

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
Sunnybrae Elementary School	41690396045017	6/10/19	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

The school collected feedback from various stakeholders during several meetings in which students data was presented. The stakeholders brainstormed strengths and challenges, root cause and possible strategies to improve student outcomes.

School Site Council- April 15th  
PTA-April 16th  
Staff/Teachers-April 23rd  
ELAC- May 9th

# 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
<b>444</b>	<b>68.9%</b>	<b>53.2%</b>	<b>0.9%</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	236	53.2%
Foster Youth	4	0.9%
Homeless	35	7.9%
Socioeconomically Disadvantaged	306	68.9%
Students with Disabilities	47	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1%
Asian	20	4.5%
Filipino	17	3.8%
Hispanic	310	69.8%
Two or More Races	22	5.0%
Pacific Islander	16	3.6%
White	52	11.7%

**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. ELA performance has maintained the same scores but are still below standard.

### Data Statements: Challenges

2. Math performance has declined 7.3 points.  
Math and ELA are below standards.

### Why are we getting these results?

3. Lack of consistency in professional development in the are of math.  
More emphasis has been placed in professional development and support in ELA.

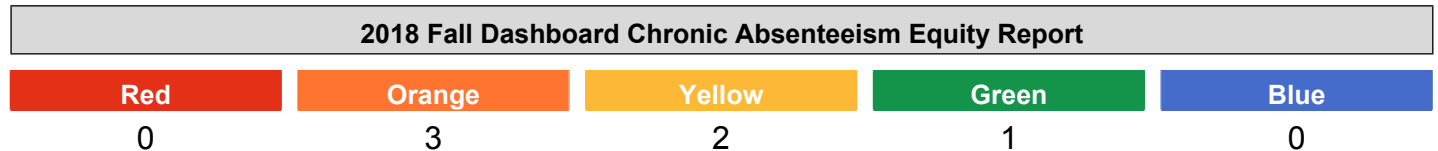
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 8.3% chronically absent Maintained 0.1% 470 students	<b>English Learners</b>  Green 5.9% chronically absent Declined 1.1% 255 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Homeless</b>  Orange 15% chronically absent Increased 7% 40 students	<b>Socioeconomically Disadvantaged</b>  Orange 9.3% chronically absent Increased 0.8% 324 students	<b>Students with Disabilities</b>  Yellow 11.9% chronically absent Declined 2.2% 59 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Asian</b>  No Performance Color 0% chronically absent Declined 8.7% 23 students	<b>Filipino</b>  No Performance Color 0% chronically absent Maintained 0% 20 students
<b>Hispanic</b>  Yellow 7.1% chronically absent Maintained 0.4% 326 students	<b>Two or More Races</b>  No Performance Color 21.7% chronically absent Increased 14% 23 students	<b>Pacific Islander</b>  No Performance Color 19% chronically absent Declined 11.4% 21 students	<b>White</b>  Orange 11.5% chronically absent Increased 5.2% 52 students

### Data Statement: Strengths

1. EL students are on green. Only 5.6% of EL students are chronically absent.

### Data Statement: Challenges

2. Homeless and socio-economically disadvantaged students are on orange. They have a high absence rate.

### Why are we getting these results?

3. Homeless and socio-economically disadvantaged students experience home insecurities and are not able to attend school with regularity.  
We have not been able to connect all of these families with community resources.

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

4. We have a community worker but she has not been able to reach all families to connect them with resources.  
We have had SARB meetings for some of our homeless students but their attendance has not improved.

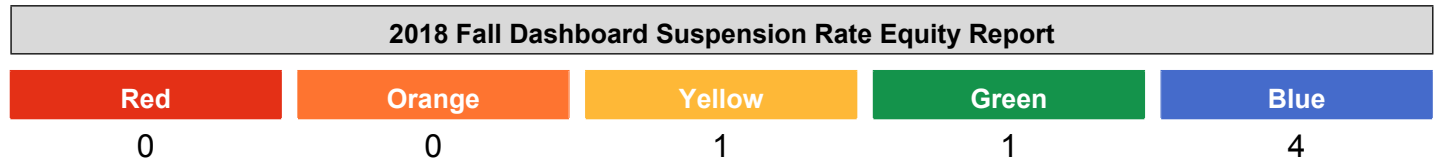
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.2% suspended at least once Maintained 0% 481 students	<b>English Learners</b>  Blue 0% suspended at least once Maintained 0% 255 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4 students
<b>Homeless</b>  Blue 0% suspended at least once Maintained 0% 40 students	<b>Socioeconomically Disadvantaged</b>  Blue 0.3% suspended at least once Maintained 0% 328 students	<b>Students with Disabilities</b>  Yellow 1.7% suspended at least once Maintained -0.1% 60 students

