

School Year: **2020-21**



**Sunnybrae**  
Elementary School

An Authorized International  
Baccalaureate World School

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunnybrae Elementary School	41690396045017	6/10/19	August 22, 2019

## 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 school collected feedback from various stakeholders during several meetings in which students data was presented. The stakeholders brainstormed strengths and challenges, root cause and possible strategies to improve student outcomes.

School Site Council- April 20th  
PTA-March 3rd 2020  
Staff/Teachers-March 3rd 2020  
ELAC- April 23rd 2020

# School and Student Performance Data

## Data Indicators and Targets

Sunnybrae Elementary School							
		Literacy					
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	-55.3 points below standard	-56.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-56.8 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	-1.6 point decrease	No	8 point rise
SED "Average Points Above Standard"	-79.8 points below standard	-79.7 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-79.7 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	0.1 point rise	No	15 point rise
EL "Average Points Above Standard"	-78.5 points below standard	-78 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	0.5 point rise	No	15 point rise
SwD "Average Points Above Standard"	-139 points below standard	-113.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	25.6 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	-79.3 points below standard	-47.1 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-47.1 points below	No	10 points above
5th Grade "Average Points Above Standard"	-41.1 points below standard	-56.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-56.6 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	34% Met Standard	36% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	36% 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	40% Met Standard	49% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	49% Met	No	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	49% 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"	-54.3 points below standard	-61.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-61.6 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	-7.3 point decrease	No	5 point rise
SED "Average Points Above Standard"	-77.3 points below standard	-81.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-81.2 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-3.9 point decrease	No	15 point rise
EL "Average Points Above Standard"	-76.8 points below standard	-77.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-0.6 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-123.1 points below standard	-114.9 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	8.2 point rise	No	15 point rise
3rd Grade "Average Points Above Standard"	-53 points below standard	-50.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-50.6 points below	No	10 points above
5th Grade "Average Points Above Standard"	-66.5 points below standard	-74.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-74.6 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	18% Met Standard	23% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	23% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	27% Met Growth	No	80 % Met Growth

#### Data Statements: Strength

1. ELA performance has improved from -56 to -48 points below standard for overall. SED students improved in ELA from -81 to -64 points below standard. EL students improved from -78 to -74 points below standard.

#### Data Statements: Challenges

2. Math performance remains low. the overall performance went from -61 to -63 points below standard. Math and ELA are still below standards.






#### Why are we getting these results?

3. Lack of consistency in professional development in the area of math. More emphasis has been placed in professional development and support in language and literacy.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Data Statement: Strengths

1. ELA has improved from orange to yellow. 61.6% of EL students are making progress towards proficiency.

#### Data Statement: Challenges

2. There are a higher number of student suspensions and the school is now in the orange color to to the greater number of suspensions.

#### Why are we getting these results?

3. There has been a greater focus on supporting our EL students through designated and integrated ELD. The staff is more familiar with the MTSS framework and the different tier of support then in prior years. All office referrals has been processed and the school discipline practices are still in process of changing so that there is a greater emphasis on the Responsive Classroom Approach and Restorative Practices. The staff still needs more training on these areas. The training has been implemented at the end of last year.

# 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 the end of June 2021, 65% of students will meet grade level benchmark in literacy as measured by F & P. At least 80% of students will continue to make adequate growth on reading as measured by the F & P assessment.

## 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: The overall performance has improved in ELA ( from -56 to -48 points below standard), SED students improved (from -81 to -64 point below standard), EL students improved from (-78 to -74 points below standard)

Challenges: Math performance has remained the same and there has been an increased in suspensions.

## 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	On the 18-19 CAASPP, overall students are -48 points below the standard in literacy.	10 points above proficient
SBAC ALL Students Growth	8.3 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-64 points below	0 points above proficient
SBAC SED Students Growth	17 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	3.6 point rise	15 points rise in average distance from 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>
SBAC SwD Growth	13.1 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-50.7 below	10 points above proficient
SBAC 5th Grade Students Status	-67.8. below	10 points above proficient
SBAC 8th Grade Students Status	Not applicable	10 points above proficient
Elementary: F&P All Students Status	50% of all students met benchmark on trimester 2	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	3% increase from the prior year	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine based on 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

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

## Strategy & Supporting Actions 1

### Strategy

Teachers will support all students to learn essential grade level literacy standards by implementing a cohesive and viable curriculum that provides differentiated instruction to students.

