Goal 1: Conditions of Learning	
Metric/Indicator	**2018-19 Progress**
Teachers in the San Bruno Park School District are appropriately assigned and fully credentialed in the subject. 2017-18 Actual = 99%	**100% of all teachers are Highly Qualified.** **Internal definition: Include survey of parents and students** **BTSA portfolio, need survey to evaluate evidence-based current program**
Williams Settlement Report indicates sufficient Common Core-aligned math and ELA/ELD instructional materials for all students 2017-18 Actual = 100%	**100% of K-8 students have common core materials for ELA/ELD and Math**
Teacher Participation in Required One-day Professional Development in August 2017-18 Actual = 94% Goal for 2018-19 = 98% Plus feedback, goal setting	**August PD: 91% (143 of 157) * due to teacher absences** **October PD: 84% (119 of 142) * due to teacher absences** **March PD: 91% (95 of 104) * due to teacher absences** **Average = 89%** **Separate elementary from middle school**
Facilities Report for overall rating of "good". 2017-18 = Met	**2018-19: Maintained rating of "good" on the FIT report** **Additional metrics/indicators for other actions**

Goal	Action	Recommendation for Improved/Increased Services	Additional Metrics/Indicators?	Source
1.1C	All new teachers will participate in BTSA, may receive a district mentory for support, as needed and are required to attend new teacher orientation before school begins	● TOSA for Induction	Portfolio 90k - bring back to district evidence-based	Title II
1.1F	Every student will have access to Common Core-aligned instructional materials in English Language Arts/English	● Fund Social Studies adoption ● Fund Science Pilot	Like Williams, measure 100% provision of new materials	Lottery
1.1E	Districtwide formative assessments will be administered using Renaissance Learning Star 360 for ELA and Mathematics three to four times annually in grades 2 through 8 and using Fountas and Pinnell in grades TK-1. The results of these assessments will will be analyzed to determine student learning needs and progress towards goal.	● Add additional training for using formative data ● Centralize funding of sub days for each administration of F&P		Supplemental
1.1O	Professional Development opportunities will be offered throughout the year to teachers and staff.	● Use Thursdays for PD		Supplemental
1.1N	All students will have regular access to appropriately leveled non-fiction and fictional text based on each student's assessed Lexile level.	● Re-label books to align with RenStar ● Additional hours for Library Media Aides		Supplemental
1.1A - B, D, G - M	A. Appropriately assigned Gen Ed Teachers B. Principal per site and an AP at Middle D. Teacher monthly collaboration E. Student licenses and consumables H. Custodial Services I. Nutrition Services J. Mental health support	● Technology needs to be updated	Surveyy of parents and students to signify "highly" qualified by an internal metric	Base

	K. Translation and interpreter services are provided for sites at which Spanish is spoken by more than 15% of the parents L. Technology of 1 device per teacher M. Tech of 3 students:1 device in K-5, and 1:1 in 6-8 English classes			
1.2	Three full days of high quality professional development days will be provided throughout the year. The content of the three professional development days will be focused on the needs of unduplicated students and will be identified by formative and summative assessment data and/or may focus on newly adopted instructional materials to support unduplicated students.	● PD for increasing parent engagement ● Tailored PD for differing groups	Curriculum Council streamline & analyze PD quality indicators from surveys & attendance (anonymous). Curriculum Council survey.	Supplemental
1.3A - I	Professional Development for Special Education teachers: A. Differentiation & inclusive practices B. IEP Development, Writing and Service Tracking C. Support appropriate strategies for behavior management and deescalation. D Appropriately credentialed and students in LRE E. CCSS Aligned IEP goals and instruction using CCSS aligned curriculum. F. Annual IEPs G. Teachers plan lessons using instructional strategies to meet student needs. H. Transportation I. State testing participation (supports and accommodations)	● PD for Special Day Class Staff ● Special Education Curriculum Training		Special Ed Base

