

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Lincoln Elementary School
Address	6910 N. Gettysburg Place Stockton, CA, 95207-2513
County-District-School (CDS) Code	39685696041917
Principal	Rebecca Sprinkle
District Name	Lincoln Unified School District
SPSA Revision Date	December 2018
Schoolsite Council (SSC) Approval Date	January 9, 2019
Local Board Approval Date	January 31, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

OUR MISSION

We believe all children can learn and we will establish high standards of learning with the expectation for all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

OUR VISION

We will develop a safe and welcoming environment that empowers children to be responsible, caring, independent thinking participants in all life activities. The school community (staff, students, and parents) will become active participants in each child's education. Our community will collaborate to create a learning environment with high expectations for academic and social success. We will stress that learning must be meaningful and purposeful to engage all learners. Together we will provide nurturing experiences for students that will foster pride in themselves, others, and their school. Our school will aid parents in developing the necessary skills to encourage positive life experiences. Through professional development opportunities and collaboration, teachers will base their teaching on the needs of the students.

The Story

Briefly describe the students and community and how the school serves them.

Lincoln Elementary School was established in 1878 with 29 students and one teacher. Since then, it has grown to over 720 students in grades Preschool through 6th, and from one teacher to a staff of 32 full time and part time classroom teachers, four preschool instructors, a full-time speech therapist, four music teachers, a full-time counselor, a part time psychologist, 26 full and part time classified staff members, assistant principal, and principal. Programs include Title I, Special Education, Gifted and Talented Education (GATE), Band, Chorus, Strings, After School Enrichment and Safety (ASES), Extended Day Reading Academy, Extended Day Math Academy, Extended Day Learning Academies, and English Language Development support. Activities for students include Student Council, Conflict Managers, Leadership, and Yearbook.

Lincoln Elementary has a very traditional setting where safety is a number one priority. Approximately eighty-six percent of our families are socio-economically disadvantaged; helping the families feel welcome and keeping them informed are constant goals.

We are a Positive Behavior Intervention Support school and restorative practices are part of our culture. Teachers are compassionate, caring, and committed to developing an atmosphere of mutual respect. Every situation is treated as a learning opportunity for both students and adults.

We are very fortunate to have a wonderful working relationship neighboring businesses. Lincoln Center provides us with donations for our PTA and our Annual Fall Festival. St. Anne's Church provides volunteers who work with the teachers on providing reading tutors in the classrooms.

SPSA Highlights

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

For Lincoln Elementary, areas of need have been identified and goals set to meet those needs. During the 2018-2019 school year, there will be on-going, whole staff professional learning opportunities focused on data, student engagement, and student well-being. The data talks will happen throughout the school year in English Language Arts and Math. Students will be chosen to work in small groups, Title 1 support, WonderWorks, or After School Learning Academies based on findings in the data. There are a wide variety of technology and programs to support student learning. CORE coaches are contracted to assist teachers and support staff in student learning and teacher growth. To assist in student growth and engagement, all students will use planners and/or folders as a whole school-wide focus on student engagement and learning in and out of the classroom. There will be assemblies provided to allow students to experience a variety of writing techniques. There will be several family engagement nights offered to students and their families that will create and impact student learning. We have a counselor on campus who supports Restorative Practices and will help to encourage students with positive behaviors and will assist in providing a safe environment for students to learn and be successful.

The specific goals detailed in the school plan include:

Goal 1 - English Language Arts - In grades K-2, students will increase academic progress into the average, high average, and high categories in English Language Arts standards, by 10%, as demonstrated in the end of the year MAP(Measure of Academic Progress) results.

In grades 3-6, students will meet or exceed standards and demonstrate a 5% growth in the English Language Arts standards on the CAASPP(The California Assessment of Student Performance and Progress) assessment.

Goal 2 - Mathematics - In grades K-2, students will increase academic progress into the average, high average, and high categories in Math standards, by 10%, as demonstrated in the end of the year MAP(Measure of Academic Progress) results.

In grades 3-6, students will meet or exceed standards and demonstrate a 5% growth in the Math standards on the CAASPP(The California Assessment of Student Performance and Progress) assessment.

Goal 3 - Student Engagement - Student engagement will improve through activities and strategies in the areas of science, writing, and organization.

Goal 4 - Parent and Family Engagement - The school will increase continued opportunities for family participation and education.

Goal 5 - Equitable Environment - The suspension rate will decrease by 3% in the 2018-2019 school year.

