

# The School Plan for Student Achievement

**School:** HUFF ELEMENTARY SCHOOL  
**CDS Code:** 43-69591-60479071  
**District:** Mountain View Whisman School District  
**Principal:** Arline Siam  
**Revision Date:** November 7, 2019

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 7, 2019.**

## 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

#### GOALS:

By June 2020, there will be a one percentage point increase (from 88 to 89) in the number of students meeting and exceeding standard in ELA as measured by CAASPP (3-5)

By June 2020, there will be a two percentage point increase (from 86 to 88) in the number of students meeting and exceeding standard in Math as measured by CAASPP (3-5)

#### KEY STRATEGIES

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

#### CLOSING THE ACHIEVEMENT GAP

#### GOALS:

By June 2020, there will be:

- a reduction of At-Risk English Learners of at least 1 student as measured by state criteria (California English Language Development Test proficiency, years as an EL, and CAASPP scores)
- a 1-percentage point increase (from 95% to 96%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5)
- 80% of English Learners that score a Level 4 on the ELPAC will reclassify or maintain a Level 4 on the ELPAC (17 of 21)

#### 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 June 2020, 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 June 2020 there will be:

- an increase in the average daily attendance rate from 96.46 to 97%
- a reduction in suspensions by at least 1 (from 9 to 8)

#### Key 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 in alignment with District timelines. The ELA and Math assessments given through the i-Ready platform are largely summative and are analyzed after each administration. State data for grades 3-5 is 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)

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Huff School has no misassigned teachers, no out of field teachers, and 4 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

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

A part time 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 STEAM teachers plan and deliver STEAM 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 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: . Teacher turnover due to the high cost of living requires that the school is continually training teachers in District and site initiatives. Initiatives that have been on-going for several years take longer to implement for newer teachers (SIOP and Project Based Learning). 2. Low numbers of ELs and SED students lead to wide fluctuations of percentages year to year. The staff will continue to focus on SIOP strategies for all learners.

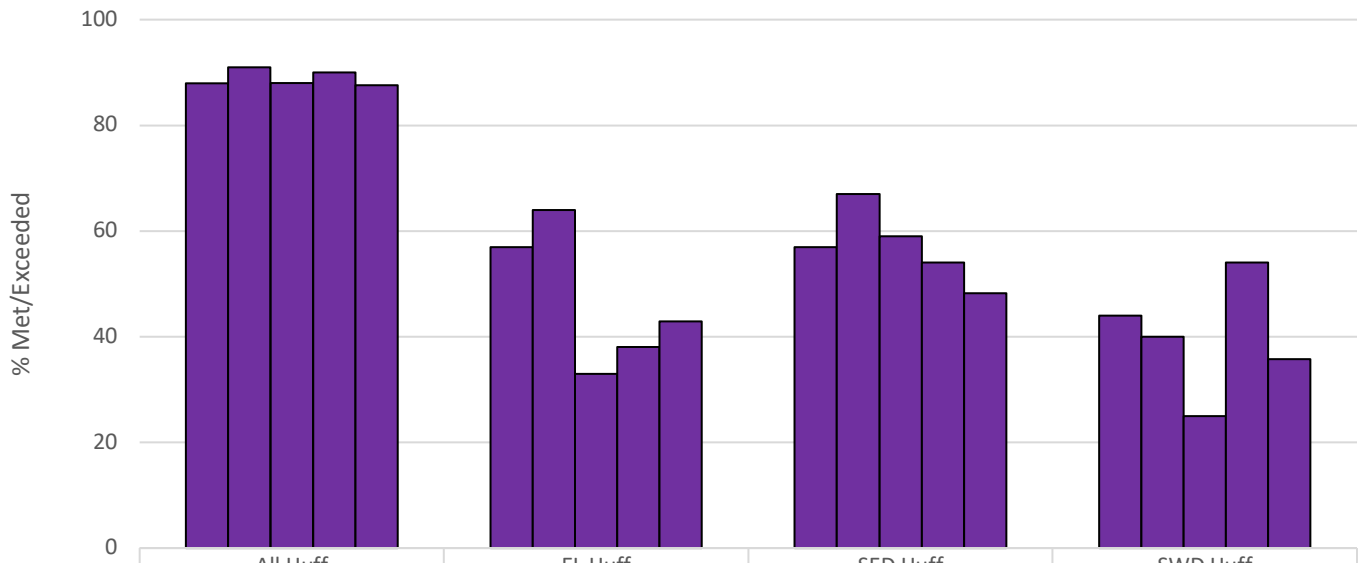
Huff 2019

<b>Huff Site Demographics K5</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Enrollment	572	572	605	610
Asian	32%	34%	35%	39%
Hispanic/Latino	11%	10%	11%	12%
White	39%	40%	38%	34%
Students with Disabilities	5%	4%	5%	5%
English Learners	16%	16%	18%	19%
SocioEconomically Disadvantaged	7%	7%	8%	10%

<b>Huff Site Demographics for students in grades 3-5</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
English Learners	9%	7%	5%	9%
Reclassified Fluent English Proficient	18%	18%	19%	20%
SocioEconomically Disadvantaged	5%	8%	8%	9%
Students with Disabilities	6%	6%	6%	6%
Asian	30%	30%	30%	36%
Hispanic/Latino	9%	11%	12%	13%
White	44%	41%	40%	35%
Total Enrollment	280	281	284	308

