

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
Parkside Elementary School	41690396044994	6-12-19	September 19, 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

School Site Council (ELAC is represented on our SSC):

On 2-27-19, the council was presented the Dashboard Data and reviewed the current SPSA. A conversation around both sources of information occurred which included questions being generated and suggestions for possible changes to the future SPSA.

On 4-24-19, the council was presented with the specific Literacy and Math Data including more recent data from the current school year (Galileo and F&P Reading data). Strengths and challenges were discussed. Wellness data was also presented and was followed by a discussion of strengths and challenges. After this, Data Statements were presented for feedback and reviewed for accuracy.

On 5-29-19, the council reviewed the updated Data Statements and had an opportunity to understand the proposed strategies and make recommendations and suggestions for useful changes. After this the council members contributed insight and small adjustments to the actions proposed/needed to support the strategies agreed upon.

On 6-12-19, the members of the School Site Council will approve the draft of the SPSA.

School Faculty:

The staff engaged in discussions of the data and SPSA: Jan 8, March 5, March 12, April 23, April 30, May 7, May 14, May 28.

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
204	18.6%	20.1%	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	41	20.1%
Homeless	3	1.5%
Socioeconomically Disadvantaged	38	18.6%
Students with Disabilities	25	12.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.5%
Asian	41	20.1%
Filipino	12	5.9%
Hispanic	44	21.6%
Two or More Races	29	14.2%
Pacific Islander	9	4.4%
White	67	32.8%

Data Statements: Strength

1. N/A

Data Statements: Challenges

2. N/A

Why are we getting these results?

3. N/A

School and Student Performance Data

Data Indicators and Targets

Parkside 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"	-39.2 points below standard	14.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	14.8 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	54 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-78 points below standard	-81.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-81.3 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-3.2 point decrease	No	15 point rise
EL "Average Points Above Standard"	-67.5 points below standard	-13.7 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	53.7 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	-162.7 points below standard	N/A	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	-40.8 points below standard	20.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	20.8 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	-69.4 points below standard	30.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	30.8 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	61% Met Standard	51% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	51% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	37% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester					
F&P	56.% Met Standard	74% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	74% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	68% 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"	-31.4 points below standard	-8.1 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-8.1 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	23.3 point rise	Yes	5 point rise
SED "Average Points Above Standard"	-55.4 points below standard	-70.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-70.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-15.1 point decrease	No	15 point rise
EL "Average Points Above Standard"	-43.8 points below standard	-23 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	20.8 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	-134.1 points below standard	N/A	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	-10 points below standard	16.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	16.9 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	-69.1 points below standard	-16.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-16.2 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	42% Met Standard	38% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	38% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	48% Met Growth	No	80 % Met Growth

Data Statements: Strength

- In literacy on CAASPP:
All students overall performed 14.8 points above standard.
All students increased 54 points.

In math on CAASPP:
All students overall increased by 23.3 points.
3rd graders were 16.9 points above the standard

Data Statements: Challenges

- In literacy on CAASPP
EL performed 13.7 below standard;
Hispanic performed 18 points below standard;
SED 81.3 points below standard.

In math on CAASPP:
All students performed 8.1 points below standard;
EL are 23 points below standard
Hispanics were 35.9 points below standard;
SED performed 70.5 points below standard.

Why are we getting these results?

- We have some work to do to align our Montessori teaching style with the common core standards to ensure our students are experiencing Montessori and achieving standards mastery. Some areas we will need to improve include:

Strengthening our approach to coherent and consistent implementation of a balanced literacy framework - noting the gaps between Montessori teaching and common core.

Strengthening our approach to coherent and consistent implementation of the math standards through the grade levels - noting the gaps between Montessori teaching and common core.

Strengthening our approach to coherent and consistent implementation of the second step curriculum - in alignment with the Grace and Courtesy Montessori teaching to support student social/emotional learning.

Ensuring that across subject areas, we are using student achievement data to align our instruction and work period offerings to the appropriate level of rigor for our students.

Ensuring that technology is not limiting our students showing their mastery- building into our instructional minutes, time for students to familiarize themselves with the platform for the literacy and math assessments.