### Students to be Served by this Strategy

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

All students, specifically EL students

		None Specified	
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		Site LCFF Supplemental A	
Spanish Teacher to support culturally relevant pedagogy, IB requirements, and teacher release time to foster collaboration.	Teacher release time, using Spanish Teacher resource, to plan instruction with literacy coaches and IB coordinator . 5 FTE Spanish teacher	1000-1999: Certificated Personnel Salaries Magnet	60,261.00
Professional development for teachers on the IB standards (enhanced PYP) to enhance collaboration around IB framework and develop student agency as recommended by the IB	Teachers will attend PD on the enhanced PYP (IB standards)	None Specified Magnet	10,000.00
Monthly PD focused on language and literacy:	Once a month Professional development during staff meetings focused on language and literacy support for all using the IB and Common Core standards. No additional cost to site.		0
Monthly Professional Learning Community (PLC) time for teachers to analyze students data and develop inquiry cycles.	Once a month PLC time during staff meetings for teachers to plan literacy instruction for all students. No additional cost to site.		0
Teachers work with with literacy and language coaches to analyze their practice and plan literacy instruction for all students.	1 Language & Literacy specialist to coach teachers on best practices for literacy and in turn impact the learning of all students in the classroom regardless of their level.	1000-1999: Certificated Personnel Salaries LCFF - Supplemental	125,658.00
Teachers work with the IB coordinator to develop lessons that are aligned with IB and Common Core Standards	1 IB coordinator	1000-1999: Certificated Personnel Salaries Magnet	146,503.00
Additional librarian time to support literacy	1.2 additional hours for librarian to support library instruction for all classrooms	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	8,708.00

## Strategy & Supporting Actions 2

### Strategy

Teachers will use the MTSS framework to provide tiered support to students in literacy.

### Students to be Served by this Strategy

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

All

			0
Paraeducator Support	Additional paraeducator time to support literacy instruction in the classrooms.	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	40,000
Tier 2 literacy support for students:	Language and Literacy coaches support teachers with training on how to support student who need additional intervention. See above for funding source and information		0



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

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

## Goal 2

By the end of June 2020, 65% of students will meet grade level benchmark in math as measured by chapter assessments. At least 80% of students will make growth in math as measured by the chapter assessments.

## 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.

Student math performance has remained the same from last year.

## 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	-63.6 points below standard	10 points above proficient
SBAC ALL Students Growth	-2 points decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-77.2 points below	0 points above proficient
SBAC SED Students Growth	+4 points rise	15 points rise in average distance from proficient
SBAC EL Students Growth	-7.9 points decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-1.2 points decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-50.7 points below	10 points above proficient
SBAC 5th Grade Students Status	-103.1 points below	10 points above proficient
SBAC 8th Grade Students Status	Not Applicable	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

Teachers will support all students to learn essential grade level math standards by implementing a cohesive and viable curriculum that provides differentiated instruction to students.

### Students to be Served by this Strategy

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

All students

Implementation of Silicon Valley Math Initiative (SVMi)	Teachers will receive training around the SVMi tools to learn to support student mathematical thinking skills.		0
Math and Science TOSA to coach teachers on math instruction	1 Math and science TOSA to support the implementation of SVMi learning and best practices in math instruction.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	147,000

## Strategy & Supporting Actions 2

### Strategy

Teachers will use the MTSS framework to provide tiered and targeted support to all students in math.

### Students to be Served by this Strategy

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

All students

Multi-Tier System of Support (MTSS) School Team	Continue the school MTSS team and build teacher capacity by providing training to teachers in order to gain knowledge on how to support students at the different tiers.		0
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Provide a universal Screener to screen all students for math support	Use the math screener to screen all students for tier 1,2, or 3 support.		0
Differentiated support for EL students	Provide integrated ELD during math professional development for teachers		0
Provide integrated ELD during math professional development for teachers	Math & science specialist focused on working with students. See above		0

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Wellness

## LEA/LCAP Goal

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

## Goal 3

By the end of June 2021, at least 85% of students will meet grade level social emotional skills, show positive behavior, experience a sense of connectedness/engagement during distance learning as measured by office referrals, social-emotional assessments, participation/attendance data from distance learning and the Healthy Kid Survey.

## Identified Need

Strengths:

Chronic absence rate went down to 7.6%

On the HKS 69% of students reported feeling a high level of connectedness

Challenges:

Suspension rates went up to 1.2%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kid Survey, School Climate Survey, PBIS data, attendance data	For 19-20:  1.2% was the suspension rate 1% of students were suspended at least once 69% of students experienced a sense of connectedness on HKS 82% of students feel like they are treated with respect on HKS	Increased in student connectedness by 50% Decrease in student office referrals by 50% Decrease in student suspensions by 50% Decrease in student absence rate by 50%

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 support students to learn essential grade-level appropriate social-emotional skills using the Responsive Classroom Approach, site/district developed curriculum for SEL.

