

The School Plan for Student Achievement

School: HUFF ELEMENTARY SCHOOL
CDS Code: 43-69591-60479071
District: Mountain View Whisman School District
Principal: Geoffrey Chang
Revision Date: October 18, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on October 18, 2018.

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School Vision and Mission

HUFF ELEMENTARY SCHOOL's Vision and Mission Statements

School Vision

A Huff education embeds 21st century skills and opportunities for social and emotional growth into every facet of students' learning experiences. We support the development of global citizens who are college, career, and community-ready.

School Mission

We inspire, prepare, and empower every student.

School Profile

School Core Values

1. We cultivate a Growth Mindset culture for students, parents, and staff.
2. We value timely and appropriate feedback that promotes growth.
3. We support meeting the needs of the whole child: academic, social, physical, and emotional.
4. We use data to inform decisions.
5. We intentionally embed blended learning opportunities in instruction.
6. We reflect on current practices and research best practices to implement in the classroom.
7. We foster an awareness, appreciation, and respect for cultural diversity.
8. We value collaboration and embrace new professional learning opportunities.

Academic Achievement

GOAL:

By May 2019, the percentage of students meeting or exceeding standards

- on the CAASPP ELA exam will increase from 90% to 91%.
- on the CAASPP Math exam will increase from 86% to 88%

KEY STRATEGIES

- Ensure alignment and data-driven instruction through coaching and professional development.
- Respond to individual student needs via Project Based Learning and Response to Instruction approaches.

Closing the Achievement Gap

GOAL:

By May 2018

- the number of students designated as "At-Risk of becoming Long Term English Learners" will be reduced by at least one.
- the percentage of RFEP students who meet or exceed standards on the CAASPP ELA exam will increase from 90% to 90%

Key Strategies:

- Apply Sheltered Instruction Observation Protocol techniques in all subjects.
- Provide targeted, small group tutoring opportunities for at-risk populations.

Human Capital

GOAL:

By May 2019, staff will demonstrate an improved understanding of how to implement district and site initiatives as measured by a comparison of pre- and post-survey data.

Key Strategy:

- Provide professional development, coaching, and feedback on district- and school initiatives.

Inclusive and Supportive Culture

GOALS:

By May 2019

The attendance percentage will be maintained at 97% (or above).

The suspension indicator on the California School Dashboard will move from "Orange" to "Yellow" or "Green."

The number of total volunteer hours logged will increase by 5%

Strategies

- Develop school-wide Social Emotional Learning plan.
- Engage students directly to problem-solve issues and improve school climate.
- With PTA, encourage additional volunteerism.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

Writing, math, and ELA benchmark assessments are administered each trimester in alignment with District timelines. The ELA and Math assessments are largely summative and are analyzed each trimester. State data for grades 3-5 are analyzed in September and used to make decisions about school goals and key strategies for site planning. The Common Core Standards are the target for all instruction in ELA and math. Curriculum tools used in instruction are aligned with standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Data is collected from a variety of sources: in-class checks for understanding, exit slips, curriculum assessments, and common formative assessments created by teacher teams. Teachers analyze their classroom data on an ongoing basis, and results of curriculum assessments and common formative assessments are broken down and discussed during teacher collaboration meetings weekly. These discussions inform next steps for responding to student needs by modifying instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the requirements for highly qualified staff. There is one 1.0 FTE instructional coach to support teachers in all subject areas and with standards based practices. In addition, one tenth of a district technology coach (shared coach between 10 schools) supports teachers with district technology programs.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

An instructional coach offers a wide range of support options for teachers. This can come in the form of observational coaching, modeling teaching techniques, planning lessons, creating assessments, facilitating collaboration, etc. Two STEM teachers lead planning around Science and facilitate lessons twice a week for each child. District new teacher coaches support new teachers hone their instructional practice and clear their credential.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

A professional development-focused all-staff meeting takes place each Wednesday afternoon and official teacher collaboration time takes place each Thursday. Collaboration is organized around grade level teams and is used to discuss and plan items related to the instructional program.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

Enrichment for all electives support every student during the school day and contribute to building schema, honing critical thinking skills, public speaking ability, and scientific inquiry. All students receive two 45-50 minute sessions of Response to Instruction per week. RTI time is used to address standards with which students need more practice as well as extending students' learning through projects that promote deeper learning of the content. A community engagement facilitator is on campus five days a week to support families and teachers with non-instructional aspects of meeting diverse needs.

Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

Parental involvement at Huff is a strong component of the school. Parents volunteer to support classroom instruction, centers, event coordination, yard supervision, participation and leadership on school site council, PTA and English Learner Advisory Committees. In addition, many parents attend and are involved in District Advisory Committee, District English Learner Advisory Committee, and Board meetings.

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Huff Elementary is not a Title 1 school. Huff receives funding allocations from the District through the Local Control Funding Formula.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Huff receives state funding through the Local Control Funding Formula and funds directed through the district to support enrichment programming at schools. In addition, noon duty and Lottery fund supports the school and is allocated by the district. PTA support and funding is a major factor for Huff contributing to school supplies, curriculum support, technology software purchase and subscriptions, enrichment, and field trips.

Description of Barriers and Related School Goals

Barriers: 1. Turnover in the 3rd grade team may have contributed to the slight dip in that grade level's scores in 2017-18. 2. Low numbers of ELs and SED students lead to wide fluctuations of percentages year to year.

Related Goals/Strategies: 1. Continue professional development on district and site-wide initiatives as well as a systematic focus on data should reduce the impact of staff changes. 2. RTI and SIOP, as well as a focus on individual student needs in coaching, should lead to improved at-risk student outcomes over time.

