

Single Plan for Student Achievement (SPSA) Template

- SPSA Year
- 2017–18
 - 2018–19
 - 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Sun Valley Elementary

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2019-2020 Single Plan for Student Achievement

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THE STORY

Mission Statement

Sun Valley School believes in educating the whole child through upholding rigorous academic standards, fostering creative and critical thinking, cultivating emotional intelligence, and valuing each child's unique contribution to the learning process. Teachers, parents and staff work together to ensure that every child has the tools for success in a 21st Century world.

Motto: Every learner counts!

Mission: Our mission, as a community, is to inspire a passion for lifelong learning and to provide every child with the foundation necessary to become a responsible, productive, and engaged citizens within a global community.

Vision: Our vision is that Sun Valley School will be a thriving, dynamic and inspiring educational environment that produces self-directed learners. Each child is viewed as an individual with unique talents and strengths that fits into a diverse, multi-cultural community. They will be academically, socially, and emotionally encouraged and challenged to be the best version of themselves. Students are prepared with the highest academic and ethical standards in an enthusiastic, caring, collaborative learning community that incorporates 21st century technology and academic practices, the arts, physical education, and community awareness.

Sun Valley produces respectful, responsible, life-long learners by:

- Challenging students to achieve at their highest potential
- Recognizing students in their classrooms, school, and community for demonstrating academic achievement, cooperative behavior and self-regulation
- Providing a variety of instructional strategies including hands-on active learning experiences, whole group direct instruction, cooperative learning, individual and small group instruction
- Encouraging students to become both critical and creative thinkers and develop problem solving strategies
- Developing in students a respect for cultural and individual differences in our community
- Cultivating a pride in our community and encouraging parental and community involvement within our school
- Teaching students that while academic success is important, we value consideration of others, compassion, empathy, perseverance, grit, responsibility and self-discipline as even more important in life long success
- Emphasizing that learning experiences extend beyond the walls of a classroom and continues beyond the school years

School Description

Sun Valley is a K-5 elementary school located on a beautiful hillside in the west end of San Rafael with a current enrollment of five hundred students. We have a renovated and remodeled facility that includes twenty-two classrooms, a beautiful state-of-the-art multi-purpose room complete with a performance stage, an art room, and a science/music room. Our academically rigorous core subjects program is thematically integrated and differentiated to meet the needs of all of our learners. We are the proud recipients of the National Blue Ribbon Award, the State Golden Ribbon Award and the California Distinguished School Award. Our PTO sponsored Enrichment program includes P.E., music, art, computers, dance, poetry, and

Mindfulness training. We offer many after school programs through the City of San Rafael as well as childcare on and off site. We work closely with our local neighborhood to maintain the rich natural environment that the Sun Valley area provides for our students and families.

The staff includes one Principal twenty-two credentialed teachers, one Instructional/Intervention Coach, one resource specialist, one part-time speech and language specialist, three part-time intervention instructional aides, one part-time psychologist, one part-time counselor, one full time library clerk, one part time instructional assistant, one administrative assistant, one part time bilingual Secretary/Community Liaison, one custodian, and one part-time food service staff person. The parent volunteer program serves as a comprehensive model of support that includes parents, senior citizens, community members and businesses. Experience Corps volunteers provide over 100 hours of intervention per week. Professional development is ongoing with a focus on common core aligned thematic unit development, highly effective research based pedagogical practices (SEAL), and social emotional well-being (PBIS, Mindfulness).

Description of school programs

INTEGRATED LEARNING

Sun Valley Schools has developed thematic curriculum units that integrate the Common Core State Standards through the themes of the Social Studies and NGSS Science Standards. The curriculum at Sun Valley is delivered through developmentally appropriate single-grade and multi-age instructional practices that meet the needs of individual children. Both multi-age and single-grade classrooms provide quality standards-based programs in literacy, mathematics, science, social science, ELD, and other complementary subjects that are taught to enhance the total learning process. Our motto at Sun Valley is to “teach to the high and provide scaffolding and supports so that every child can reach their potential.” Sun Valley has been honored for several awards including: CA Distinguished Schools, California Gold Ribbon award 2015, and in 2016 for the National Blue Ribbon Awards for Academic Excellence.

SEAL (Sobrato Early Academic Language) Model for K-3rd grade

The SEAL program is a professional development model for teachers to implement the Common Core Standards and provide all students:

1. Complex oral and academic language skills.
2. Engagement with complex texts
3. Development of language through enriched curriculum
4. Positive, joyful learning environment
5. 21st Century learner skills of collaborative practices and teamwork

SEAL also provides a Summer Bridge program for students and teachers to hone their skills.

