

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
Meadow Heights Elementary School	41690396044960	May 16, 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

Teachers met at three staff meetings: April 23 (Input), 30 (Input) and May 14 (Feedback & Approval)
English Language Advisory Committee: May 14 (Feedback & Approval)
School Site Council & Parent Engagement Coffee Chat: May 16 (Feedback & Approval)

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
323	37.8%	26.0%	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	84	26.0%
Homeless	18	5.6%
Socioeconomically Disadvantaged	122	37.8%
Students with Disabilities	42	13.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.5%
American Indian	1	0.3%
Asian	37	11.5%
Filipino	13	4.0%
Hispanic	115	35.6%
Two or More Races	32	9.9%
Pacific Islander	15	4.6%
White	104	32.2%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Meadow Heights 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"	-12.2 points below standard	4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	4 points above	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	16.2 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-58.6 points below standard	-41.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-41.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	17.2 point rise	Yes	15 point rise
EL "Average Points Above Standard"	-59.8 points below standard	-68.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-8.6 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-134.6 points below standard	-87.9 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	46.7 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	-13.9 points below standard	15.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	15.3 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	-0.4 points below standard	-0.7 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-0.7 points below	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
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	51% Met Standard	49% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	49% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	41% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester					
F&P	59% Met Standard	69% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	69% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	64% Met Growth	No	80 % Met Growth

Mathematics							
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"	-30.4 points below standard	-16.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-16.3 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	14 point rise	Yes	5 point rise
SED "Average Points Above Standard"	-73.3 points below standard	-59.1 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-59.1 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	14.1 point rise	No	15 point rise
EL "Average Points Above Standard"	-77.9 points below standard	-82.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-4.4 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-124.3 points below standard	-78.7 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	45.6 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	-1.7 points below standard	17.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	17.8 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	-58.9 points below standard	-54.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-54.4 points below	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	33% Met Standard	41% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	41% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	47% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. There was a 16.2 point rise English Language Arts overall which met the expected growth target which was 8 points in ELA. The target for SED was exceeded and made a 17.2 point rise in ELA. The target for SWD exceeded three times over the target with a 46.7 rise in ELA. In 3rd grade, students made a 15.3 point rise which also exceed the target in ELA. In mathematics, there was a 14 point rise overall. SWD made a 45.6 rise in mathematics. Third graders made a 17.8 rise in mathematics which exceeded our target of 10 points.

Data Statements: Challenges

2. English Learners decreased by 8.6 points in ELA and 4.4 in mathematics.

Why are we getting these results?

3. ELA: There has been a lot of professional development in the area of ELA school-wide.
Math: There has not been a focus on professional development in mathematics this year.

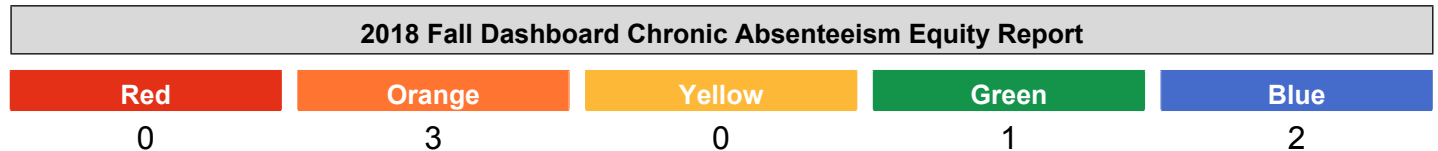
School and Student Performance Data

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		
All Students  Orange 6.4% chronically absent Increased 2.1% 327 students	English Learners  Orange 6.9% chronically absent Increased 2.7% 87 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color 16.7% chronically absent Increased 0.7% 18 students	Socioeconomically Disadvantaged  Orange 14.3% chronically absent Increased 7.7% 126 students	Students with Disabilities  Green 10% chronically absent Declined 1.8% 50 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 0% chronically absent Maintained 0% 37 students	Filipino  No Performance Color 0% chronically absent 13 students
Hispanic  Orange 7.6% chronically absent Increased 1% 118 students	Two or More Races  No Performance Color 3% chronically absent Increased 3% 33 students	Pacific Islander  No Performance Color 60% chronically absent Increased 40% 15 students	White  Blue 1% chronically absent Declined 1.7% 105 students

Data Statement: Strengths

1. There was a 1.8% decline of absenteeism among students with disabilities. Among Asian students are 0% chronically absent.

Data Statement: Challenges

2. The all student group and English Learners increased by 2.1% and 2.7% respectively.

Why are we getting these results?

3. There is a group of students who have their attendance impacted by their home circumstances.

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

4. I have had phone calls and meetings with families about the importance of regular school attendance and its implications. The communication with families allows them to understand and do their best to have their children attend school regularly.

