The School Plan for Student Achievement

School: Edith Landels Elementary School

CDS Code: 4369591604796

District: Mountain View Whisman School District

Principal: Heidi Galassi

Revision Date: 11/15/18

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 November 15, 2018.

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School Vision and Mission

Edith Landels Elementary School's Vision and Mission Statements
Every student, family, staff, and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

To inspire, prepare and empower every student

School Profile

Goals and Strategies:

English Language Arts (ELA)
By June 2019, there will be an increase from 68% to 71% in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

Key Strategies: Implement Benchmark Advance curriculum and use iReady for data driven instruction

Math
By June 2019, there will be an increase from 64% to 68% in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).

Key Strategies: Utilize Sheltered Instruction Observation Tool (SIOP) components and features to support student learning and understanding of Eureka Math concepts. Use iReady for data driven instruction and building groups for small group instruction and stations.

Closing the Achievement Gap
2018-2019: Reduce the number of "At-Risk" Long Term English Language Learners by at least 1 student.

Key Strategies: Implementation of SIOP, progress monitoring, and intentionally focus on targeted ELPAC skills and strategies

Human Capital
2018-2019: By June 2019, staff will collaboratively develop and implement learning walks as evidenced by norms, feedback forms, and learning walk logs.

Key Strategies: Collaboratively developed norms, feedback forms, and learning walk logs. Utilize a researched based learning walk protocol that teachers will begin starting 2nd trimester, implement iReady professional development and coaching support

Inclusive and Supportive Culture
2018-2019: Increase our attendance rate from 96.14% to 97% as measured by school and attendance data
2018-2019: Maintain zero suspensions
2018-2019: Positive sense of community and climate as measured by survey results.

Key Strategies: Community Engagement Facilitator, Increase Attendance Rate, Develop a school wide sense of community, positive climate, and inclusivity. Utilize district surveys to collect information, Monday assemblies, Landels ROARS, every trimester an expectation assembly will be held per grade level, both the SCEF and at-risk supervisor proactively check in with students for both social/emotional and academic struggles, data will be tracked

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

   All students take our District Benchmark assessments three times a year at the end of each trimester. Also, students in grades third through fifth take the California Assessment of Student Performance and Progress (CAASPP). All assessments are critical for monitoring student progress and informing future planning and instruction. The results from the CAASPP are compared with the scores from previous years and are instrumental in developing the Single Plan for Student Achievement.

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

   At Landels, we monitor student progress and modify instruction. This includes a review of data, identification of target areas in need of improvement, selection of strategies, and re-assessment. We utilize staff meeting time and weekly grade level collaboration. All teachers have two district-provided release days per school year.

Staffing and Professional Development

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

   At Landels, 100% of our teachers meet the requirements for highly qualified staff for their currently assigned positions. Teachers are fully credentialed to teach their assigned content areas.

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

   We have a full time instructional coach at Landels. Her role is to support all teachers with the implementation of curriculum, teacher's professional goals, professional learning presentations, and classroom management. This year she is highly focused on our work with Sheltered Instruction Observation Protocol (SIOP). Professional learning opportunities are planned for staff meetings, grade level release days, collaboration time, and District wide Professional Development Days.

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

   Each grade level has dedicated collaboration time every Thursday afternoon. Thursdays are minimum days and the student are dismissed at 12:10 to allow for this additional time.

Opportunity and Equal Educational Access

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

Our teachers use instructional strategies and practices to support effective student learning. Landels teachers check for understanding during lessons to measure students' progress toward the learning objective. Teachers also use formative and summative assessments to determine if students are meeting the learning objective and grade level standards. Students that need additional support will receive re-teaching/ re-engagement or supplemental standards based materials. This is our third year implementing an RtI model at Landels. Every grade level has a Literacy Block built into their schedule. During this time students are grouped based on their reading level and iReady data results. With the addition of two full-time intervention teachers, we are able to be even more flexible with our groupings. We are utilizing Leveled Literacy Intervention to meet the needs of our underperforming students.

Parental Involvement

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

Landels is an amazing learning community. Every classroom has a room parent. They make sure that teachers have the volunteers needed to support the different learning opportunities in the classroom. We have a full time School and Community Engagement Facilitator. She is vital in providing resources to our students and families. She is able to advertise for events, help individual families in need, and act as a liaison for many of our community support programs. We also have an at-risk supervisor which is a new position this year. He is proactive with our social/emotional struggling students as well as our academic struggling students.

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)

Landels Elementary is not a Title 1 school. Landels Elementary School believes that parents are an essential component of the school community and success. Parents regularly participate in committees and events like School Site Council, English Language Advisory Committee, PTA, Back to School Nights, Open House, and Parent Teacher Conferences. Our staff communicates with parents regarding student successes and areas that need improvement.

Funding

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

Every year, our School Site Council, English Language Advisory Committee, and teachers/staff develop a plan to determine the best use of this years funding for this year's students. Everyone plays a role in the evaluation of our plan's goals and funding allocations. As we move through the school year we will continually analyze and revise our plan to make sure that we continue to meet the needs of every student.