Goal 2: Pupil Outcomes	
Metric/Indicator	**2018-19 Progress**
Academic Indicator Metrics for all students in ELA. (2017 = -7.6 - did not meet) Goal for 2018 = 0 from level 3 in ELA for ALL	**2018 Actual = -12 Did Not meet** **2.1G** **2.2?**
Academic Indicator Metrics for all student in Math. **(2017 = -14.6 - met)** Goal for 2018 = -7 from level 3 in Math for ALL	**2018 Actual = -26 Did not meet** **2.2?**
Academic Indicator Metrics for EL students in ELA. **(2017 = -37.1 - did not meet)** Goal for 2018 = -15 from level 3 in ELA for EL	**2018 Actual = -40 Did not meet** **2.1D, E**
Academic Indicator Metrics for EL students in Math. **(2017 = -39.5 - met)** Goal for 2018 = -30 from level 3 in Math for EL	**2018 Actual = -52 Did not meet**
100% of 8th grade students promoted to high school. (met) Goal for 2019 = 100%	Continue the 100% 8th grade promotion to High School
Annual Williams Report (met) Goal for 2018-19 = 100%	All students enrolled & have access to all required areas of study. **Students in TK -5 (2019) = 100%** **Students in 6-8 (2019) = 711/782 have access to all content areas.** **71 (9%) students lacked access to both HSS/Sci due to enrollment in Directed Studies.** **2.1E**
Renaissance Star 360 Reading Lexile Level (Current 56% at grade level Lexile - did not meet) Goal for 2018 = 60% of students in grades 2-8 reading within grade level range as measured by Renaissance Star 360.	60% of students in grades 2-8 reading within grade level range as measured by Renaissance Star 360. BOY to MOY Benchmark: At or Above Grade Level (reading): **SBPSD: 42% → 43%** **Allen: 34% → 39%**

	Belle Air: 18% → 24% **John Muir: 63% → 63%** **Portola: 69% → 73%** **Rollingwood: 38% → 44%** **PKIS: 36% → 31%** At or Above Grade Level (math): **SBPSD: 53% → 55%** **Allen: 46% → 47%** **Belle Air: 31% → 35%** **John Muir: 62% → 71%** **Portola:77% → 81%** **Rollingwood: 49% → 54%** **PKIS: 50% → 48%** **2.1A**
Academic Indicator Metrics for ELPAC % of student moving up a band or more (no data available) Goal for 2018 = Establish baseline	Annual CELDT was not administered in the 2017-18 school year due to a change in the state's assessment system. The associated metric has been changed to the ELPAC. All English Learners participated in the ELPAC Summative assessment for the first time. **Baseline from Summative ELPAC:** **Level 4: 37%** **Level 3: 33%** **Level 2: 18%** **Level 1: 12%** Summative ELPAC for 2019 is currently being administered
Reclassification Rate % (did not meet - Due to change in assessments). Goal for 2018 = 60%	**2018-19 # of reclassifications as of 2/26/19: 58 completed and 61 pending**

Goal	Action	Recommendation for Improved/Increased Services	Additional Metrics/Indicators?	Source
2.1A	All students will participate in district-wide formative assessments in ELA and Math, as well as statewide assessments for ELA, Math, Science, Physical Fitness and ELD. Teachers will be trained in the administration and coordination of these assessments. Results from assessments will be used to determine small group instruction, interventions and enrichment opportunities.	● Re-evaluate assessment matrix ● Expand MTSS initiatives	How does benchmark data inform CAASPP? -Specific data informing achievement -How do benchmark data inform achievement goals? -Measure actually show achievement progress?	Supplemental
2.1 C	Provide quality full-day preschool at two schools and one half-day program at a third school funded by The Big Lift to ensure students get a strong academic start.	● Expand scope of Pre-school and offer inclusive options	Collaboration alignment. P-B alignment. PLF?	Supplemental
2.1D	Provide designated and integrated ELD to English learner to ensure their access to the core content curriculum and progress toward English proficiency. (Wonders ELD Companion, English 3D and SEAL)	● SEAL Expansion ● SEAL Coach	Preschool component of SEAL? EL P-3 alignment?	Supplemental Grant
2.1E	The District provides CCSS aligned instructional materials and licenses to support English learners in attaining English language proficiency. (Imagine Learning)	● ELD Curriculum Purchases	EL P-3 alignment?	Title III
2.1G	Teachers will continue to use supplemental programs to support instruction in ELA and promote literacy.	● Provide targeted intervention programs ● Add MTSS including reading recovery/intervention teacher	Informed by metrics on 2.1A	Supplemental

2.1J	The District will increase access to enrichment opportunities including STEM, Music, Physical Education, ~~Project Based Learning and Academic Conversations all schools.~~	● STEM TOSA more robust enrichment curriculum/materials ● Elementary Music in house ● PE Teacher and curriculum in house		Supplemental SBEF Base Grant
2.2	Provide Summer School for students identified under Title I, focused on ELA/ELD and Math as funds are available	● Look at alternate funding sources to enhance real time interventions		Supplemental Title I
2.3	Supplemental allocations are distributed to individual school sites based upon counts for unduplicated students. The actions and services provided through these funds are developed by each site's School Site Council in alignment with the LCAP priorities and outlined in each site's Single Plan for Student Achievement (SPSA). SPSAs are approved and monitored by the school board and by district office administration. School sites will conduct an annual evaluation, which will be published as an attachment to the annual LCAP update	● Look at redirecting site SPSA funds to offer centralized support services	Talk about how these funds will be approved by District	Supplemental
2.4	Provide Academic Center for unduplicated students to support improvement in ELA/ELD and Math	● Reach more students, extend to elementary		Title I SMCOE Grant