### Students to be Served by this Strategy

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

All students

Student Services Teacher on Special Assignment	One Student Service Teacher on Special Assignment to support classroom teachers around classroom management and SEL strategies.	1000-1999: Certificated Personnel Salaries Measure V	
Positive student engagement and positive students behavior.	Purchase recess equipment that is engaging to students.	4000-4999: Books And Supplies Site LCFF Supplemental A	2,000
Responsive Classroom Training	Teacher will continue to participate in Responsive Classroom training to implement the approach and support positive school culture	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000

## Strategy & Supporting Actions 2

### Strategy

Teachers will use the MTSS framework to support students at the different tiers of SEL/behavior instruction.

### Students to be Served by this Strategy

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

All students

Multi-Tier System of Support (MTSS) School Team:	Continue the school MTSS team and build teacher capacity by providing training to teachers through the		0
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	county office of education training. No additional cost to site.		
			0
Behavior and SEL screener	Screen students for SEL/behavior needs at the beginning of the school year using a protocol. This will be a teacher observation tool. No additional cost to site.		0
School counselor:	Full time counselor models SEL lessons in each classroom, develops an SEL curriculum for the school, provides small group and and some individual counseling to students who need supplemental SEL/ behavior support.	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	120,000
Develop interventions/ supports for students not engaging in distance learning	Community Specialist will reach out to students/families with support strategies (outside agencies, chromebooks, childcare). See below for funding		
School Safety Advocate	School Safety Advocate provides intensive interventions for students( individual counseling to students who need intensive support in SEL/behavior)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	38,000.00

# 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

By June 2021, at least 80% of parents will feel a sense of connectedness to the school and have two-way communication with the school as measured by parent surveys and participation in school-wide events.

## Identified Need

The school has experience low parent participation over the last few years. distance learning has created an extra barrier between families and the school community.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rosters for school events, Parent Surveys	For 18-19: 55% of parents attended Back-to-School Night 55% of parents attended Open House about 20-30 parents have attended Parent Education events	25% increase in parent participation

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

School staff will develop consistent, constant and empathetic communication with all families during distance/hybrid learning and provide culturally relevant school-wide events in order to enhance student academic and social-emotional student progress.

## Students to be Served by this Strategy

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

All students

Community Services Specialist	8 hours a day Community Services Specialist will support school staff with communication with Spanish speaking families.	2000-2999: Classified Personnel Salaries Site Title I	67,000
Parent meetings	ELAC parent meetings to provide a venue for the school to share information and parents to give input. .	0000: Unrestricted Site LCFF Supplemental A	500.00
Parent Education	Three parent education events to provide parents with strategies and support in academics and social-emotional areas.	0000: Unrestricted Site LCFF Supplemental A	500.00
Consistent classroom and school communication	The administration and classroom will have consistent communication with parents using newsletters and bulletins. No additional cost to site.		0
Parent Support Group for Distance Learning	School staff will engage with families to provide support with distance learning		0



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## 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

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

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$769,130.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District LCFF Supplemental A	\$120,000.00
LCFF - Supplemental	\$125,658.00
Magnet	\$216,764.00
Site LCFF Supplemental A	\$239,708.00
Site Title I	\$67,000.00

Subtotal of state or local funds included for this school: \$769,130.00

Total of federal, state, and/or local funds for this school: \$769,130.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District LCFF Supplemental A	120,000.00
LCFF - Supplemental	125,658.00
Magnet	216,764.00
Site LCFF Supplemental A	239,708.00
Site Title I	67,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	520,422.00
2000-2999: Classified Personnel Salaries	235,708.00
4000-4999: Books And Supplies	2,000.00
None Specified	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
2000-2999: Classified Personnel Salaries	District LCFF Supplemental A	120,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	125,658.00
1000-1999: Certificated Personnel Salaries	Magnet	206,764.00
None Specified	Magnet	10,000.00
0000: Unrestricted	Site LCFF Supplemental A	1,000.00
1000-1999: Certificated Personnel Salaries	Site LCFF Supplemental A	188,000.00
2000-2999: Classified Personnel Salaries	Site LCFF Supplemental A	48,708.00
4000-4999: Books And Supplies	Site LCFF Supplemental A	2,000.00
2000-2999: Classified Personnel Salaries	Site Title I	67,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	391,130.00
Goal 2	147,000.00
Goal 3	163,000.00
Goal 4	68,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Aleyda Barrera-Cruz	Principal
Rose Saucedo	Parent or Community Member
Lisa Pelletier	Parent or Community Member
Miriam Home	Parent or Community Member
Kimberly Gordon	Parent or Community Member
Molly Reidy	Classroom Teacher Parent or Community Member
Miranda Spang	Other School Staff
Dulce Bird	Classroom Teacher
Ryan Murray	Classroom Teacher
Suzanne Deardorff	Classroom Teacher

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**

GSS

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/10/19.

Attested:



Principal, Aleyda Barrera-Cruz on 1/11/21

*Rose Saucedo*

SSC Chairperson, Rose Saucedo on 1/11/21