ENRICHMENT OPPORTUNITIES

The PTO sponsors Kindergarten music, art, and physical education on a weekly basis. HeadsUp provides music 1st-5th grade. Mindfulness instruction takes place for 10 weeks for all students. K-5 students participate in six weeks of dance instruction that culminates in a school-wide event integrating

art, music and dance called Classroom Connections. The PTO supports noon-time community building programs including: Sun Valley Singers, Mr. Land's Green Team, Community Heroes, Game Club, Art Club, Book Clubs and a Garden Club.

VOLUNTEER PROGRAM

The Sun Valley Volunteer Program consists of over two hundred parent and community volunteers that support the work of the school in everything from classroom volunteers to fieldtrip drivers. Our Volunteer Coordinator facilitates recruitment, placement and works collaboratively with staff and PTO to ensure that all needs are filled. We are pleased to continue our partnership with **AARP Experience Corps**. They are providing over 18 volunteers (100 hours a week) working with targeted students on increasing fluency and comprehension. Additionally, the Sun Valley Dad's Club is solidifying into a great group of dads working together on fundraising, projects around school and strengthening the connection between families within the school community.

PBIS

To build a sense of responsibility, confidence, pride in accomplishment, and a positive self-image within each child, Sun Valley's PBIS (Positive Behavior Intervention and Supports) program is designed to develop and articulate school-wide behavioral expectations. These expectations are clearly articulated to students through school-wide assemblies and classroom lessons. They are posted throughout the school and clearly articulated to families. Students enjoy receiving Good Choice Tickets and parents appreciate the clear expectations and use them at home as well. We fully embrace our three school-wide rules to be respectful, be responsible and be a learner.

EVERY LEARNER COUNTS

We begin each year with a Social/Emotional/Student Skills curriculum called "Every Learner Counts". This curriculum was developed at Sun Valley and integrates the best practices, lesson, and current research to teach students social skills, emotional awareness and how to be a successful independent learner who is prepared for the 21st Century.

MINDFULNESS

Mindfulness is a form of attention or awareness training that can be applied in any activity throughout the day (seeing, walking, playing, homework, etc). The evidence of student success in introducing and practicing mindfulness in education is promising. Each 16 session's curriculum builds on the next, from practicing mindful bodies and mindful listening, to ultimately provide a tool for creating 'space' for a child between their big feelings and reactions, thus resisting impulsive actions. This mindful space allows a child to respond thoughtfully as opposed to an impulsive instant reaction.

Additional benefits of mindfulness in education include:

- o Increased focus and concentration (especially with increased use of technology)
- o Increased self-awareness (recognize emotions, feelings, calm/grounding)
- o Reduction of anxiety/stress
- o Increased empathy and understanding of self and others
- o Increased skillful response to difficult emotions

Mindfulness is a valuable complement to a school's social/emotional learning program

ACADEMIC INTERVENTION

Every grade level team meets regularly in Professional Learning Communities to look at data about student progress. If students are not meeting grade level standards based on assessments, they receive in-class interventions in the form of small group instruction, one-on-one tutoring, Experience Corps partnerships, peer tutoring, and specifically designed support. Some students require an additional layer of support and can be referred to our Academic Intervention Program if they meet specific criteria. Students receiving academic intervention attend sessions daily for reading daily. Additionally, a before school Reading Club provides students additional time with leveled text. All students in academic intervention are monitored for progress every 8-10 weeks. Lastly, students with significant skill gaps in mathematics, receive targeted support in the classroom up to four times a week. Parents are notified of academic intervention needs and provided a detailed report and/or meeting to explain how they can best support their child specifically along with lists of appropriate reading or math materials.

HEADS UP

HeadsUp is the San Rafael City Schools Education Foundation that is made up of parents, school administrators, and business and community members. to economic downturn, SRCS faces both budget and program cuts while also experiencing rising operational costs due to increasing enrollment. Through multiple fundraising efforts, the *HeadsUp Foundation* supports school music programs, K-8 library programs, 5th Grade Outdoor Education, and K-5 and School Counseling. Sun Valley families, teachers, and students fully participate in two of the *HeadsUp Foundation's* most important fundraisers, *Carnival*, *Run for Reading to support our school libraries*, and this year's *Rockin'Run* to support and develop school music programs. Sun Valley Elementary and all San Rafael City Schools are grateful for *HeadsUp's* ongoing and notable support.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