Description of Barriers and Related School Goals

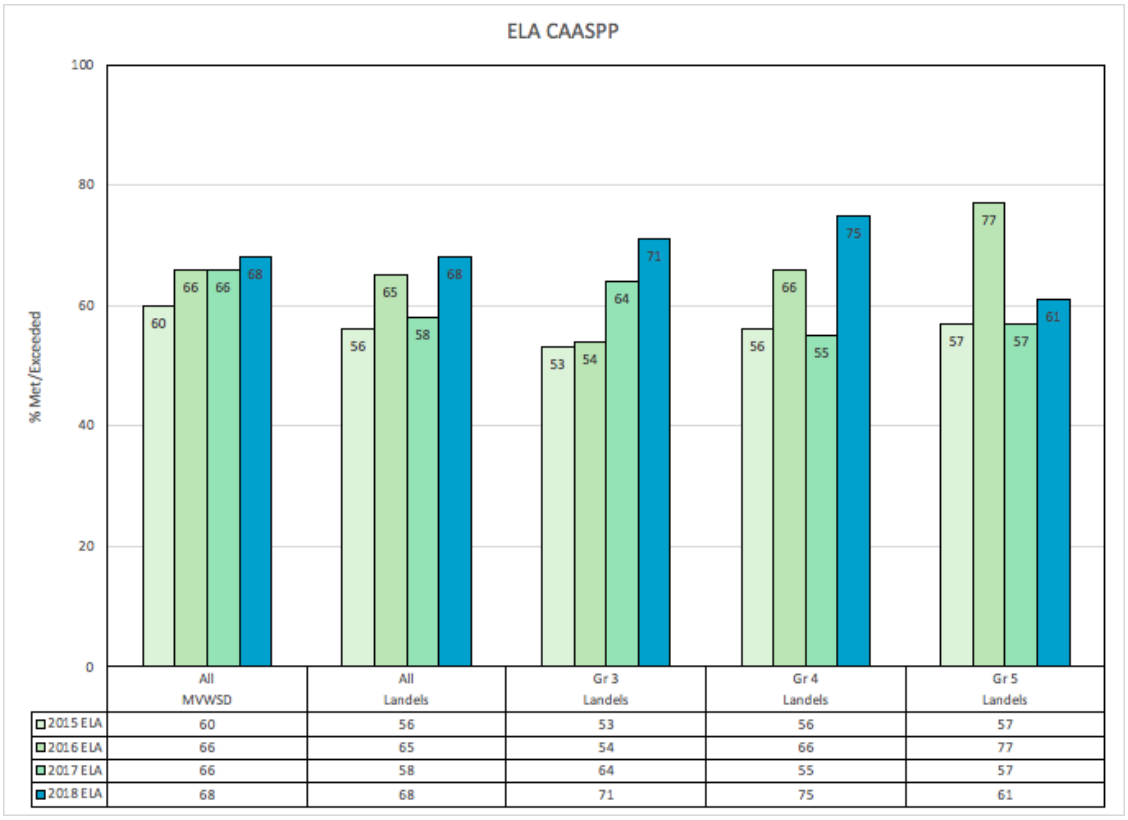
Academic Achievement: Math- Academic language barrier for both ELA and math. Eureka Math is a language rich curriculum with multiple step word problems and multiple step directions. By having our Key Strategies for both math and ELA be focused on implementation of Sheltered Instruction Observation Protocol (SIOP), we will support our second language learners and all students in their mathematical success. By using small group instruction and math/ELA rotations as part of our instruction, each student gets a chance to enhance their conceptual learning as well as use and understanding of academic vocabulary.

Site Demographics

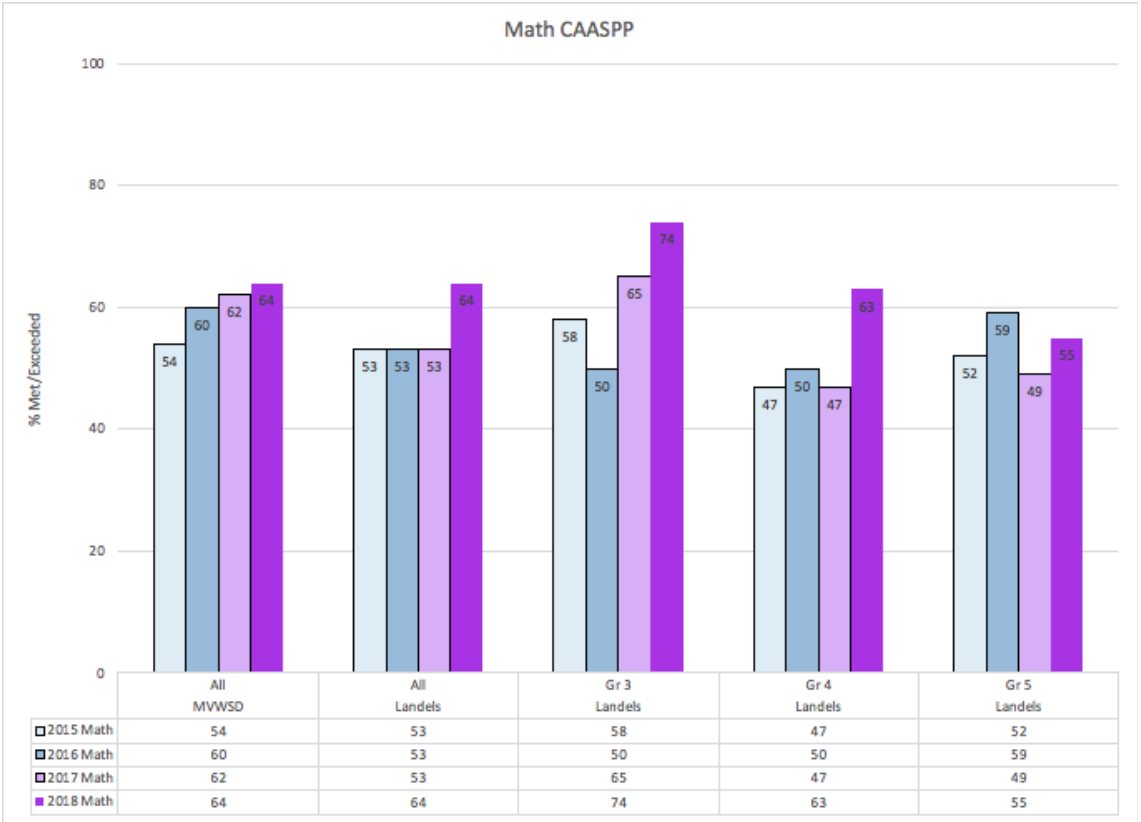
Landels	2015-16	2016-17	2017-18
Enrollment	541	567	534
Asian	15%	16%	16%
Hispanic/Latino	36%	34%	30%
White	32%	32%	37%
Students with Disabilities	11%	12%	11%
English Learners	33%	31%	28%
SocioEconomically Disadvantaged	30%	28%	24%

