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
George Hall Elementary School	41690396044903	6/13/19	

Table of Contents

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

Leadership Team - 3/20/19, 5/31/19
SSC Meeting - 4/17/19, 6/13/19
Staff Meeting- 4/30/19
Principal's Coffee Chat- 5/3/19

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**
444	**32.7%**	**32.0%**	**0.2%**
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	142	32.0%
Foster Youth	1	0.2%
Homeless	12	2.7%
Socioeconomically Disadvantaged	145	32.7%
Students with Disabilities	55	12.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.8%
American Indian	1	0.2%
Asian	58	13.1%
Filipino	18	4.1%
Hispanic	172	38.7%
Two or More Races	32	7.2%
Pacific Islander	12	2.7%
White	143	32.2%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

George Hall Elementary School								
			Literacy					
Summative Indicators								
	16-17 Score [Baseline]	**17-18 Score [Dec 2018]**	**17-18 SMFCSD School Expected Targets**			**17-18 Actual Performance**	**Met Target?**	**18-19 Target**
Overall "Average Points Above Standard"	-5.5 points below standard	9.2 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above		9.2 points above	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise		14.7 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-44.5 points below standard	-38.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above		-38.4 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise		6.1 point rise	No	15 point rise
EL "Average Points Above Standard"	-23.5 points below standard	-23.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise		0.1 point rise	No	15 point rise
SwD "Average Points Above Standard"	-112.3 points below standard	-98.5 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise		13.8 point rise	No	15 point rise
3rd Grade "Average Points Above Standard"	-26.5 points below standard	-4.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above		-4.5 points below	No	10 points above
5th Grade "Average Points Above Standard"	19.1 points above standard	27.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above		27.4 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A		N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending		Pending	Pending	Pending
Leading Indicators								
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**						
Galileo	58.% Met Standard	59% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met		59% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth		51% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	**Final Assessment [Spring 2019] 3rd Trimester**						
F&P	59% Met Standard	63% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met		63% Met	No	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth		61% Met Growth	No	80 % Met Growth

Mathematics

	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Summative Indicators							
Overall "Average Points Above Standard"	-7.2 points below standard	-2.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-2.2 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	4.9 point rise	No	5 point rise
SED "Average Points Above Standard"	-54.5 points below standard	-50.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-50.4 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	4.1 point rise	No	15 point rise
EL "Average Points Above Standard"	-25 points below standard	-26.1 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-1.1 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-91.8 points below standard	-90 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	1.8 point rise	No	15 point rise
3rd Grade "Average Points Above Standard"	-11.7 points below standard	3.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	3.4 points above	No	10 points above
5th Grade "Average Points Above Standard"	-9.8 points below standard	8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	8 points above	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	38% Met Standard	56.% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	56.% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	65% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. We see a consistent rise in both literacy and math CAASPP data.
"All students" and 5th grade data (literacy) are above standard.

Data Statements: Challenges

2. We see a decrease with our EL student group in math and a very small rise in literacy.
While we see a rise with our SWD student group, there is a significant gap in achievement.
Most student groups are not meeting the status target.

Why are we getting these results?

3. As our population diversifies, we need to continue to examine our practices to ensure that we are responding to the appropriate student needs. The teaching staff has engaged in data meetings that promote supporting the language needs in ELA, ELD and Math. Teachers have engaged with Benchmark, Envision, inclusion practices and ELD professional development in staff meetings and through Lesson Study. They participate in a district Math Collaborative and the SMCOE ELMI coaching work.
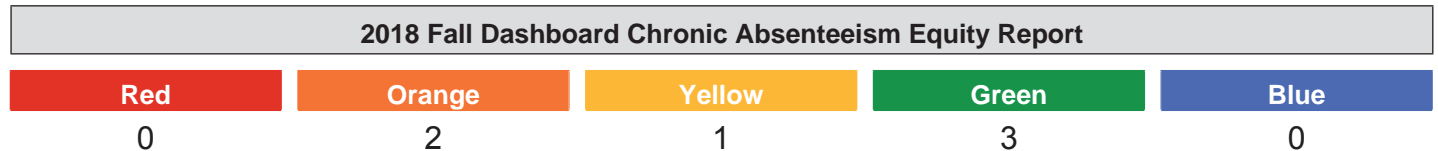
School and Student Performance Data

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	2	1	3	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**
Yellow	Green	No Performance Color
5.7% chronically absent	4.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Declined 0.5%	1 students
458 students	145 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
33.3% chronically absent	10.3% chronically absent	13.2% chronically absent
Declined 8.3%	Maintained 0.1%	Increased 5%
12 students	156 students	68 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.6% chronically absent	0% chronically absent
		Increased 1.6%	Maintained 0%
8 students	1 students	62 students	18 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
7.5% chronically absent	3% chronically absent	30.8% chronically absent	4.7% chronically absent
Maintained 0%	Declined 1.3%	Increased 15.4%	Maintained 0.3%
174 students	33 students	13 students	149 students

Data Statement: Strengths

1. We saw a decline in absenteeism for our ELs and Homeless populations.

Data Statement: Challenges

2. We saw an increase in our Students With Disabilities.

Why are we getting these results?