A focus on teacher support and retention. Investing in our teachers to become Montessori experts in the public sector with a deep understanding of Montessori philosophy and teaching as well as standards mastery for students.

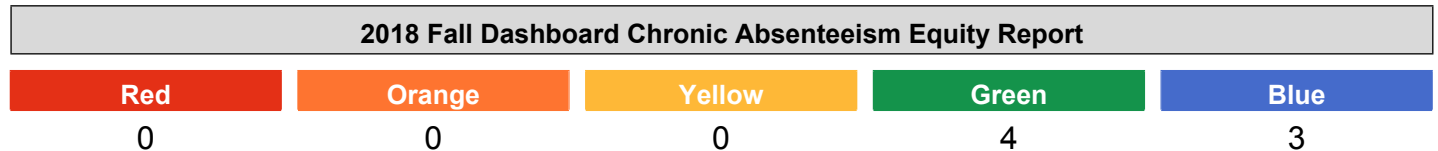
School and Student Performance Data

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  Blue 1.9% chronically absent Declined 8.6% 208 students	English Learners  Blue 2.3% chronically absent Declined 14.3% 43 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Socioeconomically Disadvantaged  Green 7.1% chronically absent Declined 11.7% 42 students	Students with Disabilities  Green 9.4% chronically absent Declined 2.6% 32 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 0% chronically absent Declined 2% 42 students	Filipino  No Performance Color 0% chronically absent Maintained 0% 12 students
Hispanic  Green 6.7% chronically absent Declined 8.3% 45 students	Two or More Races  Green 3.3% chronically absent Maintained 0.4% 30 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	White  Blue 0% chronically absent Declined 7% 68 students

Data Statement: Strengths

- Chronic Absence for all students is 1.9% and 2.3% for English Learners

Data Statement: Challenges

- Some subgroups have higher absenteeism rates than we would want to see. Those include:
 Students with disabilities is almost 10%
 Socioeconomic Disadvantage is over 7%
 Our Hispanic student group is 6.7% chronically absent - well above our school average of 1.9%

Why are we getting these results?

- Ms. Wishart emphasized the importance of not taking family vacations on school days.
 Teachers made an effort to check in with families as soon as they noticed attendance problems with a student
 We implement the district policies and follow up with families who need support.

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

- We want to decrease the percentage of Hispanic students who are chronically absent.
 We need to engage parents early about the importance of attendance, especially as absences begin; focus on how much they learn (or miss) each day; and the long-term link between attendance and success in high school or even getting into college.
 Explore offering text services to update parents in their home language, regarding attendance. Paying closer attention to the different languages spoken at Parkside and how we can improve communication.

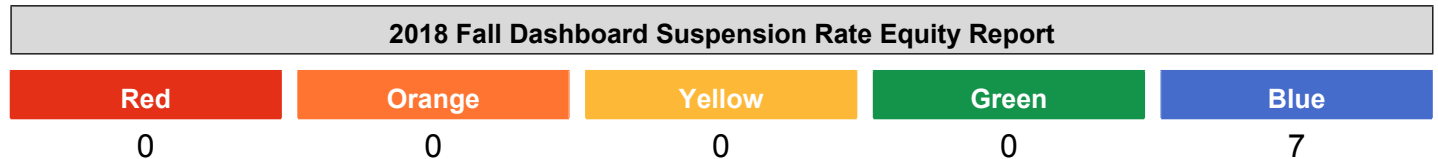
School and Student Performance Data

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  Blue 0% suspended at least once Declined -2.3% 208 students	English Learners  Blue 0% suspended at least once Declined -4.1% 43 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 5 students	Socioeconomically Disadvantaged  Blue 0% suspended at least once Declined -4.8% 42 students	Students with Disabilities  Blue 0% suspended at least once Declined -15.4% 32 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0% suspended at least once Maintained 0% 42 students	Filipino  No Performance Color 0% suspended at least once Maintained 0% 12 students
Hispanic  Blue 0% suspended at least once Declined -4.4% 45 students	Two or More Races  Blue 0% suspended at least once Maintained 0% 30 students	Pacific Islander  No Performance Color Less than 11 Students - Data 10 students	White  Blue 0% suspended at least once Maintained 0% 68 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	2.3% suspended at least once	0% suspended at least once

Data Statement: Strengths

1. No students were suspended. There were no suspensions at Parkside in 2018.

Data Statement: Challenges

2. We want to continue with this work, making every effort to keep our students in school and learning.

Why are we getting these results?