Site Demographics for students in grades 3-5

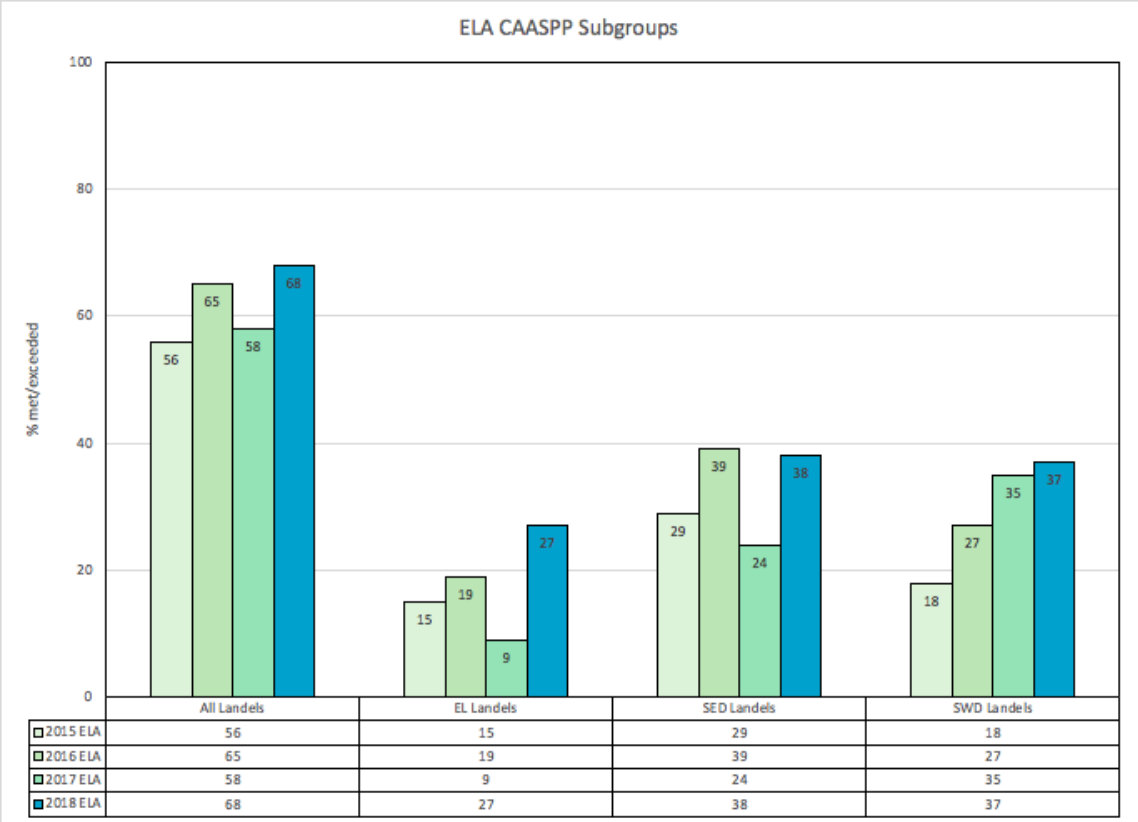
Landels	2015-2016	2016-2017	2017-2018
English Learners	34%	30%	26%
Reclassified Fluent English Proficient	14%	16%	19%
SocioEconomically Disadvantaged	41%	39%	35%
Students with Disabilities	15%	16%	14%
Asian	17%	13%	13%
Hispanic/Latino	44%	44%	41%
White	25%	29%	32%
Total Enrollment	254	255	247



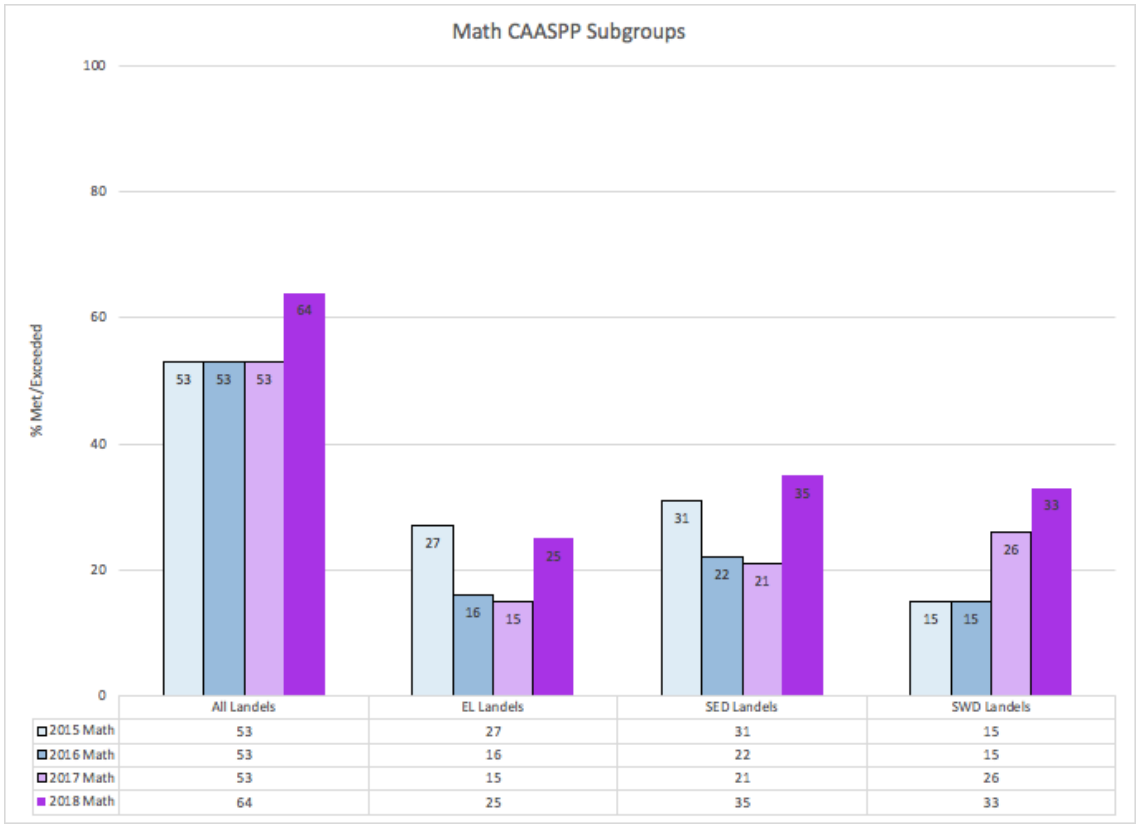
	All MVWSD	All Landels	Gr 3 Landels	Gr 4 Landels	Gr 5 Landels
2015 ELA	60	56	53	56	57
2016 ELA	66	65	54	66	77
2017 ELA	66	58	64	55	57
2018 ELA	68	68	71	75	61