Needs Assessment - Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest 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 student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Lincoln Elementary has had some great successes over the past year. In looking at the CAASPP data, 3rd, 4th, and 6th grade grew in their overall math scores. 4th and 6th grade grew in their overall ELA scores. Over the past five years, Lincoln Elementary has worked with a CORE Reading Coach. This coach has offered support in looking at data, teaching teachers how best to give small group instruction, and getting the best results out of whole group instruction. Because of this support, there has been an increase in the number of students who are reading closer to grade level. We have seen fewer students having a need for the After School Reading Academy based on beginning of 3rd grade ELA data. In fourth and fifth grade, there has also been a decrease in the number of students qualifying for WonderWorks reading intervention. This is because of the small group instruction that is happening daily in classrooms, increased rigor of instruction, and student accountability.

Lincoln Elementary's population is about 86% socio-economically disadvantaged, and the number has been increasing yearly. In staff development and collaboration, we look at and discuss data to improve instructional practices. We are choosing students to work with in small groups throughout the day. Tier one, two, and three are discussed among the staff and are being utilized daily. Lincoln Elementary prides itself on the continued work and focus on classroom instruction. The data from DIBELS, MAP, and CAASPP show improvements in all areas. There are still improvements to be made, but there is a constant upward trend.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Overall, our math scores are at about 30% meeting or exceeding standards. We know that math is one of the greatest needs that we need to support. We will be using the support of CORE Math coaches throughout the year. We will be continuing our look at MAP data to determine the direction teachers need to take in their instruction to best meet the needs of their students. Small group instruction is beginning to happen during math instruction, and teachers will be

monitoring student growth. English Learners are being monitored throughout the year and teachers will be implementing strategies to best support their students to make the most growth in their language skills. The Dashboard Indicator for Suspension Rate is Red with African American, Hispanic, and Socioeconomically disadvantaged students having more suspension than other subgroups. This is another important area of focus for Lincoln Elementary.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other school data. What steps is the school planning to take to address these performance gaps?

Performance Gaps

The following are the student groups performing two or more performance levels below the "all student" performance:

ELA - Students with Disabilities / African American

Math - Students with Disabilities / Hispanic

Chronic Absenteeism - Students with Disabilities / Hispanic

Suspension Rate - African American/Socioeconomic / Hispanic

Lincoln Elementary has embraced Restorative Practices school wide. We use the Focus Center as a place to help students learn how to deal with hard situations, take a self-needed time-out, and teach skills in making better choices. By doing this, we plan to see a decrease in suspensions for all students, including our African American, Hispanic and socioeconomic students who we had an increase from last year. There is on-going coaching and training with the SPED team as well as the GenEd teachers. This coaching will assist teachers in gaining better results from all students in their classrooms. Due to a decrease in ELA scores within our African American subgroup, students are working alongside our Title One teacher and support staff. We monitor student progress every three weeks to see if improvements are being made. If they are not, we change groupings or teaching strategies for those students. During staff development and collaboration, we are teaching staff vital skills that our English Learners need, and how teachers can help them better through whole group or small group instruction in both ELA and Math. By giving more attention to the above students we will see a positive change in their English Language Arts and Math scores. We are making a positive change with attendance to help with chronic absenteeism for all of our students at Lincoln Elementary. We are hoping by continued phone calls, parent meetings, student conferences, and contracts signed by all parties, there will be a decline in chronic absenteeism.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

In grades K-2, students will increase academic progress into the average, high average, and high categories in English Language Arts standards, by 10%, as demonstrated in the end of the year MAP(Measure of Academic Progress) results. In grades 3-6, students will meet or exceed standards and demonstrate a 5% growth in the English Language Arts standards on the CAASPP(The California Assessment of Student Performance and Progress) assessment.

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

K-2 grade:

On the MAP assessment, in the area of English Language Arts the current data, for the 2017-2018 school year reflects that 78% of kindergarteners, 42% of first graders, and 42% of second graders are performing at "low" and "low average." *The baseline, as noted in the "Annual Measurable Outcomes," reflects the expected outcome for the area of "average," "high average" and "high" as indicated in the MAP scores

3-6 grade:

In the area of ELA, the current data indicates that 43% of students "met" or "exceeded standards." With the new goal, this will demonstrate student growth to 48% of students "meeting" or "exceeding standards" on the 2018-2019 CAASPP. *The baseline, as noted in the "School and Student Performance Data," reflects the expected outcome for the area of "standard met" and "standard exceeded" as indicated in the CAASPP Results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
MAP Reading		
Grade K	23%	33%
Grade 1	57%	67%
Grade 2	58%	68%
CAASPP ELA		
Grade 3	40%	45%
Grade 4	49%	54%
Grade 5	31%	36%
Grade 6	51%	56%

