

The Single Plan for Student Achievement

School: Ortega Elementary School
CDS Code: 41689320105874
District: Pacifica School District
Principal: Deborah Skiles
Revision Date: October 13, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 15, 2017.

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School Vision and Mission

Ortega Elementary School's Vision and Mission Statements

We commit to provide students and families the best educational program, using research-based materials and teaching strategies. We believe strongly in a balanced literacy program that provides all students with leveled, individual instruction using authentic materials and approaches. We are committed to providing a rigorous and comprehensive program in a nurturing learning environment.

- We believe that all students can learn.
- We believe that science, arts, and environmental studies are essential learning components.
- We believe that students need to be cooperative, working together to learn and help everyone succeed.
- We believe that students must be motivated, enthusiastic learners to thrive and grow.

School Profile

Ortega has continued to show growth in Math and Literacy. This year we will continue to use district based assessment to evaluate our program and include the new common core assessment CAASPP. Using our school site budget, we also provide target students with early literacy and math intervention, including Reading Recovery, Leveled Literacy Interventions, and computer basic skills math programs.

Our school draws from a strong, broad-based community which is demonstrated by a large multi-generational student body (parents and grandparents attended our school) and a very successful PTO. Our PTO's fundraising provides Science Lab Instructors, Art Instructor, Computer Lab Instructor, Teacher Materials Stipends and Staff Professional Development.

We are located in the most beautiful and sunny spot in Pacifica. Teachers, students and their families have a deep love of Ortega and their involvement in our school demonstrates that love.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	96	72	81	93	72	80	93	72	96.4	96.9	100
Grade 4	80	79	85	80	77	85	79	77	84	100.0	97.5	100
Grade 5	77	78	80	75	77	79	75	77	79	97.4	97.5	98.8
All Grades	241	253	237	236	247	236	234	247	235	97.9	97.2	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2440.3	2430.0	2429.1	27	25	20.83	32	29	25.00	22	19	37.50	17	27	16.67
Grade 4	2452.5	2485.2	2462.0	20	25	19.05	21	35	26.19	19	21	30.95	39	19	23.81
Grade 5	2519.1	2517.7	2511.6	25	29	25.32	31	30	25.32	31	22	29.11	13	19	20.25
All Grades	N/A	N/A	N/A	24	26	21.70	28	31	25.53	24	21	32.34	23	22	20.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	27	20.83	45	46	40.28	23	27	38.89
Grade 4	18	29	22.62	43	51	66.67	39	21	10.71
Grade 5	29	29	24.05	47	49	50.63	23	22	25.32
All Grades	26	28	22.55	45	49	53.19	28	23	24.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	17	23.61	70	56	59.72	18	27	16.67
Grade 4	18	25	14.29	42	52	53.57	41	23	32.14
Grade 5	29	34	30.77	45	42	51.28	25	25	17.95
All Grades	20	25	22.65	53	50	54.70	28	25	22.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	22	20.83	71	61	69.44	9	17	9.72
Grade 4	11	9	16.67	68	87	64.29	20	4	19.05
Grade 5	12	23	24.05	76	68	62.03	12	9	13.92
All Grades	15	18	20.43	72	71	65.11	14	11	14.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	24	25.00	59	51	50.00	15	26	25.00
Grade 4	33	29	22.62	43	57	59.52	24	14	17.86
Grade 5	47	36	32.91	41	53	45.57	12	10	21.52
All Grades	35	29	26.81	48	53	51.91	17	17	21.28

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	96	72	81	93	72	80	93	72	96.4	96.9	100
Grade 4	80	79	85	79	77	85	79	77	85	98.8	97.5	100
Grade 5	77	78	80	75	77	79	75	77	79	97.4	97.5	98.8
All Grades	241	253	237	235	247	236	234	247	236	97.5	97.2	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2459.1	2432.6	2457.5	31	17	31.94	31	32	29.17	27	28	25.00	10	23	13.89
Grade 4	2482.4	2499.8	2481.5	25	31	25.88	23	26	23.53	34	35	35.29	18	8	15.29
Grade 5	2519.5	2505.5	2514.3	23	22	21.52	29	21	27.85	27	30	29.11	21	27	21.52
All Grades	N/A	N/A	N/A	26	23	26.27	28	27	26.69	29	31	30.08	16	19	16.95