Goal 3: Engagement	
Metric/Indicator	**2018-19 Progress**
Attendance Rates 2018-19 Goal = 1% increase in ADA from 95.28%	**YTD 2018-19 ADA: 96.52%**
Chronic Absenteeism Rates 2018-19 Goal = 5% district- wide chronic absenteeism rate from 9%	**YTD 2018-19 rate Chronic Absenteeism: 8.18%**
Suspensions *2017-18 Goal = 1.34%,* *2017-18 Actual = 2.73%* 2018-19 Goal: Reduction in student suspension to 1.0%	**YTD Suspensions: .28%**
Expulsions *2017-18 Actual = 0 Met Goal* 2018-19 Goal = Maintain rate of student expulsion.	**As of 02/26/19: no expulsions**
School Climate: Students feeling safe. *2017-18 Actual = 75.9% Did not meet goal* 2018-19 Goal = 78.9% of students reporting that they feel safe at school	**2018-19: 67% of students feel safe most of the time or always at school. 3% were unsure. 24% reported sometimes and 6% reported never.**
Middle School Dropout Rates *2017-18 Actual = 0* 2018-19 Goal = Maintain rate of 8th grade dropouts.	As of 02/26/19: no dropouts
Parent attendance & parent surveys *Parent Survey Participation 2017 - 18 Actual = 18.9%* 2018-19 Goal = Establish baseline for parent attendance at site level meetings, maintain or increase percent of parents returning annual survey, maintain or increase parents reporting adequate communication from the school and district	Establishing baseline for parent participation (developed data collection sheet) 592 Parents responded to the survey out of 1860 families* = approximately 32% * *households for 17-18 - need number of families for 18-19*

Goal	Action	Recommendation for Improved/Increased Services	Additional Metrics/Indicators?	Source
3.1B	Students are provided with various ways to demonstrate their learning including enrichment opportunities, including but not limited to GATE activities, Odyssey of the Mind, Science Fair and STEM based activities.	● Enhance GATE opportunities/experiences ● Expand opportunities for unduplicated populations	GATE participation up. Getting more participation from parents. Volunteers for parent/teacher group cross school pollination.	Supplemental Grant
3.1E	Middle school teacher on special assignment (TOSA: Dean of Students) will work directly with unduplicated students and their families, students who are chronically absent and students requiring behavioral supports.	● Continue TOSA Dean position	Data collection. Track detention. Behavior tracking. Minor v. major. Screening tools for general ed.	Supplemental
3.2	Maintain mental health and behavioral support to unduplicated students, other at risk students, and students with disabilities. Services consist of classroom support for behavior by behaviorist. Mental health clinicians provide individual counseling for students with mental health issues along with support for parents and teachers. Development of Tier I behavior supports and pilot Character Development Curriculum.	● Expand on SEL curriculum across the district	Track & assess Tier1 supports. Offer structured lunch activities.	Supplemental Special Ed.
3.3	Contracted nursing services	● Offer increased salaries? ● Determine if needed a behavior support role		Special Ed.
3.4	Maintain a parent liaison at each school site.	● Provide PD for Parent Liaisons ● Determine hours for PLs based on each sites needs		Supplemental
3.6	Offer parent education, workshops and opportunities for feedback at each site	● Offer more Parent	Live streaming, recorded	Title I

	and district wide on various curricular areas, grade level expectations, attendance, helpful parenting tips and health topics.	Education opportunities ● Increase communication and feedback	parent education. Track with Youtube.	Supplemental Grant
3.7	Provide childcare and/or refreshments at all parent meetings to increase participation.	● Continue and expand advertisement	Platform for all. Customize app? Location & timing.	Supplemental
3.8	Continue to implement "Attendance Matters" to improve attendance through parent education, incentives to schools for good or improved attendance, track attendance data and develop strategies to support good attendance. Continue with SART/SARB to partner with parents for severe attendance issues.	● Provide training for PLs and Dean on attendance focus	Restorative practices. Community resources.	Supplemental