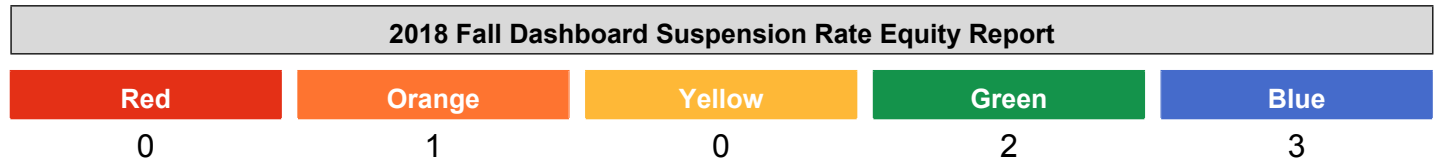
School and Student Performance Data

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		
All Students  Green 0.6% suspended at least once Maintained 0% 330 students	English Learners  Blue 0% suspended at least once Maintained 0% 87 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0% suspended at least once Maintained 0% 18 students	Socioeconomically Disadvantaged  Blue 0% suspended at least once Declined -0.7% 126 students	Students with Disabilities  Orange 4% suspended at least once Increased 2% 50 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0% suspended at least once Maintained 0% 37 students	Filipino  No Performance Color 0% suspended at least once 13 students
Hispanic  Green 0.8% suspended at least once Maintained 0% 119 students	Two or More Races  No Performance Color 0% suspended at least once Maintained 0% 33 students	Pacific Islander  No Performance Color 0% suspended at least once Maintained 0% 15 students	White  Green 0.9% suspended at least once Maintained 0.1% 107 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	0.6% suspended at least once	0.6% suspended at least once

Data Statement: Strengths

1. Suspension for all student groups has either maintained or decreased.

Data Statement: Challenges

2. N/A

Why are we getting these results?

3. Teachers and site principal are working with families to implement interventions and reward systems with struggling students and communicate with families.

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

4. It takes a great length of time to work with teachers and their families to create appropriate interventions and follow through. When teachers work with the students and their families there are positive outcomes.

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: There was a 16.2 point rise English Language Arts overall which met the expected growth target which was 8 points in ELA. The target for SED was exceeded and made a 17.2 point rise in ELA. The target for SWD exceeded three times over the target with a 46.7 rise in ELA. In 3rd grade, students made a 15.3 point rise which also exceeds the target in ELA.

Challenges: English Learners decreased by 8.6 points in ELA

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none">• 17-18 for Summative Indicators (e.g., SBAC)• 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome <ul style="list-style-type: none">• 18-19 targets for Summative Indicators (e.g., SBAC)• 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	4 above	10 points above proficient
SBAC ALL Students Growth	16.2 rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	41.5 below	0 points above proficient
SBAC SED Students Growth	17.2 rise	15 points rise in average distance from proficient
SBAC EL Students Growth	8.6 decrease	15 points rise in average distance from proficient
SBAC SwD Growth	46.7 rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	15.3 rise	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 5th Grade Students Status	.7 below	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	49%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	32%	80% of students make Expected Growth
Galileo “Sub-group” Growth	TBD	80% of students make Expected Growth
Elementary: F&P All Students Status	TBD	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	TBD	80% of students make Expected Growth
Elementary: F&P “Sub-group” Growth	TBD	80% of students make Expected Growth
Middle: RI All Students Status	N/A	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	N/A	80% of students make Expected Growth
Middle: RI “Sub-group” Growth	N/A	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 leveled EL groups.

Students to be Served by this Strategy

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

All students including English Learners will be served by this strategy

Teachers will participate in professional development at	No cost to the site		
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Tuesday staff meetings around best practices in English Language Development.			
ELD professional development will be offered to teachers at the district level for those who wish to attend.	No cost to the site		

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 including English Learners and Students w/Disabilities

Reading Specialist will provide support to teachers on best practices for small group reading instruction. She will support teachers in analyzing student reading assessments and planning instruction based on student need.	1.5 FTE Language and Literacy TOSA	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	162,177.00
Teachers will meet with the reading specialist and principal for DATA meetings three times a school year to review reading assessment data and create action plans for reading instruction.	Substitute cost	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	4,000.00
Reading specialist will demonstrate reading instruction lessons for teachers. She will give feedback to teachers on their reading lessons.	See TOSA cost above	1000-1999: Certificated Personnel Salaries	0

Strategy & Supporting Actions 3

Strategy

Teachers provide and high engagement tasks at a variety 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 including English Learners and Students w/Disabilities

Teachers will participate in professional development at Tuesday staff meetings around best practices in creating Content Language Objectives.	No additional cost to site		0
Teachers will work in grade level and cross grade level teams on creating Content Language Objectives during Tuesday Staff meetings.	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: Third graders made a 17.8 rise in mathematics which exceeded our target of 10 points. In mathematics, there was a 14 point rise overall. SWD made a 45.6 rise in Mathematics.