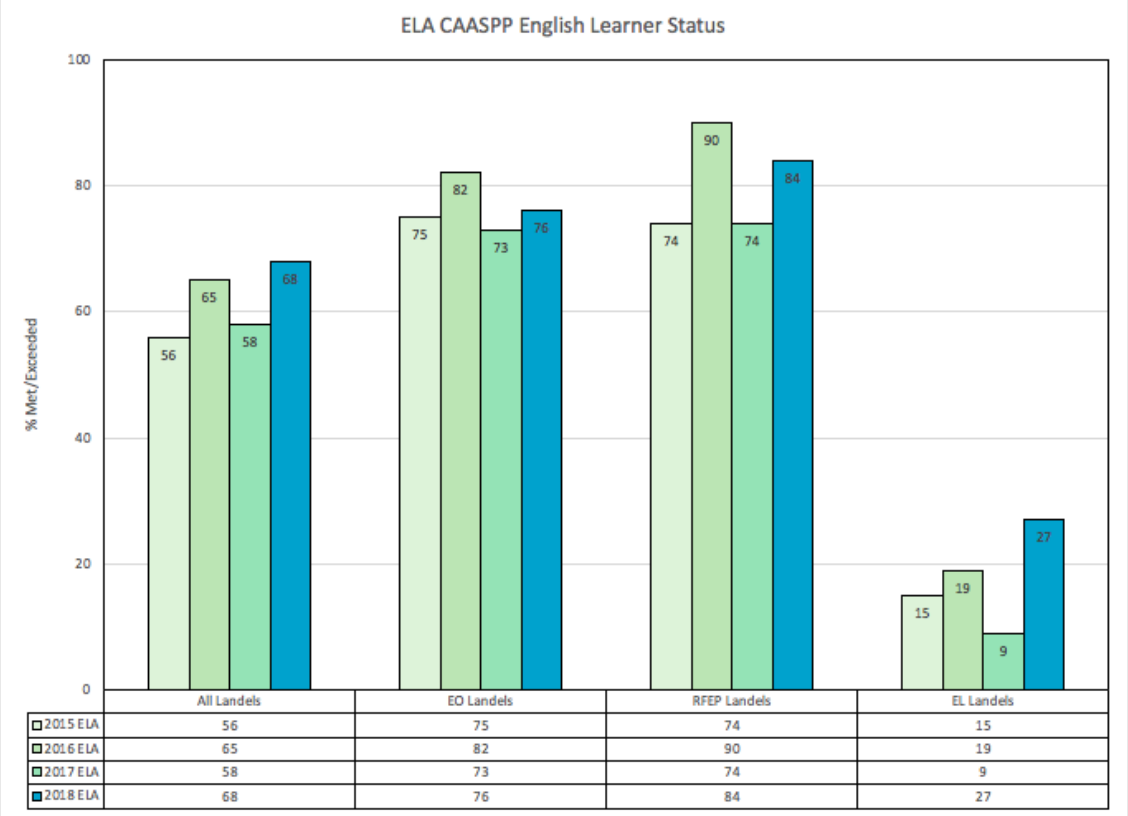
	All MVWSD	All Landels	Gr 3 Landels	Gr 4 Landels	Gr 5 Landels
2015 Math	54	53	58	47	52
2016 Math	60	53	50	50	59
2017 Math	62	53	65	47	49
2018 Math	64	64	74	63	55



