

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
LEAD Elementary School	41690396044804	June 11, 2019	August 22, 2019

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from stakeholders occurred through the Instructional Leadership Team, staff meetings, and parent and community input meetings. Meetings occurred on April 24th, May 7th, and May 8th respectively. We had over 40 community members participate in the community input and feedback night. We had over 20 Spanish speaking families (ELAC) participate in our feedback session as well.

Feedback for each stakeholder group looked similar. Our Instructional Leadership Team first looked at overall data and created data statements. Our staff was able to participate in first looking at the data, identifying root causes, and then giving suggestions and input around what to start, stop, continue, and new ideas to support the data based on our students and community needs.

Approval was sought at the site council and ELAC meetings at the end of the school year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	72.2%	48.9%	1.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	48.9%
Foster Youth	7	1.3%
Homeless	100	19.2%
Socioeconomically Disadvantaged	376	72.2%
Students with Disabilities	47	9.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.7%
Asian	30	5.8%
Filipino	11	2.1%
Hispanic	334	64.1%
Two or More Races	28	5.4%
Pacific Islander	52	10.0%
White	55	10.6%

Data Statements: Strength

- Data Source: F&P

Based on 2018-2019 Trimester 2 F&P data, the percentage of students who met grade level expectations increased from 46% to 52%.

Based on 2018-2019 Trimester 2 F&P data, the percentage of students who almost met grade level expectations increased from 3% to 10%.

Based on 2018-2019 Trimester 2 F&P data, the percentage of students who were below grade level expectations decreased from 29% to 20%.

Data Statements: Challenges

2. Literacy Data Statements
Data Source: CAASPP
Overall students did not meet expected targets.
All student subgroups declined in their performance since last year (EL -21.2, SED -24.0, SwD -23.9)
- Math Data Statements
Data Source: CAASPP
Overall students did not meet expected targets.
“All students” overall performed -57.5 points below standard and did not meet district growth goals. (EL: -78.7, SED: -68.5)
The overall “Average points above standard” decreased -24.8 points from 2016-2017 to 2017-2018
The SED “average points above standard” decreased -31.1 points from 2016-2017 to 2017-2018
The EL “Average points above standard” decreased -24.3 points from 2016-2017 to 2017-2018
The SwD “average points above standard” decreased -28.1 from 2016-2017 to 2017-2018
- Wellness Data Statements
Data Source: attendance data, referrals from staff California Healthy Kids Survey, EVS Survey
There are 231 students who were absent for 5 or more days of excused absences
There are 80 students who were absent for 5 or more unexcused absences.
There were over 40 students referred for school counseling this school year.
Office referrals: There were around 360 referrals in the office this year since November
There were 56 parents who participated in the California Healthy Kids Survey
There were 23 parents who participated in the EVS Survey

Why are we getting these results?

3. There are a variety of root causes contributing to the results of the above data.
- Factors include;
- More training around new ELA curriculum was needed
 - Social Emotional Learning needs of students need to continue to be addressed and supports
 - Teachers and staff need more supports around math program and learning
 - Teachers need built in opportunities for cross-grade level collaboration and vertical alignment

School and Student Performance Data

Data Indicators and Targets

Data Statements: Strength

1. Reading Specialists are seeing growth in Response to Intervention groups by using LLI kits and literacy strategies.

Data Statements: Challenges

2. LEAD staff need to develop methods to strengthen the school-to-home relationship to enhance academic support.

Targets need to be set and established by teachers to know where students need to go and how they will reach their goals.

Program implementation of curriculum needs to be consistent across all grade levels.

Why are we getting these results?