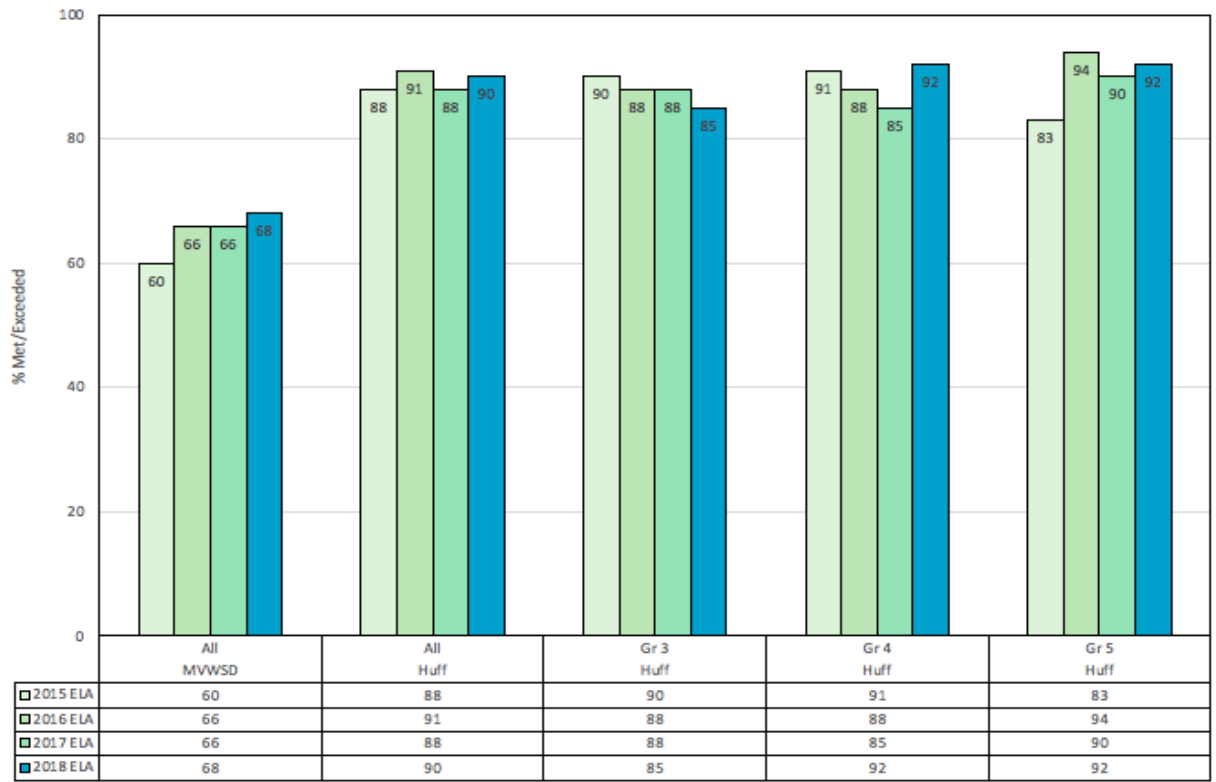
Site Demographics

Huff	2015-16	2016-17	2017-18
Enrollment	572	572	605
Asian	32%	34%	35%
Hispanic/Latino	11%	10%	11%
White	39%	40%	38%
Students with Disabilities	5%	4%	5%
English Learners	16%	16%	18%
SocioEconomically Disadvantaged	7%	7%	8%

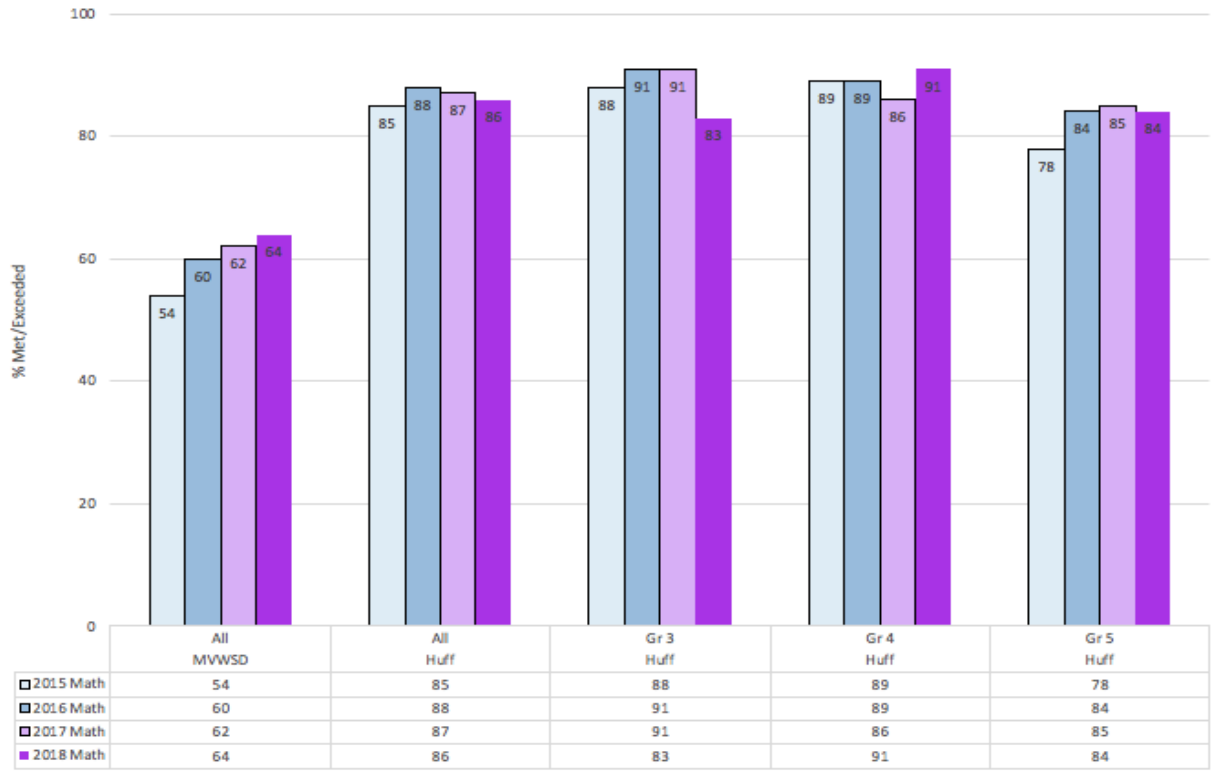
Site Demographics for students in grades 3-5

