

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	John R. Williams Elementary School
<b>Address</b>	2450 Meadow Ave. Stockton, CA, 95207-1331
<b>County-District-School (CDS) Code</b>	39685696041909
<b>Principal</b>	Nancy Martin
<b>District Name</b>	Lincoln Unified School District
<b>SPSA Revision Date</b>	December 2018
<b>Schoolsite Council (SSC) Approval Date</b>	January 10, 2019
<b>Local Board Approval Date</b>	January 31, 2019

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

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# School Vision and Mission

## School Mission

Developing independent and responsible world class scholarly leaders for cultural and economic success

## School Vision

Creating educational opportunities that inspire hope and empower scholarly global leaders to shape a better tomorrow.

## Mottos: Scholarly Goals

I will always do my best

I will learn from my mistakes

I will never give up

I will lead by helping others in my community, city and world

## The Story

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

The John R. Williams School community is proud of its students. We continue to provide educational opportunities for our students to improve their individual academic and social success. The students are asked to practice the JRW scholarly goals: "I will always do my best; I will learn from my mistakes; I will never give up; and I will lead by helping my community, city and world." Through weekly celebrations, and daily lessons, we provide educational opportunities for students to become confident, independent and responsible world class scholarly leaders for cultural and economic success.

John R. Williams School is one of nine elementary schools in Lincoln Unified School District located in the city of Stockton in the central San Joaquin Valley, 45 miles south of Sacramento. John R. Williams School opened 60 years ago and has an enrollment of approximately 640 students. John R. Williams School has a total of 76 % of the students who qualify for Title 1 services. Our average attendance in 2017-18 was 93%. In 2014-15, a Dual Immersion strand was created on the campus beginning with a Transitional Kindergarten class. Each year we continue to add another grade level and now include a classroom for each grade to third grade. Our site also provides a state-funded pre-school for children ages 3 and 4. We are serviced by a district psychologist, district nurse; a Title I / EL teacher, one full-time and one part-time library media aide, one full-time and one part time resource teacher, one part-time bilingual translator, three full-time primary language paraprofessionals; three part-time primary language paraprofessionals; one full-time and one part-time speech therapist; a reading intervention teacher who teaches a sixth grade intervention class, fourth and fifth intervention classes and an after-school intervention reading class for 3rd graders. We serve a fourth and fifth grade Special Day class and a sixth grade Special Day class. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers, as provided for in the Individual Education Plans for students. John R. Williams School also shares a classroom with first and second grade students from the San Joaquin County Autistic program. John R. Williams provides classroom music, band, strings and choral instruction opportunities for all students From Transitional Kindergarten to sixth grade. John R. Williams School also offers opportunities for 85 students through an After School Educational and Safety Program (ASES). Our Parent Engagement Policy is active and viable for all parents whose children attend our school. Our PTSA is active with over 123 members this year enriching our school community.

## SPSA Highlights

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

The four focal points in the John R. Williams School Plan are as follows: to serve and support our English learner students, our African American students, and students with disabilities in ELA and math; to create a kinder and safer school climate, where the staff will implement more classroom meetings and use restorative practices; to engage more student-staff relationships to motivate students to come to school every day; and to continue building capacity in our teachers with ELD, ELA, math coaches and peer-to-peer observations.

The four goals detailed in the plan for John R. Williams include:

Goal 1 - English Language Arts - The percentage of 3rd, 4th, 5th and 6th graders meeting or exceeding state proficiency levels will increase by 10 % or higher as measured by the Spring 2019 CAASPP scores.

Goal 2 - Mathematics - The number of 3rd, 4th, 5th and 6th grade students meeting or exceeding the state proficiency levels on the CAASPP will increase by 10% as measured on the CAASPP.

Goal 3 - Equitable Environment - All classes will implement Restorative Circles or classroom meetings twice a month to develop social skills, build empathy, and improve relationships between both students and adults.  
Goal 4 - Science - All students in each grade level will increase Science knowledge.

## Needs Assessment - Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

### Greatest Progress

Greatest progress was in ELA. The number of students meeting the state proficiency levels increased as was shown in the color change from orange to yellow on our school dashboard.

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

### Greatest Needs

The Dashboard indicator for Chronic Absenteeism is an overall Red, with all student groups in either Red or Orange, and 19.4% of all students being chronically absent.

The Dashboard indicator for Suspension Rate is an overall Red with 8.2% of students being suspended at least once. The Red indicator applies to African American, Asian, socioeconomically disadvantaged, White, and students with disabilities. English learners and Hispanic students fall under the Orange indicator.