This year's SPSA highlights five main goals:

- #1) Continue to deepen already strong relationships between home/school community to ensure that all learners and their families feel part of the Sun Valley Community and connected to school.
- #2) Continue small group reading instruction focusing on individualized learning goals to target skill gaps and increase reading skills to grade level and beyond.
- #3) Actively participate and Implement Lucy Caulkins Writing Units of Study K-5 Professional Development for all teachers K-5.
- #4) Continue MTSS (Multi-Tiered Systems of Support) to close the achievement gap including reading and math tier 1 & 2 interventions
- #5) Continued implementation of our Social/Emotional Curriculum paired with our PBIS & Mindfulness program.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that

success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

According to CAASP data:

1. When looking at cohort data from 2015-2018, students make significant growth in ELA from 3rd - 5th grade (78% proficient in 3rd grade to 89% when that same group is in 5th grade)
2. ELA continues in the "Very High" range but declined by a few points.
3. English Learner progress increased significantly when looking at cohort data over the past three years.
4. Math continues in the "Very High" range but decreased by 3 points and cohort data is stagnant.

According to the SPSA Parent Survey (only 90 responses this year), 90-95% of parents report

1. Their child enjoys coming to school
2. Their child feels respected by staff and respect staff
3. Feel the school is "very welcoming"

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- *Deepen implementation of Units of Study Writing Workshop.
- *Continue Small group reading instruction for all students and specifically our lowest achieving student groups (Socio/Economically Disadvantaged and ELLs).
- *Math differentiation in classroom and additional intervention
- *Multi-layered behavioral supports for identified tier 3 students

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

- *According to CAASPP, ELLs, Economically Disadvantaged and Special Education student groups continue to make progress but are significantly below the EO subgroup in ELA and math.

BUDGET OVERVIEW

Budget Summary:

	One-time adjustment (0910)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	PTO	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	16,699	48,545.00	20,000.00	\$46,000	7,194	0.00
Budgeted*	16,699	48,545.00	20,000.00	\$46,000	7,194	
Spent YTD		4,000	17,099			
Encumbered	16,699			\$46,000	3,584	
Available	\$3,995 ***	44,546.08	2,900	0	4,648	
	One-time adjustment (0910)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	13,000.00	12,092.00	0.00	***carryover		
2XXX		20,036	0.00			
3XXX	4,699.00	8,803	0.00			
4XXX-5XXX		7,613	20,000.00			

STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

Involvement Process for SPSA and Annual Update

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

The Principal met with the ILT (Instructional Leadership Team) on October 10th and reviewed and analyzed the data from the CAASPP, SRI and F & P. We reviewed data by cohort & year-to-year and finally down to individual grade level target trends in both math and ELA for all student groups. This data was used to develop the school-wide goals. This information was also shared with the SLT (Site Leadership Team) on September 24th and then the final was reviewed on September 23, 2019.

Impact on SPSA and Annual Update

How did these consultations impact the SPSA for the upcoming year?

Based on feedback from the ILT, the staff as a whole and the SLT, the goals were collaboratively agreed upon. The ILT took the data and the analysis to their grade level team for feedback and then reported a congruence with the goals that were developed with the ILT. The SLT was given a week to review the school plan and provide notes. The substance of the school plan met with everyone's approval and slight editing took place from the SLT.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified
- Unchanged

Goal 1

College and Career Readiness: Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

Identified Need

- *Deepen implementation of Units of Study, focusing on mini-lesson and conferring strategies.
- *ELLs and Socio/Economically Disadvantaged student groups need to continue to increase significantly in ELA
- *differentiation in math and ultimately some type of math interventions in the classroom and outside of the classroom

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC 3rd ELA ELL	20/13% meets/exceeds in 2017	only 4 ELL students in 2018 - we can't publish a % with such a small count <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>	Not enough students in that sub-group to publish scores	
SBAC 4th ELA ELL	45/18% meets/exceeds in 2017	in 2018 20/20% meets/exceeds. Average score for this group is -3.6, in the Medium band, a decrease of 15 points since 2017. Note that this group is small (only 15 students). <i>Data source: internal database 9/6/18. Prior to</i>	Not enough students in that sub-group to publish scores	

		<i>California Dashboard being published.</i>		
CA Dashboard, Socio/economically, Disadvantaged (SED) in ELA	2016 Status: Medium 7.4 points above level 3, increased significantly by 33.6 points over 2015	in 2018, the average score for this group is 4.3, in the Medium band <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
CAASP ELA scores will increase by 10% for ELL & SED student group.	