3. We see that students who live within our attendance area are able to get to school more often and on time.

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

4. Our staff communicates directly with the families of students with disabilities to individualize plans to ensure student attendance increases. We need to continue to build relationships with these families so they feel our outreach as support.
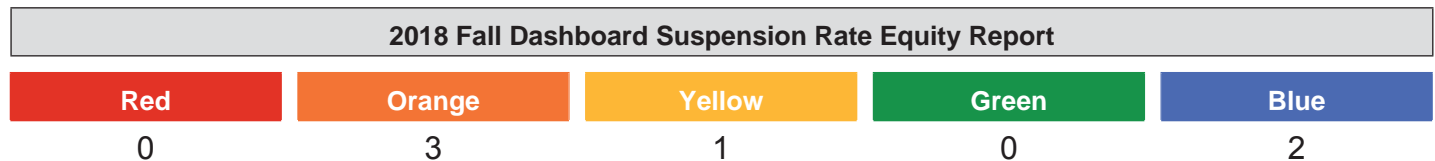
School and Student Performance Data

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	3	1	0	2

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**
Orange	Yellow	No Performance Color
1.1% suspended at least once	0.7% suspended at least once	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Increased 0.6%	Increased 0.7%	1 students
469 students	148 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
6.7% suspended at least once	3.1% suspended at least once	4.3% suspended at least once
Increased 6.7%	Increased 1.8%	Increased 3%
15 students	162 students	69 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
8 students	1 students	Maintained 0%	Maintained 0%
		66 students	19 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
2.2% suspended at least once	0% suspended at least once	0% suspended at least once	0% suspended at least once
Increased 1.7%	Maintained 0%	Maintained 0%	Declined -0.7%
179 students	33 students	13 students	150 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.6% suspended at least once	0.4% suspended at least once	1.1% suspended at least once

Data Statement: Strengths

1. We do not have many students who are suspended.

Data Statement: Challenges

2. None.

Why are we getting these results?

3. Strong PBIS in place.

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

4. Consistent beliefs and strategies about student and family engagement.

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.

Overall we are seeing students grow towards proficiency. Our "all student" group is above standard.

Our SED group is below standard, although we saw a rise last year.

While we see a rise with our EL students, it is not significant.

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	9.2 points above standard	10 points above proficient
SBAC ALL Students Growth	14.7 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	38.4 points below standard	0 points above proficient
SBAC SED Students Growth	6.1 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	0.1 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	13.8 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	4.5 points below	10 points above 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 5th Grade Students Status	27.4 points above	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient
Galileo All Students Status	59%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	52%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	63% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	61% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will 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

Teach ELA standards within the district adopted curricula through integrated whole group and strategic small group lessons, using differentiation as well best practices in ELD and inclusion.

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

All Students, English Learners and Students with Disabilities

Teachers will attend data meetings to analyze student literacy data and set goals for student achievement 3x per year.	Pay for subs to release teachers to attend data meetings.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	5000.00
Teachers will participate in Professional Development during Tuesday staff meetings with a focus on ELD strategies and best practices in inclusion.	No additional cost to site		
Teachers will participate in professional development focused on K-2 foundational skills and EL Strategies. In 3-5 the focus would be on on how to consolidate the foundational pieces to include as many pieces of Balanced Literacy, and ELD, as possible during the ELA block of time.	release time and trainers from Benchmark.	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Reading Specialist will provide Tier 3 Reading Recovery (1st grade) and small group intervention to K - 3rd grades) to identified students/coaching for teachers for Tier 1 & Tier 2.	1.0 FTE Reading Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	132,158.00
Principal and reading specialist observation cycle, coaching, and feedback for teachers	No additional cost to site		

Strategy & Supporting Actions 2

Strategy

Classroom teachers and school librarian will work together to provide a variety of texts to support students to become broadly literate, independent readers across all content areas.

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

All students

Provide a variety of high interest texts, that are culturally and linguistically relevant in each classroom.	Purchasing books	4000-4999: Books And Supplies Donations	1100.00
Teachers will collaborate to develop protocols, set goals and create school-wide schedule to implement a reading buddies program.	No additional cost to site		

Reading Specialist and Librarian will collaborate to implement a Literacy Week that incorporates the three shifts in literacy: reading complex text, writing with evidence, academic discussions.	Author Visit, materials & supplies	4000-4999: Books And Supplies Donations	500.00

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 language and literacy, 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.

