



# 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 Montessori	41690396044994	January 11, 2021	January 21, 2020

## 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 5-29-20, Parkside staff representatives met to discuss the school's calendar for the 20-21 school year.

On 6-14-20, Parkside staff on the proposed Lower Elementary team met to discuss a shift to align with Montessori grade instruction of 1st-3rd graders in the same classroom

On 6-17-20, the School Site Council met to review the Site Plan and aligned Budget

On 1-11-21, the School Site Council met to review and approved the Site Plan and aligned Budget

# 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

By June 2021, all students are reading at or above grade level as measured by F+P assessments.  
By June 2021, all 3rd-5th graders have met or exceeded standards as measured by the California end of year student exam (SBAC)

## 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"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	-5.1 points below	10 points above proficient
SBAC ALL Students Growth	-19.5 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-50.5 points below	0 points above proficient
SBAC SED Students Growth	30.7 point increase	15 points rise in average distance from proficient
SBAC EL Students Growth	-40.9 decrease	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	-2 points below	10 points above proficient
SBAC 5th Grade Students Status	-52.2 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"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
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 2020-2021	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

We will implement a balanced approach to literacy with an emphasis on implementing the units of study in reading and writing thematic units

### Students to be Served by this Strategy

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

All students

The staff will develop and hold a clear vision and aligned curricular plans for TK-8 literacy instruction at Parkside.	.5 FTE TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	71,774
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## Strategy & Supporting Actions 2

### Strategy

We will provide targeted literacy intervention for students that are not meeting grade-level expectations. Staff will establish data collection systems to support our analysis of student literacy outcomes. This will help us identify struggling readers and provide additional tiers of support.

### Students to be Served by this Strategy

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

All students

Data Collection - Parkside teachers will use universal literacy screenings such as Fountas and Pinnell Benchmark Assessments, Words Their Way Spelling Inventories, and Genre-Specific writing assessments. We will use these data collecting tools to help determine if all students are making adequate progress in literacy.	Staff time		
<p>Data Analysis and Meetings - Grade level data meetings with Literacy Specialist to review student outcomes and develop small instruction groupings for in class additional support instruction.</p> <p>Individual teacher data meetings with the principal to review F+P data, discuss student goals, progress and additional support needed for staff and students.</p>	Data Meetings - subs for release time or hourly overtime	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	3,000
Data Action Plans - After data meetings with literacy coach and principal, teachers will develop both formal and informal data action plans. Answering the question - how do we use the information we have learned to target our literacy instruction for the students in our room.	Staff Time		
<p>Staff will develop structure of tiered intervention supports aimed to accelerate the reading skills of students that are starting to fall behind.</p> <p>Tier 1- whole class instruction informed by Montessori philosophy and universal design principles. Ensuring students don't fall through the cracks with quality first instruction.</p>	Staff Time		

<p>Tier 2 - short term small group intervention led by the classroom teacher</p> <p>Tier 3 - Intensive 1:1 intervention (Reading Recovery).</p>			
<p>Ensuring we have the materials necessary to implement our entire literacy program and three tiers of intervention (assessment tools and curriculum for tiered support)</p> <p>Classroom Libraries - all classrooms will have robust, leveled and genre specific libraries to support a comprehensive approach to literacy.</p> <p>Tier 1 Literacy Curriculum - We will have the Montessori Curriculum and the Reader's and Writer's Workshop curriculum and teacher guides.</p> <p>Tier 2/3 - Intervention Curriculum - We will have the proper intervention curriculum and materials to support additional targeted instruction.</p>	Literacy curriculum for three tiers of instruction	None Specified	
<p>Supporting teachers to deepen their understanding of the curriculum, instruction strategies and data collection/analysis.</p> <p>1-2x/month literacy PD by grade level during Tuesday staff PD time with Literacy Specialist.</p> <p>Once a month literacy PD led by literacy specialist with staff at another designated time</p>	Literacy PD time with Staff	5800: Professional/Consulting Services And Operating Expenditures Magnet	16,000

When available, opportunities to send staff to aligned literacy PD			
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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

By June 2021, all students are engaging in mathematics at or above grade level as measured by district adopted task based assessments (MAC- mathematics assessment collaborative). By June 2021, all 3rd-5th graders have met or exceeded standards as measured by the California end of the year student exam (SBAC).