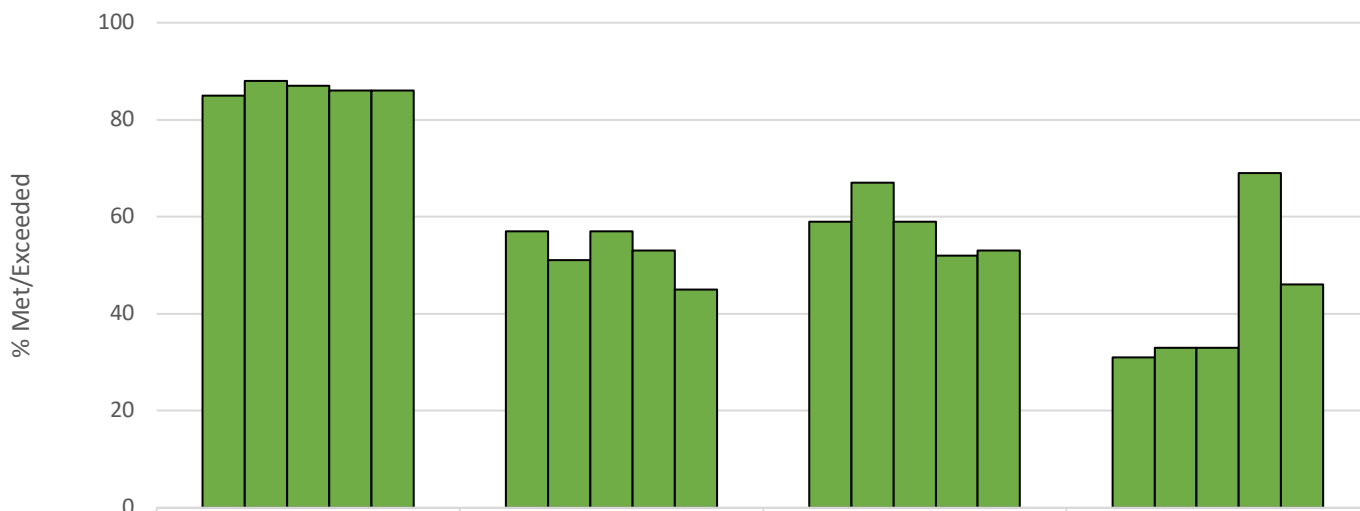
<b>Huff</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Attendance	97.21%	96.67%	96.92%	96.46
Suspension	12	13	5	9
Reclassification	22%	27%	34.4%	19.71%

### ELA CAASPP Subgroups



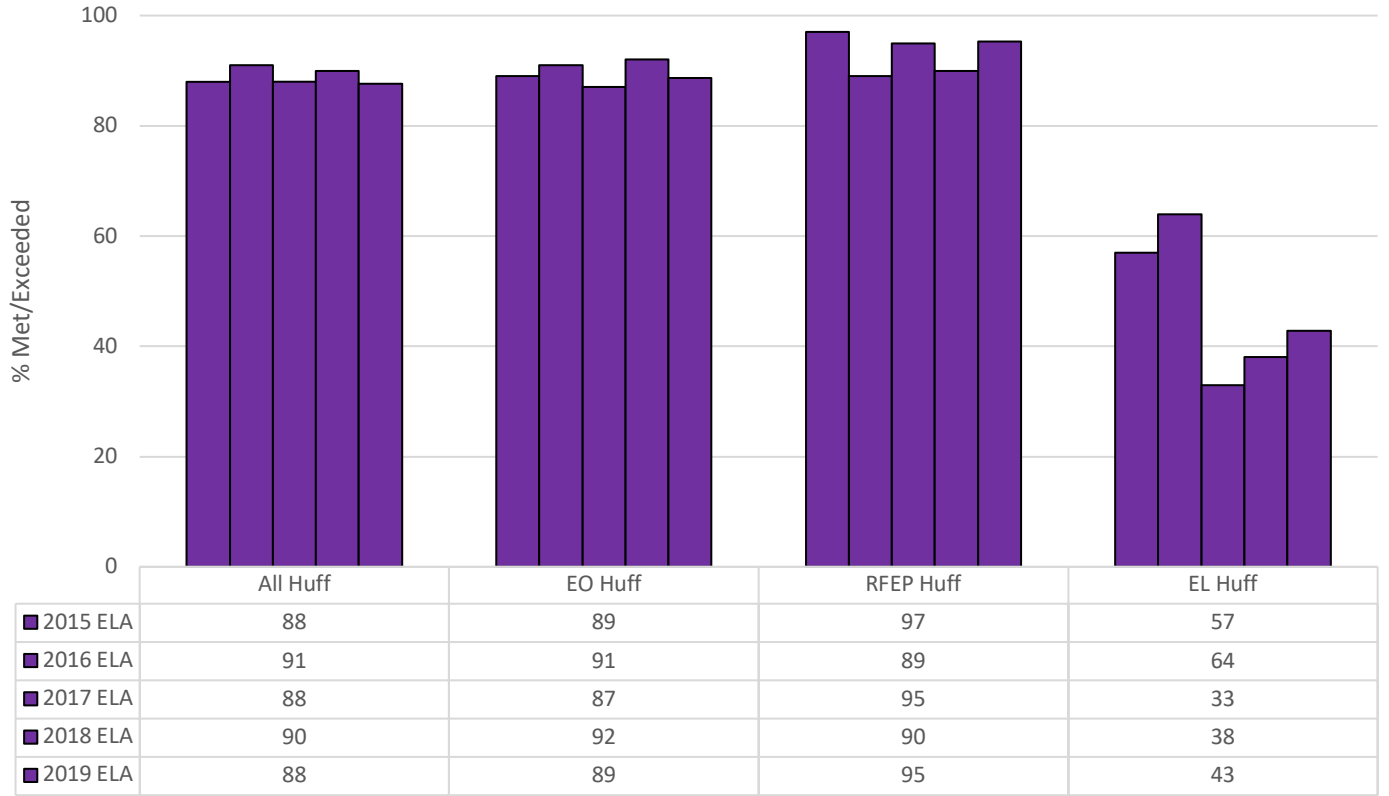
	All Huff	EL Huff	SED Huff	SWD Huff
2015 ELA	88	57	57	44
2016 ELA	91	64	67	40
2017 ELA	88	33	59	25
2018 ELA	90	38	54	54
2019 ELA	88	43	48	36