3. There have not been clearly established goals for academic achievement across the school.

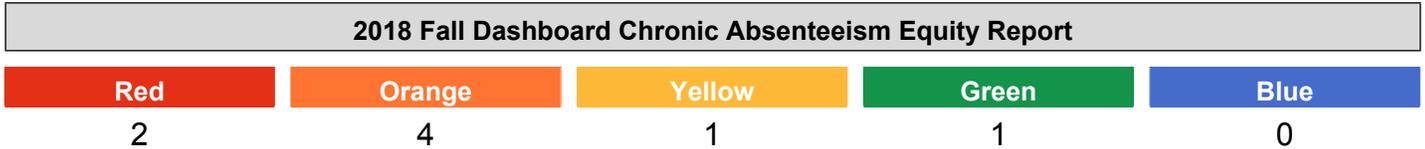
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.4% chronically absent Increased 2.3% 553 students	<p>English Learners</p>  Yellow 8.1% chronically absent Maintained 0.4% 272 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  Orange 19% chronically absent Increased 4.3% 100 students	<p>Socioeconomically Disadvantaged</p>  Red 12.8% chronically absent Increased 5% 399 students	<p>Students with Disabilities</p>  Orange 15.3% chronically absent Increased 5.3% 59 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 3% chronically absent Increased 3% 33 students	 No Performance Color 7.7% chronically absent Increased 0.5% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.5% chronically absent Increased 1.1% 352 students	 Green 9.7% chronically absent Declined 5% 31 students	 Red 35.2% chronically absent Increased 16.8% 54 students	 Orange 12.7% chronically absent Increased 1.6% 63 students

Data Statement: Strengths

1. Less than 10 percent of English Learners are chronically absent and did not increase from past years.

Data Statement: Challenges

2. Almost all subgroups increased in absences from the previous year.

Why are we getting these results?

3. LEAD needs to build incentives for students arriving on time and attending school. Staff need to develop stronger relationships with families to foster the need for students attending school.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. PBIS structures for awarding perfect and improved attendance were not done with fidelity.

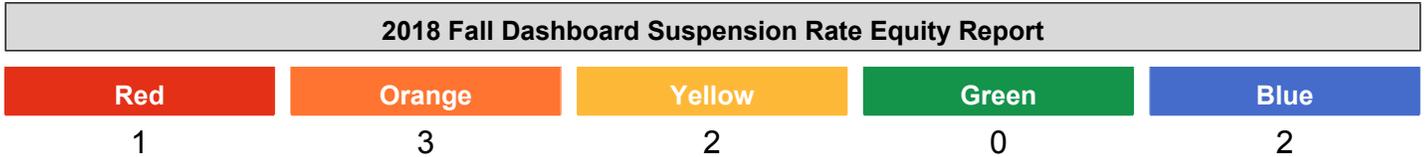
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.6% suspended at least once Increased 0.7% 564 students	<p>English Learners</p>  Yellow 0.7% suspended at least once Increased 0.4% 272 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7 students
<p>Homeless</p>  Yellow 1% suspended at least once Increased 1% 102 students	<p>Socioeconomically Disadvantaged</p>  Orange 2% suspended at least once Increased 0.7% 407 students	<p>Students with Disabilities</p>  Red 8.5% suspended at least once Increased 4.5% 59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.3% suspended at least once 12 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 33 students	 No Performance Color 0% suspended at least once Maintained 0% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least once Increased 0.3% 356 students	 Blue 0% suspended at least once Maintained 0% 31 students	 Blue 0% suspended at least once Maintained 0% 55 students	 Orange 3.1% suspended at least once Increased 3.1% 64 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.3% suspended at least once	0.9% suspended at least once	1.6% suspended at least once

Data Statement: Strengths

1. The majority of race subgroups did not increase from the previous year but rather maintained levels.

Data Statement: Challenges

2. The suspension rate rose 0.7% from 2017 to 2018.

Why are we getting these results?

3. Lack of clear and consistent PBIS strategies as well as the consistent use of restorative practices.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. Clean and consistent use of improvement strategies for PBIS amongst staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Strengths: Teachers continue to learn about a balanced literacy approach supported by Benchmark Advance curriculum when delivering instruction.