Goal 1, Action 1

Multi-Tiered System of Supports Description: A balanced Literacy model in Tier 1 (including small leveled guided reading groups and/or individual conferring, and Writer's Workshop), and targeted small group or one-on-one conferring or strategy groups for additional support within the class.	
<input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>	
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>	

Actions/Services	PLANNED	ACTUAL
	Fall, 2019 Grade level PLCS meet three times a month for one hour to focus on the writing mini-lessons, strategy groups and conferring for writing. Instructional Coach/Intervention Coordinator co-teaches reading lessons in specific	

Expenditures	classrooms based on teacher self-referral and principal/coach referral.	
	BUDGETED AMOUNT / SOURCE Fall, 2019 \$65,000 total (17,000 one-time adjustments, 15,000 lottery, 5,200 Title 3 and 30,000 PTO)	ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
K-5 all students participated in small group reading and conferring.	Continue to provide small group guided reading and conferring with intentionality on ELD standards. This year we will add writer's workshop three to four days a week for 30-45 minutes.	Small group guided reading and one-on-one conferring. Daily Writer's Workshop and this year adding the conferring and strategy groups.

Goal 1, Action 2

<p>Multi-Tiered System of Supports Description:</p> <p>.5 Instructional Coach will provide support for the development and implementation of high leverage SEAL strategies as part of the Balanced Literacy Model. These strategies support all learners including ELL (English Language Learners) and Economically Disadvantaged students to access rigorous curriculum with a focus on academic language.</p>
<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	PLANNED Fall, 2019 .5 Instructional Coach models lessons, monitors implementation with classroom visits, procures materials and ensures alignment across grade levels.	ACTUAL

Expenditures

<p>BUDGETED / SOURCE</p> <p>Fall, 2019</p> <p>\$65,000 total (17,000 one-time adjustments, 15,000 lottery, 5,200 Title 3 and 30,000 PTO)</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
SEAL coach deepen SEAL unit implementation through modeling, providing resources and facilitating PLC time to review units.	We will continue to deepen SEAL unit implementation through modeling, providing resources and facilitating PLC time to review units and aligning Writer’s Workshop.	SEAL coach deepen SEAL unit implementation through modeling classroom lessons, procuring resources and refining with Unit Development Days.

Goal 1, Action 3

Multi-Tiered System of Supports Description: Teachers will provide ELD lessons for 30 minutes a day for five days a week. The Instructional Coach will work with staff to assess students' oral and written language development and plan ELD lessons to frontload and support English Language Acquisition. 4th & 5th grade students ELLs with an ELPAC score of 3 or below will meet with Intervention Coordinator daily for additional ELD support. Newcomers will also receive additional ELD support from the Instructional Coach and/or instructional aide.

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

<p>PLANNED</p> <p>During grade level planning, Instructional Coach and grade level teams will review ELD standards and common formative assessments to determine ELD lessons.</p>	<p>ACTUAL</p>
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Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
Fall, 2018 \$65,000 total (17,000 one-time adjustments, 15,000 lottery, 5,200 Title 3 and 30,000 PTO)	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional Core Coach designed protocols to review ELD standards and supported teachers to design and implement designated ELD lessons. All K-3 classrooms have a language function wall in their classroom.	Instructional Core Coach facilitated PLC time to deepen teacher understanding of ELD standards and will work with grade level PLCS to plan designated and integrated ELD.	Teachers will use the ELPAC and OLA (Oral Language Assessment) to determine appropriate ELD lessons for ELLS weekly.

Goal 1, Action 4

Multi-Tiered System of Supports Descriptions: Sun Valley’s comprehensive MTSS begins with the Meeting of the Minds (Universal Screening) two times a year, followed by Tier 1 & Tier 2 interventions and progress monitoring. Students with significant academic, social/emotional concerns are referred to the RTI (Response to Intervention) process and team meetings and interventions are planned and monitored for individual student progress.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u> Students identified as needing intervention support
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

PLANNED	ACTUAL
Fall, 2019 Teachers and Support Personnel (Principal, Coach, Psych, Counselor, RSP, and SLP) discuss all students and align targeted students with appropriate interventions for tier	