### Math CAASPP Subgroups

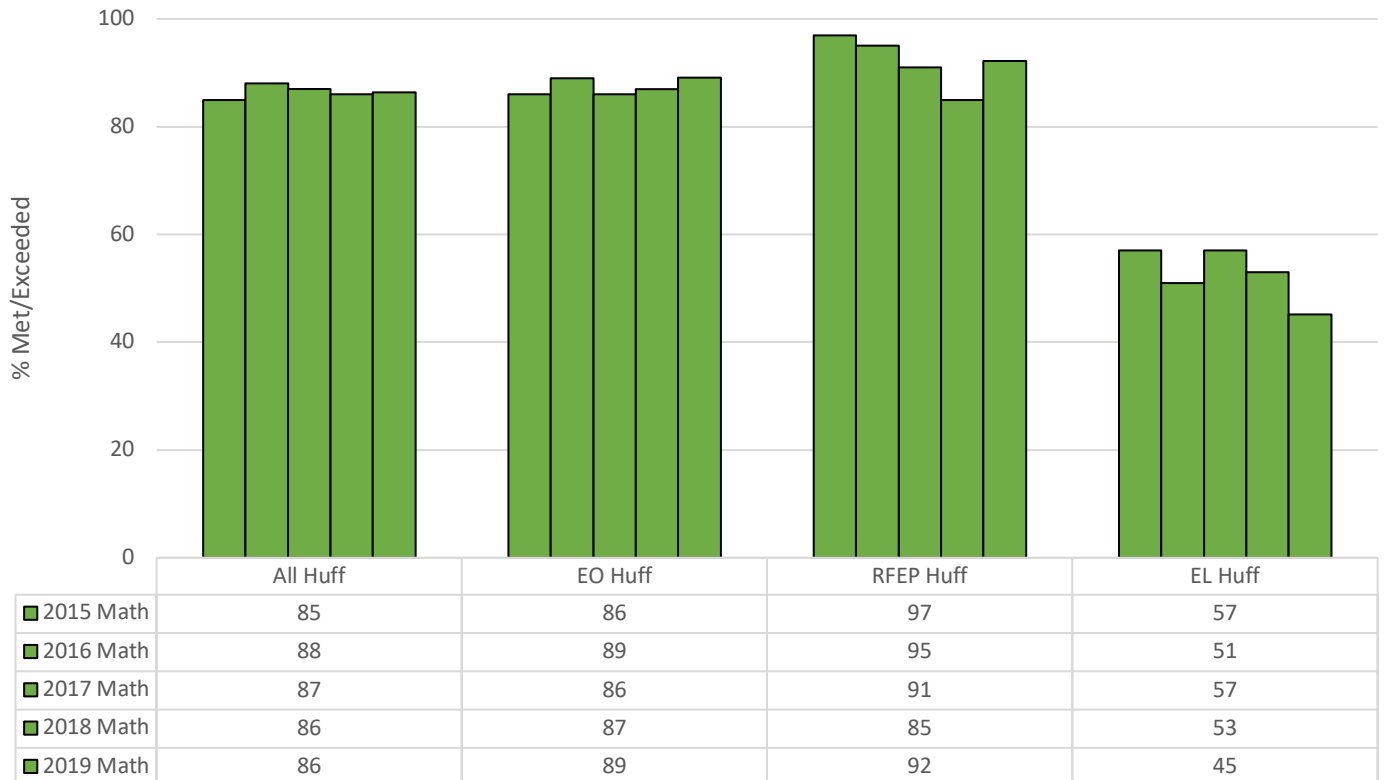


	All Huff	EL Huff	SED Huff	SWD Huff
2015 Math	85	57	59	31
2016 Math	88	51	67	33
2017 Math	87	57	59	33
2018 Math	86	53	52	69
2019 Math	86	45	53	46

