School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Mateo Park School Elementary	41690396044986	June 10, 2019	August 22, 2019

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for this SPSA/Annual Review and Update the school consulted with the staff for input and feedback on April 18th, 30th and May 7th. The school consulted with PTA for input and on April 25th and ELAC for input and feedback on May 7th. School Site Council had the opportunity to meet for input and feedback on April 30th.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
386	**68.7%**	**57.3%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	221	57.3%
Homeless	36	9.3%
Socioeconomically Disadvantaged	265	68.7%
Students with Disabilities	40	10.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3%
Asian	12	3.1%
Filipino	16	4.1%
Hispanic	268	69.4%
Two or More Races	28	7.3%
Pacific Islander	5	1.3%
White	51	13.2%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Data Statements: Strength

1. In ELA and Math students exceeded the expected growth sometimes by large margins. Socioeconomically Disadvantaged Students grew by 32.8 points and English Learners grew 25.2 points in ELA. Socioeconomically Disadvantaged Students grew by 27.1 points and English Learners grew by 15.6 in Math as well.

Data Statements: Challenges

2. While we are making great progress our students are still significantly below standard in all areas of ELA and Math. Socioeconomically Disadvantaged Students are -54.6 points below standard and English Learners are -59.3 points below standard in ELA. Socioeconomically Disadvantaged Students are -65.7 points below standard and English Learners are -73.3 points below standard in Math.

Why are we getting these results?

3. Park School serves a historically disadvantaged population and has faced challenges due to leadership turnover and decreasing staff moral. Major efforts have been put in place to address the stability and the climate of the school and while students are still not yet meeting standard compared to their White and Asian peers in the district, significant academic growth is seen due to current work by faculty and staff. With more training for the teachers on teaching English Learners and more rigorous complex texts that challenge students in their thinking in ELA our school has built a positive momentum.
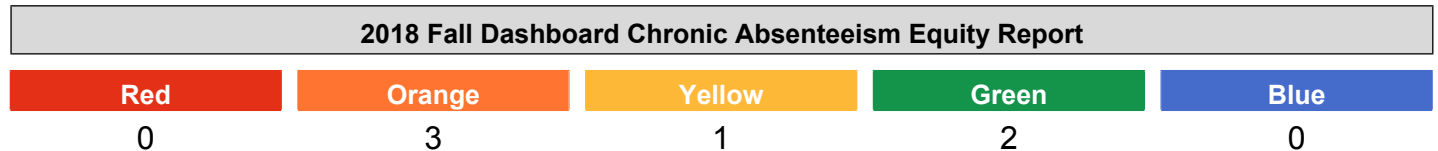
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
9.9% chronically absent	6.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.8%	Increased 0.8%	0 students
406 students	229 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Orange
12.5% chronically absent	9.6% chronically absent	21.8% chronically absent
Declined 6.7%	Declined 0.5%	Declined 3.2%
40 students	282 students	55 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	0% chronically absent
4 students	0 students	Declined 8.3%	Maintained 0%
		14 students	16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
9.4% chronically absent	11.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7.5% chronically absent
Increased 1.5%	Declined 6.4%	6 students	Declined 12.5%
278 students	35 students		53 students

Data Statement: Strengths

1. Chronic Absenteeism rates for white students have declined by 12.5% and chronic absenteeism rates fro all students have seen a slight decline. Students with disabilities, homeless students and socioeconomically disadvantaged students have also seen a slight decline,

Data Statement: Challenges

2. Chronic absenteeism rates for English learners and hispanic students have seen a slight increase.

Why are we getting these results?

3. The school has strengthen communication processes regarding absenteeism. More education needs to occur to ensure that all families understand the importance for regular school attendance,

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

4. We are working with School Innovations & Achievement to track the number of absences students have and send letters out to families regarding their children's absences. We have worked on contacting families with chronic absenteeism issues to ensure that families understand the importance of their students being at school. The attendance summary report gives us good information and has made a difference in implementing our improvement strategies. Talking to parents is a great way of letting them know we care about their children and we don't want them to miss school.This encourages families to do a better job of making school a priority.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

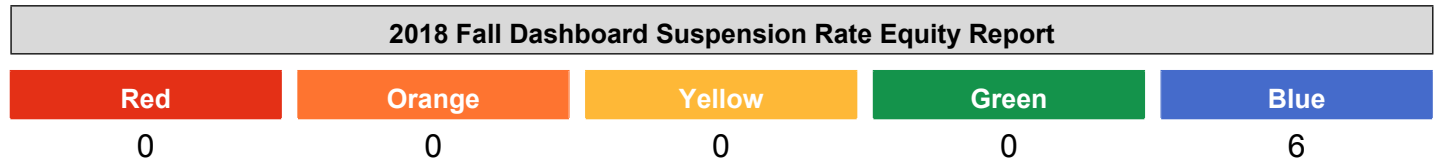| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0% suspended at least once	0% suspended at least once	0 Students
Maintained -0.2%	Declined -0.4%	
414 students	234 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0% suspended at least once	0% suspended at least once	0% suspended at least once
Maintained 0%	Declined -0.3%	Maintained 0%
43 students	289 students	56 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Priv... 4 students	0 Students	0% suspended at least once	0% suspended at least once
		Maintained 0% 15 students	Maintained 0% 16 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Priv... 6 students	0% suspended at least once
Declined -0.3% 283 students	Maintained 0% 35 students		Maintained 0% 55 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.9% suspended at least once	0.2% suspended at least once	0% suspended at least once

Data Statement: Strengths

1. English Learners declined in their suspensions by -0.4% and Socioeconomically Disadvantaged students declined in their suspensions by -0.3%. At Park School 0 students were suspended. We do not see the value in suspending our students. They are learning how to make good choices and we are guiding them through this process.