1, 2 & 3 supports. Specific students are identified for more individualized goals and progress monitoring through the RTI process. RTI coordinators coordinate and facilitate individual meetings.	
BUDGETED / SOURCE Fall, 2019 SST/RTI K-2 Coordinator stipend from District up to \$3,000 from Lottery for 3-5 RTI coordinator	ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Grade level teams identified the lowest performing students and their skill gaps. Those students received Tier 2 targeted reading instruction using Fountas and Pinnell LLI kits and metacognitive strategy practice for 8 weeks and then were reassessed to see if services still applied.	Identified students who are below grade level and their specific skill gaps in reading. Students received 8-10 weeks of targeted intervention supports five days a week for 30 minutes a day. They were re-assessed and then moved into our out of intervention supports for the next cycle.	Through Meeting of the Minds universal screening, targeted students are matched with interventions & supports. Students with academic and/or social emotional concerns are referred for more specific goal setting and progress monitoring through RTI process.

Goal 1, Action 5

Multi-Tiered System of Supports Description: Through Meeting of the Minds (Universal Screening) two times a year, students with academic concerns are placed in targeted interventions. Daily Interventions include: leveled small group reading remediation, before school reading or math practice, and push-in support in the classroom for 30-45 minutes as needed.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> -- (List here): Students identified as needing intervention support
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)]</u> -- (List here):

Actions/Services

PLANNED
Fall, 2019
 Under the guidance and direction of the Instructional Coach/Reading Intervention Coordinator, lowest performing non-special education students, receive targeted reading instruction (push in or pull out) for 30 minutes a day five days a week for 32 weeks based on ESGI, F & P, or RI scores. Students are progress monitored three times a year and move in and out of the interventions as needed. Before school reading focuses on reading comprehension. Math intervention will be designed as needed. .5 Intervention Coordinator will oversee intervention program and IAs.

ACTUAL

Expenditures

BUDGETED / SOURCE
Fall 2019
\$65,000 Instructional Coach (17,000 one-time adjustments, 15,000 lottery, 5,200 Title 3 and 30,000 PTO)
\$45,000 Instructional Assistants (30,000 PTO, 15,000 Lottery)

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Grade level teams meet with Support Personnel (Psychologist, RSP, Instructional Core Teacher, Principal, Counselor and SLP) to identify which students need additional reading support.

Grade level teams will meet with Support Personnel (Psychologist, RSP, Instructional Core Teacher, Principal, Counselor and SLP) to identify which students need additional levels of academic support in reading twice a year.

Grade level teams meet with Support Personnel two or three times a year and identify students and specific targeted tier 2 interventions needed. Intervention Coach teaches and supervises instructional aides providing daily interventions before or during school in reading, writing and math as needed.

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

Professional Development: Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

Deepening understanding and implementation of Writer's Workshop. Develop shared strategies to teach students how to break down number stories and strategies to solve them correctly.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PLC agendas demonstrating PD	Topics focus on refining Balanced Literacy 70%	Topics focus on refining Balanced Literacy 70%	PLC agendas will reflect focus on the Writing Workshop Model	ILT meets monthly to plan PLCs. See ILT agendas learning section.
Principal walk-throughs and written feedback	2-3 classrooms visits per day with written feedback	2-3 classrooms visits per day with oral feedback	2-3 classrooms visits per day with oral feedback during writing time to gather evidence about Writing Workshop implementation	2-3 classrooms visits per day with oral feedback during writing time to gather evidence about Writing Workshop implementation.
Monday Memos documenting evidence of alignment and use of Every Learner Counts Curriculum	100% of MM include evidence of academic and behavioral expectations.	100% of MM include evidence of academic and behavioral expectations.	100% of MM include evidence of academic and behavioral expectations.	Monday Memos include specific examples that Principal will look for in Writer's Workshop.
PBIS school-wide behavioral checklist	786 occurrences of distracting self/others	Discontinued survey	Discontinued survey	Discontinued survey

SRI	60% proficient Based on Ed Services internal database, we observed 84% of students being proficient (25%) or advanced (59%) at the end of the year.	Based on Ed Services internal database, we observed 90% of students being proficient (29%) or advanced (61%) at the end of the year.	Based on Ed Services internal database, we are hoping to see 90% or more proficient/advanced on SRI.	Based on Ed Services internal database, we are hoping to see 90% or more proficient/advanced on SRI by 5th grade.
Math Exit Slips				Number story exit slips will indicate improvement in both attempting to solve problems using strategies and getting the correct answer.