## 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"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	-21.7 points below	10 points above proficient
SBAC ALL Students Growth	-13.7 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-58.3 points below	0 points above proficient
SBAC SED Students Growth	12.2 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	-27.2 point decrease	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	-7.3 points below	10 points above proficient
SBAC 5th Grade Students Status	-90.9 points below	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient

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

Parkside staff will implement Montessori mathematics curriculum with fidelity

### Students to be Served by this Strategy

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

All students

Curriculum Guides - Montessori Coach will create a curriculum guide to ensure Montessori curriculum and implementation with fidelity aligns with meeting all of the common core standards	Staff Time	1000-1999: Certificated Personnel Salaries Magnet	154,661
Staff Alignment - Every month, during staff meeting time, Montessori coach will meet with grade level spans on a rotation to collaborate on the development and implementation of our Montessori curriculum guides to ensure consistent implementation	Staff Time		
Materials - Montessori coach will continue an audit of all classroom materials to ensure that we have the Montessori curriculum necessary to implement Montessori math.	Staff Time		
Montessori coach will provide additional support sessions to Parkside teachers that are new to Montessori and will need support learning to implement the curriculum	Staff Time		
Montessori coach and principal will facilitate a Montessori Leadership Team that is comprised of staff members at each grade level. This team will review our scope and sequence work and provide feedback to ensure teacher buy-in and	Montessori Leadership Team	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	5000



agreements with final products.			
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## Strategy & Supporting Actions 2

### Strategy

Staff will use formative and summative assessments, including Montessori teacher observations, to understand student success in math and inform math instruction

### Students to be Served by this Strategy

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

All students

Analyzing student work - Three times a year, the Montessori coach will dedicate a series of grade span meetings to look at student work in order to analyze and understand student mastery of concepts	Staff Time		
Student support plans - Montessori coach will work with teachers to develop strategies to re-engage all students in Montessori/task based mathematics - so every student deepens their understanding of the content at the grade level or beyond.	Staff 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

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. By June 2021, Parkside will have established a tiered approach to supporting student social-emotional growth and wellness.

## Identified Need

All students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension data	0.4%	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

Staff will provide a consistent and supportive Tier 1 experience for all students - using the 2nd step curriculum and teaching the Grace and Courtesy skills and mindsets that support Social-Emotional Growth and wellness

### Students to be Served by this Strategy

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

All students

Curriculum - Principal will ensure that all classrooms are provided the necessary 2nd step kits for a 3 year age span for their classroom.	2nd Step Curriculum	4000-4999: Books And Supplies Site LCFF Supplemental C	1,500.00
2nd Step implementation - Staff will continue to implement weekly 2nd step	Staff Time		

lessons to support the social emotional growth of all students. This provides a consistent support experience for all students and alignment from TK-8th grade.			
Grace and Courtesy alignment - Staff and Montessori coach will work to further define our grace and courtesy work and the milestones that we will strive to support student reaching by the end of primary , lower el, upper el and adolescent	Staff Time		
Grace and Courtesy implementation - Staff will continue to implement grace and courtesy lessons and support for students throughout the school day and school year.	Staff Time		
2 Retreat Days before the start of school: Staff will be paid to return to school 2 days before the calendar work year to begin our work on establishing our focus and goals for the year - including the priority of staff wellness and student wellness	2 Day Staff Retreat Before School	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	10,200

## Strategy & Supporting Actions 2

### Strategy

Staff will identify students that need Tier 2 and Tier 3 targeted social-emotional supports