Data Statement: Challenges

2. The challenge we face is finding ways to help our students understand the consequences of their choices.

Why are we getting these results?

3. Our behaviors have significantly improved because we have created a positive learning environment where students learn from their mistakes. We are in contact with parents whose children are struggling with making good choices. Working together as a team with families ensures success for our students.

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

4. We have implemented improvement strategies that enable our students to work on ways to talk about how they're feeling and to think about choices they have made. Our students' behavior is drastically different than three years ago. With guidance students have been learning about expectations for positive behavior and have been making efforts to improve the choices that they make.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Strengths: -Materials are aligned with standards and teachers are consistently using Benchmark.
- Data meetings for literacy based on teachers' and students' needs
- Daily reading groups and other types of small group instruction
- ELD Coaching with planning time

Challenges: -Task are not yet consistently standards based
- Tasks don't yet require high-level thinking skills
- Designated ELD needs to be taught by proficiency level at every grade level
- Teachers use some talk structures but not regularly
- Students need more opportunities to practice academic language
- Students need critical thinking modeled throughout the day

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	-42.4 points below	10 points above proficient
SBAC ALL Students Growth	16.7 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-54.6 points below	0 points above proficient
SBAC SED Students Growth	32.8 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	25.2 point rise	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC SwD Growth	20.6 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-62.7 points below	10 points above proficient
SBAC 5th Grade Students Status	-38 points below	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	35%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	39%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% Met Grade Level Benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% Met Expected Growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons four times a week to leveled English Learner groups

Students to be Served by this Strategy

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

English Learners

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	3.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
		1000-1999: Certificated Personnel Salaries District Title I	118,696.00
Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0
Principal observations and feedback, monitoring of Language and Literacy TOSA	No additional cost to site		0
Principal will define staff meeting PD, Scope & Sequence	No additional cost to site		0

Strategy & Supporting Actions 2

Strategy

Teachers provide leveled reading groups daily teaching reading strategies and foundational skills

Students to be Served by this Strategy

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

All students

Teacher participate in Data Meetings and Professional Development in staff meetings	timecards, sub costs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	4,500.00
Teachers will visit exemplar classrooms	sub costs	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teachers will participate lesson study in grade level teams	sub costs	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Reading Specialist Coaching TK-2 and 3-5 Reading Specialist TK-5 working with students	see ToSA costs above in Strategy 1	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0

		1000-1999: Certificated Personnel Salaries District Title I	0
Leadership will define staff meeting PD, Scope & Sequence	no additional cost to site		0
Principal & Reading Specialist will observe and give feedback and monitoring of teachers	No additional cost to site		0
All Star Homework Club Mondays and Thursdays 3-4 pm, Tuesday and Wednesdays 8:00-830 am for Math and ELA. It supports English Learners: Newcomers, 1s and 2s students who have IEPs	Teacher hourly		6,000.00

Strategy & Supporting Actions 3

Strategy

Teachers provide high rigor/high engagement tasks at a variety of depth of knowledge to ensure rigor and providing continuous communication about the expectation to students using I can content language objectives

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Teachers will participate in PD in staff meetings	No additional cost to site		0
Site visits to other classrooms	Subs. No additional cost to site	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Lesson Study in grade level teams	Subs. No additional cost to site	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	0
Reading Specialists Coaching and working with students K-2 and 3-5	see ToSA costs above in Strategy 1		0
Language and Literacy TOSA for coaching and working with students	see ToSA costs above in Strategy 1		0
Principal will define staff meeting Professional Development, Scope & Sequence	No additional cost to site		0
Principal, Reading Specialist, and ELD Coach observations and feedback and monitoring of teachers	No additional cost to site		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Strengths: -Challenging all learners is a priority for all teachers
- Students are developing mathematical reasoning
- Students are using language to explain their thinking

Challenges: -Students need to learn how to apply mathematical practices to all problems
- Students need to learn how to use multiple representations
- Teachers need to leverage Counting Collections and EnVision to ensure standards-based instruction
- Students need more help with math
- Students need more opportunities for rigorous tasks and productive struggle
- Students need to learn how to have Mathematical arguments, problem-solving, and explanations that include specialized language
- Students need to learn how to do number talks to encourage explanation of strategies and thinking

