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
North Shoreview Montessori School	41690396044978	June 12, 2019	

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following groups convened to review and update the SPSA:
Staff - April 30, May 28
SSC - April 24, May 29, June 12
ELAC - May 3, May 29
Leadership Team - March 26, May 16
PTA - May 9

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**
348	**19.3%**	**10.6%**	**0.3%**
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	37	10.6%
Foster Youth	1	0.3%
Homeless	9	2.6%
Socioeconomically Disadvantaged	67	19.3%
Students with Disabilities	25	7.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	58	16.7%
Filipino	18	5.2%
Hispanic	67	19.3%
Two or More Races	54	15.5%
Pacific Islander	5	1.4%
White	144	41.4%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

North Shoreview Montessori 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"	47 points above standard	56.2 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	56.2 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	4 point rise	9.1 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-35.9 points below standard	-16.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-16.3 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	19.5 point rise	Yes	15 point rise
EL "Average Points Above Standard"	-53 points below standard	-29.5 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	23.5 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	-64.6 points below standard	-50.7 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	13.9 point rise	No	15 point rise
3rd Grade "Average Points Above Standard"	32.8 points above standard	40.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	40.3 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	51 points above standard	60.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	60.3 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	49.8 points above standard	78 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	78 points above	Yes	10 points above
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators						
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**				
Galileo	72% Met Standard	72% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	72% Met	Yes	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	70% Met Standard	82% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	82% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	80% Met Growth	Yes	80 % Met Growth

	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			**Mathematics**				
Overall "Average Points Above Standard"	28.9 points above standard	24.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	24.6 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-4.4 point decrease	No	3 point rise
SED "Average Points Above Standard"	-44.6 points below standard	-57.7 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-57.7 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-13 point decrease	No	15 point rise
EL "Average Points Above Standard"	-45.4 points below standard	-59.8 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-14.4 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-54.9 points below standard	-89.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-34.5 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	50.3 points above standard	34.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	34.3 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	-5.5 points below standard	7.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	7.5 points above	No	10 points above
8th Grade "Average Points Above Standard"	21.5 points above standard	63.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	63.3 points above	Yes	10 points above
Leading Indicators	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	53% Met Standard	52% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	52% 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.
ELA
Dashboard
All students overall performed well above proficiency and met district target
All students over all and most key student groups improved 9 or more points from 16 - 17 to 17 - 18 (SED students +19.5 points, EL students +23.5 points, SwD +13.9 points)
Grades 3, 5, and 8 scored at least 40 points above proficiency

Core
Academic growth data was well above average
Status for all students and key grade levels were well above proficiency
Riserise for all key student groups met targets and was particularly stong for ELs

Galileo
We met our participation rate for all three assessments
The percent of students who met standard exceeded the district target for all three assessments

F&P (K - 5)
T1: The percent of students who met grade level expectations exceeds the district target (70%)

Reading Inventory (6 - 8)
Our baseline data scores are above the districtwide scores
We scored well above the 65% status target in 6th and 8th grades

Math
Strengths

Dashboard
All students overall performed well above proficiency
Grades 3 and 8 scored at least 34 points above proficiency

Core

Status for all students and key grade levels were well above proficiency

Galileo
We exceeded our % met target
The percent of students who met standard exceeded the district target on the pre-test

Wellness
Strengths

Dashboard
Only 2.3% of our students are chronically absent
We have an extremely low suspension rate (.3% - 1 student)

CHKS
See 5th and 7th grade results for school connectedness, caring adults in the school, and opportunities for meaningful participation

Data Statements: Challenges

2.
ELA
Dashboard
SED students scored 16.3 points below proficiency
EL students scored 29.5 points below proficiency
We did not meet SED status target and SwD growth target

Core
Status for SED was below proficient

Galileo
We did not meet any of our growth targets

Reading Inverntory
We did not not meet the status target in 7th grade (Target 65%; 7th grade 63%)

Math
Dashboard
We did not meet our status targets for SED (-57.7)
We did not meet our growth targets in any area (Overall -4.4, SED -13, EL -14.4, SwD -34.5)
Grade 5 did not meet the status target

Core
Academic growth data was well below average
Status for SED was below proficient
Rise for all key student groups was negative

Galileo
We did not meet Benchmark 1 and 2 targets
The percent that met growth is well below the target

Wellness
Challenges
Sub group of students struggling with anxiety, depression, and/or have experienced trauma (approximately 14%)

Why are we getting these results?