### Students to be Served by this Strategy

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

All students

Parkside will continue to operate our Coordination of Services Team (COST) that meets twice a month and works with teachers on student referrals and next steps to develop support plans.	Staff Time		
Counseling - Parkside will have a 0.5 FTE (half time)	0.5 FTE School Counselor	1000-1999: Certificated Personnel Salaries	50,000

counselor for the 20-21 school year. The counselor will provide direct support to teachers on their Tier 1 Social/Emotional Curriculum, as well as providing direct 1 to 1 and small group counseling supports for Tier 2 and Tier 3 students		Measure V	
Therapist Intern - Parkside will have 1 day/week of student sessions led by a therapist intern in 20-21	Therapist Intern		
<p>Psychologist - Parkside has a 0.75 FTE school psychologist.</p> <p>Psychologist work includes:</p> <ul style="list-style-type: none"> <li>• assessing students and collaborating with staff to determine what supports are needed for students that have been identified as having additional needs</li> <li>• providing Educationally Related Mental Health Services as stipulated in student IEPs</li> </ul>	Psychologist		
<p>PBIS - Positive Behavior Intervention and Supports - SMFCSD has adopted PBIS as a district-wide initiative to support student behavior.</p> <p>Parkside staff will work on building out our behavior matrix of clear expectations and working to determine how to implement PBIS within the philosophy and approach of a Montessori school.</p>	Staff time		
Restorative Justice - SMFCSD has adopted	Staff time		

<p>Restorative Justice as a district-wide initiative as an approach support student conflict and harm done by members of our school community.</p> <p>Parkside does not currently implement RJ and the school has not had training on this topic. The goal for the 20-21 year is for Parkside's principal to start attending trainings to learn more about RJ and how to bring this work into Parkside.</p>			
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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

Montessori Program Improvement and Expansion

## LEA/LCAP Goal

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

## Goal 4

By June 2021, Parkside staff will have shifted our instructional practices to better align with and demonstrate growth on the National Center for Montessori in the Public Sector rubric for Montessori Implementation.

## Identified Need

All students

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Baseline data from the National Center for Montessori in the Public Sector Rubric	School review was scheduled for Spring 2020, has been postponed until a full return to school is possible.	Baseline data will allow us to set 1, 3, and 5 year improvement goals

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

Parkside staff will align our instructional practices with Montessori philosophy and ensure mastery of the Common Core standards

### Students to be Served by this Strategy

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

All students

Three-Hour uninterrupted work periods will be implemented in all classrooms.	Staff time		
Mixed age 3 year span classrooms - Montessori	Staff time		

<p>philosophy places children in the same classroom in ages 3-6, 6-9, and 9-12 and 12-15.</p> <p>Parkside will restructure our grade-spans to include:</p> <ul style="list-style-type: none"> <li>• "Primary" TK/K classrooms (with the hopes of one day adding in Pre-K)</li> <li>• "Lower Elementary" 1st-3rd grade classrooms</li> <li>• "Upper Elementary" 4th-6th grade classrooms</li> <li>• "Adolescent" - 7th/8th grade classrooms</li> </ul>			
<p>Montessori Curriculum - Ensuring we have the appropriate Montessori Materials and curriculum for all classrooms expansion and adequately replacing worn/torn Montessori materials in existing classrooms</p>	<p>Montessori Materials/Curriculum</p>	<p>4000-4999: Books And Supplies</p>	<p>18,000</p>
<p>Montessori Training for All Teachers - Parkside has a goal of having a trained teacher in all classrooms over the next 3-5 years.</p> <p>We will do this by</p> <p>1) Sending teachers to training. The American Montessori Society's minimal bar to recognize a training as "accredited" is that the training center is MACTE accredited - (Montessori Accreditation Council for Teacher Education)</p> <p>2) Recruiting teachers that are Montessori trained by advertising our vacancies on Montessori job boards and when possible attending reputable job fairs.</p>	<p>Montessori training for Parkside Teachers</p>	<p>5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C</p>	<p>80,000</p>

3) Creating teacher pipelines with local schools of education to bring in student teachers that will learn Montessori and stay with us to get trained and have a long term future at Parkside.			
Vertical Alignments and Standards Aligned Montessori Instruction TK-8  The Montessori coach will work with staff and the Montessori Leadership Team to align our Montessori instruction across all subject areas with the Common Core standards and ensuring that we have clear articulation of how our teaching builds from primary to lower elementary to upper elementary and adolescents.	Staff Time		
Parkside's Principal will attend Montessori Training	Principal Montessori Training	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	5,000
Classroom Assistants - The Montessori model is built on the idea of a classroom teacher (guide) and an assistant to support the class.	Classroom Assistants (para-educators)	None Specified	
Membership with the American Montessori Society	Annual Membership	5800: Professional/Consulting Services And Operating Expenditures Magnet	1,017

