

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spring Lake Elementary School	57 72710 0138180	April 16, 2019	June 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Our stakeholders include parents, School Site Council members, RTI and teachers. We met first with the district representatives to do our first needs assessment. We chose attendance to focus on. After analyzing the data, we developed the cause and effect for our current results, and then developed change ideas. After this, we met and discussed the number of students who are late. Last, but not least, we discussed the needs for students below grade level in math and reading. Our change ideas for all of these needs assessments shaped our goals for this year's SPSA/Annual Review.

Using baseline data from local assessments, we have met with parents and School Site Council to determine goals for the 2019-2020 school year.

Comprehensive Needs Assessment were conducted on these dates: February 12, 2019 District Needs Assessment (Absences) February 19, 2019 School Site Council (Absences and Lates) with members. March 20, 2019 (Reading and Math) with teaching staff.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The SPSA addresses parent and family engagement by conducting outreach to all parents and family members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	%	%	%			
Pacific Islander	%	%	%			
White	%	%	%			
Multiple/No Response	%	%	%			
	Total Enrollment					

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
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Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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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		
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Student Group	Total	Percentage
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Enrollment by Race/Ethnicity		
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Student Group	Total	Percentage
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Conclusions based on this data:

- 1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

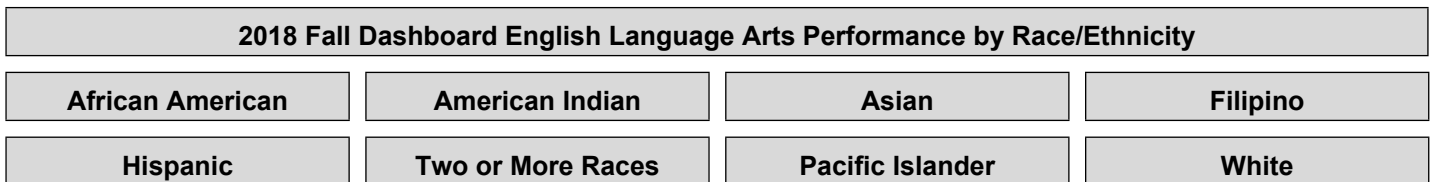
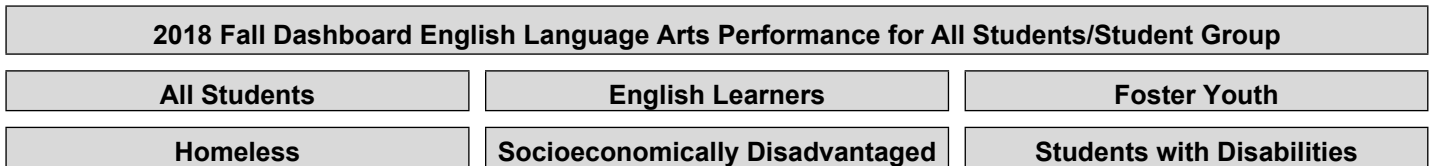
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

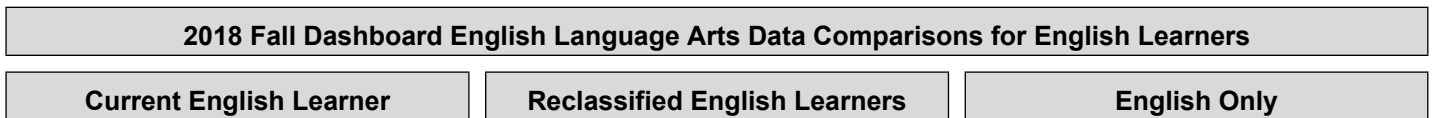
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

- 1.