Pacing and student engagement using technology needs to be more prevalent in each classroom for instruction in ELA, math and Science. Implementation of Math coaching strategies needs to be consistent in each classroom. SDC students need direct and engaging instruction and curriculum for math and ELA, including writing.

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

### Performance Gaps

Performance gaps noted are as follows:

Females are performing better than males in both ELA by 12 percentage points and by one percentage point in math  
English only are performing better than EL students in both subjects. The percentage point gaps are 7 points in ELA and 12 points in math

Non SED are performing better than SED in both ELA and math by 20 or more percentage points

SWD continue to be performing below the other student populations in ELA and math

All students show math scores are lower than the ELA scores

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

The percentage of 3rd, 4th, 5th and 6th graders meeting or exceeding state proficiency levels will increase by 10 % or higher as measured by the Spring 2019 CAASPP scores.

### LCAP Goal

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

### Basis for this Goal

The basis for this goal is the fact that the current percentage of students meeting or exceeding state proficiency levels as measured on the CAASPP is less than what is expected.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP January MAP SBAC Interim Assessments DIBELS-DORF grade level indicators	CAASPP: 3rd - 48.56%; 4th - 20.36%; 5th - 17.17%; 6th - 41.86% MAP: 3rd - 39%; 4th - 21%; 5th - 23%; 6th - 40% DIBELS DORF grade level indicators: 53% Intensive; 22% Strategic; 25% Core	CAASPP: 3rd - 58.56%; 4th - 30.36%; 5th - 27.17%; 6th - 51.86%; MAP: 3rd - 34%; 4th - 26%; 5th - 28%; 6th - 45% DIBELS-DORF grade level indicators: 43% Intensive; 29% Strategic; 28% Core

### Planned Strategies/Activities

#### Strategy/Activity 1

With ELD coaching and CORE literacy coaching students will receive improved small group instruction in writing compositions, vocabulary development and reading comprehension

#### Students to be Served by this Strategy/Activity

All students will increase his/her reading, writing, listening and speaking proficiency levels with special emphasis on the EL, African American and Special Education students.

#### Timeline

2018-2019

#### Person(s) Responsible

Classroom teachers, Intervention teachers, Special Education teachers and paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	54,951.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title I teacher
<b>Amount</b>	24,430.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Primary Language Assistant
<b>Amount</b>	2,500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	SJCOE Language and Literacy ELD Coach - two additional days

### Strategy/Activity 2

CORE Literacy Coaching

### Students to be Served by this Strategy/Activity

All students, with focus on EL students, African-American students and students with disabilities

### Timeline

2018-2019

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Literacy Coaching for one additional day

### Strategy/Activity 3

Explore California Workshop

### Students to be Served by this Strategy/Activity

Fourth grade students, EL students, African American students and students with disabilities.

**Timeline**

Spring 2019

**Person(s) Responsible**

Fourth grade teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,800.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	California State History - three presentations

**Strategy/Activity 4**

Teacher collaboration

**Students to be Served by this Strategy/Activity**

Dual Language students, EL students

**Timeline**

2018-19 school year

**Person(s) Responsible**

Administrator, Title 1 Director

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,100.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Collaboration for Dual Language and Title 1 teachers

**Strategy/Activity 5**

Purchase bilingual books for the library

**Students to be Served by this Strategy/Activity**

All students and EL students

**Timeline**

Spring 2019

**Person(s) Responsible**

District librarian, administrator, library aide

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	9,120.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Bilingual books for the library

### Strategy/Activity 6

California Association of Bilingual Education Convention

#### Students to be Served by this Strategy/Activity

All students, and EL students

#### Timeline

2018-2019

#### Person(s) Responsible

Administrator and Title 1 Director

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Conference for classroom teachers and paraprofessionals

### Strategy/Activity 7

ATDEL Convention

#### Students to be Served by this Strategy/Activity

All students, EL students

#### Timeline

2018-2019

#### Person(s) Responsible

Administrator, Title 1 Director, classroom teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Conference for classroom teachers and paraprofessionals

### Strategy/Activity 8



**Students to be Served by this Strategy/Activity**

EL students

**Timeline**

2018-2019

**Person(s) Responsible**

Administrators and four classroom teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	ELD training for classroom teachers

**Strategy/Activity 9**

Intervention for students not reading at grade level

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2018-19

**Person(s) Responsible**

Administrator and two teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	31,523.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention Teacher

**Strategy/Activity 10**

Supplies for the Title I classroom

**Students to be Served by this Strategy/Activity**

EI students, and SED students

**Timeline**

2018-19

**Person(s) Responsible**

Title 1 teacher

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

The number of 3rd, 4th, 5th and 6th grade students meeting or exceeding the state proficiency levels on the CAASPP will increase by 10% as measured on the CAASPP.