Planned Strategies/Activities

Strategy/Activity 1

Beginning with the staff retreat in July, staff (teachers, counselor, librarian, office team and administrators) focused on data and grade level articulation, along with bridging academic skills between grades to understand gaps in student instruction in English Language Arts. Staff received and reviewed data from the previous school year. In August, teachers collected data, strategically tiered the classroom for instruction and collaborated in grade level groups. Teachers continue to meet and focus specifically on ELA for specialized academic instruction for "at risk" students. During small group instruction, teachers utilize strategies from the Instructional Routines Handbook, Wonders supplemental materials, as well as technology and programs such as Wonders ConnectEd, Lexia Core5 Reading, and Accelerated Reader. Classes will be enriched with subject specific journals, planners and folders for homework. Extended school day learning activities began in October and will continue through the school year. Title I, Read 180 and WonderWorks intervention teachers support students beginning in August through the school year. A CORE Literacy coach is contracted through the district to support teachers on site throughout the school year. Professional learning opportunities are ongoing throughout the school year to support teacher growth.

Students to be Served by this Strategy/Activity

All Students K-6.

Timeline

2018-2019

Person(s) Responsible

Administration, Title I teacher, Intervention teachers, K-6 teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	79,730.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I teacher and Intervention teachers' salaries
Amount	9,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Lexia Core5 Reading program for supplemental practice in reading fundamentals
Amount	58,130.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Paraprofessional and primary language assistant salaries
Amount	4,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One day time sheet for all teachers to attend a staff retreat for data analysis and planning on July 30-31, 2018

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

In grades K-2, students will increase academic progress into the average, high average, and high categories in Math standards, by 10%, as demonstrated in the end of the year MAP (Measure of Academic Progress) results.

In grades 3-6, students will meet or exceed standards and demonstrate a 5% growth in the Math standards on the CAASPP (The California Assessment of Student Performance and Progress) assessment.

LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Basis for this Goal

K-2 grade:

On the MAP assessment, in the area of Mathematics, the current data for the 2017-2018 school year, reflects that 71% of kindergarteners, 45% of first graders, and 37% of second graders are performing at "low" and "low average."

*The baseline, as noted in the "Annual Measurable Outcomes," reflects the expected outcome for the area of "average," "high average" and "high" as indicated in the MAP scores

3-6 grade:

In the area of Math, the current data indicates that 33% of students "met" or "exceeded standards" on the CAASP assessment. Once the new goal is met, we anticipate 38% of students will meet or exceed standards on the 2018-2019 CAASP.

*The baseline, as noted in the "School and Student Performance Data," reflects the expected outcome in the areas of "standard met" and "standard exceeded" as indicated in the CAASPP Results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
MAP Math		
Kindergarten	28%	38%
1st grade	54%	64%
2nd grade	63%	73%
CAASPP Math		
3rd grade	47%	52%
4th grade	35%	40%
5th grade	20%	25%
6th grade	31%	36%

Planned Strategies/Activities

Strategy/Activity 1

Beginning with the staff retreat in July, staff (teachers, counselor, librarian, office team and administrators) focused on data from the previous school year and grade level articulation, along with bridging academic skills between grades to understand gaps in student instruction in mathematics. In August, teachers collected data, strategically tiered the classroom for instruction and collaborated in grade level groups. Teachers continue to meet and focus specifically on math in specialized academic instruction for "at risk" students. The school will conduct a math night for families. During small group instruction, teachers utilize technology and programs such as Zearn Math and Reflex Math. Classes will be enriched with math manipulatives, subject specific journals, planners and folders for homework. Extended school day learning activities (Math Academies) began in October and will continue through the school year. CORE Math coaches are contracted through the district to support teachers on site throughout the school year. The school is responsible for additional coaching days and utilize Title I funds for CORE coaches. Professional learning opportunities are ongoing throughout the school year to support teacher growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Administration, classroom teachers, intervention teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	10,400.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	CORE Coaches - 4 additional days
Amount	3,500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	math journals and manipulatives
Amount	1,200.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timesheets for after school collaboration with CORE math coaches
Amount	800.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Math Night
Amount	10,000.00

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Math Academies - Teacher Timesheets

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Engagement

Goal Statement

Student engagement will improve through activities and strategies in the areas of science, writing, and organization.

LCAP Goal

LCAP Goal 2: LUSD will focus on providing high quality learning conditions to support student needs.

Basis for this Goal

Based on overall feedback from teachers, students, and parents there is a need for additional tools to support communication and student engagement in and out of the classroom. This was based on the need expressed for student organization, study skills, communication, and self sufficiency. Students need to have additional access to STEM activities. Students need additional interactive opportunities to become engaged in the writing process.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Home-School Communication via planners	none / not yet implemented	Teachers will report 80% of home/school communication signed by parents.