3.
Overall, students come to school ready to learn. Small group targeted instruction in the classroom per identified students' needs will benefit all students and will assist in addressing the noted challenge areas.
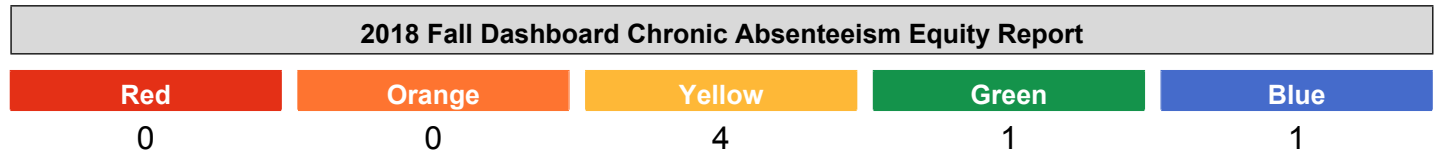
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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	0	4	1	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
2.3% chronically absent	2.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1%	Increased 0.6%	
348 students	37 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	2.9% chronically absent	3.4% chronically absent
	Increased 1.5%	Maintained 0.3%
9 students	69 students	29 students

2018 Fall Dashboard Chronic Absenteeism 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	1.7% chronically absent	0% chronically absent
0 students	0 students	Maintained 0.1%	Maintained 0%
		58 students	18 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Yellow
3% chronically absent	1.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.8% chronically absent
Increased 0.5%	Increased 1.8%	5 students	Increased 1.5%
67 students	56 students		144 students

Data Statement: Strengths

1. Overall absenteeism is not a problem at our school.

Data Statement: Challenges

2. English Learners have the highest percentage of Chronic Absenteeism (2.7%)

Why are we getting these results?

3. In general our families have the resources to ensure their students are in attendance.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.
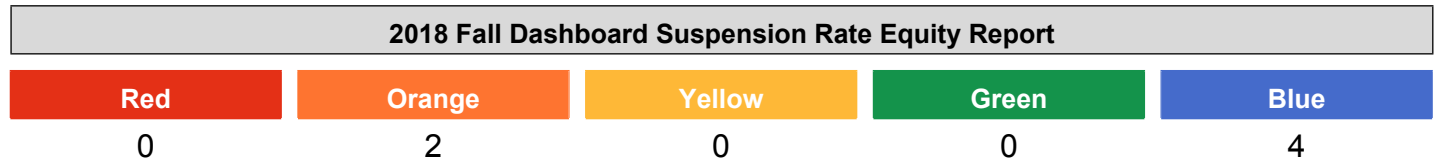
4. None at this time.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	4

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.3% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
		1 students
Maintained -0.2%	Maintained 0%	
350 students	38 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1.4% suspended at least once	0% suspended at least once
9 students		
	Increased 1.4%	Declined -3.7%
	69 students	30 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
0 Students	0 Students	0% suspended at least once	0% suspended at least once
		Maintained 0%	Maintained 0%
		59 students	18 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Orange	No Performance Color	Blue
0% suspended at least once	1.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once
		5 students	
Declined -1.3%	Increased 1.8%		Declined -0.6%
67 students	56 students		145 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.3% suspended at least once	0.5% suspended at least once	0.3% suspended at least once

Data Statement: Strengths

1. We have little to no suspensions.

Data Statement: Challenges

2. Our SED population is the only population with suspension data.

Why are we getting these results?

3. We work with students and families to ensure students are engaged. We understand that suspension does not solve the complex problems of student behavior.

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

4. Not at this time.

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.