Although there was a rise with "all students", there is a significant gap with our students who are "SED" and "EL"

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	2.2 points below	10 points above proficient
SBAC ALL Students Growth	4.9 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	50.4 points below	0 points above proficient
SBAC SED Students Growth	4.1 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	1.1 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	1.8 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	3.4 points above	10 points above proficient
SBAC 5th Grade Students Status	8 points above	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above 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)
Galileo All Students Status	94%	60% of students meet or exceed grade level expectations
Galileo All Students Growth	56%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
SBAC EL Students Status	26.1 decrease	

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 Math standards within the district adopted curricula through integrated whole group and strategic small group lessons, using differentiation as well best practices in ELD and Inclusion.

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

All Students; specifically English learners and students with learning disabilities.

Professional development and training in Counting Collections for new teachers & any 3rd grade teachers	Pay teachers to attend training	District LCFF Supplemental C	
Math TOSA to coach pre-k through 5 grade teachers; to provide support with PD on site Tuesday meetings; facilitate peer observation cycles, and support teacher/grade level PLCs once a month.	Math TOSA .3	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	70,000.00
Teachers to attend Math PLC and engage in a cycle of inquiry based on the data analysis of student work	Pay for Math STIP subs to release teachers to attend data meetings and coaching cycles	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	19,471.00

Implement a tool for observation and collecting information to guide teaching practice, Math TOSA will support with pre/post conferencing with teachers after their observations.	Peer Teacher Observations/Walk-throughs. No cost.		
Collect data on an early elementary assessment from MARS/MAC that aligns with Benchmark in order to promote student achievement and inform instruction.	Data meetings, cost embedded in STIP subs	Low Performing Student Block Grant	
Host STEM night in conjunction with the PTA to promote mathematical thinking, growth mindset, and math literacy.	Hourly rate for teachers	1000-1999: Certificated Personnel Salaries Donations	500.00
Collaborate with the Abbott complex schools and Math TOSAs to host Math Night at Abbott Middle School in order to promote mathematical thinking, enhance growth mindset, and engage/ educate families.	No cost.		

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

Together staff and families will foster a positive, engaging school climate that enhances meaningful participation and school connectedness for ALL students.

Identified Need

On the CHKS we have seen an increase Social Emotional Supports and, in School Climate, we have seen neither a rise or fall. Meaningful Participation continues to be low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS 5th grade data	75% of 5th grade feel connected to school 39% of students report high levels of meaningful participation	Increase high levels of participation and connectedness

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

Together staff and families will foster a positive, engaging school climate that enhances meaningful participation and school connectedness for ALL students.

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

All students.

Implement Second Step SEL Curriculum and support with an SEL Parent Night and SEL student Assembly	District Funds requested (TBD)		

Counselor will lead Care Team to identify student needs and support Tier 1 strategies. Care team will Conduct PBIS Monthly Meeting, monitor SWISS Data MTSS Team	Counselor	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
	Additional classified support to input & monitor data	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	12,676.00
Programs to support inclusion of all students at lunchtime and recess, creating a culture of school connectedness: • Playworks • Parents at Play Recess Support • Go Green Initiative (Garden club, composting, recycling, trash train) • PBIS support (Fun Friday, JoJo --Jag Awards	Playworks program costs	5800: Professional/Consulting Services And Operating Expenditures Title IV	25,000.00
	Additional classified hours for Playworks support	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	6,700.00
	Additional playground support .4 hours per day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	2,547.00
Art Therapist Friendship Groups Codify Buddy Class System	Art Therapist	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	

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

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

Identified Need

George Hall serves a diverse population of students and not all families are represented at our events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tracking attendance at events. PTA Survey	Will collect baseline data this year.	Increase attendance and school/home connectedness.

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

Build and sustain school-home communication systems that support learning and promote student achievement by increasing healthy partnerships between staff and families.

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

All students.

Hold three PIP - sponsored Parent Cafes.	Centralized funding through PIP.		
Hold Meetings in Morning and Evening to reach a broader range of parents.	No additional funds.		

Monthly school wide newsletter on academics and SEL.	No additional funds.		
Principal Coffee Chat 3 times during the year.	No additional funds.		
Utilize district translation services to provide translation and child care provided at all events.	Childcare & materials	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	1,000.00

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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Annaben Kazemi	Principal
Joanna Corduto	Classroom Teacher
Adesola Seligman	Classroom Teacher
Nancy Lesley	Other School Staff
Marlen Huipio	Parent or Community Member
Jennifer Mayman	Parent or Community Member
Karen Larson	Parent or Community Member
Catherine Gaston	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
	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 .

Attested:

	Principal, Annaben Kazemi on May 23, 2019
	SSC Chairperson, Marlen Huipio on May 23, 2019