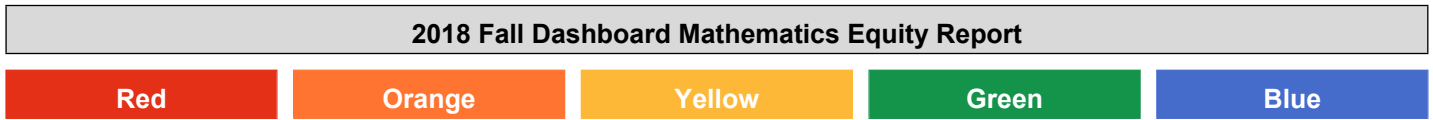
School and Student Performance Data

Academic Performance Mathematics

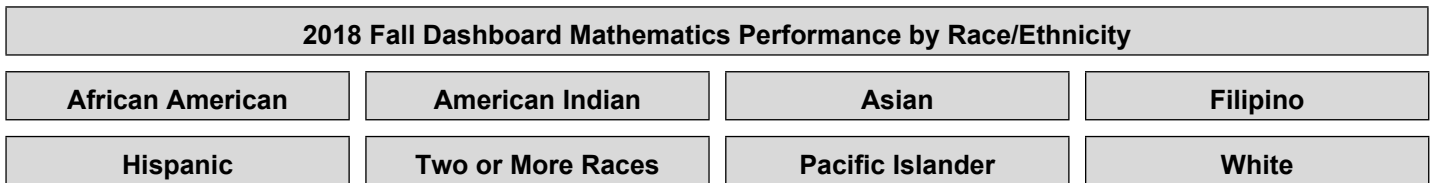
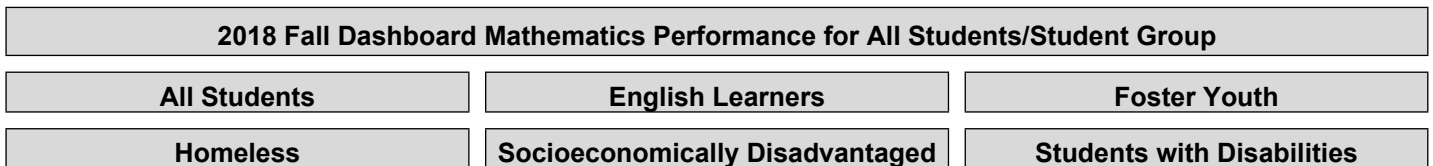
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Lowest Performance Red Orange Yellow Green Blue Highest Performance

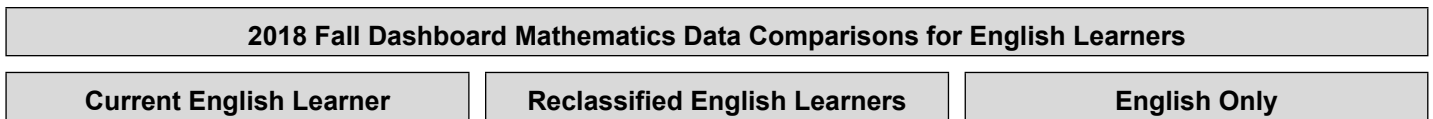
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

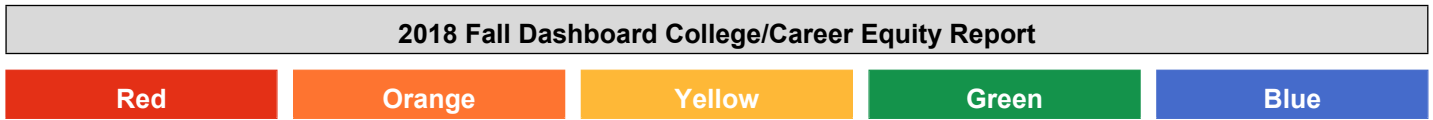
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

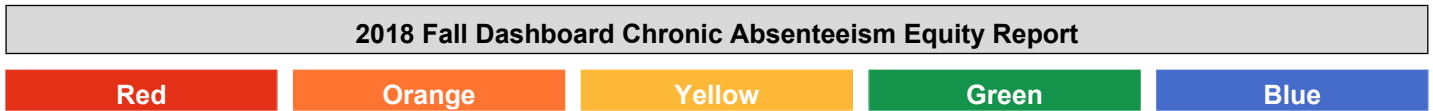
School and Student Performance Data

Academic Engagement Chronic Absenteeism

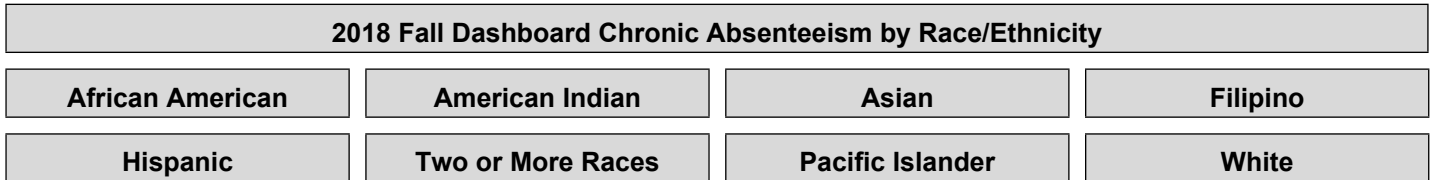
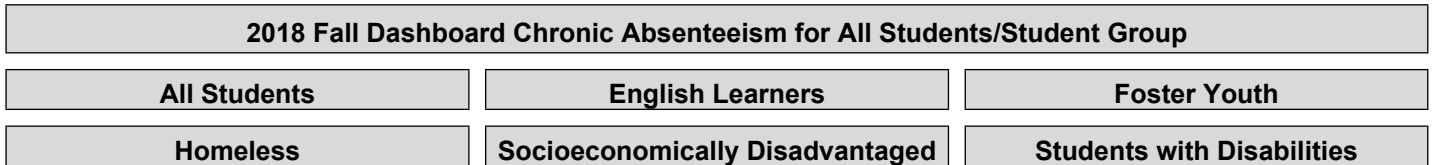
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