Dashboard
Strengths
All students overall performed well above proficiency and met district target
All students over all and most key student groups improved 9 or more points from 16 - 17 to 17 - 18
(SED students +19.5 points, EL students +23.5 points, SwD +13.9 points)
Grades 3, 5, and 8 scored at least 40 points above proficiency

Core
Academic growth data was well above average
Status for all students and key grade levels were well above proficiency
Riserise for all key student groups met targets and was particularly stong for ELs

Galileo
We met our participation rate for all three assessments
The percent of students who met standard exceeded the district target for all three assessments

F&P (K - 5)
T1: The percent of students who met grade level expectations exceeds the district target (70%)

Reading Inventory (6 - 8)
Our baseline data scores are above the districtwide scores
We scored well above the 65% status target in 6th and 8th grades

Challenges

Dashboard
SED students scored 16.3 points below proficiency
EL students scored 29.5 points below proficiency
We did not meet SED status target and SwD growth target

Core
Status for SED was below proficient

Galileo
We did not meet any of our growth targets

Reading Inverntory
We did not not meet the status target in 7th grade (Target 65%; 7th grade 63%)

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	56.2 points above	10 points above proficient
SBAC ALL Students Growth	9.1 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-16.3 points below	0 points above proficient
SBAC SED Students Growth	19.5 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	23.5 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	13.9 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	40.3 points above	10 points above proficient
SBAC 5th Grade Students Status	60.3 points above	10 points above proficient
SBAC 8th Grade Students Status	78 points above	10 points above proficient
Galileo All Students Status	72% met standard	65% of students meet or exceed grade level expectations
Galileo All Students Growth	41%	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	82% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	80% met growth	80% of students make Expected Growth

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)
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

Staff will engage in professional learning and data meetings.

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

All students

Continue to implement quality ongoing PD to support high-quality Tier 1 instruction, by providing instructional coaching, lesson studies, modeling in classrooms, and/or collaborative planning time that builds on site-based PD from 2018/19 school-year.	Literacy Specialist .5 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	62,372
Peer observation of lesson/strategy/practice related to PD, in other classrooms (on or off-site), and collaborative, faciliated planning time	Timecards for teachers and consultant time	1000-1999: Certificated Personnel Salaries Magnet	13,584
Participate in Montessori network	Montessori dues	5000-5999: Services And Other Operating Expenditures Magnet	1,034
Construct a field of responsive literacy strategies from which the staff can	No additional cost to the site.		

create a set of whole-school practices (ie Instructional read-alouds, books clubs, student talk/engagement)			
Meet with grade level teams to review data and make instructional plans	Data meetings	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3,000

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 Math 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

Dashboard
All students overall performed well above proficiency
Grades 3 and 8 scored at least 34 points above proficiency

Core
Status for all students and key grade levels were well above proficiency

Galileo
We exceeded our % met target
The percent of students who met standard exceeded the district target on the pre-test

Challenges

Dashboard
We did not meet our status targets for SED (-57.7)
We did not meet our growth targets in any area (Overall -4.4, SED -13, EL -14.4, SwD -34.5)
Grade 5 did not meet the status target

Core
Academic growth data was well below average
Status for SED was below proficient
Rise for all key student groups was negative

Galileo
We did not meet Benchmark 1 and 2 targets
The percent that met growth is well below the target

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	24.6 points above	10 points above proficient
SBAC ALL Students Growth	-4.4 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-57.7 points below	0 points above proficient
SBAC SED Students Growth	-13 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-14.4 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-34.5 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	34.4 points above	10 points above proficient
SBAC 5th Grade Students Status	7.5 points above	10 points above proficient
SBAC 8th Grade Students Status	63.3 points above	10 points above proficient
Galileo All Students Status	52% met standards	60% of students meet or exceed grade level expectations
Galileo All Students Growth	47% met growth	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 will teach high-quality Montessori math lessons as the base instruction, supplementing as needed to ensure instruction is aligned to the California Mathematics Standards, in order to provide a robust and rigorous Tier 1 Instruction that prioritizes real-world application and fosters student independence.