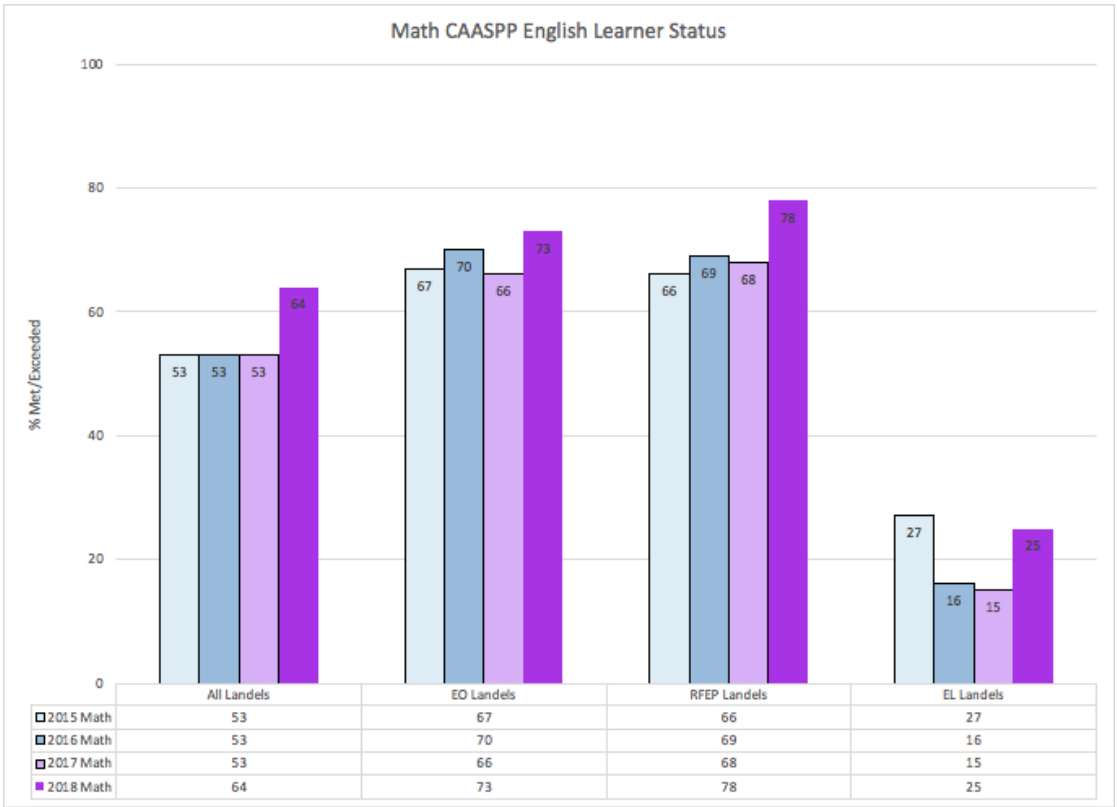
	All Landels	EL Landels	SED Landels	SWD Landels
2015 ELA	56	15	29	18
2016 ELA	65	19	39	27
2017 ELA	58	9	24	35
2018 ELA	68	27	38	37



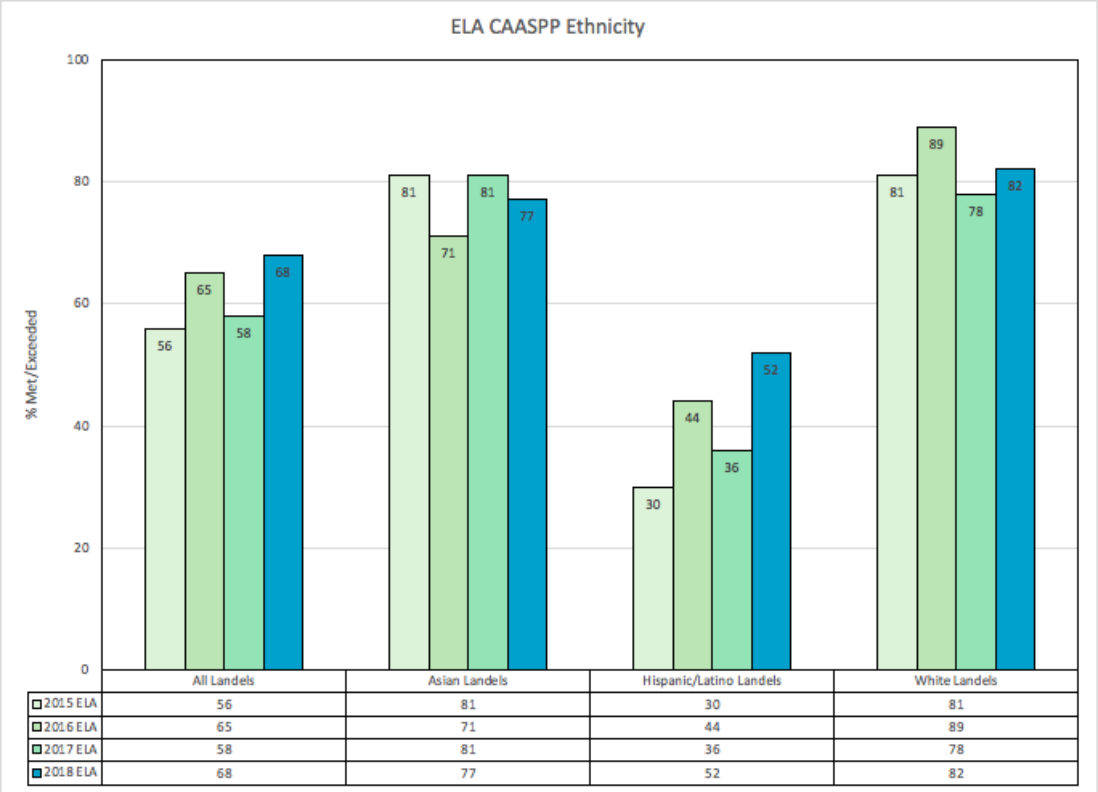
	All Landels	EL Landels	SED Landels	SWD Landels
2015 Math	53	27	31	15
2016 Math	53	16	22	15
2017 Math	53	15	21	26
2018 Math	64	25	35	33