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 24 students	 No Performance Color 0% suspended at least once Maintained 0% 20 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.3% suspended at least once Increased 0.3% 328 students	 No Performance Color 0% suspended at least once Declined -3.8% 25 students	 No Performance Color 0% suspended at least once Maintained 0% 22 students	 Blue 0% suspended at least once Maintained 0% 57 students

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

### 2018 Fall Dashboard Suspension Rate by Year

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

#### Data Statement: Strengths

1. There have been few suspensions over the last three years.

#### Data Statement: Challenges

2. Some challenges that have been identified are that in the past there was not a clear process for how students would get behavior supports.

#### Why are we getting these results?

3. The staff has reported that in the past students with intense behavioral needs were not reported to the office for support.

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

4. This year we have seen a rise in office referrals as more students have been referred for behavior support. This has allowed us to identify students who need more support and provide them with appropriate interventions and supports.



# 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

By the end of June 2020, 65% of students will meet grade level benchmark in literacy as measured by F & P and Galileo assessments. At least 80% of students will make adequate growth on reading as measured by the F & P assessment and Galileo.

## 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: Students with disabilities have improved by 25.6 points on CAASPP, 3rd grade students have improved by 32.2 points on CAASPP, F & P scores have increased from 30% (T1) to 50% (T2) this year

Challenges: 5th grade students have decreased by 15.5 points on the CAASPP, EL students and SED students have not improved on the CAASPP, 50% of students have not meet district benchmarks on reading as measured by the F & P by trimester 2, only 36% of students in grades 3-5 met benchmark on trimester 2

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"><li>• 17-18 for Summative Indicators (e.g., SBAC)</li><li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li></ul>	<ul style="list-style-type: none"><li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li><li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li></ul>
SBAC ALL Students Status	On the 17-18 CAASPP, overall students are 56.8 points below the standard in literacy. On 18-19, 50% of students have not meet district benchmarks on reading as measured by the F & P by trimester 2, only 36% of students in grades 3-5 met benchmark on trimester 2	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Growth	-1.6 points decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-79.7 points below	0 points above proficient
SBAC SED Students Growth	0.1 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	0.5 growth	15 points rise in average distance from proficient
SBAC SwD Growth	15 points rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-47.1 below	10 points above proficient
SBAC 5th Grade Students Status	-56.6. below	10 points above proficient
SBAC 8th Grade Students Status	Not applicable	10 points above proficient
Galileo All Students Status	36% met	65% of students meet or exceed grade level expectations
Galileo All Students Growth	37% growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine based on 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	49% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine based on 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 will support all students to make progress in literacy by implementing Common Core and IB standards, using the Benchmark curriculum and providing integrated/ designated ELD.

### Students to be Served by this Strategy

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

All students, specifically EL students

Curriculum mapping, planning instruction in grade level teams to support best practices for all students across all content areas, with a specific focus on EL students and small group instruction.	Teachers will be provided with release time to do curriculum mapping throughout the school year, analyze student data as a team, and plan instruction for all subject areas ( about five planning days a years for all grade levels). This will include IB,	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	5,000.00
Spanish Teacher to support culturally relevant pedagogy, IB requirements, and teacher release time to foster collaboration.	Teacher release time, using Spanish Teacher resource, to plan instruction with literacy coaches and IB coordinator . 5 FTE Spanish teacher	1000-1999: Certificated Personnel Salaries Magnet	60,261.00
Professional development for teachers on the IB standards (enhanced PYP) to enhance collaboration around IB framework and develop student agency as recommended by the IB.	Teachers will attend PD on the enhanced PYP (IB standards)	None Specified Magnet	10,000.00
Monthly PD focused on language and literacy:	Once a month Professional development during staff meetings focused on language and literacy support for all using the IB and Common		0