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	48	27	45.83	30	40	31.94	21	33	22.22	
Grade 4	35	40	31.76	39	34	38.82	25	26	29.41	
Grade 5	31	32	26.58	37	25	37.97	32	43	35.44	
All Grades	38	33	34.32	35	33	36.44	26	34	29.24	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	34	36.11	38	45	52.78	16	20	11.11
Grade 4	28	29	28.24	43	55	51.76	29	17	20.00
Grade 5	27	25	24.05	52	39	51.90	21	36	24.05
All Grades	33	30	29.24	44	46	52.12	22	24	18.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	24	37.50	49	58	45.83	13	18	16.67
Grade 4	30	35	30.59	43	45	40.00	27	19	29.41
Grade 5	23	27	22.78	55	45	48.10	23	27	29.11
All Grades	30	28	30.08	49	50	44.49	21	21	25.42

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		***						***	***						
1	***		20		***	60			20		***		***		
2	***			***	***	***			***	***					***
3	***	***		***		***	***	***			***				
4	50	***		25		25		***	75	25					
5			***	***		***									
Total	38	30	13	31	20	44	8	30	38	15	20		8		6

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		30			20		33	40		17			50	10	
1	***	***			***						***		***		
2	***	***		***	***					***					
3	20	43		20			20	29			29		40		
4	50	***		25				***		25					
5				***	***										
Total	24	35		19	23		14	27		14	12		29	4	

Conclusions based on this data:

1. See "findings" under each goal.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: English Language Arts
LEA GOAL:
Goal 1: Provide all students with access to fully credentialed teachers and well trained staff, instructional materials that align to state standards, and safe facilities that are conducive for learning. Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas
SCHOOL GOAL #1:
Improve academic achievement in English Language Arts (ELA), overall and for each student subgroup, as measured by F&P, TCRWP, and CAASSP assessments. Increase from -3 (2017) student average distance to standard met to +5 (2018) average distance from standard meet and for each significant subgroup of students scoring below standard based on CAASSP/SBAC data. Continue to support library with by providing skilled librarian and funds to buy leveled books for library.
Data Used to Form this Goal:
Twice Yearly Progress Reports, F&P assessments, Writing Prompts, Informal observations, CAASPP/SBAC Spring 2018
Findings from the Analysis of this Data:
Reading proficiency rates continue to remain positive with 80% of students attaining benchmarks in grades K-3. Writing prompts demonstrate students are gaining fluency and proficiency in writing. CAASPP/SBAC 2016-17: 3rd 46%, 4th 45%, 5th 51% are at standard met or above standard. ELL Students didn't change much from previous year based on SBAC data. 66.7% stayed at Standard nearly met, 15.5% Slid from standard nearly met to standard not met, 15.5% gained from not met to nearly met.
How the School will Evaluate the Progress of this Goal:
All students will be engaged in a balanced literacy program. There will be a measurable increase their reading comprehension and writing skills as measured by District F&P, TCRWP Assessments and CAASPP/SBAC if appropriate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Teachers continue to attend district provided training in reading and Writing Workshop	Ongoing	District	District Wide Collaboration		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Students who would benefit from extra reading support (including SED and ELL) are provided Reading Recovery program for one semester (highest level intervention for far below level readers) based on F&P assessments. Fifteen identified students attend 3 x weekly 45 minute sessions in group reading recovery. Continuous monitoring of reading progress. Weekly contact with parents.	January 2018 –June 2018 (grade 1)	Reading Recovery Teacher	Site Funds Grant	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental Other	7000 3000
1.3 Economically Disadvantage (SED) and target students will receive extra support in reading, writing and math from instructional aides and parent volunteers. Leveled literacy intervention will be provided to students who are at least 1 year behind in F&P proficiency levels.	September 2017 to June 2018	Instructional Aides	Site Funds	2000-2999: Classified Personnel Salaries	LCFF - Base	6000
1.4 A Library Media Technician manages the library, teaches library skills, and models lessons. All classes attend library at least once a week, receive skill development, and check-out appropriate leveled books. Library Media Technician will consult with teachers throughout the year. Librarian will attend professional workshops at county when available.	September 2017- June 2018	Classified Library Aide	Parcel Tax	2000-2999: Classified Personnel Salaries	District Funded LCFF - Base	2000
1.5 Students needing extra support will be invited to attend academic centers 4 days a week after school	October 2017-May 2018	Instructional Aides	County Funded Site Funds	None Specified 2000-2999: Classified Personnel Salaries	LCFF - Base	1000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Math
LEA GOAL:
Goal 1: Provide all students with access to fully credentialed teachers and well trained staff, instructional materials that align to state standards, and safe facilities that are conducive for learning. Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas
SCHOOL GOAL #2:
Improve academic achievement in Mathematics, overall and for each student subgroup, as measured by Math CAASPP/SBAC scores and district benchmarks. Increase or maintain from from 0 (2017) student average distance to standard met to +5 (2018) average distance from standard meet and for each significant subgroup of students scoring below standard based on CAASSP/SBAC data. Focusing especially on the current year's 5th grade group.
Data Used to Form this Goal:
progress reports, unit math tests, district benchmarks and current state math test scores.
Findings from the Analysis of this Data:
Percentage of students who scored at or above standard on CAASPP/SBAC 2016-17: 3rd 61%, 4th 49%, 5th 49% Each grade level had some challenges and strengths. 3rd grade showed exceptional skills in concepts and procedures. 4th and 5th scored low in problems solving and modeling/data.
How the School will Evaluate the Progress of this Goal:
We will evaluate the progress of these goals by monitoring district benchmarks tests, unit tests, and CAASPP/SBAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Continued teacher participation	2017-2018 school	Staff/District Coach	District Funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in district wide and grade-level collaboration to implement Bridges Math to fidelity.	year.					
2.2 Students grades K-5 are provided adaptive web-based program to improve basic math concepts. Identified students participate in school math skills class twice a week. Students have pre and post tests to check for improvement.	September 2017- June 2018	Computer Aide	PTO	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	18000
2.3 Extra Math Support - Economically Disadvantage (SED) and Hispanic target students will receive extra support in the classroom for curriculum and basic math skills.	September 2017 – May 2018	Instructional Aide	Grant	2000-2999: Classified Personnel Salaries	LCFF - Base	6000
2.4 Homework Center - Students grades 3-5 will be provided access to a staffed after school Homework Center to assist them in completion of math homework assignments.	September 2017 – May 2018	Classified aides, high school students	County Grant			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: School Climate/Social Emotional Learning
LEA GOAL:
Goal 3: Enhance student engagement by providing a well rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #3:
Develop strategies based on data to improve the effectiveness of SWPBIS. PBIS Committee will meet monthly for climate check-ins and to receive feedback on current SEL practices. Parent, staff, and student surveys will show improvement in school climate. Referrals and suspensions will decrease by 10%. Implement/train staff on social emotional learning. Monitor students with poor attendance and excessive tardiness and develop strategies to support these families.
Data Used to Form this Goal:
Student and staff survey, office referrals, suspensions, attendance reports, Panorama Survey grades 3-5
Findings from the Analysis of this Data:
Climate surveys from teachers, students and parents continue to show high satisfaction in school connectedness and school safety. Suspension rates reduced by 2 suspensions from 15-16 to 16-17. Suspension rate for 16-17 was 3 suspensions which included 1 in-house. SWPBIS and Talk It Out systems put in place to reduce suspensions and allow students to be more in charge of their actions/behaviors and consequences.
How the School will Evaluate the Progress of this Goal:
Collect data from Climate surveys, suspensions forms, office referrals, and absence and tardy data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Students will be provided the opportunity to improve social skills through organized clubs....garden, friendship, buddy, reading	Begin September 2017 End June 2018	District Psychologist, psychologist intern, YSB counselor, teacher, principal	District Funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 Talk It Out Strategies provide students positive conflict resolution skills through the use of key strategies. Monthly Assemblies around character development.</p> <p>THINK - Before you speak Is it True Is it Helpful Is it Inspiring Is it Necessary Is it Kind</p>	<p>Begin September 2016 End June 2018</p>	<p>Staff/students</p>				
<p>3.3 Continued implementation of school wide climate initiative (SWPBIS) to improve positive student interactions and positive choices. With emphasis on Social Emotional Learning</p> <p>Climate committee monitors structured behavior expectations for specific areas of the school. Committee meets monthly to review key strategies followed by classroom lessons. Site climate committee monitors successful implementation.</p>	<p>Begin September 2017 End June 2018</p>	<p>Principal/ Climate Committee/Staff/students</p>	<p>District</p>			
<p>3.4 K-2 Psycho-motor program. Students participate in a weekly PE program to promote sensory integration, gross motor skills development and fitness.</p>	<p>Begin September 2017 End June 2018</p>	<p>Instructional Aide</p>	<p>Site</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF - Base</p>	<p>8000</p>
<p>3.5 Play Works Gr TK through 5 receive structure Play works games during breaks and recess.</p>	<p>September 2017 End June 2018</p>	<p>Instructional Aide</p>	<p>Site</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF - Base</p>	<p>12000</p>
<p>3.6 Principal/Vice Principal will send out letters to parents of students</p>	<p>September 2017 end June 2018</p>	<p>Principal / Vice Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
who have three tardies or more and/or excessive absences. Parent conferences and SARB meetings will be held for chronic cases						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: STEAM/Science
LEA GOAL:
Goal 1: Provide all students with access to fully credentialed teachers and well trained staff, instructional materials that align to state standards, and safe facilities that are conducive for learning. Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas
SCHOOL GOAL #4:
Ortega students will receive instruction that promotes science exploration as measured by state testing results. Students will participate in the gardening and STEAM related projects provided from a variety of sources.
Data Used to Form this Goal:
Science Lab implementation
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Science will show continued success as measured by student work, projects, class/lab discussions, and teacher/student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Gardening Program: TK-Kindergarten students will attend gardening program aligned with science standards. Garden will be open at lunch time for grades 3-5. Outdoor classroom and Tinker Yard will provide students additional areas to learn STEAM	August 2017-June 2018	Gardener/Staff/ Garden Committee	PTO	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.2 Provide science lab to promote students hands-on experiments to foster a conceptual understanding of key scientific concepts. All students grade 1-5 attend weekly science labs. Labs are coordinated with the classroom assignments. Kinder 2x a month	August 2017-June 2018	Contractor	PTO	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	25000
			Site			LCFF - Base
5.3 Art teacher: every student gets ART for 1/2 of the school year. Going forward 3rd grade has art for full year.	September 2017-June 2018	Contractor	PTO	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	7,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	33,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,000.00
	Other	3,000.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty	18,000.00
5800: Professional/Consulting Services And	Parent Teacher Association/Parent Faculty	49,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	40,000.00
LCFF - Supplemental	7,000.00
Other	3,000.00
Parent Teacher Association/Parent Faculty Club	67,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	51,000.00
5800: Professional/Consulting Services And Operating	49,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,000.00
Goal 2	24,000.00
Goal 3	20,000.00
Goal 4	54,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ellen Louthan		X			
Michelle Kale		X			
Karen Stevenson		X			
Julie Cotter				X	
Xenia Wren				X	
Deborah Skiles	X				
Lynne Maggioncalda (Chair)			X		
Janelle Jones				X	
Vicki Hatch				X	
Tenishia Kavanaugh				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Instructural Leadership Team (ILT)

PTO Executive Board

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 6, 2016.

Attested:

Deborah Skiles

Typed Name of School Principal

Signature of School Principal

Date

Lynne Maggioncalda

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date