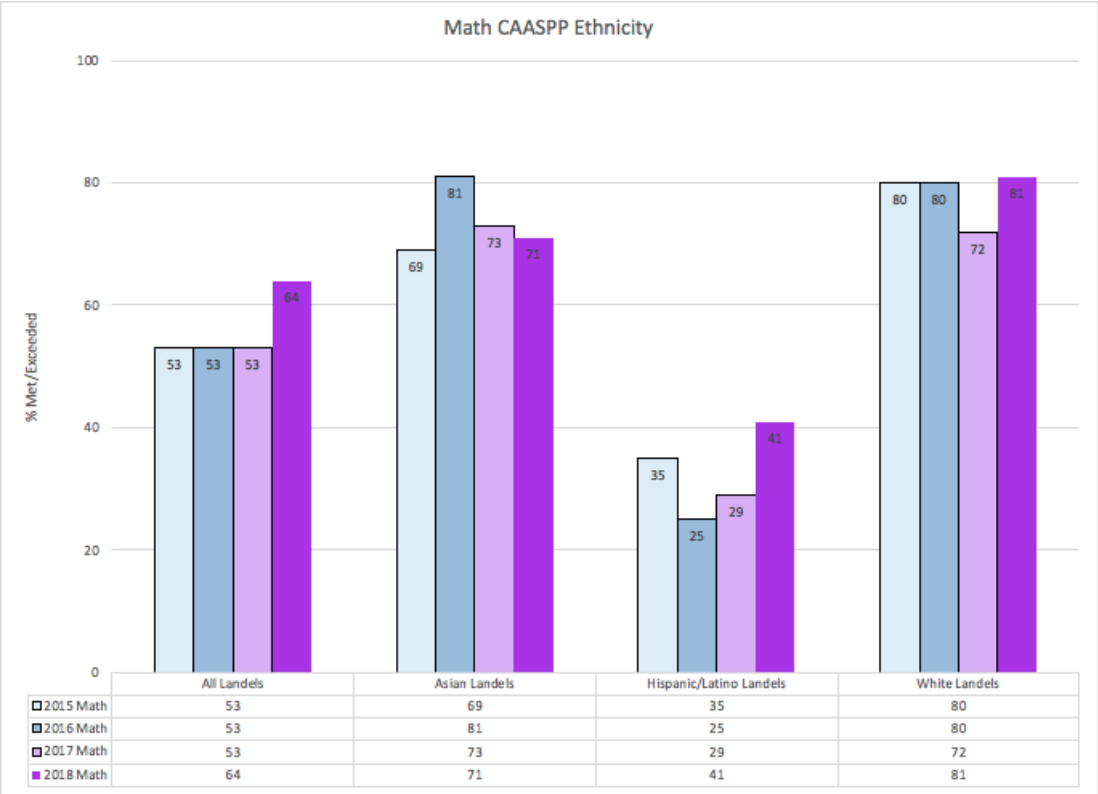
	All Landels	EO Landels	RFEP Landels	EL Landels
2015 ELA	56	75	74	15
2016 ELA	65	82	90	19
2017 ELA	58	73	74	9
2018 ELA	68	76	84	27



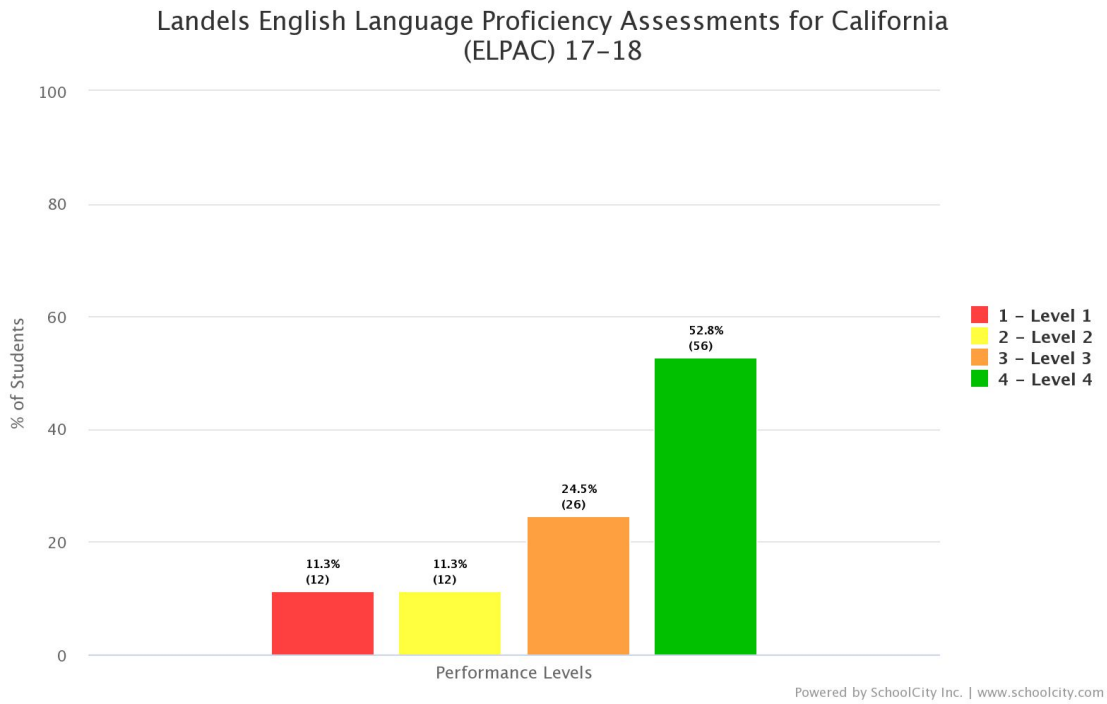
	All Landels	EO Landels	RFEP Landels	EL Landels
2015 Math	53	67	66	27
2016 Math	53	70	69	16
2017 Math	53	66	68	15
2018 Math	64	73	78	25



	All Landels	Asian Landels	Hispanic/Latino Landels	White Landels
2015 ELA	56	81	30	81
2016 ELA	65	71	44	89
2017 ELA	58	81	36	78
2018 ELA	68	77	52	82



	All Landels	Asian Landels	Hispanic/Latino Landels	White Landels
2015 Math	53	69	35	80
2016 Math	53	81	25	80
2017 Math	53	73	29	72
2018 Math	64	71	41	81



	2015-16	2016-17	2017-18
Attendance	96.36%	95.87%	96.41%
Suspension	13	5	0
Reclassification	23%	18%	19.2%