Challenges: Inconsistent use of curriculum and delivery of interventions; lack of targets and goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	All students decreased to -53 points below the target	10 points above proficient
SBAC ALL Students Growth	All students decreased by -18.9 points	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	SED students decreased to -66.8 points below the target	0 points above proficient
SBAC SED Students Growth	SED students decreased -24 points	15 points rise in average distance from proficient
SBAC EL Students Growth	EL students decreased -21.2 points	15 points rise in average distance from proficient
SBAC SwD Growth	SwD students decreased -23.9 points	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	3rd grade students decreased to -65.6 points below the target	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 5th Grade Students Status	5th grade students decreased to -44.6 points below the target	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	28% of students met the status target	65% of students meet or exceed grade level expectations
Galileo All Students Growth	31% of students met the growth target	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	54% Met Benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	48% Met expected Growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers use Benchmark curriculum to support student access and acquiring standards.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students will be served with this implementation.

Data meetings to engage in team inquiry.	Subs and teacher timecards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000.00
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Language & Literacy TOSAs will work with classroom teachers to support Tier 1 instruction.	3.0 FTE Language and Literacy ToSAs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	254,591.00
		District Title I	123,696.53
Benchmark training for all teachers.	No additional cost to site	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Teachers continue with small guided reading groups in all grades .	No additional cost to site		0

Strategy & Supporting Actions 2

Strategy

Teachers use best English Learner Development strategies to target and support our English Learners throughout the day in their classrooms.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

English learner students will specifically be served by using this strategy as well as the overall student population will benefit by using best teaching practices.

Tuesday staff meeting time is used for professional development.	No additional cost to site		0
Teachers and administration develop specific plan to support new comer students and families throughout the school year.	No additional cost to site		0
Benchmark training for all teachers.	No additional cost to site	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	0

Strategy & Supporting Actions 3

Strategy

Teachers collaborate to have vertical alignment for all grades around ELA instruction, expectations, and goals for exiting and entering each grade level.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

Teachers develop plans and support for monitoring and accessing student progress.	No additional cost to site		0
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Tuesday staff meeting time is used for professional development.	No additional cost to site		
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Strategy & Supporting Actions 4

Strategy

TOSAs provide balanced support across the MTSS tiers.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

TOSAs provide tier 2 and tier 3 interventions to students.	See cost in Strategy 1 for 3.0 Language and Literacy ToSAs		
TOSAs provide professional learning opportunities for teachers (in classrooms and in teams).	See cost in Strategy 1 for 3.0 Language and Literacy ToSAs		

Strategy & Supporting Actions 5

Strategy

Para-educator supports Kindergarten students with social, emotional, and language needs.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Kindergarten students at LEAD elementary school

Provide para-educator for Kindergarten support of small-group instruction	6.0 hours classified personnel	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	41,426.00
CARE Team works to identify students who need structured supports for kindergarten readiness.	No additional cost to site.		

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

All students will make measurable progress towards math standards and continue to develop and strength their number sense.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Strengths: The staff is committed to seeing changes in student performance in math.

Challenges: All of our student groups are below proficiency and declining.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	All students declined to -57.5 points below	10 points above proficient
SBAC ALL Students Growth	All students growth declined to -24.8 points below	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	SED students declined to -68.5 points below	0 points above proficient
SBAC SED Students Growth	SED students declined to -31.1 points below	15 points rise in average distance from proficient
SBAC EL Students Growth	EL Students declined by -24.5 points	15 points rise in average distance from proficient
SBAC SwD Growth	SwD declined by 28.1 points	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	Students decreased by -55.8 points	10 points above proficient
SBAC 5th Grade Students Status	Students decreased by -72.5 points	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 8th Grade Students Status	Not Applicable	10 points above proficient
Galileo All Students Status	19% of the students met the status target	60% of students meet or exceed grade level expectations
Galileo All Students Growth	31% of the students met the growth target	80% of students make Expected Growth
Galileo "Sub-group" Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will implement our adopted curriculum, enVision.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

Teachers collaborate and look at formative math assessments to plan instruction.	No additional cost to site.		
Tuesday staff meeting time will be spent learning more about enVision.	No additional cost to site.		