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

All students

Quality ongoing professional development to support high-quality Tier 1 instruction by providing aligned K-8 professional development and collaborative planning during any combination of staff meetings, during the day (substitutes provided and/or field day) and Wednesdays. Follow-up may include instructional coaching, lesson study, modeling in classrooms, peer observations, and/or collaborative planning.	Cost listed in Goal 1		
Professional development for paraeducators on key math strategies and/or Montessori jobs	Cost listed in Goal 1		

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 ongoing healthy lifestyles supporting social, emotional and physical aspects.

Identified Need

Based on the California Healthy Kids Survey, 81% of the 5th grade students feel connected to the school and 57% of the 7th grade students feel connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey, grade 5	Students feeling connected to school...	Increase percentage

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

Strategy & Supporting Actions 1

Strategy

Staff members will provide a variety of supports to increase the wellness and sense of community for staff and students.

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

All students.

Establish staff agreements about homework and implement no later than January 2020.	No additional cost to the site.		
Re-establish staff agreements around behavior expectations	No additional cost to the site.		
Implement morning circles in each classroom	No additional cost to the site.		

Ongoing training for staff around trauma-informed classrooms, mindfulness, working with students with special behavioral needs, and/or restorative practices	Cost listed in Goal 1		
Incorporating SEL curriculum into Junior Coach Training	Playworks Coach	5000-5999: Services And Other Operating Expenditures Donations	2,500
Investigate the possibility of reinstating community helpers - possibly as part of Playworks	No additional cost to the site.		
Investigate ways to foster teacher wellness, connectedness, and engagement	No additional cost to the site.		
Leadership Team planning time to facilitate the implementation of the SPSA	Cost listed in Goal 1		

Strategy & Supporting Actions 2

Strategy

Teachers will explore various Social Emotional Learning (SEL) curricula with the intent of implementing a schoolwide SEL program. The curricula will align to Montessori philosophy and support the social/emotional skills that undergird a robust and rigorous Tier 1 academic instruction, prioritizing real-world application and fostering student independence.

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

All students

Investigate SEL curricula with the goal of purchasing and implementing by January 2020.	Purchase K - 8 SEL curriculum		5,000

Strategy & Supporting Actions 3

Strategy

The art therapist intern will provide Tier 2 and Tier 3 social/emotional support through art therapy individual and group sessions to referred students.

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

Students needing Tiers 2, 3 social/emotional support

Art therapist on campus 3 days/week	Art therapist	1000-1999: Certificated Personnel Salaries Donations	1680.00

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 child's academic and social-emotional growth in alignment with the school.

Identified Need

According to the California Healthy Kids Survey that was completed by parents. The following was the response to the question regarding the school allows input and welcomes parents' contributions.
School allows input and welcomes parents' contributions.
Strongly agree 45%
Agree 49%
Disagree 2%
Strongly disagree 0
Don't know/NA 4%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey School Allows input and welcomes parents' contributions	Strongly agree 45 Agree 49 Disagree 2 Strongly disagree 0 Don't know/NA 4	Our expected outcome is to improve our parents' feelings of being connected to school.

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 explore various wellness curricula in order to identify resources that can be used to engage families in the school-wide focus of fostering academic independence by explicitly teaching/practicing the underlying social/emotional skills and strategies.

Students to be Served by this Strategy

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

All students.

Parent education meetings to align home with SEL class lessons	Parent Education events		3,000
Leadership Team planning time to facilitate the implementation of the SPSA	Cost is listed in Goal 1		

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

4 Parent or Community Members

Name of Members	Role
Melinda Fore	Principal
Amy Esposto	Parent or Community Member
Esmond Chia	Parent or Community Member
Liv Dahdah	Parent or Community Member
Jeffrey Regan	Parent or Community Member
Valerie Barnes	Classroom Teacher
Sally Ploe	Classroom Teacher
Melissa Spaizman	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
Ivanne Ortiz	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:

Signature	
Melinda Fore	Principal, Melinda Fore on 6/12/19
AEsposto	SSC Chairperson, Amy Esposto on 6/12/19