Planned Strategies/Activities

Strategy/Activity 1

Beginning with the 2018-2019 school year, planners will be purchased and the staff will collaborate to discuss the routines and expectations that will be put into place for cross grade level continuity. STEM materials will be purchased to support the student engagement and learning in and out of the classroom. Assemblies will be provided to allow students to experience a variety of writing techniques. Students will be given opportunities to write plays that will be submitted to the B Street Theater, which then are produced and performed at the assemblies. Together these areas will support and improve student engagement and will build upon students' prior knowledge to increase student inquiry.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Science enrichment materials
Amount	4,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	student planners and folders
Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	assemblies to promote student engagement

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

The school will increase continued opportunities for family participation and education.

LCAP Goal

LCAP Goal 3: LUSD will work collaboratively with families to enhance student achievement.

Basis for this Goal

Currently there is a need and responsibility for our school to improve engagement with families, in meaningful ways, so that families become actively engaged in supporting their child's learning and development. Our school continues to strive to create a level of personal respect, positive relationships, and collaboration with families.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Family attendance at designated school events	attendance numbers at various events	they will increase by 10%

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Nights create a sense of belonging and greater understanding of their child's curricula. With ongoing professional learning, the school staff will be able to enhance a culture where families feel welcome, safe, and will impact student learning. Translation services will enhance communication with families who do not speak English as their first language.

Students to be Served by this Strategy/Activity

All students and families

Timeline

2018 - 2019

Person(s) Responsible

K-6 teachers, support staff, administration

Proposed Expenditures for this Strategy/Activity

Amount

2,000.00

Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Family Engagement Nights
Amount	200.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Translating Service
Amount	8,500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Professional Learning Opportunities for Staff
Amount	1,800.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	parent communication areas

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Equitable Environment

Goal Statement

The suspension rate will decrease by 3% in the 2018-2019 school year.

LCAP Goal

LCAP Goal 5: To prepare students to be college and career ready, LUSD students will receive equitable access to a broad course of study in a safe and healthy learning environment.

Basis for this Goal

The Dashboard indicator for Suspension Rate is Red with African American, Hispanic, and socioeconomically disadvantaged students having a higher rate of suspensions than other subgroups. By having students off campus and away from their learning environment, they are not able to adequately access the curriculum and instruction that is needed for career and college readiness. All students need to have positive supports in place at school to improve student behaviors and academic learning. The staff will be responsible of their overall student success.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Overall schoolwide suspension percentage	Overall - 4.5% African American - 8.6% Hispanic - 4.4% Socio-Econ. - 4.9%	Overall - 3.5% African American - 10% reduction Hispanic - 10% reduction Socio-Econ. - 10% reduction

Planned Strategies/Activities

Strategy/Activity 1

Having a counselor on campus will provide a safe environment for students to learn. Including staff in continued professional learning will enhance their ability to support students with individualized needs.

Students to be Served by this Strategy/Activity

All students K-6

Timeline

Yearlong

Person(s) Responsible

K-6 staff, administration, support staff

Proposed Expenditures for this Strategy/Activity

Amount	31,826.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor's salary
Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Staff Book Study
Amount	11,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Whole staff professional learning opportunities

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	201,216.00
Total Carryover Funds	40,510.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	241,086.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	239,502.00	416.00
Title I Part A: Parent Involvement	2,224.00	224.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	239,086.00
Title I Part A: Parent Involvement	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	126,756.00
4000-4999: Books And Supplies	25,600.00
5000-5999: Services And Other Operating Expenditures	78,330.00
5800: Professional/Consulting Services And Operating Expenditures	10,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	126,756.00
4000-4999: Books And Supplies	Title I Part A: Allocation	23,800.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	78,130.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	10,400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,800.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	200.00

School Site Council Membership

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

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

Name of Members	Role
Becky Sprinkle	Principal
Suzanne Wright	Classroom Teacher
Bianca Diniz	Classroom Teacher
Tabitha Ferry	Classroom Teacher
Wendy Filippone	Other School Staff
Bryce Neuner	Parent or Community Member
Jessica Rodriquez	Parent or Community Member
Dana Surgick	Parent or Community Member
Shani Richards	Parent or Community Member
Amanda LaRose	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

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

This SPSA was adopted by the SSC at a public meeting on January 9, 2019.

Attested:

Principal, Rebecca Sprinkle on January 9, 2019

SSC Chairperson, Shani Richards on January 9, 2019