## Strategy & Supporting Actions 2

### Strategy

Parkside Montessori will expand our program and will expand to 6th, 7th and 8th grade

### Students to be Served by this Strategy

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

All students

Montessori coach will work with staff to develop the design of our middle school.	Montessori 6, 7, 8 Design Team	5800: Professional/Consulting Services And Operating Expenditures	5,000
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In Montessori, 6th grade is the third year of upper elementary, and 7th/8th grade are an adolescent program.		District LCFF Supplemental C	
Montessori coach will work with families to develop the design of our middle school.	Parent Engagement in the design process	District LCFF Supplemental C	500
<p>Montessori coach develops an expansion plan that anticipates the impacts of a growing student body and the needs of physical space.</p> <ul style="list-style-type: none"> <li>• Staffing - projecting the number of staff we will need as we grow. This includes teachers and other support staff assigned to schools as enrollment numbers grow</li> <li>• Classroom designation - we will need to develop a new long term blue-print of classroom placement to accommodate keeping primary, lower elementary, upper elementary and adolescent groupings in the same wing</li> <li>• Working with district facilities staff to match facility needs (ex: bathrooms) for middle school aged students</li> <li>• Changes to logistics of school including bell schedule, arrival,</li> </ul>	Staff time		

dismissal, lunch, etc.			
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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

Family Engagement - strong home/school partnership

## LEA/LCAP Goal

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 school.

## Goal 5

By June 2021, PTA and or School Surveys of families related to home/school partnership will yield a response of at least 80% of families and ratings of an average of 4.5 or higher (on a 5 point scale) on all questions related to home/school partnership.

## Identified Need

Ensuring that we are appropriately engaging with families across educational need, language and income status.

## 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

Communication regarding student performance

### Students to be Served by this Strategy

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

All students

Parkside will hold report card "parent/teacher" conferences in the fall and the spring.	Staff time		
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## Strategy & Supporting Actions 2

### Strategy

Engaging in a supportive on-boarding process for incoming TK/K families to ease their transition to Parkside and establish a sense of belonging in our community

### Students to be Served by this Strategy

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

All students

School Tours - In 2019-2020 Parkside held four school tour dates, allowing incoming families to learn the story of our school and visit a sampling of each grade level from TK-5th grade, hear from the PTA and do Q/A with the principal	Staff time and PTA provided coffee and snacks		
Incoming TK/K Mandatory Meeting and MOU: After families have done the admissions lottery and found out that they have a spot at Parkside - Parkside will host a mandatory incoming parent meeting to go over the expectations of the school and have parents sign a commitment MOU. We will also invite all waitlisted families so that they hear this important information. While this MOU is largely symbolic, it helps cement a commitment to the culture of the school.	Staff time		
Incoming TK/K teacher meetings and assessments: This action is still in the idea phase and was going to be piloted in spring 2020 but did not happen due to COVID. The idea is that in the month of May - Primary teachers would use some of their afternoon time to meet with new/incoming TK/K students - and do some assessment of students to inform creating balanced incoming classes.	Staff time		
End of the Year Family Meet and Greet for Incoming TK/Ks: In the last month of school the PTA will host a social for incoming families on the playground for parents and students to get to meet each other.	Staff time		
Summer Play Dates: During the summer the PTA will	Staff time		

host playdates at a local park for incoming and returning families as a way to support community connection.			
Opt-in Buddy Families: During the summer the PTA will set up buddy families for any family new to Parkside who wants to participate, so they can have a returning family to check in with and meet before the school year starts.	Staff time		
Principal Meetings with interested incoming Families: During the summer of 2019 the incoming Parkside principal hosted 20 minute family meet and greets with returning Parkside families. This was done using a google sheets with dates/times and families could go in and sign up. This proved to be a great way to build relationships and get to know families. Due to COVID this will not happen during the summer of 2020. This is a strategy to revisit during the summer of 2021.	Staff time		
Incoming TK/K Orientation before the start of school: Traditionally, the day before school starts the TK/K teachers would host an orientation for incoming students and families. The event starts with a principal greeting in the LGI and the principal introduces the teachers and reads off their class lists - students and families then go into classrooms for the teacher to read a book and orient the students to their classroom - lastly the teacher team does a walk through of the campus with families - including noting where drop-off/pick-up will happen.	Staff time		