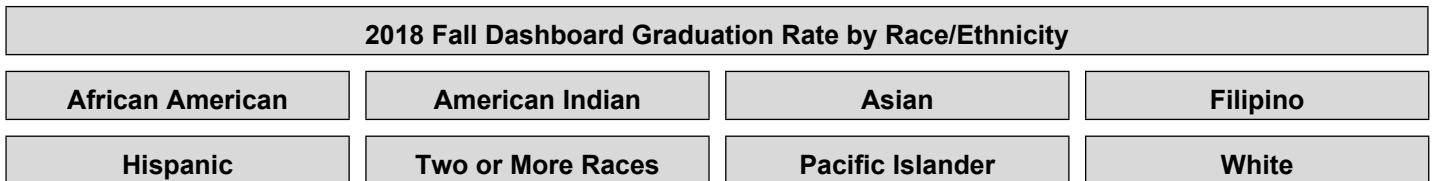
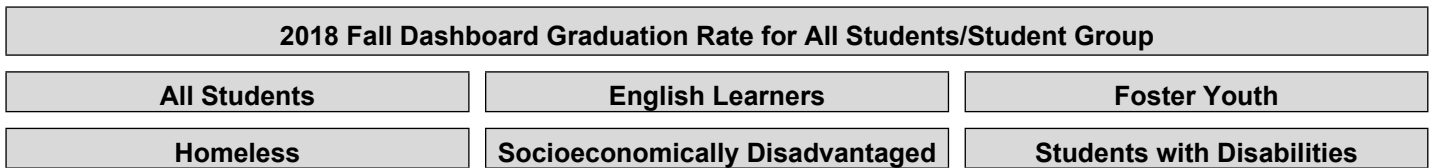
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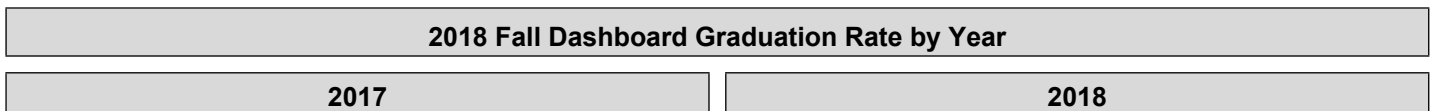
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

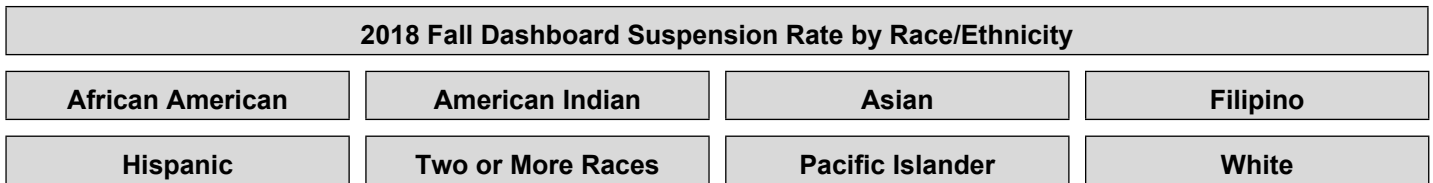
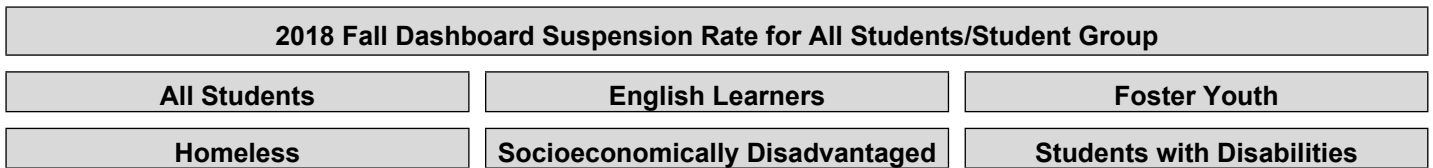
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

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.



