

School Year: **2019-20**



**Brewer Island
Elementary
School**

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
Brewer Island Elementary School	41690396112650	June 5, 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

Principal met with the stakeholders on the following dates for the planning process for the SPSA/Annual Review:

- Staff Meeting-April 23, 2019
- PTA-April 24, 2019
- ELAC-May 14, 2019
- SSC- June 5, 2019
- Staff- October 1-4, 2019

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
573	7.3%	24.1%	
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	138	24.1%
Homeless	3	0.5%
Socioeconomically Disadvantaged	42	7.3%
Students with Disabilities	32	5.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0%
Asian	344	60.0%
Filipino	23	4.0%
Hispanic	47	8.2%
Two or More Races	36	6.3%
Pacific Islander	2	0.3%
White	112	19.5%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Brewer Island Elementary School								
Summative Indicators		Literacy						
	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"	59 points above standard	52.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	52.6 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)		4 point rise	-6.4 point decrease	No	4 point rise
SED "Average Points Above Standard"	7 points above standard	-9.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	-9.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)		15 point rise	-16.5 point decrease	No	15 point rise
EL "Average Points Above Standard"	34.9 points above standard	22.6 points above standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-12.2 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-103.7 points below standard	-116.6 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-12.9 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	54.7 points above standard	37.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	37.9 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	53.1 points above standard	53.2 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	53.2 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	78% Met Standard	78% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	78% Met	Yes	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	46% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester						
F&P	74% Met Standard	78% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	78% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)		80 % Met Growth	70% 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"	64.2 points above standard	56.7 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	56.7 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-7.5 point decrease	No	3 point rise
SED "Average Points Above Standard"	13 points above standard	10.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	10.4 points above	Yes	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-2.6 point decrease	No	15 point rise
EL "Average Points Above Standard"	56 points above standard	37.6 points above standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-18.4 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-76 points below standard	-95.8 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-19.8 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	73.3 points above standard	51.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	51.5 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	42.6 points above standard	44.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	44.3 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
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	74% Met Standard	75% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	75% Met	Yes	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	49% Met Growth	No	80 % Met Growth

Data Statements: Strength

- Overall, our student groups that are large enough to be measured are performing at the high/very high level in ELA and Math.

Wellness: Students feel academically motivated and that teachers predominantly have high expectations and believe in them.

Overall, the majority of students feel safe and supported at school.

Data Statements: Challenges

- In ELA: There is a significant decline in ELA performance for our students with disabilities as well as our students who are socioeconomically disadvantaged students.
There is a universal decline in almost all groups with the exception of "2 or more races"

In Math: Students with disabilities are very low and decreasing significantly.
English Learners, students with disabilities and white students had the most significant drops in their performance.

Wellness: Students feel they are treated with respect but not treated fairly when they break rules.
Students don't feel included in school choices (such as curriculum and making learning decisions).
Significant difference noted between "treated with respect" and "treated fairly when break rules."
90% of students survey felt they didn't have a chance to decide school activities or rules.

Why are we getting these results?

- Overall, students come to school ready to learn. While teachers often teach in a whole group setting, small group targeted instruction in the classroom per identified students' needs will benefit all students and will assist in addressing the noted challenge areas.

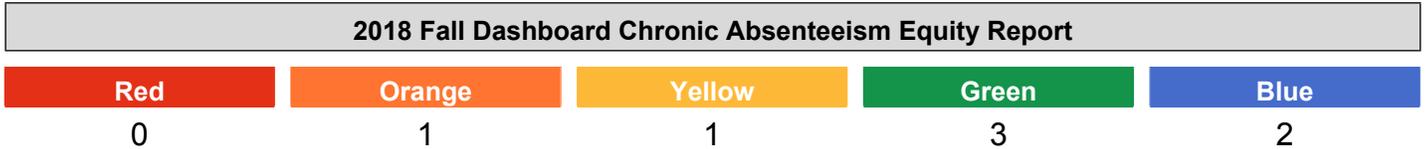
School and Student Performance Data

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		
<p>All Students</p>  Blue 2.5% chronically absent Declined 0.6% 612 students	<p>English Learners</p>  Blue 2% chronically absent Declined 3.2% 149 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Socioeconomically Disadvantaged</p>  Yellow 6.3% chronically absent Maintained 0.4% 48 students	<p>Students with Disabilities</p>  Green 7.3% chronically absent Declined 4% 41 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.1% chronically absent Declined 1.1% 363 students	 No Performance Color 4.2% chronically absent Increased 4.2% 24 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9% chronically absent Declined 2.6% 58 students	 Orange 5.1% chronically absent Increased 0.5% 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 3.3% chronically absent Maintained 0.3% 120 students

Data Statement: Strengths

- Overall, our students attend school regularly.

Data Statement: Challenges

Why are we getting these results?

- Student attendance is monitored through an outside agency and school meetings are held with students' parents as needed to support student attendance.