### ELA CAASPP English Learner Status

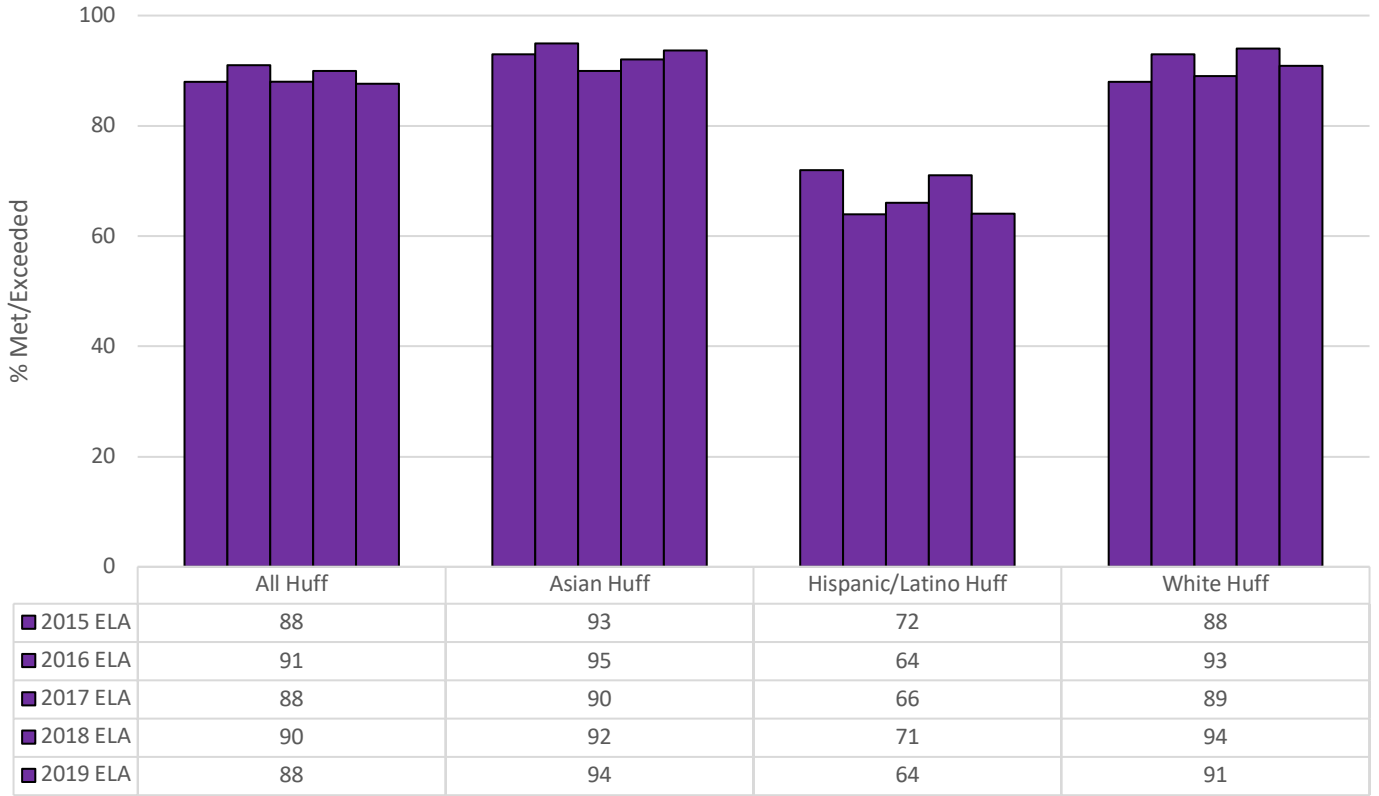


### Math CAASPP English Learner Status

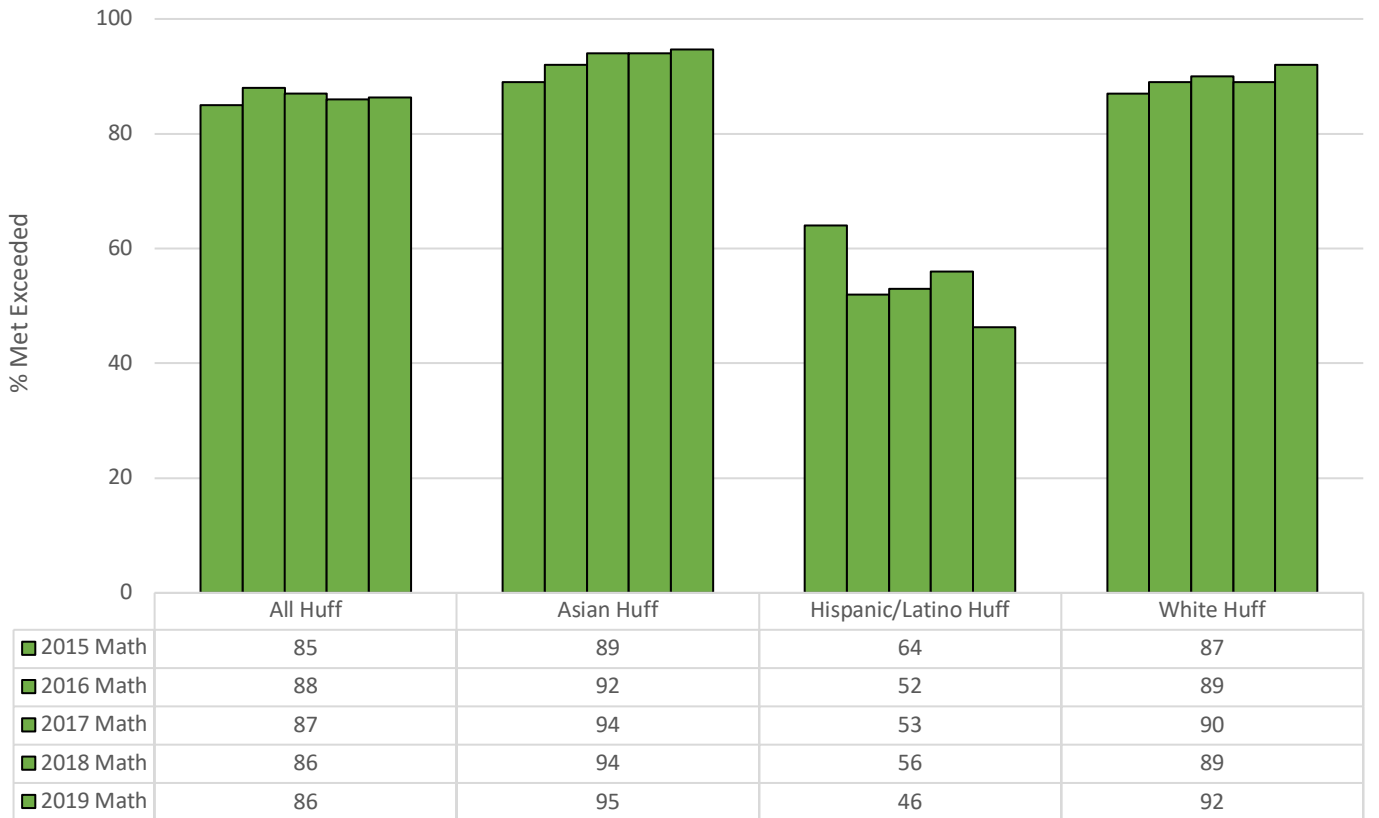




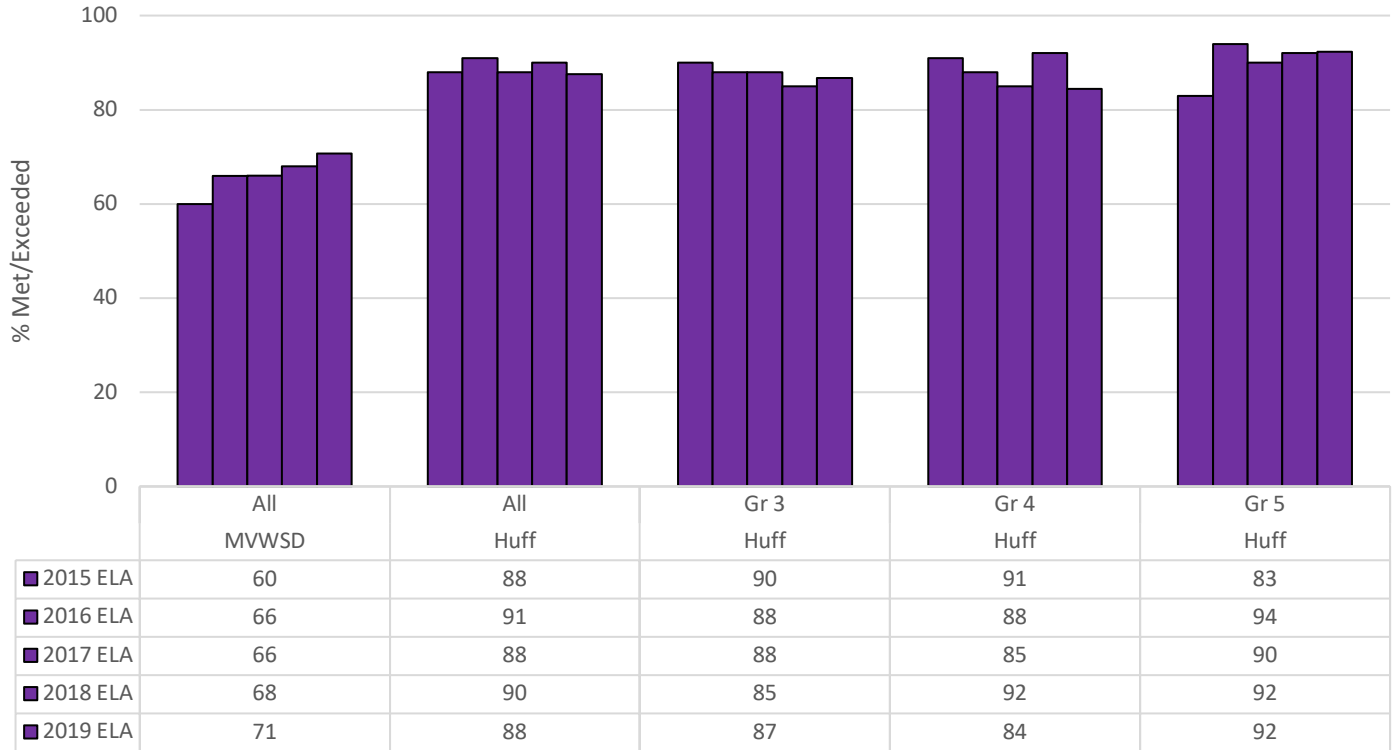
### ELA CAASPP Ethnicity



### Math CAASPP Ethnicity



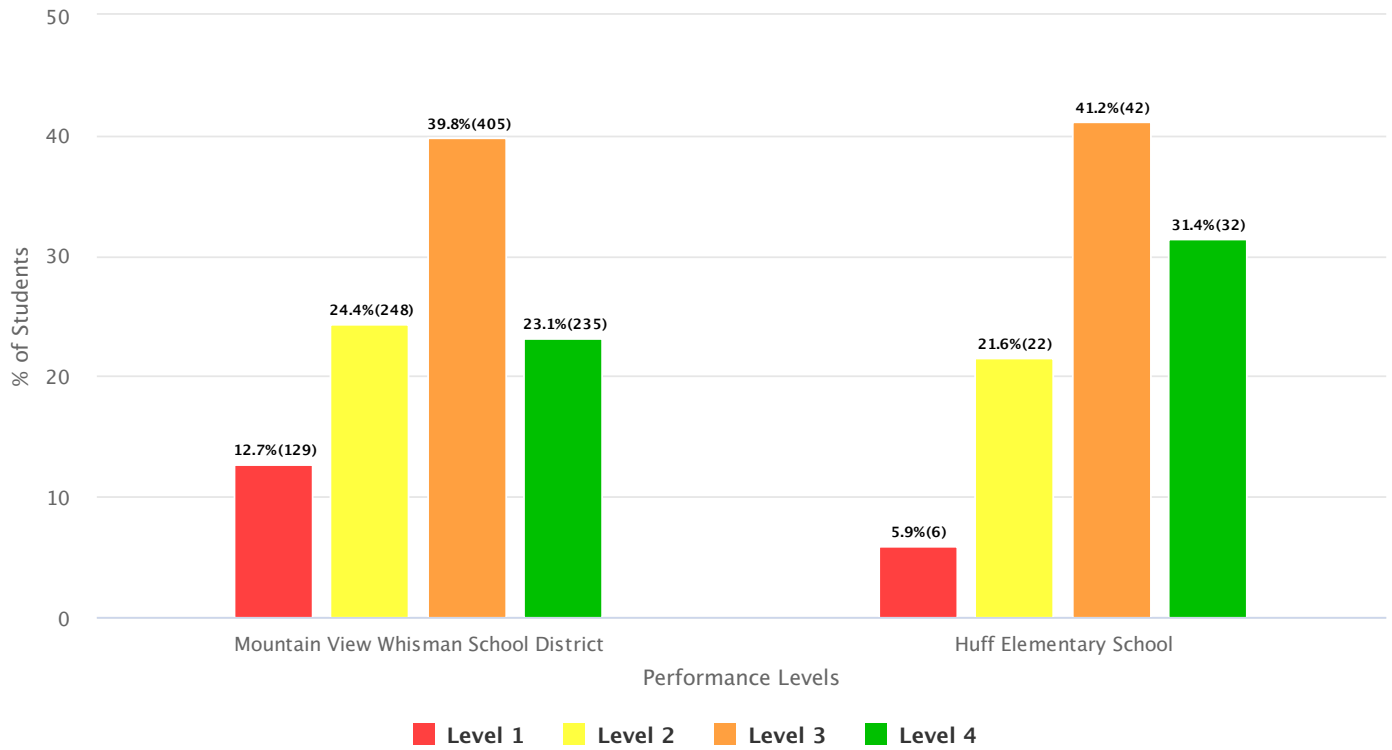
### ELA CAASPP



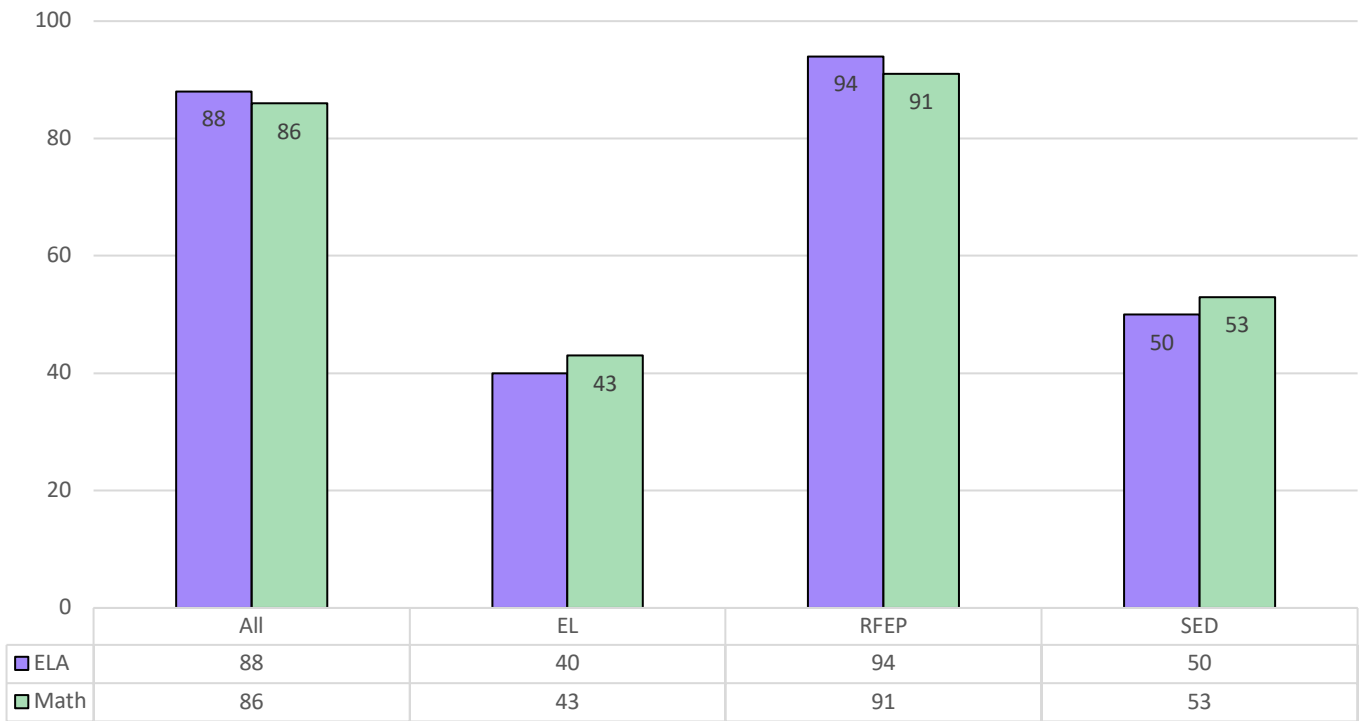
### Math CAASPP



# English Language Proficiency Assessments for California (ELPAC) 2018-19



### Huff CAASPP Data Based on 2019-20 enrollment



## 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:

<b>SUBJECT: Academic Achievement Goal(s):</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
Every student will be prepared for high school and 21st century citizenship  By June 2020, there will be a 1 percentage point increase (from 88 to 89) in the number of students meeting and exceeding standard in ELA as measured by CAASPP (3-5) By June 2020, there will be a 2 percentage point increase (from 86 to 88) in the number of students meeting and exceeding standard in Math as measured by CAASPP (3-5)
<b>Data Used to Form this Goal:</b>
CAASPP District assessments