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	-58.5 points below	10 points above proficient
SBAC ALL Students Growth	11.2 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-65.7 points below	0 points above proficient
SBAC SED Students Growth	27.1 point rise	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC EL Students Growth	15.6 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	6.4 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-63.8 points below	10 points above proficient
SBAC 5th Grade Students Status	-62.6 points below	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient
Galileo All Students Status	TBD	60% of students meet or exceed grade level expectations
Galileo All Students Growth	TBD	80% of students make Expected Growth
Galileo "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Teachers provide strategic strategies that challenge all learners in rigorous tasks (MARS)

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Teachers participate in professional development during staff meetings	No additional cost to site.		0
Teachers are released to visit other classrooms in the district that are participating in the block grant	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teacher are provided release time for observation, feedback, and collaboration with grade level peers	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0

Strategy & Supporting Actions 2

Strategy

Teachers' lessons include many opportunities for students to explain their mathematical reasoning using specialized academic language and hands-on activities such as Counting Collections to align EnVision Math.

Students to be Served by this Strategy

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

All students

Teachers participate in professional development during staff meetings	No additional cost to site.		0
Teachers participate site visits to other classrooms in the district that are participating in the block grant	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teachers are released so leadership can provide observation, feedback, and collaboration with grade level peers	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teachers are trained in Counting Collections for 3rd grade from San Mateo County Office of ELMI Project	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Strengths: -A high percentage of students feel connected to school and staff

Challenges: -Chronic absenteeism
- Parents need more information about how their students are performing
- Teachers report needing to spend more time teaching school-wide structures that support positive learning environments
- Parents need more information about how their students are doing in learning English and reclassification procedures
- Students do not yet feel comfortable participating in class

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	English Learners 6.6% Chronically absent - increased 0.8%	English Learners - declined 1.5%
Chronic Absenteeism	Hispanic 9.4% Chronically absent - increased 1.5%	Hispanic - declined 2.0%
Chronic Absenteeism	Socioeconomically Disadvantaged 9.6% Chronically absent - declined 0.5%	Socioeconomically Disadvantaged - declined 1.5%
California Healthy Kids Survey	A high percentage of students feel connected to school and staff - 71%	A higher percentage of students feel connected to school and staff - 80%

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

Strategy & Supporting Actions 1

Strategy

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social emotional relationships with students and adults.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

New teachers will be trained in school-wide PBIS structures through offerings from the district office	no additional cost to site.		0
PBIS team will meet over the summer to create observation and feedback tools. These tools will be used with teachers who need additional classroom management support. PBIS team will review the check-in check-out system regularly to ensure effectiveness.	Training costs.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	1,000.00
Training - Teachers will be trained in the Responsive Classroom focusing on the Morning Meeting and supported by the PBIS handbook.	Training costs. No cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	

Strategy & Supporting Actions 2

Strategy

Students exhibiting Tier 3 behavior and needing mental health support will receive the help they need from our school psychologist, school counselor, and Art Therapy Intern

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Observation and feedback - the school psychologist will provide observations for students who are exhibiting Tier 3 behavior	no additional cost to site.		0

School counselor will provide support to students.	.5 School Counselor (2.5 days a week) plus .4 Art Therapy Intern (2 days a week)	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collect sign-in sheets to ensure parents attend Family Engagement events.	At least 25% of students and their families have attended each of the Family Engagement events this year	Increase expected families attending Family Engagement events by 15%.

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

Strategy & Supporting Actions 1

Strategy

Teachers and staff will engage and empower families to make decisions, support, encourage, monitor, and advocate on behalf of their students.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students and families

ELAC Engagement meetings	Provide translation and meeting services.	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3,500.00
Increase School Office Assistant position by one	3.35 hours classified		5,651.00

hour to support families with language support			
Family Engagement meetings	Provide translation and meeting services.	5000-5999: Services And Other Operating Expenditures Site Title I	1,605.00
Parents will be supported during Back to school night to support student learning, encourage and monitor student progress.	No additional cost to sites.		0
Parents will be supported during Math Night & Science Night to encourage and monitor math and science progress	No additional cost to sites.		0
International Feast empowers families and recognizes the cultural diversity of our school.	No additional cost to sites.		0
Parents will be supportive during Reading in a Winter Wonderland, I love Reading, and Literacy Night to support and be an advocate regarding reading instruction.	No additional cost to sites.		0
Teachers, students and families are working collaboratively to use Summer Reading Plans and Weekly Reading Logs to support, monitor, and encourage student achievement and continuous improvement.	No additional cost to sites.		0

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cristina Haley	Principal
Gina Johnstone	Classroom Teacher
Rachel Rodriguez	Classroom Teacher
Kari Foppiano	Classroom Teacher
Marilu Quintero	Other School Staff
Shelly D'Souza	Parent or Community Member
Lisa Warren	Parent or Community Member
Erin Cardenas	Parent or Community Member
Tomasi Toki	Parent or Community Member
Maureen Gomez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
[signature: Melissa Moran]	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 17, 2019.

Attested:

[signature: Cristina Haley]	Principal, Cristina Haley on June 17, 2019
[signature: Kari Foppiano]	SSC Chairperson, Kari Foppiano on June 17, 2019