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

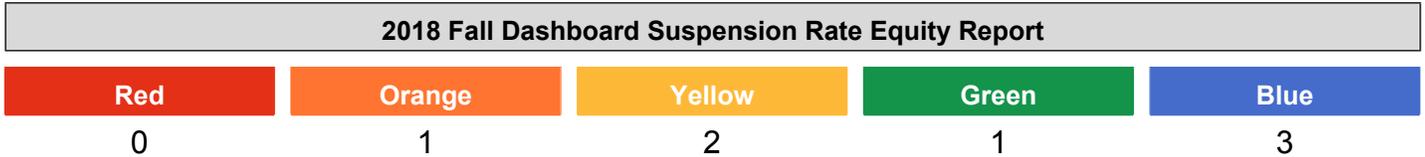
School and Student Performance Data

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		
<p>All Students</p>  Blue 0.3% suspended at least once Maintained 0.2% 635 students	<p>English Learners</p>  Yellow 0.7% suspended at least once Increased 0.7% 152 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 4 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Maintained 0% 50 students	<p>Students with Disabilities</p>  Yellow 2.4% suspended at least once Maintained 0.1% 42 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 Green 0.3% suspended at least once Increased 0.3% 381 students	 No Performance Color 0% suspended at least once Maintained 0% 24 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least once Increased 1.7% 59 students	 Blue 0% suspended at least once Maintained 0% 42 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Declined -0.7% 121 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.1% suspended at least once	0.3% suspended at least once

Data Statement: Strengths

1. There is a low suspension rate.

Data Statement: Challenges

Why are we getting these results?

3. Staff utilizes the identified components of the school's PBIS plan.

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

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 and growth in ELA as measured by district assessment data.

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, students are performing very high however we are seeing declines in student performance in the following areas: SED, EL and SWD students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<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	52.6 point above	10 points above proficient
SBAC ALL Students Growth	-6.4 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-9.5 point below	0 points above proficient
SBAC SED Students Growth	-16.5 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-12.2 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-12.9 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	37.9 points above	10 points above proficient
SBAC 5th Grade Students Status	53.2 points above	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<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)
Galileo All Students Status	78%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	46%	80% of students make Expected Growth
Galileo "Sub-group" Growth		80% of students make Expected Growth
Elementary: F&P All Students Status	78%	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	70%	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

Teachers will continue to use a balanced literacy approach to support students in making progress towards the common core state standards. All teachers will provide targeted small group instruction to meet the identified differentiated needs.

Students to be Served by this Strategy

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

All students

Staff Data Meetings	substitute costs for data meetings	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	6500.00
PD in staff meetings and teacher collaboration	no cost		

Teacher support time for Fountas & Pinnell assessments	Substitute costs for 3, full-day release time for 22 classroom teachers (K-5)	1000-1999: Certificated Personnel Salaries PTA	10,350.00
Literacy and Language Specialist provides intense reading instruction for students who are reading far below grade level and provides support at staff meetings, data meetings and teacher collaboration time.	Literacy and Language Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	98,166.00
Para-educator to provide small group support.	classified employee for 4.8 hours per day	2000-2999: Classified Personnel Salaries PTA	9,150.78
		2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	13,000.00
MTSS PD at San Mateo County Office of Education-The team will include up to eight determined staff members.	PD at SMCOE and substitutes for the four PD sessions-cost of PD unknown and cost of substitute for PBIS Team (3 teachers) teacher in charge \$2400-substitutes paid for out of donation and PD paid by LCAP funding-PBIS funds	1000-1999: Certificated Personnel Salaries Donations	2000.00
Provide professional learning opportunities with Benchmark and opportunities for teachers to observe and collaborate at sites across the district.	professional learning costs, substitute time for release days	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	13,000.00

Strategy & Supporting Actions 2

Strategy

Teachers will teach designated and/or integrated ELD lessons to all English Learners per identified student needs.

Students to be Served by this Strategy

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

All EL students

PD in staff meetings and teacher collaboration days	no cost		0
Data meetings	substitute cost for data meetings-cost already included above		0
Literacy and Language Specialist provides support at staff meetings, data	Literacy and Language Specialist-cost already included above		0

meetings and teacher collaboration time.			
Literacy and Language Specialist to provide support for ELL needs (determined by ELPAC data) and pull-out support when appropriate per identified student needs.	Literacy and Language Specialist-cost already included above		0

Strategy & Supporting Actions 3

Strategy

Teachers teach phonemic and phonological awareness to students throughout the primary grades.

Students to be Served by this Strategy

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

All students

PD in staff meetings and teacher collaboration days	No cost		0
Data meetings	substitute costs for data meetings-cost already included above		0
Literacy and Language Specialist provides support at staff meetings, data meetings and teacher collaboration time	Literacy and Language Specialist-cost already included above		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 and growth in Math as measured by district assessment data.