3. We are implementing the district's practices and following up with students and families about student behavior and engagement. It is also worth noting that 2018 represented the first year the school split off and there was a much smaller population at Parkside.

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

4. As the school grows, we want to implement a more consistent approach to student behavior. We want to ensure that we have consistent and coherent social/emotional learning instruction that is happening in the school to provide strong "Tier 1" strategies for our students to develop as they grow up TK-5th grade at Parkside. We also want to implement the parts of PBIS that focus on clear expectations and are routinely reinforced, while not implementing the "rewards" component of PBIS as Montessori philosophy believes in the intrinsic motivation for students to make the right decisions.

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

Teachers will use a balanced literacy framework to teach the CA Content Standards using the Montessori Language Area and Balanced Literacy Framework

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.

We need to increase supports for students who are EL, Hispanic and SED.

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	14.8 points above	10 points above proficient
SBAC ALL Students Growth	54 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-81.3 points below	0 points above proficient
SBAC SED Students Growth	-3.2 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	53.7 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	N/A	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	20.8 points above	10 points above proficient
SBAC 5th Grade Students Status	30.8 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	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)
Galileo All Students Status	61%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	37%	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	74% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	68% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Staff will engage in professional development on Balanced Literacy with site based Literacy Specialist

Students to be Served by this Strategy

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

All students

TOSA will be supporting tiers 1-3 throughout the school to improve implementation of Benchmark in a balanced literacy framework.	.5 FTE TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	61,267
Data meetings will be held three times during the year	Subs for release time	1000-1999: Certificated Personnel Salaries	3,000

to analyze data and make instructional plans.		District LCFF Supplemental A	
Teachers will work in teams to carefully plan lessons and engage in lesson study to plan and support student learning with TOSA and Principal.	No funds required		

Strategy & Supporting Actions 2

Strategy

Teachers will be trained and receive support in Montessori approach and use of curriculum.

Students to be Served by this Strategy

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

All students

Montessori training for new teachers.	Training costs	5800: Professional/Consulting Services And Operating Expenditures Magnet	9,000.00
Montessori ongoing training for returning teachers who have not yet completed their training (online NAMC training)	Training costs paid for by District. Cost varies.	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
1 on 1 coaching for a teacher currently completing online NAMC training.	Training costs	5800: Professional/Consulting Services And Operating Expenditures Magnet	7,000.00
Montessori Annual Fees	Annual fee	5000-5999: Services And Other Operating Expenditures Magnet	750.00

Strategy & Supporting Actions 3

Strategy

Creating the staff culture that is conducive to strong teams focused on improving literacy instruction

Students to be Served by this Strategy

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

All

Summer Staff Retreat	Parkside staff to meet during the summer to set goals and vision for the year and expectation for collaboration to support student learning	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	5,100.00
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Summer New Teacher Orientation	Parkside veteran staff hosted new teachers to orient them to the school culture of high performance and student support to ensure strong teams are in place to promote academic achievement in all classrooms (see cost above)		
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Strategy & Supporting Actions 4

Strategy

Para-Educator classroom assistants supporting all general education teachers for at least one hour a day

Students to be Served by this Strategy

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

All

Para-Educator classroom assistants supporting all general education teachers for at least one hour a day	The PTA has funded 3 Para-Educators time to support our 11 general education teachers, to implement the Montessori structure of having a teacher and an assistants in the classroom to support with student learning. Specifically the assistants, allow for an increased focus on small group instruction. Total 11 hours per day	2000-2999: Classified Personnel Salaries PTA	50,000.00
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

ELs are 23 points below standard
Hispanics are 35.9 below standard
SED are 70.5 below standard

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	-8.1 points below	10 points above proficient
SBAC ALL Students Growth	23.3 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-70.5 points below	0 points above proficient
SBAC SED Students Growth	-15.1 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	20.8 rise	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	16.9 points above	10 points above proficient
SBAC 5th Grade Students Status	-16.2 points below	10 points above proficient
SBAC 8th Grade Students Status	n/a	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)
Galileo All Students Status	38% met	60% of students meet or exceed grade level expectations
Galileo All Students Growth	48% 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

More consistent implementation of Envision curriculum.