	Core standards. No additional cost to site.		
Monthly Professional Learning Community (PLC) time for teachers to analyze students data and develop inquiry cycles.	Once a month PLC time during staff meetings for teachers to plan literacy instruction for all students. No additional cost to site.		0
Instructional rounds/walkthroughs to monitor/support strategies from inquiry cycles.	Walkthroughs in the classrooms with some staff members/ teachers to do lesson study and develop literacy instruction. Release time for teachers to observe other teachers during literacy instruction. (9 sub days)	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	1,350.00
Teachers work with with literacy and language coaches to analyze their practice and plan literacy instruction for all students.	1 Language & Literacy specialist to coach teachers on best practices for literacy and in turn impact the learning of all students in the classroom regardless of their level.	1000-1999: Certificated Personnel Salaries LCFF - Supplemental	125,658.00
Teachers work with the IB coordinator to develop lessons that are aligned with IB and Common Core Standards	1 IB coordinator	1000-1999: Certificated Personnel Salaries Magnet	146,503.00
Additional librarian time to support literacy	1.2 additional hours for librarian to support library instruction for all classrooms	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	8,708.00

## Strategy & Supporting Actions 2

### Strategy

Teachers will use the MTSS framework to provide tiered support to students in literacy.

### Students to be Served by this Strategy

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

All

Multi-Tier System of Support (MTSS) School Team	Continue the school MTSS team and build teacher capacity by providing training to teachers through the county office of education training so that teachers gain knowledge on how to		0
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	support students at the different tiers. No additional costs to site.		
Instructional Leadership Team:	Continue an Instructional Leadership Team to plan professional development in the area of academics and analyze school-wide student achievement data after each trimester. No additional costs to site.		0
After-School Reading Support	Additional teacher time to support after school literacy intervention for students in grades 3-5: 2 hours a week for 32 weeks	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000.00
Paraeducator Support	Additional paraeducator time to support literacy after-school intervention time: 0.6 hours a day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	3,000.00
Tier 2 literacy support for students:	1 Language and Literacy specialist focused on working with students on the LLI reading intervention	1000-1999: Certificated Personnel Salaries District Title I	147,709.00

# 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

## 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.

Students with disabilities have increased their performance.

Student performance in math has decreased over the last two years.

## 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	-61 points below standard	10 points above proficient
SBAC ALL Students Growth	-7.3 points decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-81.2 points below	0 points above proficient
SBAC SED Students Growth	-3.9 points decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-0.6 points decrease	15 points rise in average distance from proficient
SBAC SwD Growth	+8.2 points increase	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-50.6 points below	10 points above proficient
SBAC 5th Grade Students Status	-74.6 points below	10 points above proficient
SBAC 8th Grade Students Status	Not Applicable	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
Galileo All Students Status	23% met	60% of students meet or exceed grade level expectations
Galileo All Students Growth	27% met	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline based on 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

Increase the use of counting collection professional development for teachers in support of students.

### Students to be Served by this Strategy

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

All students

Continue to offer counting collection professional development	No additional cost to site.		0
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## Strategy & Supporting Actions 2

### Strategy

Increase the use of strategies to support EL students during math instruction.

### Students to be Served by this Strategy

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

EL students

Begin to train teachers in best practices for supporting EL students.	No additional cost to site.		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Wellness

## LEA/LCAP Goal

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

## Goal 3

By the end of June 2020, at least 85% of students will meet grade level social emotional skills, show positive behavior and experience a sense of connectedness as measured by PBIS data, social-emotional assessments and the Healthy Kid Survey.

## Identified Need

### Strengths:

Suspension rates were very low with only 0.2% students being suspended last year  
Suspension rates were very low for five students groups (EI, SED, Hispanic, White, Homeless)  
98.3% of students were not suspended this year

### Challenges:

Chronic absence rate was 8.3% for the entire school last year  
Chronic absence rates were high for 3 students groups (Homeless, SED, White)  
School Connectedness was low (2017-18)- only 30% of students experience a high degree of connectedness

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kid Survey, School Climate Survey, PBIS data, attendance data	<p>For 17-18:</p> <p>30% of students experienced a high degree of school connectedness 0.25% of students were suspended at least once 8.3% of students were chronically absent</p> <p>For 18-19:</p> <p>2% of students have been suspended and there have been</p>	<p>Increased in student connectedness by 50% Decrease in student office referrals by 50% Decrease in student suspensions by 50% Decrease in student absence rate by 50%</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	208 total office referrals from August-June. 4% of students or 17 students received three or more referrals this year.	

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

Using the CASEL framework and IB standards, teachers will support students to develop grade-level appropriate social-emotional skills and positive behavior in order to foster a sense of belonging and connectedness.