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, students are performing very high however we are seeing declines in student performance in the following areas: SED, EL and SWD students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<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	56.7	10 points above proficient
SBAC ALL Students Growth	-7.5	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	10.4	0 points above proficient
SBAC SED Students Growth	-2.6	15 points rise in average distance from proficient
SBAC EL Students Growth	-18.4	15 points rise in average distance from proficient
SBAC SwD Growth	-19.8	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	51.5	10 points above proficient
SBAC 5th Grade Students Status	44.3	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<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)
Galileo All Students Status		60% of students meet or exceed grade level expectations
Galileo All Students Growth		80% of students make Expected Growth
Galileo "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 teach EnVision Math curriculum, supplementing with a variety of strategies.

Students to be Served by this Strategy

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

All Students

PD in staff meetings and teacher collaboration days	No cost		0
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Strategy & Supporting Actions 2

Strategy

Teachers will teach all students the math-related academic language necessary for grade-level math with targeted focus on EI, SWD and SED.

Students to be Served by this Strategy

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

All students

PD in staff meetings and teacher collaboration days	no cost		0
Professional Development in Staff Meetings	substitute cost for data meetings-cost already included in goal 1		0

Strategy & Supporting Actions 3

Strategy

Teachers will provide support for students struggling with new mathematical concepts using a variety of strategies including small group instruction.

Students to be Served by this Strategy

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

All students

PD in staff meetings and teacher collaboration days	no cost		0
Professional development in staff meetings	no cost		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

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

Goal 3

Students will engage in positive school engagement and social-emotional relationships with students and adults through interactive discussions, sharing of ideas and opinions, and learning mindfulness techniques.

Identified Need

Students are educated in a safe and positive learning environment where building relationships is of utmost importance and a continued area of focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	<p>Students feel academically motivated and that teachers predominantly have high expectations and believe in them</p> <p>Overall majority of students feel safe and supported at school</p> <p>Students feel they are treated with respect but not treated fairly when they break rules</p> <p>Students don't feel included in school choices (such as curriculum and making learning decisions)</p> <p>90% of students survey felt they didn't have a chance to decide school activities or rules</p>	<p>All students will feel they are treated fairly and with respect by classroom teachers and staff.</p> <p>All students will feel included in school choices (learning decisions)</p> <p>Students will be welcomed by the classroom teacher and shown respect by building relationships and getting to know all students on a personal level.</p>

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 implement the components of Morning Meeting into their classrooms which will support students' social and emotional needs and create a positive classroom environment. The components intentionally provide regular community building activities that help nurture a positive learning environment where all members feel safe and valued.

Students to be Served by this Strategy

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

All Students

PD in staff meetings and teacher collaboration days	no cost		0
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Strategy & Supporting Actions 2

Strategy

The counselor will teach mindfulness, reinforced by teachers, to develop students' abilities to regulate their emotions. The school counselor will share resources to support teacher learning.

Students to be Served by this Strategy

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

All students

PD in staff meetings and teacher collaboration days	no cost		0
Mindful lessons in the classroom	Classroom teachers and Counselor will provide support for teacher learning	District LCFF Supplemental A	

Strategy & Supporting Actions 3

Strategy

Staff will use strategies and common expectations during instructional time and lunch/recess, based on the Positive Behavior Intervention and Support systems established by the staff, led by the PBIS team, and supported through the creation of a student council that encourages student voice, to continue to develop positive student behaviors and respectful interactions in multiple ways.

Students to be Served by this Strategy

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

All Students

PD in staff meetings and teacher collaboration days	no cost		0
PBIS team will meet monthly for continuous improvement process	no cost		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Continue to build and strengthen school-home relationships to support students' academic and social emotional growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 communicate with students' parents/guardians through scheduled teacher/parent/guardian conferences using evidence of student work and assessment performance for discussion, detailing the progress on student report cards.

Students to be Served by this Strategy

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

All Students

Planning and aligning protocol for Student Progress Meetings in Grade Level Teams	no cost		0
Language and Literacy Specialist supports grade level teams.	Language and Literacy Specialist-cost provided in goal 1		0

Strategy & Supporting Actions 2

Strategy

Continue to support family participation via meaningful and engaging opportunities for parent/guardian participation and volunteerism in support of school programs and events.

Students to be Served by this Strategy

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

All students

Engage families in the process of determining a SEL and/or character education program to support and incorporate into the PBIS plan.	TBD, based on the cost of the selected program		
Parent survey on school/students' needs via the work of the district Labor Management Initiative.	None		
Utilize information from the California Healthy Kids Survey to guide decision-making.	None		

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
- 3 Parent or Community Members

Name of Members	Role
Alexis O'Flaherty	Principal
Cynthia Aarons	Classroom Teacher
Virginia Go	Other School Staff
Dong Chen	Parent or Community Member
Daniela Nunes	Parent or Community Member
Priyanka Singh	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 6/5/19.

Attested:



Principal, Alexis O'Flaherty on 6/5/19



SSC Chairperson, Daniela Fetter Telles Nunes on 6/28/19