** Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.

**Goal 2:** By June 6, 2019 reduce the number of suspensions by 25%.

**CLIMATE GOAL**

*This data provides the most recent information about this school's student performance.*

**2017-18 CLIMATE SURVEY RESULTS: Students**

Climate Survey Constructs	3	4	5
Safe Environment - % High	48%	38%	43%
Caring Environment - % High	49%	45%	57%
Quality Learning Environment - % High	51%	38%	41%
Enjoys Learning - % High	61%	24%	24%
Academic Perseverance- % High	47%	45%	40%

**2016-17 CLIMATE SURVEY RESULTS: Students**

Climate Survey Constructs	3	4	5
Safe Environment - % High	26%	51%	44%
Caring Environment - % High	39%	44%	53%
Quality Learning Environment - % High	26%	38%	39%
Enjoys Learning - % High	41%	44%	38%
Academic Perseverance- % High	58%	52%	43%

**2017-18 Parent Involvement**

	Always / Most of the time
I am invited to participate in decisions that affect the school community.	57%
I participate in decisions that improve school achievement.	30%
Agree / Strongly Agree	
I feel welcome when I visit my child's school.	87%
<i>* Parents take this survey for the youngest SJUSD student in the family</i>	

**2016-17 Parent Involvement**

	Always / Most of the time
I am invited to participate in decisions that affect the school community.	55%
I participate in decisions that improve school achievement.	38%
Agree / Strongly Agree	
I feel welcome when I visit my child's school.	95%
<i>* Parents take this survey for the youngest SJUSD student in the family</i>	

**2018-19 SUSPENSIONS AND EXPULSIONS**

Grade Level	TK	K	1	2	3	4	5
Suspension -Students As # Overall							
Suspension - Hispanic Students As # Overall							
Expulsion - Overall #							
Expulsion - Hispanic Students As # Overall							

**CLIMATE: Actions to Support & Achieve Goals**

*This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.*

Action Description (Responsible Party)	Complete Date	Resource	Object	Amount







Grant Elementary School	<b>Single Plan for Student Achievement (SPSA)</b>				Paulette Zades	
<b>AVAILABLE BUDGET</b>						
<i>The dollar amounts below are the resources available to be allocated at your school site.</i>						
<b>Grant Elementary School</b>						
<b>Resource Name</b>		<b>Resource #</b>	<b>Program #</b>	<b>Budget</b>	<b>Planned For</b>	<b>Available</b>
Site Flex (Res 0002, Pgm 100)		0002	100	25,115	25,115	0
Supplemental (Res 0010, Pgm 100)		0010	100	44,317	44,317	0
Title I Instruction (Res 3010, Pgm 100)		3010	100	74,583	74,583	0
Title I Parent Involvement (Res 3010, Pgm 025)		3010	025	1,520	1,520	0

**SCHOOL SITE COUNCIL (SSC) MEMBERS**

*The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A secondary school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site. For additional information, including examples, see Appendix A.*

<b>School Site Council (SSC) Officers</b>	
Mona Solis	Chair
Sandy Lemus	Co-Chair
Martina Jasso	Secretary

<b>Classroom Teachers</b>	<b>Principal</b>
Ben Aknin	Paulette Zades
Elena Jaral	<b>Parents/Community Members</b>
Irma Cardenas	Andi Bucher
	Mineida Rodriguez
	Martina Jasso
<b>Other School Personnel</b>	Sandy Lemus
Elizabeth Martinez	Mona Solis

**SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)**

*A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians, or both, of ELL students who are not employed by the school district shall constitute a majority of the committee. For additional information, see Appendix X.*

<b>Classroom Teachers</b>	<b>Principal</b>
Ben Aknin	Paulette Zades
Elena Jaral	<b>Parents/Community Members</b>
Irma Cardenas	Patricia Cervantes
	Olga De Leon
	Rose Martinez
<b>Other School Personnel</b>	Isabel Hilario
Elizabeth Gutierrez	Martina Jasso
	Mineida Rodriguez

(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. Gi

<b>School English Learner Advisory Committee (SELAC) Officers</b>	
Martina Jasso	President
Mineida Rodriguez	Vice President

The SELAC has voted to give governance to the SSC on this date: Sept. 2017

The SELAC representative for SSC is: Martina Jasso

Council Size	Principal	Classroom Teachers	Other School Personnel	Parent/ Community Members
10	1	3	1	5
12	1	4	1	6
14	1	5	1	7
16	1	6	1	8
18	1	7	1	9
20	1	8	1	10

<p>The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of an elementary council consists of 10 members</p>						

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3 Year Plan: August 2017 - June 2020				
<b>SCHOOL SITE COUNCIL (SSC)</b>				
<b>RECOMMENDATIONS AND ASSURANCES</b>				
School:	Grant Elementary School			
School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:				
<p>1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.</p> <p>2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.</p> <p>3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)</p>				
English Learner Advisory Committee				
Other (list)				
<p>4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.</p> <p>5. This plan 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.</p>				
6. This plan was adopted by the School Site Council at a public meeting on:				Sept. 11, 2018
Attested:				
School Principal Name	Signature of School Principal			Date
(use blue ink)				
SSC Chairperson Name	Signature of SSC Chairperson			Date
(use blue ink)				



**[6] From the SJUSD 06-22-17 Special Session Board Meeting**

San José Unified is renewing its commitments to the district's community through an updated strategic plan. The district's updated vision, strategic plan, and strategic measures are included as part of the 2017-2020 local control and accountability plan (LCAP) and budget, all of which are accessible at: <https://sjusd.box.com/v/2017-2018-LCAP-Budget>  
Education Code 52062(b)(2) requires that a governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Section 42127(a)(2).

Further, Education Code 42127(a)(2) requires that the governing board of each school district shall adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. For the 2014-2015 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. As described and detailed in the budget document, San José Unified is submitting a qualified budget for the 2017-2020 fiscal years as changes will be necessary in order for the district to meet its financial obligations in the 2019-2020 school year.

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<a href="#">Additional Data &amp; Reports can be found at the SJUSD Data Warehouse wiki.</a>		