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: English Language Arts
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 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
By June 2019, there will be an increase from 68% to 71% in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).
Data Used to Form this Goal:
CAASPP (ELA)
Findings from the Analysis of this Data:
2017-2018: Academic Achievement: English Language Arts- Increase from 58% to 62.2% met/exceeded. Goal exceeded at 68%
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use our District pacing guides to support successful implementation of Benchmark Advance. Teachers will update their collaboration notes with current pacing. Principal to provide feedback on collaboration notes.	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Use Formative Assessments to monitor progress and identify skills for RtI Assessment Data- Identify Target Skills- Supports and Resources- Assessments	All school year	Teachers, Principal, Instructional Coach, RtI teachers	No expenditures, part of regular staff responsibilities			
Instructional Coaching support for Professional Learning and Resources This includes demo lessons/ team teaching, planning/ presenting at staff meetings, facilitating teacher release days, and learning walks with Principal.	All school year	Instructional Coach and Principal	No expenditures, part of regular staff responsibilities			
Utilize iReady consistently to guide teaching and small group instruction meeting individual student needs during core instruction and RtI rotations.	All School Year	All teachers, Principal, Instructional Coach, RtI rotations	Program expense	5000-5999: Services And Other Operating Expenditures	TSSP	6179
Training for families on iReady	twice a year	Principal and instructional coach	Steps for iReady use at home			
Grade level teams will use a template for all SIOP planning including the four features of content objectives, language objectives, academic vocabulary and interactions.	All School Year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide release days for additional planning and observations in other classrooms or other school sites	All school year	All teachers, Principal, Instructional Coach	Substitute pay	1000-1999: Certificated Personnel Salaries	TSSP	2000
After school extended learning	All school year	Principal and teachers	After school teacher hours	1000-1999: Certificated Personnel Salaries	After School Extended Learning	6000

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: Academic Achievement Goal: Math
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 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #2:
By June 2019, there will be an increase from 64% to 68% in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).
Data Used to Form this Goal:
CAASPP (Math)
Findings from the Analysis of this Data:
2017-2018: Academic Achievement: Math- Increase from 53% to 57.7% met exceeded. Met at 64%
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use our District pacing guides to support successful implementation of Eureka Math. Teachers will update their collaboration notes with current pacing. Principal to provide feedback on collaboration notes.	All school year	Teacher, Instructional Coach, Principal,	No expenditures, part of regular staff responsibilities			
SIOP Content and Language Objectives/ Meaningful Activities/ Links Explicitly Made/ Key Vocabulary Grade level teams will use a template for all SIOP planning. Continue utilizing the four features of content objectives, language objectives, academic vocabulary and interactions. The additional focus for the current year includes groupings.	All school year	Teacher, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Use debriefs to have students discuss and explain if they met the Content and Language Objectives Debriefs are built into the Eureka Math lesson delivery. We will utilize this time to focus on Objectives.	All school year	Teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
Instructional Coaches, both site and district elementary math, support for Professional Learning and Resources This includes demo lessons/ team teaching, planning/ presenting at staff meetings, facilitating teacher release days, data analysis and learning walks with Principal.	Al school year	Instructional Coach and Principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize iReady to guide teaching, small group instruction and the blended learning model meeting individual student needs	All school year	Teachers, Instructional Coach, Principal	iReady program	4000-4999: Books And Supplies	TSSP	6179
Provide release days for additional planning and observations in other classrooms or other school sites	All school year	Teachers, Instructional Coach, Principal	Substitute costs	1000-1999: Certificated Personnel Salaries	School Allocation	2000
After school extended learning	All school year	Principal and teachers	After school teacher costs	1000-1999: Certificated Personnel Salaries	After School Extended Learning	6000

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: Closing the Achievement Gap Goal: English Language Learners
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 #3:
By June 2019, we will reduce the number of "At-Risk" English Language Learners by at least 1 student as measured by California "At-Risk" criteria. By June 2019, there will be an increase from 84% to 86% in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).
Data Used to Form this Goal:
CAASPP (ELA and Math)
Findings from the Analysis of this Data:
To reduce the number of "At-Risk" Long Term English Language Learners from 25 students to 22 students as measured by California "At-Risk" criteria Yes, we reduced the the number of at risk LTEL students by 7.
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SIOP Implementation Plan (Components and Features) The plan includes a continual implementation of the features that Landels has selected for school year 2017-18. In addition to this, new components of SIOP will also be implemented for the current school year. This includes the evidence of implementation- Learning Walk Data, Grade Level SIOP template, and two coaching release days.	All school year.	Principal, Instructional Coach, and Teachers.	No expenditures, part of regular staff responsibilities			
Identify and target our "At-Risk" English Language Learners with continuous progress monitoring Continually track data and ensure that students are placed appropriately for ELD and RtI.	All school year	Principal, Teacher, ELD Intervention Teacher	No expenditures, part of regular staff responsibilities			
Instructional Coach to support all aspects of SIOP implementation This includes staff professional learning, learning walks, and two release days with each teacher.	All school year	Instructional Coach	No expenditures, part of regular staff responsibilities			
Intervention Teacher- initial groupings, professional learning, Grade Level collaboration planning, small group instructions Our part-time ELD Intervention Teacher is instrumental in the success of our ELD program and students.	All school year	ELD Intervention Teacher	No expenditures, ELD district department to pay for up to 18 hours.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newcomer Class This class spans all grade levels and is meant to support students that are new to US schools and do not speak English.	All school year	ELD Intervention Teacher	No expenditures, part of regular staff responsibilities			
Regular information provided to EL students and families regarding curriculum resources, ELPAC assessment and reclassification	All school year	principal, SCEF and ELD intervention teacher	Extra hours ELD teacher	1000-1999: Certificated Personnel Salaries	TSSP	1000
Utilize iReady to guide teaching, small group instruction and the blended learning model meeting individual student needs	All school year	Principal, Instructional Coach, and Teachers.	iReady program	5000-5999: Services And Other Operating Expenditures	TSSP	6179
Provide release days for additional planning and observations in other classrooms or other school sites	All school year	Principal, Instructional Coach, and Teachers.	Substitute pay for extra release days for instructional rounds	1000-1999: Certificated Personnel Salaries	TSSP	2000
After school extended learning	All school year	Principal, Instructional Coach, and Teachers.	Teacher pay	1000-1999: Certificated Personnel Salaries	After School Extended Learning	6000
Kid talks	twice a year	Principal, Instructional Coach, and Teachers.	Substitute pay	1000-1999: Certificated Personnel Salaries	TSSP	