Strategy & Supporting Actions 2

Strategy

Teachers and staff have lesson study models specifically in the area of math.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students in participating classrooms.

District Math TOSA will work with teams of teachers using a lesson study model.	No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
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Strategy & Supporting Actions 3

Strategy

In SDC through 3rd grade, all teachers continue to develop and implement counting collections regularly in their classrooms.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students in grades TK-3.

Teachers attend summer training and follow-up PLCs.	No additional cost to site.	Other	
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students strengthen and develop social and emotional skills and regulations throughout all grade levels.

Identified Need

Suspension rates increased last year and there was a lack of clear and consistent expectations for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students absent 5 or more days with an excused absence	There are 231 students who were absent for 5 or more days of excused absences	Number of students with 5 or more excused absences declines by 10%
Students absent 5 or more days in an unexcused absence	There are 80 students who were absent for 5 or more unexcused absences.	Number of students with 5 or more unexcused absences declines by 10%
Student referrals for social emotional and mental health counseling	There were over 40 students referred for school counseling this school year.	More students have greater access to school based mental health resources

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

All students receive Mindfulness curriculum from trained personnel on campus.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

Counselor will provide model lessons in classrooms, deliver Mindfulness courses, and support small group and individual counseling on a daily basis.	1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	100,214.00
Teachers use Tuesday staff meeting time to learn about Mindfulness practices.	No additional cost to site.		

Strategy & Supporting Actions 2

Strategy

Provide targeted support to students who have experienced trauma and/or displaying at-risk behaviors.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Identified students

Counselor works with identified students to meet individual and small group needs.	See cost for counselor above in Strategy 1, action 1		
Staff receives trauma training and supports to increase knowledge, support, and awareness for students with trauma-based needs.	Staff training costs, subs	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	3,000.00

Strategy & Supporting Actions 3

Strategy

Students, parents, and teachers continue to develop consistency around SEL practices.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

PBIS language around school wide-expectations continues to be implemented with integrity to support tier 1 intervention around SEL learning.	No additional cost to sites.		
Counselor will help coordinate with Soul Shoppe and recess and lunch time support for students on campus.	See cost for counselor above in Strategy 1, action 1		

Strategy & Supporting Actions 4

Strategy

Students and teachers engage in Playworks lessons, games, and structures throughout the school year.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

Counselor and principal will collaborate with Playworks staff to implement program.	Playworks program costs	5800: Professional/Consulting Services And Operating Expenditures Title IV	20,000.00
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Identified Need

Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Guardian attendance at school events and PTA meetings.	At least 50% attendance at school-wide events.	Increase to 75% attendance by end of 2019-20.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Utilize school and community resources to build bridges within and outside the LEAD community.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All EL Students and Families.

LEAD will continue community partnership with PAL (police athletic League) program at recess and lunch time.	No additional costs to site.		
Community outreach liaison continues to support our Spanish speaking families	2.0 hours per day for community outreach staff	2000-2999: Classified Personnel Salaries District Title I	15,244.00

and overall student population.			
ELAC Meetings more than four times throughout the year with specific focuses in supporting their child as a learner at home and in school.	Family Engagement costs - translators, presenters etc.	5000-5999: Services And Other Operating Expenditures Site Title I	2,305.00

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:

- Chad Slife School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Chad Slife	Principal
Lisa Tatola	Parent or Community Member
Kirsten Jones	Parent or Community Member
Kathleen Lee	Classroom Teacher
Matthew Sullivan	Classroom Teacher
Eleni Maynard	Classroom Teacher
Denora Smith	Other School Staff

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 sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Site Council Teacher Members

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 06/11/2019.

Attested:

	Principal, Chad Slife on 8/14/2019
	SSC Chairperson, Lisa Tatola on 6/11/2019