## Strategy & Supporting Actions 3

## Strategy

Regular Communication, Updates and Engagement with all Families

### Students to be Served by this Strategy

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

All students

Back to School Night: Traditionally at Parkside, Back to School night is held during the first week of school to help teachers connect with families and orient them to the expectations of the classroom. It is a time for teachers to help parents understand what to expect for the year, including student work, communication, and volunteering.	Staff Time		
Open House: Traditionally held at Parkside in the Spring, this is a time when teachers open up their classrooms and students walk through with their parents to showcase the work that they have been doing. Has also had a tradition of an Art Showcase in the LGI.	Staff Time		
Monthly Classroom Newsletters: Based on family feedback, in 2019-2020, Parkside teachers all sent home monthly parent newsletters - with a focus on helping families understand what was happening in the classroom and what the students were learning. This practice will continue in the 2020-2021 school year.	Staff Time		
Weekly information folders: Parkside staff will send home weekly "green" Thursday take-home folders - filled with fliers and other important information from	Staff Time		

the school and district that week.  For 20-21 - explore if it makes sense to move Thursday folders to online or emails			
Monthly Principal Newsletter: Once a month the Parkside principal will e-mail a newsletter to families to give a preview of the upcoming month's calendar of events, and share highlights, updates and reminders about things happening in the school.	Staff Time		
Monthly Principal Coffee Chat: Once a month the Parkside principal will host an hour long morning coffee chat with interested families to share about the latest happening in the school and to hear about the family experiences - appreciations, concerns and suggestions.	Staff Time		
Email and phone call response rate: Parkside staff commit to respond to parent phone calls and emails within 48 hour to address needs, or to communicate that more time is needed to give a more detailed response.	Staff Time		
Keeping Parkside's Website updated	Staff Time		

## Strategy & Supporting Actions 4

### Strategy

Partnering with the PTA to support and attend PTA functions

### Students to be Served by this Strategy

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

All students

Large School Events: The Parkside PTA hosts large	Staff time		
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annual events that offer families the opportunity to build a stronger sense of community. These include International Potluck, Walk-A-Jog, Movie Nights, Family nights-out, Spring Fling/Auction and Pizza Night/Art Raffle.			
PTA Meetings: Every six weeks the PTA holds association meetings to provide families and staff with updates on PTA events, priorities and spending. Room Parents and a Teacher Representative are asked to attend, in addition to any interested parents/staff to stay engaged in what the PTA is doing, how funds are used and generated, and how PTA supports the school.	Staff time		
PTA Newsletters: The Parkside PTA sends out a newsletter every 1-2 weeks to update families on events happening at Parkside and different ways they can get involved to help the school.	Staff time		
Room Parents: The Parkside PTA helps organize 1-2 lead room parents per classroom that support the teacher /classroom needs, and also to be a liaison to the PTA (attends PTA meetings, etc.). They may provide help with class specific communication if the teacher desires, but don't have this as their main goal, since PTA communications are streamlined out to all families from the PTA.	Staff time		
Parent Education: The principal will work with the Montessori coach to develop plans for how we will engage parents in Montessori parent education to deepen the understanding of our families about Montessori philosophy	Staff time		



and how they can best support their child at home.			
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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
- 5 Parent or Community Members

Name of Members	Role
Nima Tahai	Principal
Shannon Adams-Ferris	Parent or Community Member
Randi Paynter	Parent or Community Member
Hedvig Flores	Parent or Community Member
Brett Breon	Classroom Teacher
Tara Valentine	Classroom Teacher
Sonia Bon	Other School Staff
Martin Wiggins	Parent or Community Member
Markesha Tatum	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 1/11/21.

Attested:



Principal, Nima Tahai on 1/11/21

SSC Chairperson, Martin Wiggins on 1/11/21