Huff	2015-2016	2016-2017	2017-2018
English Learners	9%	7%	5%
Reclassified Fluent English Proficient	18%	18%	19%
SocioEconomically Disadvantaged	5%	8%	8%
Students with Disabilities	6%	6%	6%
Asian	30%	30%	30%
Hispanic/Latino	9%	11%	12%
White	44%	41%	40%
Total Enrollment	280	281	284

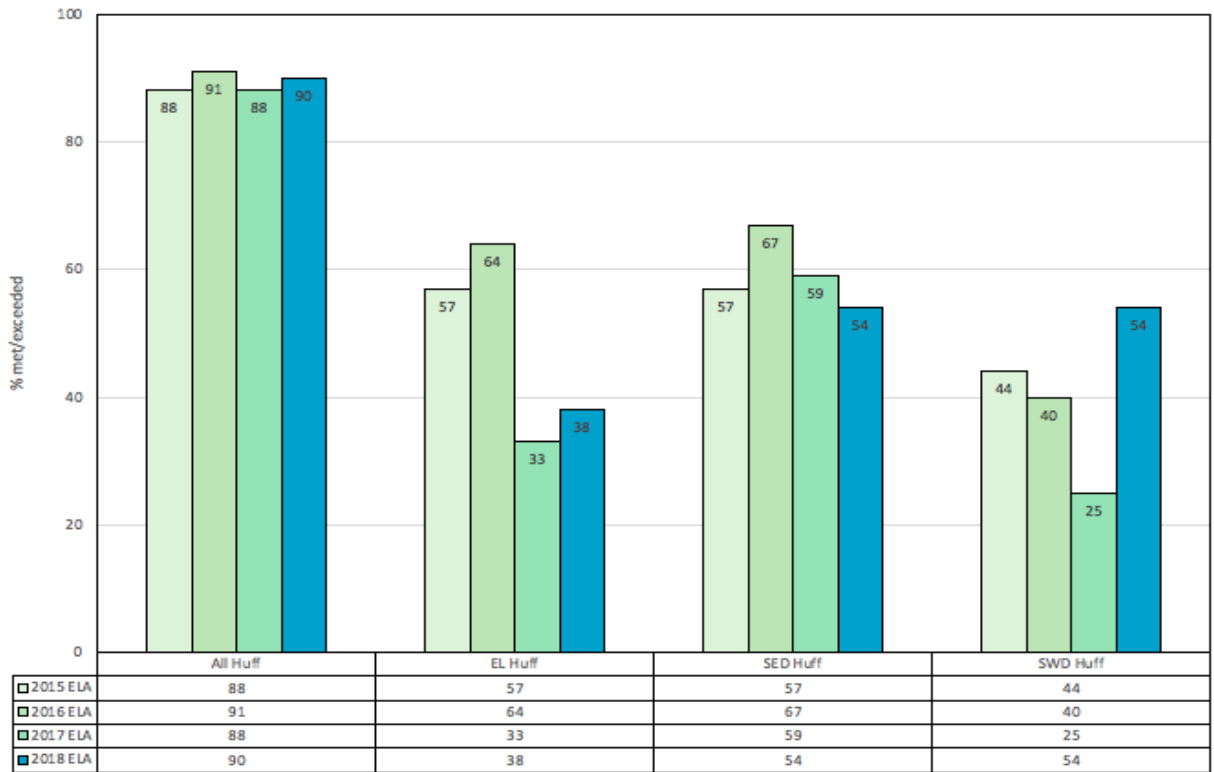
ELA CAASPP



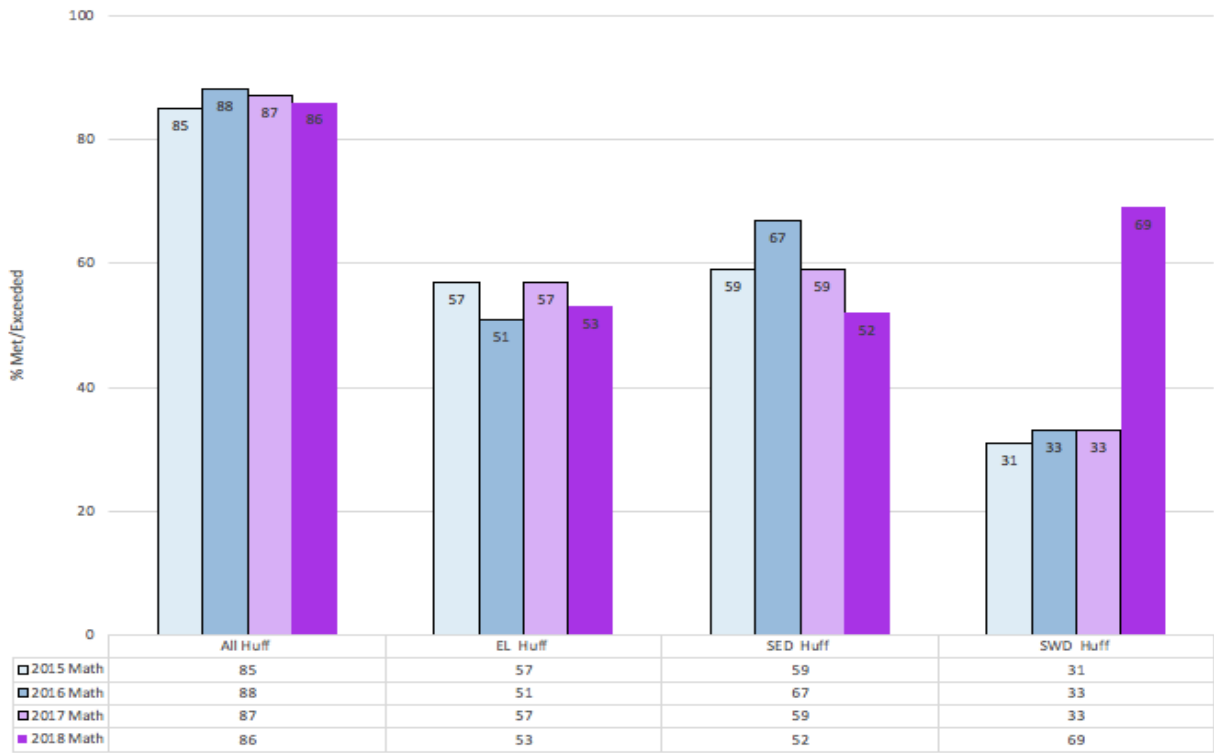
Math CAASPP



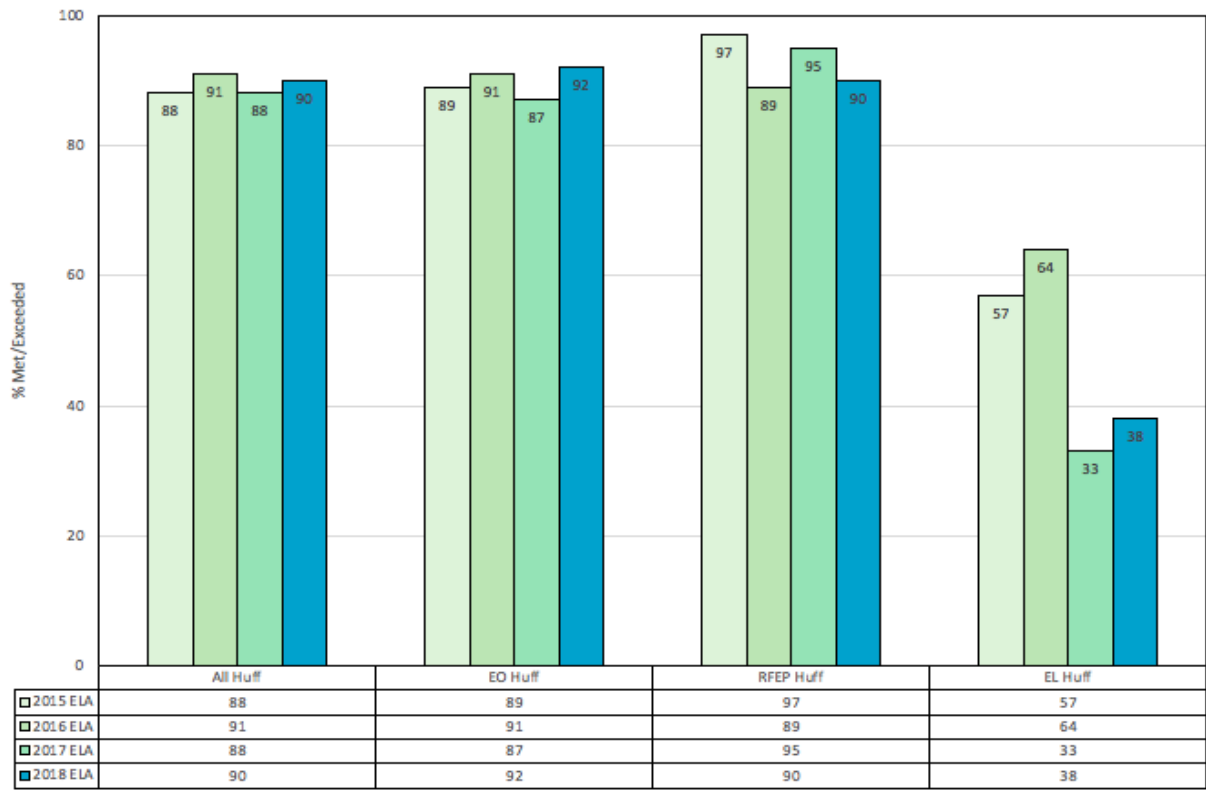
ELA CAASPP Subgroups



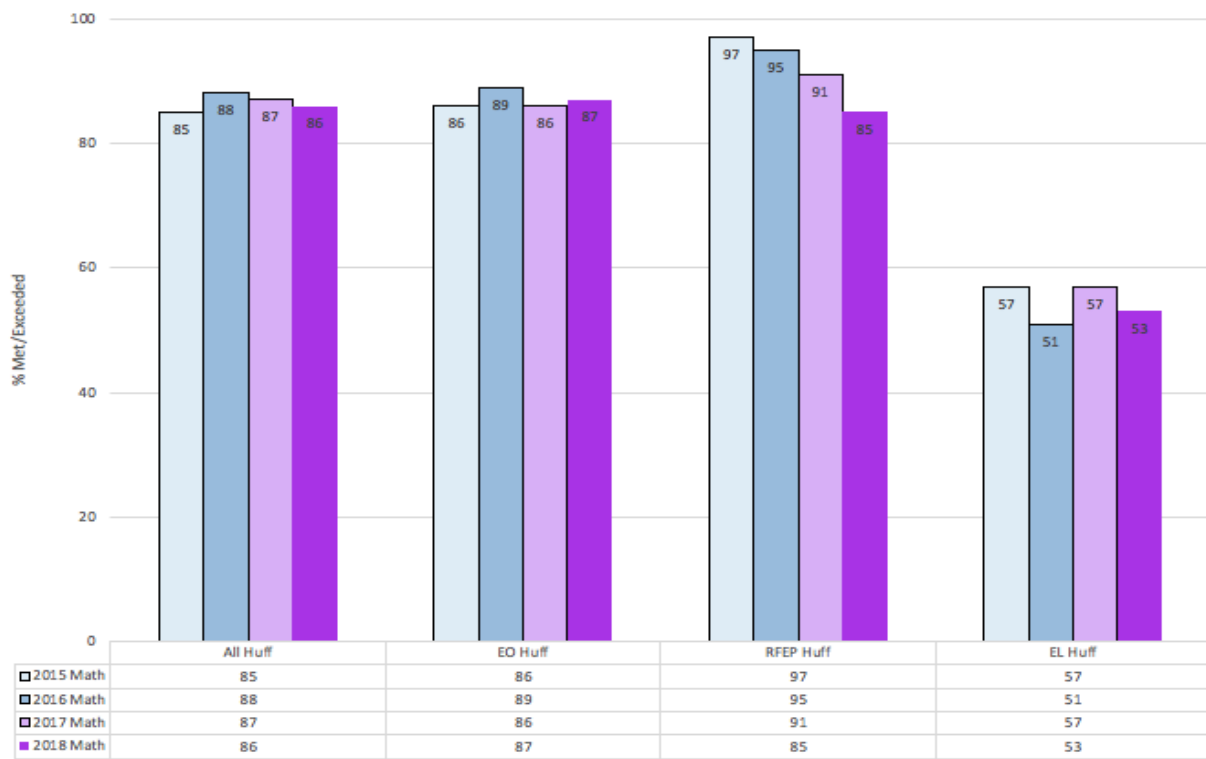
Math CAASPP Subgroups



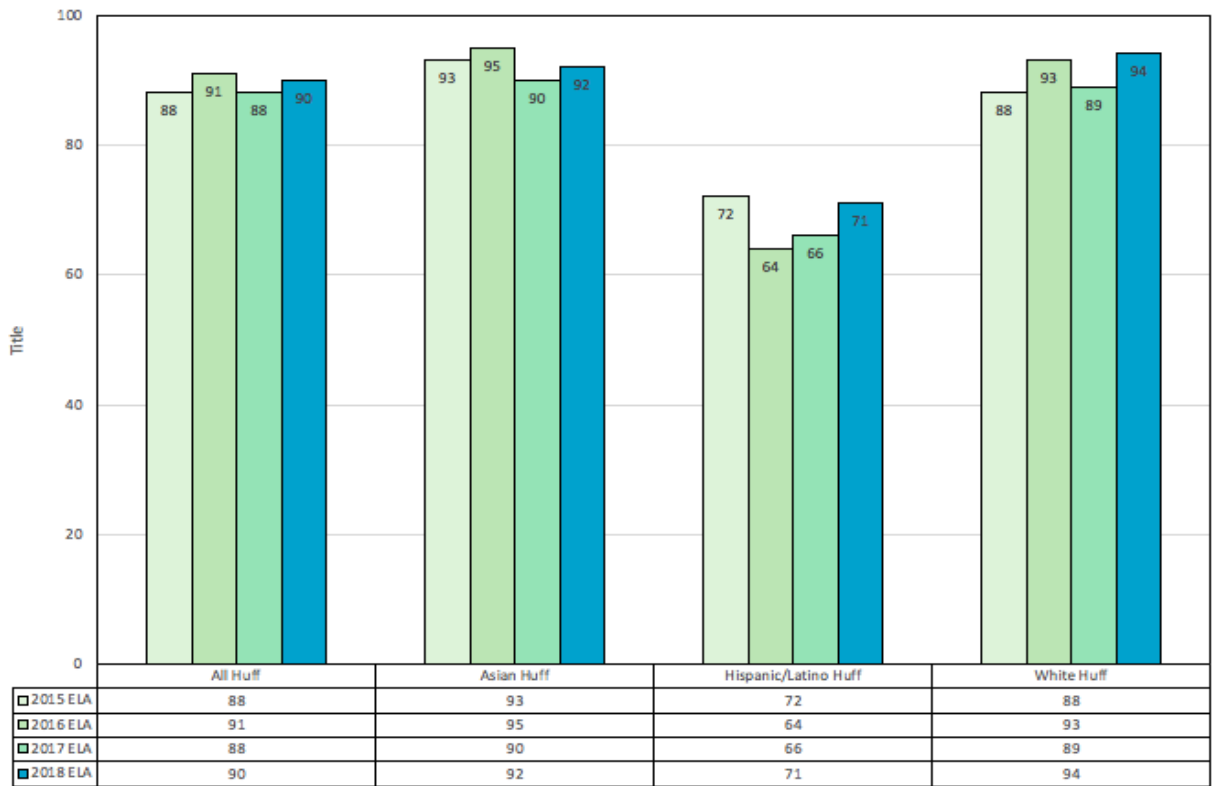
ELA CAASPP English Learner Status



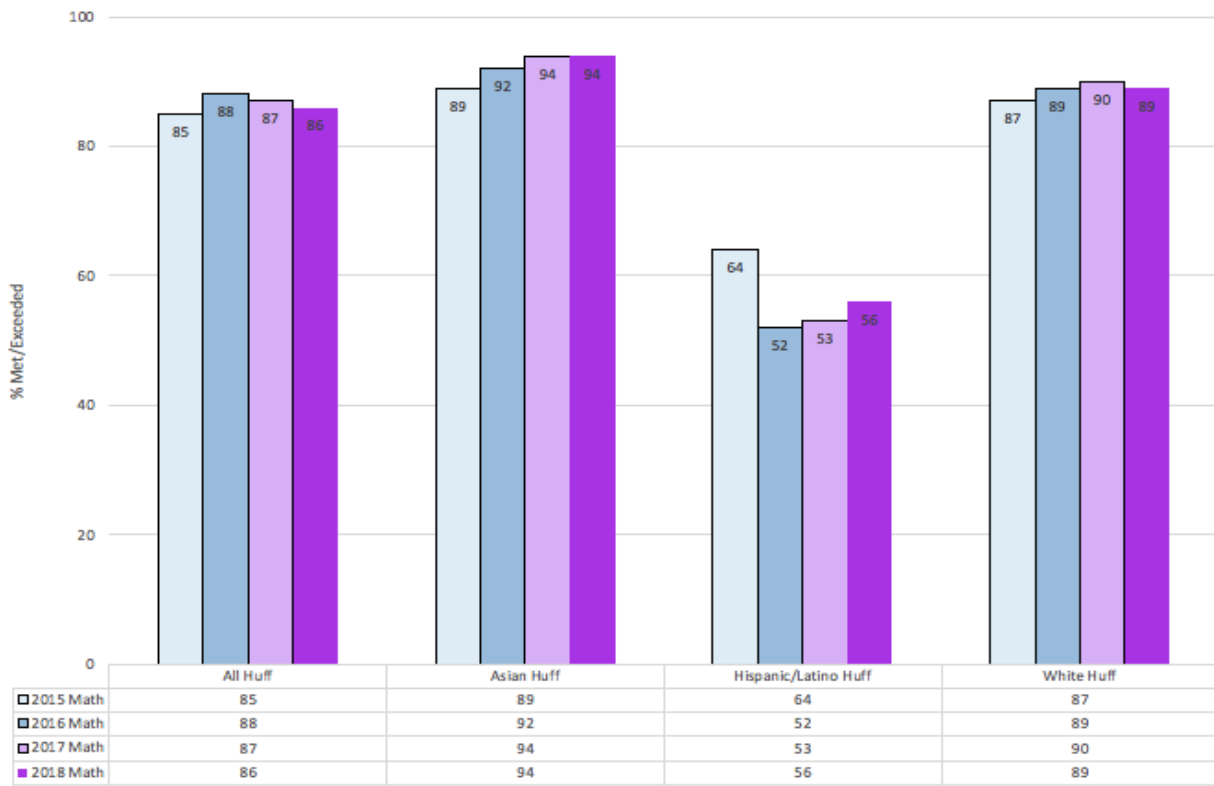
Math CAASPP English Learner Status



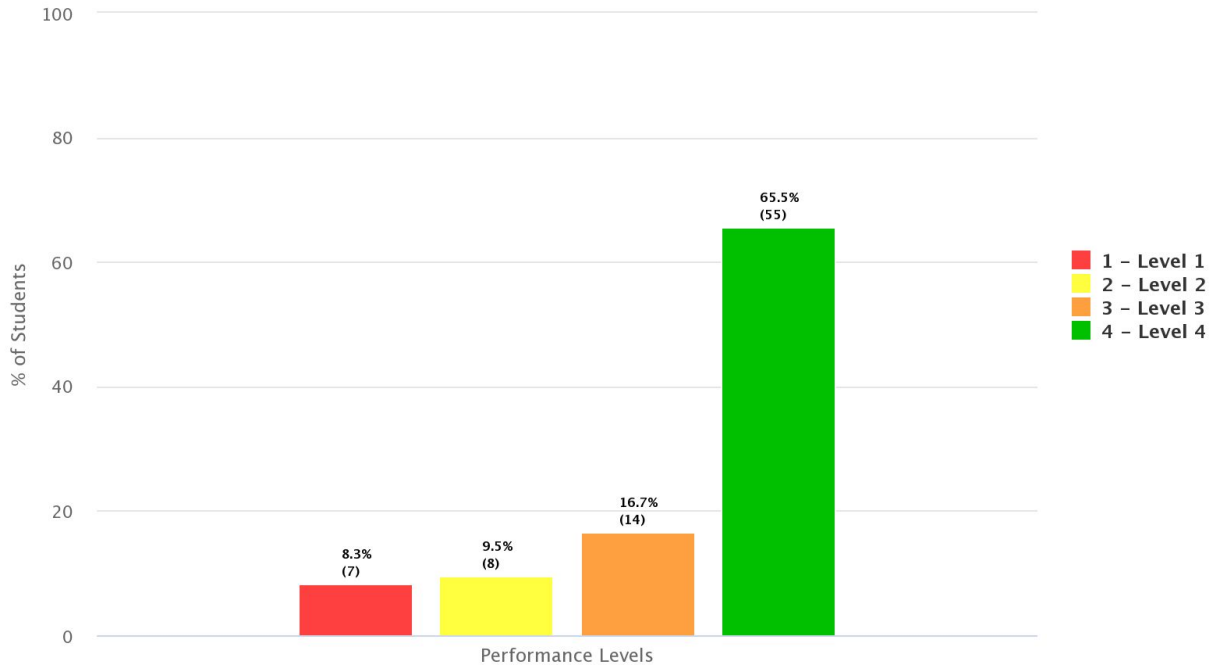
ELA CAASPP Ethnicity



Math CAASPP Ethnicity



Huff English Language Proficiency Assessments for California (ELPAC) 17-18



	2015-16	2016-17	2017-18
Attendance	97.21%	96.67%	96.92%
Suspension	12	13	5
Reclassification	22%	27%	34.4%

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement Goal(s):
LEA/LCAP GOAL:
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
Every student will be prepared for high school and 21st century citizenship By May 2019, the percentage of students meeting or exceeding standards <ul style="list-style-type: none">• on the CAASPP ELA exam will increase from 90% to 91%• on the CAASPP Math exam will increase from 86% to 88%
Data Used to Form this Goal:
CAASPP District assessments
Findings from the Analysis of this Data:
2017-18 Goals ELA Increase from 88% to 89% Math Increase from 87% to 88% 2017-18 Results ELA - Met: Increased to 90% Math - Not met: decreased to 86% Analysis There was a slight increase in ELA and a slight decrease in math. Implementation of SIOP and an RTI focus on ELA standards--with minimal changes in math instruction--may have contributed to this outcome. Opportunities remain to meet the needs of more Hispanic/Latino students and English Learners.