**Findings from the Analysis of this Data:**

2018-19 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%

2018-19 Results

ELA - Did not meet: decreased to 88%

Math - Did not meet: decreased to 86%

Analysis

There was a slight decrease in ELA and math. Inconsistent implementation of SIOP and RTI intervention, coupled 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.			
PD during staff meeting focused on school priorities SIOP, PBL, and RTI.	August – May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.			
Clear guidelines for PBL created at staff meetings	October - May	Principal, Coach and Teachers	PBL supplies/Professional Development	4000-4999: Books And Supplies	Donations - General	2,000
RTI timelines and documentation kept by grade level for data tracking	October-May	Principal, Teachers,	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coach support will include regular check-ins with teachers focused on site initiatives.	August – April	Principal, Teachers	No expenditures			
Grade level release days will be focused on differentiated instruction.	August - May	Teachers	No expenditures, part of regular staff responsibilities.			
Grade level teams will review data every 6 weeks to guide instructional practices for RTI.	August - May	Teachers	No expenditures, part of regular staff responsibilities.			
Use of i-Ready during RTI will be consistent across grade levels	October - Apr	Principal, Teachers	No expenditures			
Visit classrooms regularly and provide ongoing feedback to teachers and students.	August - May	Principal, Coaches	No expenditures, part of regular staff responsibilities.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers	No expenditures			
Language objectives will have focused vocabulary and changed daily.	August-May	Principal-Coach	No expenditures			
Collaboration once a month with Science is Elementary and STEAM teachers will help guide instruction.	September-May	Teacher, Coaches	No expenditures			
Regular walkthroughs by admin and coach will be done. SIOP features will be focused for this year. Online tool will be used for feedback.	September-May	Principal, Coach	No expenditures			
Grade level professional development will be focused on RTI and student achievement	October-May	Principal, coach, teachers	Substitute costs	1000-1999: Certificated Personnel Salaries	Donations - PTA	8,000

## 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:

<b>SUBJECT: Closing the Achievement Gap Goal(s):</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>Strategic Plan</b>
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
<b>SCHOOL GOAL #2:</b>
By June 2020, there will be:  *a reduction of At-Risk English Learners of at least 1 student as measured by state criteria (California English Language Development Test proficiency, years as an EL, and CAASPP scores), and <ul style="list-style-type: none"><li>• a 1-percentage point increase (from 95% to 96%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5), and</li><li>• 80% of English Learners that score a Level 4 on the ELPAC will reclassify or maintain a Level 4 on the ELPAC (17 of 21).</li></ul>
<b>Data Used to Form this Goal:</b>
CAASPP District assessments ELPAC
<b>Findings from the Analysis of this Data:</b>
2018-19 Goal Reduce the number of "At-Risk of becoming a Long Term English Learner" by at least one.  2018-19 Results Goal not met  Analysis Continued and consistent efforts are needed to support students in improving their English proficiency levels and content mastery.