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

<ul style="list-style-type: none"> ● ILT will plan plc agendas on topics for Writer’s Workshop based on staff feedback from PLCs. ILT will facilitate PLCs. ● Staff will bring student writing to all staff and PLC meetings. PLCs will analyze student work and plan mini-lessons, strategy groups and conferring. ● Tenured teachers will opt-into lessons studies to deepen instructional practices for targeted skill development in literacy or math. ● Staff will develop shared language and strategies to solve number stories. 	<ul style="list-style-type: none"> ●
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Goal 2, Action 1

Multi-Tiered System of Supports Description: Instructional Leadership Team will plan and lead Professional Learning Committee meetings focused on deepening Writer’s Workshop implementation.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): X identified skill gap area groups
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<i>Actions/Services</i>	PLANNED Fall, 2019 Instructional Leadership Team (ILT) will meet once or twice a month to plan the deep implementation of Writer’s Workshop through the PLC (professional learning community) process.	ACTUAL
	BUDGETED / SOURCE Fall, 2019 \$200 PTO, \$500 Lottery	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All K-5 classes received 8 weeks of Mindfulness instruction twice a week for 15 minutes to learn Mindfulness Strategies.	All K-5 classes received 8 weeks of Mindfulness instruction twice a week for 15 minutes to learn Mindfulness Strategies.	ILT meets once or twice a month to plan three monthly PLC meetings focused on Writer’s Workshop using the PLC process.

Goal 2, Action 2

Multi-Tiered System of Supports Description: Principal will facilitate Lesson Study Model observations for all tenured staff to improve alignment and rigor within and across teaching teams.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): X identified skill gap area groups
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth

- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED

Fall, 2019

Administrator will invite all tenured staff up for evaluation to participate in traditional or Lesson Study Model. Teachers will select an area of focus as teams based on data (writing samples, running records, math exit slips) to determine an area of focus for Lesson Study. Teaching teams will develop lessons, observe each other and collect data, interview students and refine lessons accordingly. We will schedule substitutes to cover classes as needed.

ACTUAL

Expenditures

BUDGETED / SOURCE

2019

\$150 Lottery

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

10 tenured teachers completed the lesson study process for their formal evaluation and improved student learning based on identified skill gap area (i.e. Kindergarten teachers developed new guided reading routines for lowest readers to be able to identify the difference between letters and words).

All tenured teachers will have the option to complete a lesson study cycle or complete a single evaluation.

All tenured teachers will have the option to complete a lesson study cycle or complete a single evaluation.

Goal 2, Action 3

Multi-Tiered System of Supports Description: K-3 will have three days of Common Core Unit Planning with SEAL coach to refine Common Core Units of Study and SEAL implementation. The focus this year is on ELD assessing and strategies.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here): X All K-3 students

<u>Actions/Services</u>	PLANNED Fall, 2019 All K-3 staff will meet with SEAL coach and teams from VV and CO to review English Language assessments (OLA) and plan for targeted lessons within thematic units.	ACTUAL
	BUDGETED / SOURCE District Funded	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
K-3 teachers met with SEAL coaches and another school site to deepen Common Core Units of Study to better align to CCSS standards.	K-3 teachers will collaborate with district grade level partners to refine SEAL units and align writing lessons.	K-3 teachers will collaborate with district grade level partners to refine SEAL units and focus on ELD.

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- ✓ New
- ✓ Modified
- ☐ Unchanged

Recommended Indicators:

- Chronic Absenteeism
- Suspension Rate
- SIP survey results

Goal 3

Student Engagement & School Climate: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.

Identified Need

More students are identified with behavioral needs both in the classroom and on the playground according to office referrals and Universal screening.
 Chronic absenteeism is highest in kindergarten in 2018.
 Continue to practice safety drills to hone processes.
 Increase Mindfulness Skill groups to support more students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2.2%	6.1%	Goal:4% Actual: 6.2% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
Suspension Rate	0	0	0.2% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
PBIS classroom survey	786 occurrences of distracting self/others	did not complete this year	not implementing	
Annual Survey	over 90% feel welcoming environment	over 95% feel welcoming environment	92% feel welcoming environment	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

<ul style="list-style-type: none"> ● Increase use of common school-wide social-emotional language through implementation of ELC (Every Learner Counts Curriculum). ● Sustain 0 suspensions, reduce tardies and chronic absenteeism. ● Deepen understanding Safety Procedures. ● Continue Mindfulness Program and Parent Education. 	<ul style="list-style-type: none"> ●
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Goal 3, Action 1

Multi-Tiered System of Supports Description: All staff will implement the year long Every Learner Counts Curriculum.