Challenges: English Learners decreased 4.4 points in Mathematics.

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	16.3 below	10 points above proficient
SBAC ALL Students Growth	14 rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	59.1 below	0 points above proficient
SBAC SED Students Growth	14.1 rise	15 points rise in average distance from proficient
SBAC EL Students Growth	4.4 decrease	15 points rise in average distance from proficient
SBAC SwD Growth	45.6 rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	17.8 above	10 points above proficient
SBAC 5th Grade Students Status	54.4 below	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	41%	60% of students meet or exceed grade level expectations
Galileo All Students Growth	30%	80% of students make Expected Growth
Galileo "Sub-group" Growth	will 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 strategies that challenge all learners in rigorous tasks (e.g. MARS) across DOK levels that require students to explain their mathematical reasoning using specialized academic language.

Students to be Served by this Strategy

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

All students including English Learners and Students w/Disabilities

A district Math Coach will provide professional development during Tuesday staff meetings on best practices for math instruction. The Math Coach will provide professional development around MARS tasks so teachers can optimize their use of this tool.	.4 FTE Math TOSA	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	46,997.00
Teachers will participate in a math lesson study. Teachers will have release time to observe math lessons by the Math Coach and discuss the lesson. Teachers will receive feedback from the Math Coach on math lessons taught in their classrooms.	Substitute Cost	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	19,471.00

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

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

5th grade data from the CA Healthy Kids Survey Data showed that: 80% school contentedness, 80% caring adults in school, 85% social emotional learning supports, 84% feel safe at school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey Data	5th grade data from the CA Healthy Kids Survey Data showed that: 80% school connectedness, 80% caring adults in school, 85% social emotional learning supports, 84% feel safe at school	3%-5% increase in all named areas

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 Life Skills, Soul Shoppe learning, Mindfulness, 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

Students will participate in four Soul Shoppe assemblies.	Program Cost	5800: Professional/Consulting Services And Operating Expenditures	5000.00
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		Site LCFF Supplemental C	
The school Wellness team will meet to review needs and plan outcomes for next steps on social emotional best practices for the school.	No additional cost to site		0
4th and 5th-grade students will participate in Peace Maker training through Soul Shoppe to help them learn how to support students with positive problem-solving skills.	PTA will fund the cost of Peace Maker Training with Soul Shoppe	5800: Professional/Consulting Services And Operating Expenditures PTA	2,000.00
A school counselor will provide individual and group support to students who need additional social emotional support at school.	.5 FTE School Counselor	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
A YSB counselor intern will provide individual support for students who need additional social emotional support at school.	.25 FTE YSB Intern Counselor	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
The school counselor will provide Mindfulness lessons across a grade levels.	See Cost above for Counselor		
Continue implementation of PBIS School Wide	Teacher Time Card, literature, awards	4000-4999: Books And Supplies Site LCFF Supplemental C	1000.00

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

Strengthen 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

20-30 parents attend regularly attend ELAC meetings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets ELAC	20-30 parents	maintain and increase by 3-5 families
Capture all sign-in sheets for all evening events	Baseline captures in 19-20	N/A

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 engage and empower families to make decisions, support, encourage, monitor, and advocate on behalf of their students to excel academically and social emotionally.

Students to be Served by this Strategy

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

All Students

Back to School Night for all grade levels	No additional cost to site		
Math Nights with Abbott Complex Schools	No additional cost to site	Low Performing Student Block Grant	

International Food Fair-time for all families to celebrate their heritage and culture with other families at school. Event hosted by ELAC and PTA families.	Event Cost paid by PTA	None Specified PTA	1000.00
ELAC meetings in the evening with dinner and childcare provided.	Cost time cards and dinner	4000-4999: Books And Supplies Site LCFF Supplemental C	2000.00
Student-Led conferences where students walk through their families about the learning throughout the school year.	No cost to site		
Teacher-parent conference where teachers communicate with families about student progress and areas of needed growth academically and social emotionally	No cost to site		
Bilingual School Community Worker to support link from school to home with families and teachers.	.20 FTE Community Worker	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	21,345.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Stephanie Fraumeni	Principal
Jen Kawakami	Classroom Teacher
Diana Harris	Parent or Community Member
Marjan Wells	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

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 16, 2019.

Attested:



Principal, Stephanie Fraumeni on August 30, 2019



SSC Chairperson, Diana Harris on August 30, 2019