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring of qualitative and quantitative data by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions.

Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Compose and track teacher professional goals aligned to site priorities to focus professional development and feedback	August - May	Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Participate regularly in instructional coaching	August – May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Provide ongoing professional development on key aspects of the Roadmap to the Capstone: PBL, Profile of a Graduate	October - April	Principal, Coaches, Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Facilitate at least two interdisciplinary PBL projects that explicitly focus on specific attributes from Profile of a Graduate	September - May	Teachers	PBL supplies	0000: Unrestricted	School Allocation	1,000
Implement one school-wide academic event aligned to the Roadmap for the Capstone	December - March	Principal, Teachers, PTA	Event supplies	0000: Unrestricted	School Allocation	2,000
Provide grade-level enrichment activities and classes aligned to the Roadmap to the Capstone	October – April	Principal, Teachers, PTA	PTA expenditures	0000: Unrestricted	Donations - PTA	60,000
Provide RTI opportunities for extension and intervention 2x week to all students	August - May	Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Provide STEM instruction 2x week to all students	August - May	Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Provide general after school tutoring 2x weekly	October - Apr	Principal, SCEF, Teachers	Teacher overtime	1000-1999: Certificated Personnel Salaries	School Allocation	8,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Visit classrooms regularly and provide ongoing feedback to teachers and students.	August - May	Principal, Coaches	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Closing the Achievement Gap Goal(s):
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #2:
By May 2019 Reduce the number of "At-Risk of becoming a Long Term English Learner" by at least one.
Data Used to Form this Goal:
CAASPP District assessments CELDT/ELPAC
Findings from the Analysis of this Data:
2017-18 Goal Reduce the number of "At-Risk of becoming a Long Term English Learner" from 2 to 0. 2017-18 Results The number of students "at-Risk of becoming a Long Term English Learner" was reduced from 2 to 1. Analysis There are five students who are in this at-risk category in 2018-19. Continued and intensified efforts are needed to help them improve their English proficiency level.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions.

Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Compose, teach, then check for attainment of SIOP language objectives in math lessons, providing opportunities for ELs and RFEPs to learn and practice academic vocabulary and language routines.	August - May	Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Provide small group ELD for ELs in grades 3-5	September - May	EL Intervention Teacher	EL Intervention Teacher hours	1000-1999: Certificated Personnel Salaries	TSSP	14,000
Provide Saturday school for target students	November - April	Afterschool teacher	Afterschool Teacher hours	1000-1999: Certificated Personnel Salaries	After School Extended Learning	6,000