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: Human Capital Goal
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 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 #4:
By June 2019, staff will collaboratively develop and implement instructional rounds as evidenced by norms, feedback forms, and logs.
Data Used to Form this Goal:
CAASPP Documented Success of Professional Learning Communities
Findings from the Analysis of this Data:
By June 2018, staff will collaboratively develop and implement learning walks as evidenced by norms, feedback forms, and learning walk logs. No, this strategy was not met
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers participate regularly in instructional coaching. (At least 10 touch points in the year)	All school year	Principal, Instructional Coach, Teachers	No expenditures, part of regular staff responsibilities			
Work with teachers to develop norms and feedback forms for Instructional rounds to be conducted for each grade level	Jan - June	Principal, Instructional coach, Teachers	Substitute pay	1000-1999: Certificated Personnel Salaries	TSSP	5000
Provide professional development in district initiatives during staff meetings and through meetings with instructional coach	All school year	Principal, Instructional coach, Teachers	No expenditures, part of regular staff responsibilities			
Book study: disrupting poverty	Jan - June	Principal, Instructional coach, Teachers	book	4000-4999: Books And Supplies	TSSP	900

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: Inclusive and Supportive Culture Goal: School Climate
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:
By June 2019, we will increase our attendance rate to 97% as measured by school and attendance data. By June 2019, we will maintain zero suspensions.
Data Used to Form this Goal:
PowerSchool discipline data Pro-active group data from google sheet created Attendance data
Findings from the Analysis of this Data:
By June 2018, we will maintain the Average Attendance of 35 parents of English Learner's (EL's) and Socially Economically Disadvantaged (SED) students at educational and other school events. We had an average of 30 parents of EL and/or SED students at our school events. 2017-2018: Inclusive and Supportive Culture: Maintain a minimum attendance rate of 97% (Not Met= 96.14%) 2017-2018: Inclusive and Supportive Culture: Positive sense of community and climate as measured by survey results. Goal was not written in a SMART format and was not measurable. The following results came from the District Climate Survey: 89% of families rated the climate at Landels as favorable 73% of Staff rated the climate at Landels as favorable 50% of teachers rated the climate at Landels as favorable 46% of students rated the climate at Landels as favorable
How the School will Evaluate the Progress of this Goal:
Attendance Data, Suspension Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Send out regular attendance reminders in weekly school newsletter	All School Year	Students, Teachers, Principal and Instructional Coach	No expenditures, part of regular staff responsibilities			
Continue Project Cornerstone, Roars, Landels Enrichment Activities Program (LEAP), Little Lions, Community Health Awareness Council (CHAC), Leadership opportunities ROAR names will be announced at the Monday Morning Assembly. SEL skits will be conducted during Monday morning assemblies LEAP will provide a variety of enrichment activities for students after school. Weekly check-ins will be conducted with students who struggle academically, socially/emotionally or both.	All School Year	Parents, Students, Teachers, Office Staff, Community	LEAP program Leadership opportunities i.e. student council, Jim Wiltins, etc	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	After School Enrichment School Allocation	4910 4455
Implement alternative strategies to reduce the number of suspensions Develop alternative consequences to address student behavior concerns.	All school year	Principal, Engagement Facilitator, at risk coordinator and teachers	No expenditures, part of regular staff responsibilities			
Conduct weekly home visits	Every Thursday	Principal, Engagement Facilitator, at risk coordinator and teachers	No expenditures, part of regular staff responsibilities			
Push-in assistance will be provided to students for teachers to continue in class instruction	All school year	Principal, Engagement Facilitator, at risk coordinator and teachers	No expenditures, part of regular staff responsibilities			

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	34370	27,915.00
Yard Supervision	41278	41,278.00
TSSP	30300	863.00
After School Extended Learning	19640	1,640.00
After School Enrichment	4910	0.00
Parent Engagement (PIQE/FEI/PU)	4803	4,803.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School Enrichment	4,910.00
After School Extended Learning	18,000.00
School Allocation	6,455.00
TSSP	29,437.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,000.00
4000-4999: Books And Supplies	11,989.00
5000-5999: Services And Other Operating Expenditures	16,813.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	After School Enrichment	4,910.00
1000-1999: Certificated Personnel Salaries	After School Extended Learning	18,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	2,000.00
5000-5999: Services And Other Operating	School Allocation	4,455.00
1000-1999: Certificated Personnel Salaries	TSSP	10,000.00
4000-4999: Books And Supplies	TSSP	7,079.00
5000-5999: Services And Other Operating	TSSP	12,358.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,179.00
Goal 2	14,179.00
Goal 3	15,179.00
Goal 4	5,900.00
Goal 5	9,365.00

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
Heidi Galassi	X				
Jeremy Manson (Chairperson)				X	
Charles DiFazio				X	
Ania Mitros				X	
Liz Parry (not voting)		X			
Karen Milos		X			
Barbara Dolan (not voting)			X		
Klancey Haley (Secretary)		X			
Numbers of members of each category:	**1**	**3**	**1**	**3**	

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
Heidi Galassi	X				
Karina Kessel (President)				X	
Laura Montiel (Vice-President)				X	
Monica Cadena (Secretary)				X	
Karen Gordon			X		
M. Bea Claas			X		
Numbers of ELAC Members of each category:	**1**	**0**	**2**	**3**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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):**

Signature

X English Learner Advisory Committee

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 11/5/2018.

Attested:

Heidi Galassi		11/5/18
Typed Name of School Principal	Signature of School Principal	Date

Jeremy Manson		11/5/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date