Students to be Served by this Strategy

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

All students

We will hold data meetings in grades 3-5.	See language and literacy goal.		
Principal will observe in classrooms and discuss student learning with teachers.	No expenditures.		
Planning and support sessions with district math TOSA, including model lessons and debriefs	No expenditures		

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

All students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension data	0%	Less than 5%

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

Implement the Montessori Grace and Courtesy curriculum and 2nd Step Curriculum

Students to be Served by this Strategy

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

All students

Dedicate ongoing staff meeting time to discuss the successes and challenges of implementing the Grace and Courtesy Curriculum and 2nd step	Grace and Courtesy material costs	4000-4999: Books And Supplies Site LCFF Supplemental C	1,500.00
Principal observation and feedback of Grace and Courtesy and 2nd step lessons	No expenditures		

Peer observations of Grace and Courtesy and 2nd step lessons	No expenditures		
Purchase 2nd step curriculum for classrooms that do not have it	Materials	4000-4999: Books And Supplies Other	3,000.00

Strategy & Supporting Actions 2

Strategy

Establish the school behavior matrix and do expectation tours with students 3x/year (PBIS)

Students to be Served by this Strategy

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

All students

Staff will update our behavior matrix for all areas throughout the school	No expenditure		
Teachers will walk students through the school and teach and reteach behavioral expectations throughout the school	No expenditure, training will be held at staff meetings		
Support staff will help teach expectations for areas they most supervise throughout the school	No expenditure		

Strategy & Supporting Actions 3

Strategy

Establish a Coordination of Services Team

Students to be Served by this Strategy

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

All students

Principal will work with Psychologist, Resource Teacher, Reading Specialist, OT, PT and Speech to hold twice a month Coordination of Services Meetings. This team will serve as the "hub" for teacher concerns for students related to academic or social emotional well being	No expenditures.		
Teachers will be trained on the student COST referral			

process to help raise awareness for students that are struggling and need additional intervention and supports.			
Art Therapist to work with students that would benefit from additional emotional support	Parkside will work with the school district to hire and support an Art Therapy Intern, that will provide therapy session to Parkside students.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	1,680.00

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

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey, parent survey related to parents feeling invited and engaged with the 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 partner with parents to help them feel connected to school and their child's learning

Students to be Served by this Strategy

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

All students

Teachers will send home a monthly newsletter to families with a focus on what students are learning in the class	No expenditures.		
Parkside will send home a Thursday folder to provide	No expenditures.		

families with important information about what is happening at the school			
The principal will hold a once a month "coffee chat" to connect with families and share updates and hear feedback, suggestions and concerns	No expenditures.		
The principal will send home a once a month newsletter to inform families about what is happening at school	No expenditures.		
Parkside will have parent conferences with all families in November to provide updates to families on student performance and provide connection to the school	No expenditures.		
Parkside will host meetings with families to discuss the school's performance and future	To support the family engagements, Parkside will provide childcare, food, translation and transportation as necessary.	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	500.00

Strategy & Supporting Actions 2

Strategy

School partners with PTA for celebrations of diversity and inclusion of all students in family events.

Students to be Served by this Strategy

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

All students

The principal will meet regularly with PTA leadership to ensure that families who have not yet felt connected increase participation in school and class events.	No expenditures.		
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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
- 3 Parent or Community Members

Name of Members	Role
Nima Tahai	Principal
Shannon Adams-Ferris	Parent or Community Member
Chris Stallings	Parent or Community Member
Hedvig Flores	Parent or Community Member
Brett Breon	Classroom Teacher
Christina Simpson	Classroom Teacher
Sonia Bon	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 9/25/19.

Attested:



Principal, Nima Tahai on 10/31/19



SSC Chairperson, Shannon Adams-Ferris on 11/6/2019