Provide specialized after school tutoring for target students.	November - April	Afterschool Intervention Teachers	Afterschool Teacher hours	1000-1999: Certificated Personnel Salaries	After School Extended Learning	11,000
Support target at-risk students by examining data, setting goals, and implementing differentiated instruction.	October - May	Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Conduct Kid Talks for target at-risk students	November, February	Teachers, Instructional Coach, Principal	Substitute hours to release teachers for Kid Talks	1000-1999: Certificated Personnel Salaries	TSSP	6,000
Adapt lesson plans to check for understanding of each math language objective.	October - May	Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Human Capital Goal
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
SCHOOL GOAL #3:
By May 2019, staff will demonstrate improved understanding and implementation of district and site-initiatives (SIOP, RTI, Roadmap to Capstone/PBL) as measured by a pre- and post-survey.
Data Used to Form this Goal:
Observations by administrator during staff meetings and collaboration times.
Findings from the Analysis of this Data:
2017-18 Goal: By May 2017, evidence of common planning around district pacing guides and a focus on results/data will be present in all teacher collaboration and release day documentation. 2017-18 Results: Based on an examination of teacher collaboration notes, release day collaboration notes, and administrator's observation, this goal was met. Analysis: Teacher teams have increasingly focused on the district pacing guides on which to base their planning. References to data are consistently present in documentation.
How the School will Evaluate the Progress of this Goal:
Ongoing monitoring, including intermittent staff surveys, by administrator and teacher teams. Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate regularly in instructional coaching (at least 1x/mo)	August - May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Via Professional Development: improve understanding and facilitation of PBL experiences	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Via Professional Development: hone RTI skills - CFA creation, data analysis, looking at student work, how to extend learning	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Via Professional Development: hone understanding and application of SIOP techniques	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Coach/train classified staff on how to support the Roadmap to the Capstone and our district strategic plan.	September - May	Principal, Classified Staff	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Inclusive, Supportive Culture Goal(s)
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
Every student, staff, family and community member will feel valued and supported while working, learning, and partnering with MVWSD. By May 2019: Maintain attendance at 97% or better. Reduce suspensions to move from "Orange" to "Yellow" or "Green" on the California State Dashboard Increase the total number of volunteer hours logged by 5% from 2017-18.
Data Used to Form this Goal:
Feedback on culture survey from Winter/Spring 2018 showed that childcare is a significant obstacle to more participation. On the same survey, student connection to school was an opportunity for growth. Discipline Data from 2017-18 showed an improvement in suspension rates - we are looking to maintain or build upon this success.