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):
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<p>Actions/Services</p>	<p>PLANNED</p> <p>Fall, 2019</p> <p>All teachers implemented the Every Learner Counts curriculum which includes aligned language to PBIS school-wide expectations. This year we added Word of the Week (WOW) to match up with the theme of the month. Weekly assemblies will focus on WOW and include student made videos and skits to kick off the word. Staff will continue to give out Good Choice Tickets for students exemplifying the school-wide expectations.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED / SOURCE</p> <p>Fall, 2019</p> <p>\$500 Lottery</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>All K-5 classes received 8 weeks of Mindfulness instruction twice a week for 15 minutes to learn Mindfulness Strategies.</p>	<p>All K-5 classes received 8 weeks of Mindfulness instruction twice a week for 15 minutes to learn Mindfulness Strategies.</p>	<p>All students receive classroom lessons from all teachers. Counselor will push in for specific guidance lessons. Each classroom will have a defined calm down space and we will have a school-wide calm down spot in the Intervention area.</p>

Goal 3, Action 2

Multi-Tiered System of Supports Description: To progress monitor social/emotional needs of school, we use our PBIS Tier 1 checklist Universal Screener, PBIS Team Meets bi-monthly to review school-climate as a whole, PBIS Team meets bi-monthly to review Social/Emotional Referrals and chronic absenteeism.

<p><u>Students to be Served</u></p>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):
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Actions/Services

PLANNED	ACTUAL
<p>Fall, 2019</p> <p>Staff will continue to implement PBIS school-wide with a high level of fidelity.</p> <p>The Sun Valley PBIS Tier 1 team will bi-meet monthly to discuss progress towards implementation of PBIS school-wide with a focus to create a culture of positive reinforcement, focused on learning, respect and responsibility among students, staff and community. This year, we will attend a school-wide PD on Conscious Discipline and develop a shared understanding of the function of students' behavior and how to respond</p>	

<p>appropriately. All classrooms will have a designated calm down space.</p> <p>Tier 1 PBIS team will review referrals bi-monthly and using this data to develop actions steps to improve specific behaviors. The WOW will increase alignment and common school-wide language to support the theme of the month.</p> <p>Tier 2 PBIS team will meet quarterly to utilize data from Meeting of the Minds, review RTI referrals, and determine students eligible for Tier 2 interventions such as social skill groups, Check-in-Check-out, and classroom behavior supports. This team will also review chronic absenteeism and make a specific plan for each case.</p> <p>Tier 3 team meets as needed.</p>	
<p>BUDGETED / SOURCE</p> <p>Spring, 2019</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>PBIS team met monthly to refine PBIS program that includes RTI for behavior and academic levels of support.</p>	<p>PBIS team will meet monthly to refine PBIS program that includes RTI for behavior and academic levels of support.</p>	<p>PBIS teams meet bi-monthly or quarterly as needed. Implement WOW assemblies and weekly goals or challenges for staff, students and families.</p>

Goal 3, Action 3

Multi-Tiered System of Supports Description: All students will receive Mindfulness training and specific students will be referred to Mindful Skill Groups for six weeks.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): specific students that need further strategy support for emotional regulation.</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	<p>PLANNED</p> <p>Fall, 2019</p> <p>All K-5 classrooms will participate in 8 weeks of Mindfulness sessions (15 minutes each). 3-5th grade will get an additional two weeks of Mindfulness before state-wide testing. Additionally, we will add 16 weeks of Mindfulness Skill groups for targeted students.</p>	<p>ACTUAL</p>
	Expenditures	<p>BUDGETED / SOURCE</p> <p>Fall, 2019</p> <p>\$10,000 PTO</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All classes participated in 8 weeks of Mindfulness training and there were two parent education nights on Mindful Parents.	All classes will participate in 8 weeks of Mindfulness training and there were two parent education nights on Mindful Parents. We will institute Mindful social skill groups.	This year we will add 16 weeks of Mindful Skill groups to serve more students. Due to low attendance, we will not continue Parent Education Nights but will include parent education in Principal Newsletters.