### Students to be Served by this Strategy

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

All students

Professional development for teachers to learn best practices in Social-emotional learning (SEL):	Training for teachers/staff on ways to support students' SEL by using the Responsive Classroom Approach (up to seven teachers will attend a four-day training over the summer)	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	30,000.00
Professional development for teachers to learn best practices in behavior support (PBIS)	Time for classroom teachers in the PBIS team to attend PBIS training. No additional cost to site.		0
Positive student engagement during recess time	Implement the Playworks program to support positive behavior and student engagement during recess time.	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental A	20,000.00
Positive student engagement and positive students behavior	Purchase recess equipment that is engaging to students and provide lunch clubs to students and positive incentives for students.	0001-0999: Unrestricted: Locally Defined Site LCFF Supplemental A	2,000.00

## Strategy & Supporting Actions 2

## Strategy

Teachers will use the MTSS framework to support students at the different tiers of SEL/behavior instruction.

## Students to be Served by this Strategy

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

All students

Multi-Tier System of Support (MTSS) School Team:	Continue the school MTSS team and build teacher capacity by providing training to teachers through the county office of education training. No additional cost to site.		0
School Wellness team	Develop a school wellness team that can plan professional development for teachers in the area of SEL and behavior and analyze school-wide SEL and behavior data. No additional cost to site.		0
Behavior and SEL screener	Screen students for SEL/behavior needs at the beginning of the school year using a protocol. This will be a teacher observation tool. No additional cost to site.		0
PBIS lessons in the classroom for supporting positive behavior:	Teachers teach PBIS lessons in the classroom throughout the year. No additional cost to site.		0
School counselor:	Full time counselor models SEL lessons in each classroom, develops an SEL curriculum for the school.provides Small group and and some individual counseling to students who need	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	55,000.00

	<p>supplemental SEL/ behavior support.</p> <p>.5 FTE counselor paid by the school, \$55,000, supplemental</p> <p>.5 FTE paid by the district, \$55,000, district</p>		
School counselor:	<p>Full time counselor models SEL lessons in each classroom, develops an SEL curriculum for the school.provides Small group and and some individual counseling to students who need supplemental SEL/ behavior support.</p>	<p>1000-1999: Certificated Personnel Salaries District LCFF Supplemental A</p>	55,000.00
School Safety Advocate	<p>School Safety Advocate provides individual counseling to students who need intensive support in SEL/behavior.</p>	<p>1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A</p>	38,000.00

# 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

By June 2020, at least 80% of parents will feel a sense of connectedness to the school and will experience clear communication with the school as measured by parent surveys and attendance to school events.

## Identified Need

The school has experience low parent participation over the last few years.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rosters for school events, Parent Surveys	For 18-19: 55% of parents attended Back-to-School Night 55% of parents attended Open House about 20-30 parents have attended Parent Education events	25% increase in parent participation

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

Staff will develop clear and consistent communication with families and provide culturally relevant school-wide events in order to enhance student academic and social-emotional progress.

## Students to be Served by this Strategy

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

All students

Community Worker	Community worker will connect families to resources and support communication: 4 hours a day	2000-2999: Classified Personnel Salaries District Title I	31,265.00
Parent meetings	Monthly parent meetings to provide a venue for the school to share information and parents to give input.	0000: Unrestricted LCFF - Supplemental	500.00
Parent Education	Monthly parent education events to provide parents with strategies and support in academics and social-emotional areas.	0000: Unrestricted LCFF - Supplemental	500.00
Consistent classroom and school communication	The administration and classroom will have consistent communication with parents using newsletters and bulletins. No additional cost to site.		0
Home visits to students' in most need: absences, behavior, academics	Teachers will be provided with additional pay to do a few home visits in a year for a few students in their class as a way to build stronger relationships with students and families. This will be paid as additional time.	Site LCFF Supplemental A	2,700.00
Culturally Relevant School-wide events	School-wide events that are culturally relevant for all families to connect the community: Dia de los muertos, International Night, Kindness Week	None Specified PTA	1,500.00

# 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
Aleyda Barrera-Cruz	Principal
Soana Paini	Parent or Community Member
Lisa Pelletier	Parent or Community Member
Marieli Esparza	Parent or Community Member
Mariela Rivera	Parent or Community Member
LisaFrankel	Classroom Teacher
Samantha Casey	Classroom Teacher
Jane Zumot	Classroom Teacher
Wynne Hegarty	Other School Staff

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**

GSS

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 6/10/19.

Attested:



Principal, Aleyda Barrera-Cruz on 6/14/19



SSC Chairperson, Soana Paini on 6/14/19