Findings from the Analysis of this Data:**2017-18 Goals:**

The number and quality of celebrations of diverse languages and cultures Huff will be increased compared to 2016-17.

The number of suspensions will be reduced by 25% as compared to 2016-17.

2017-18 Results:

In February 2018, Huff hosted a schoolwide Multicultural Festival, representing over 25 different countries, languages, and cultures. Office morning announcements included a greeting in a new international language each week.

The number of suspensions was reduced from 13 to 5 (62% reduction)

Analysis:

The first-ever after school Multicultural Festival was a successful event attended by a significant portion of the Huff community. Future culture surveys of families should give a better idea of the long-term impact of these efforts.

More alternatives to suspension, including community service and after-school detention, were used as corrective measures. Also, the teaching staff participated in a book study focused on building relationships with the students who have the most behavior challenges.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator.

Close monitoring of suspension rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Send regular reminders home about attendance.	August - May	Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Examine and develop further our social-emotional learning plan involving YMCA Project Cornerstone, Acknowledge Alliance, and current in-house practices.	November - March	Principal, Teachers, At-Risk Intervention Supervisor, School Site Council, PTA	Miscellaneous event costs such as food and materials for committee meetings	0000: Unrestricted	TSSP	500
Hold regular student town hall meetings/student council meetings to listen to and discuss student concerns.	October - April	Principal, Teachers, At-Risk Intervention Supervisor, SCEF	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advertise and provide childcare for every major school event.	April - May	Principal	No expenditures, part of regular staff responsibilities.	2000-2999: Classified Personnel Salaries	School Allocation	1,000
Create volunteer hour tracking system to count total hours volunteered and gather data on the number of families who volunteer for a baseline for next year's goal.	September	Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Celebrate volunteering milestones and recognize individual volunteer efforts regularly.	November - May	Principal, SCEF, PTA	Celebratory event costs	0000: Unrestricted	Donations - PTA	500
Develop a plan with School Site Council and PTA to support families transitioning to other schools in 2019-20	November - May	Principal, Teachers, School Site Council, PTA	Committee meeting costs	0000: Unrestricted	Donations - PTA	500
Collaborate with other sites to offer a comprehensive parent engagement course to families of at-risk students.	October - April	SCEF	Cost of program	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	1928

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
Strategic Plan
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	43,680	31,180.00
Yard Supervision	42,000	42,000.00
TSSP	26,600	6,100.00
After School Extended Learning	24,960	7,960.00
After School Enrichment	6,240	6,240.00
Parent Engagement (PIQE/FEI/PU)	1,928	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Extended Learning	17,000.00
Donations - PTA	61,000.00
Parent Engagement (PIQE/FEI/PU)	1,928.00
School Allocation	12,500.00
TSSP	20,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	64,500.00
1000-1999: Certificated Personnel Salaries	45,500.00
2000-2999: Classified Personnel Salaries	1,000.00
5800: Professional/Consulting Services And Operating	1,928.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Extended Learning	17,000.00
0000: Unrestricted	Donations - PTA	61,000.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	1,928.00
0000: Unrestricted	School Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	8,500.00
2000-2999: Classified Personnel Salaries	School Allocation	1,000.00
None Specified	School Allocation	0.00
0000: Unrestricted	TSSP	500.00
1000-1999: Certificated Personnel Salaries	TSSP	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	71,500.00
Goal 2	37,000.00
Goal 3	0.00
Goal 4	4,428.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dorothy Lin				X	
Naemi Strobel				X	
Philip Lee				X	
Brooke Heymach Friedman				X	
Teresa Diaz			X		
Susana Morales			X		
Camela Algieri		X			
Shelley Hsieh		X			
Geoffrey Chang	X				
Maria Lara				X	
Numbers of members of each category:	1	2	2	5	

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.

ELAC Membership

Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Amitabh Saikia				X	
Olesya Grichina				X	
Maria Lara				X	
Geoffrey Chang	X				
Susana Morales			X		
Helen Wong		X			
Numbers of ELAC Members of each category:	1	1	1	3	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):


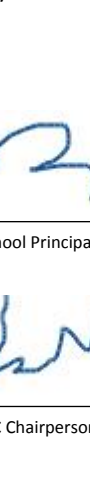
X English Learner Advisory Committee



Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/1/18.

Attested:

<u>Geoffrey Chang</u> Typed Name of School Principal	 Signature of School Principal	<u>10/1/18</u> Date
<u>Naemi Strobel</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>10/1/18</u> Date