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



Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

After a thorough analysis of our schools local data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve ELA and Math performance overall (with a specific focus on English Learners and students with disabilities). For reading, there is a need for parent education to support students at home. In the area of math, there is a lack of basic math facts. There is also need for professional development, in both ELA and math, to support research-based instructional strategies. Further resources are also needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth of all students on Fountas & Pinnell Assessments.	Fountas and Pinnell Reading Grades 1-3 Mid year data: 60% of students are at grade level or above, 29% one year below grade level, 11% two or more grade levels below.	On Fountas and Pinnell Reading Grades 1-3 Mid year data: 75% at or above grade level, 20% one grade level below 5% two or more grade levels below
Percentage of students who reach growth targets on iReady in Reading and Math.	Diagnostic Growth Report (iReady) - Mid-Year iReady Reading: 24% of students meeting Typical Growth target 48% of students with improved placement (moved up at least one placement level) iReady Math: 9% of students meeting Typical Growth target 33% of students with improved placement (moved up at least one placement level)	Based on the Growth Report from 18-19 we expect the following growth. iReady Reading: 35% of students meeting Typical Growth target 60% of students with improved placement (moved up at least one placement level) iReady Math: 18% of students meeting Typical Growth target 43% of students with improved placement (moved up at least one placement level)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	Internal Data - To be defined	A baseline will be established this year .
Show growth on the English Learner Progress Indicator	A baseline will be established.	This data will be reported when it is available.
Show growth on the English Language Arts and Math Academic Indicator	A baseline will be established.	A baseline will be established.

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/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional learning and collaboration opportunities to support best first instruction through differentiation across content areas, utilizing assessment and supplemental instruction.

Academic Conferences

Sub/Release time to be used for Academic Conferencing, professional development and/or integrated thematic unit planning days.

Materials and supplies to support teacher professional development

Implement PLCs during Wednesdays

Purchase classroom material and supplies including books for reading and STEAM related activities

Professional development for staff

Copies, lamination, paper for teaching and learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

11,743

Supplemental/Concentration

4,826

Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate high school and be competitively college and career ready through personalized learning.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

Identified Need

Based on our STEAM emphasis, we identified a need for professional development and resources to integrate fine arts into all areas of the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	Internal Data	A baseline will be established this year

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve the integration of fine arts (performing arts, music, dance, song and visual arts) into STEAM units.

Fine arts training for staff and students

Fine arts resources for staff and students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

Identified Need

After a thorough analysis of our schools' local data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve attendance and provide before and/or after school learning opportunities for students who are below grade level and those that are above.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	Aeries student absence reports as of March 29, 2019 9% of students are chronically absent (16 students at 13 days or more)	Decrease by 4% number of students who are chronically absent
Increase student sense of safety and school connectedness.	California Healthy Kids Survey 18-19 Survey	A baseline will be established this year
Ensure access to extended learning opportunities.	Internal Data	A baseline will be established this year

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve Spring Lake's multi-tiered systems of support to ensure students can access curriculum.

Before and/or after school tutoring

Extended learning materials and supplies (GATE)
Supplemental intervention materials and resources
PBIS incentives
Attendance campaign with incentives and rewards
Parent training to encourage attendance and home support for education

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,019	Supplemental/Concentration
3,300	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

After analyzing the current data for our English Learners, it was determined that we need to provide staff development and modeling in how to most effectively support our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	22% of students were reclassified in 2018-2019	22.5% of students to be reclassified in 2019-2020
Show growth on the English Learner Progress Indicator (CA School Dashboard).	Baseline to be established	This data will be reported when it is available
Professional Development and coaching/modeling	Internal data	Establish a baseline

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/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve instructional practice to scaffold for English learners through designated and integrated ELD.

Coaching/Modeling effective strategies
Provide Professional Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

After analyzing the data for parent participation and in-house parent surveys, we identified parent information and training to help their students be more successful in school, as an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTO to represent diversity of student demographics.	Internal Data to be defined	A baseline will be established.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	California Healthy Kids Survey 2018-2019	A baseline will be established.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	Aeries as of March 2019 29.41% of parents have Aeries Parent Portal accounts	An increase of parent portal access to 35%.
Increase participation in parent training and volunteerism	Establish a baseline	A baseline will be established.

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/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offer additional parent trainings to support student academic and social emotional success. Parent information and Parent University Classes offered throughout the year.

Continue to improve on effective and frequent communication through increased use of parent portal.

Childcare costs for parent trainings.

Food for parent trainings and meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Site Discretionary
400	Supplemental/Concentration

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,088.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site Discretionary	\$8,926.00
Supplemental/Concentration	\$16,162.00

Subtotal of state or local funds included for this school: \$25,088.00

Total of federal, state, and/or local funds for this school: \$25,088.00

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
Eric Garber	Parent or Community Member
Jenn Roush	Parent or Community Member
Jennifer Nichols	Parent or Community Member
Russel Odell	Parent or Community Member
Jeremy Conway	Parent or Community Member
Robyn Miller	Principal
Kristin Donovan	Classroom Teacher
Carol Schoch	Other School Staff
Tracy Yust	Classroom Teacher
Susan Bridge	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

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 4/16/19.

Attested:

Principal, Robyn Miller on	
SSC Chairperson, Eric Garber on	