**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
Focused PD on SIOP features will be done regularly at staff meetings.	August - May	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			
Coach will follow up and support teachers with District initiatives.	September - May	Principal, Coah	No expenditures, part of regular staff responsibilities.			
Target students will be supported by regular check-ins during staff meetings.	November - April	Principal, teacher	No expenditures, part of regular staff responsibilities.			
ELD instruction will be tightened and monitored. Students will rotate by proficiency levels	November - April	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			
ELD adopted materials will be used consistently by teachers.	October - May	Teachers	No expenditures, part of regular staff responsibilities.			
ELD lessons will be focused on listening, speaking, reading and writing.	November, February	Teachers	No expenditures, part of regular staff responsibilities.			
Kid talks will be focused on student achievement. Targeted students will be followed up and monitored.	October - May	Principal, Teachers	Substitute costs	1000-1999: Certificated Personnel Salaries	TSSP	1,000
Revision to plan will be done on a regular basis. Teacher input will be gather at the end of the trimester for items that require follow up.	October-May	Principal, Teachers	No expenditures, part of regular staff responsibilities.			
After school support will be targeted for ELA and Math for bubble students	January -May	Principals-Teachers	Staff costs	0001-0999: Unrestricted: Locally Defined	After School Enrichment	3,900

## 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:

<b>SUBJECT: Human Capital Goal</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>Strategic Plan</b>
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.
<b>SCHOOL GOAL #3:</b>
By May 2020, staff will demonstrate improved understanding and implementation of district and site-initiatives (SIOP, RTI, and PBL)
<b>Data Used to Form this Goal:</b>
Observations by administrator during staff meetings and collaboration times.
<b>Findings from the Analysis of this Data:</b>
2018-19 Goal: By May 2019, 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.
2018-19 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 was not consistent.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Teachers will participate regularly in instructional coaching (at least 1x/mo)	August - May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.			
Professional Development: improve understanding and facilitation of PBL experiences	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.			
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.			
Professional Development: hone understanding and application of SIOP techniques	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.			
1. Data will be used regularly to track student progress. 2. Parents will receive I-Ready diagnostic information 3 times per year and target students will get regular progress updates.	September - May	Principal, Classified Staff	No expenditures, part of regular staff responsibilities.			
Hire hourly teacher to support newcomers 1 time per week for 3 hours.	November - May	Principal	Hourly compensation	1000-1999: Certificated Personnel Salaries	TSSP	4,000
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Coach, Teachers	no expenditures			

## 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:

<b>SUBJECT: Inclusive, Supportive Culture Goal(s)</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>Strategic Plan</b>
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.
<b>SCHOOL GOAL #4:</b>
Every student, staff, family and community member will feel valued and supported while working, learning, and partnering with MVWSD.  By June 2020: Increase the average daily attendance rate from 96.46% to 97% or better. Reduce suspensions from 9 students to 8 students or fewer.
<b>Data Used to Form this Goal:</b>
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:**

2018-19 Goal:

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.

Attendance goal not met.

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.			0
Teacher newsletters will include the importance of attendance	November - March	Principal,	Miscellaneous event costs such as food and materials for committee meetings			
Facilitator will follow up on students that need extra support.	October - April	Principal, Facilitator	No expenditures, part of regular staff responsibilities.			
Site goals will be shared via newsletter to parents regularly.	April - May	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
PD will include behavior expectations and positive reinforcements	September	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			
PD on positive behavior support by psychologist and behavioral support staff. Train teachers in de escalation strategies through Safety Care.	November - May	Principal, Support staff,	Substitute costs	1000-1999: Certificated Personnel Salaries	Donations - PTA	3,000
Offer Science Night for parents and students though the Children's Discovery Museum	Spring	Principal		7000-7439: Other Outgo	Donations - PTA	1,500
Professional development to increase parent volunteers	Fall	Printipal, Support staff	No expenditures			

## 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	38,150	38,150.00
TSSP	22,400	17,400.00
After School Enrichment	5,450	1,550.00
Parent Engagement (PIQE/FEI/PU)	4,130	4,130.00
Science Equipment Elementary	1,500	1,500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	3,900.00
Donations - General	2,000.00
Donations - PTA	12,500.00
TSSP	5,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	3,900.00
1000-1999: Certificated Personnel Salaries	16,000.00
4000-4999: Books And Supplies	2,000.00
7000-7439: Other Outgo	1,500.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	After School Enrichment	3,900.00
4000-4999: Books And Supplies	Donations - General	2,000.00
1000-1999: Certificated Personnel Salaries	Donations - PTA	11,000.00
7000-7439: Other Outgo	Donations - PTA	1,500.00
1000-1999: Certificated Personnel Salaries	TSSP	5,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	10,000.00
<b>Goal 2</b>	4,900.00
<b>Goal 3</b>	4,000.00
<b>Goal 4</b>	4,500.00

## 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	
Philip Lee				X	
Brooke Heymach Friedman				X	
Jennifer Chou				X	
Linda Lopez		X			
Megan Heffernam		X			
Camela Algeiri		X			
Manny Velasco			X		
Annette Luongo		X			
Arline Siam	X				
<b>Numbers of members of each category:</b>					

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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maria Lara				X	
Luis Ferreira				X	
Rosa Martinez				X	
Ashley Hinson		X			
Olese Hrychyna				X	
Aliaksandr Shut				X	
Manny Velasco			X		
Arline Siam	X				
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	

## 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:

Arline Siam

Typed Name of School Principal



Signature of School Principal

10/18/19

Date

Brooke Friedman

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/18/19

Date