Goal 3, Action 4

Multi-Tiered System of Supports Description: Sun Valley will work with the District Safety Consultant to develop a comprehensive safety plan, staff and student trainings and appropriate family communication.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Fall, 2019</p> <p>Meet with Safety Consultant to revamp safety plan, coordinate staff training on key areas of safety procedures, intruder training and a full emergency drill.</p> <p>Safety Committee will determine staff for each of the key teams and procure disaster preparedness items.</p> <p>All drills will be scheduled and consultant will attend at least two and provide feedback.</p> <p>Families will be provided an overview of School-wide safety plan and their roles in communication and student release.</p>	<p>ACTUAL</p>
	<p>BUDGETED /</p> <p>Fall, 2018</p> <p>\$1000 PTO \$1,000 District</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

<p>Met with Safety Consultant to revamp safety plan, coordinate staff training on key areas of safety procedures, intruder training and a full emergency drill.</p> <p>Safety Committee assigned staff for each of the key teams and procured disaster preparedness items.</p> <p>The consultant attended three drills and three staff meetings. He provided very positive feedback for all of our drills and included some specific next steps.</p> <p>Families received an overview of School-wide safety plan and their roles in communication and student release via newsletter.</p>	<p>Met with Safety Consultant to revamp safety plan, coordinate staff training on key areas of safety procedures, intruder training and a full emergency drill.</p> <p>Safety Committee will review and re-assign staff for each of the key teams and procured disaster preparedness items.</p> <p>The consultant will attend one or two drills and three staff meetings. He provided very positive feedback for all of our drills and included some specific next steps.</p> <p>Families received an overview of School-wide safety plan and their roles in communication and student release via newsletter</p>	<p>All families received a copy of the Parent Safety Instruction document in their first day packet that was co-created with the Dad's Club last year.</p>
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Goal 3, Action 5

Multi-Tiered System of Supports Description: As part of Sun Valley's Parent Engagement Plan, there will be on-going parent education through K-3 Gallery Walks, Parent education nights, Publishing Celebrations, Weekly Principal and Teacher Newsletters, Community Building PTO/SELAC events fostering a high level of community engagement and involvement.

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>
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Actions/Services

<p>PLANNED</p> <p>Fall, 2019</p> <p>Gallery Walks are planned three times a year for students to walk their families through their academic units of study. 4th and 5th grade invite families to culminating projects, publishing parties and special events. On-going Parent Education opportunities will take place in SELAC meetings, attached to PTO meetings and during the morning to provide various opportunities for families to learn about how to help their students with their academic progress, understand their role in digital citizenship and positive parenting.</p> <p>PTO sponsors grade level gathering and various community events throughout the year.</p> <p>PTO and Principal write weekly parent newsletters to keep parents informed and involved in the school community.</p>	<p>ACTUAL</p>
<p>BUDGETED / SOURCE</p> <p>Fall, 2019</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>K-3 Gallery Walks took place 3 times a year and in place of Open House K-3.. 4th and 5th graders participated in various culminating projects with parent involvement such as Colonial Day and Nano Rhymo Novel readings.</p> <p>Several parent education forums took place in SELAC and PTO meetings including: math, student personal safety & digital safety and Mindful Parenting.</p> <p>PTO and Principal wrote weekly parent newsletters to keep parents informed and involved in the school community.</p>	<p>K-3 Gallery Walks took place 3 times a year and in place of Open House K-3. 4th and 5th graders participated in various culminating projects with parent involvement such as Colonial Day and Nano Rhymo Novel readings.</p> <p>Several parent education forums took place in SELAC and PTO meetings including: math, student personal safety & digital safety and Mindful Parenting.</p> <p>PTO and Principal wrote weekly parent newsletters to keep parents informed and involved in the school community.</p>	<p>We will continue our parent invitational opportunities and parent education throughout the school year with all of the above activities including the addition of publishing parties to celebrate our amazing writers!</p>

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date Sept. 23, 2019
1. Julie Harris	Principal	jharris@srcs.org	
2. Marian Carter	Teacher	mcarter@srcs.org	
3. Gayle Hartsook	Classified	ghartsook@srcs.org	
4. Julie Harrison	Teacher	jharrison@srcs.org	
5. Cathy Klein	Parent	cklein@srcs.org	
6. Michelle Van Nuys	Parent	wiggynardone@yahoo.com	
7. Harry Gong	Parent	harrykgong@gmail.com	
8. Bethany Womack	Parent	bwomack@mvschools.org	
9. Melissa Werner	Teacher	mwerner@srcs.org	
10. Ellie Dominguez	Parent	elsurfgrl@hotmail.com	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

Recommendations and Assurances

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

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 Single 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:
Parent Stakeholder Groups: SLT, ILT, SELAC

Student Stakeholder Groups

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 here in 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:

Attested:

Julie Harris

Typed name of School Principal

Signature of School Principal

September 23, 2019

Date

Gayle Hartsook

Typed name of SSC Official

Signature of SSC Official

September 23, 2019

Date