### LCAP Goal

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

### Basis for this Goal

The basis for this goal is the fact that the current percentage of students meeting or exceeding state proficiency levels as measured on the CAASPP is less than what is expected.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	CAASPP Grade level percentages: 3rd-39.43%; 4th- 17.73%; 5th- 18.18%; 6th-31.40 %	CAASPP Grade level percentages: 3rd-50%; 4th-28%; 5th-30%; 6th-50%
MAP	MAP Grade level percentages: K- 41%; 1st - 54%; 2nd - 62%; 3rd - 36%; 4th - 13.7%; 5th- 32%; 6th - 31%	MAP Grade level percentages: K- 50%; 1st-62%; 2nd-68%; 3rd-45%; 4th-30%; 5th-40%; 6th-40%

### Planned Strategies/Activities

#### Strategy/Activity 1

CORE math coaching

#### Students to be Served by this Strategy/Activity

All students, with emphasis on EL students, African-American students and students with disabilities

#### Timeline

2018-19

#### Person(s) Responsible

Classroom teachers, CORE math coaches

### Proposed Expenditures for this Strategy/Activity

Amount	10,400.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Four additional days with CORE Math coaches

### Strategy/Activity 2

Teacher collaboration

### Students to be Served by this Strategy/Activity

All students, with emphasis on EL students, African-American students and students with disabilities

### Timeline

2018-19

### Person(s) Responsible

Administrators and classroom teachers

### Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration after school

### Strategy/Activity 3

San Joaquin County Office of Education Math Workshops

### Students to be Served by this Strategy/Activity

All students, African-American and students with disabilities

### Timeline

2018-19

### Person(s) Responsible

Administrators and classroom teachers

### Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Workshops

## Strategy/Activity 4

Great Minds Math program licenses

### Students to be Served by this Strategy/Activity

All students, with special emphasis on EL students, African-American students and students with disabilities

### Timeline

2018-19

### Person(s) Responsible

Administrators, LUSD Math coaches

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	School wide licenses for staff and students

## Strategy/Activity 5

Providing Math Homework Help Books for parents

### Students to be Served by this Strategy/Activity

EL students

### Timeline

2018-19

### Person(s) Responsible

Administrator, classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide Math Homework Help books

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Equitable Environment

### Goal Statement

All classes will implement Restorative Circles or classroom meetings twice a month to develop social skills, build empathy, and improve relationships between both students and adults.

### LCAP Goal

LCAP Goal 4: To prepare students to be college and career ready, LUSD students will receive equitable access to a broad course of study in a safe and healthy learning environment

### Basis for this Goal

Student survey data states students have seen adults bully adults. Student bullying will not stop until the adult bullying stops and social skills are practiced by everyone.

The Dashboard indicator for Chronic Absenteeism is an overall Red, with all student groups in either Red or Orange, and 19.4% of all students being chronically absent.

The Dashboard indicator for Suspension Rate is an overall Red with 8.2% of students being suspended at least once. The Red indicator applies to African American, Asian, socioeconomically disadvantaged, White, and students with disabilities. English learners and Hispanic students fall under the Orange indicator.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student surveys	18 students reported seeing adults bully other adults on campus in 2017-18.	Students will report no adult bullying seen on campus in 2018-19.
Suspension data	53 students were suspended in 2017-18	20 less students will be suspended in 2018-19.
Expulsion data	4 students were recommended for expulsion in 2017-18	0 students will be recommended for expulsion in 2018-19
Attendance increase - number of students with perfect attendance	27 students had perfect attendance at the end of 2017-18	54 students will have perfect attendance by June 1, 2018-19. School wide attendance will increase by 2%

### Planned Strategies/Activities

#### Strategy/Activity 1

Encourage each classroom to implement Restorative Circles or classroom meetings to help practice social skills positive communication at least twice each month as evident by teacher records. Support students with counseling services.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-19 school year

### Person(s) Responsible

Teachers, counselors, and administrators

### Proposed Expenditures for this Strategy/Activity

Amount	27,785.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor salary

### Strategy/Activity 2

Staff attend Positive Behavior workshops from different vendors

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-19 school year

### Person(s) Responsible

All staff including, administrators, teachers and paraprofessionals

### Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Workshops costs

### Strategy/Activity 3

School wide Anti-bulling assembly

### Students to be Served by this Strategy/Activity

All students

### Timeline

Winter 2019

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

Amount	900.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultants for assembly

### Strategy/Activity 4

Peaceful Playgrounds to provide equity at recess

### Students to be Served by this Strategy/Activity

All students, EL, African-American, and students with disabilities

### Timeline

Spring 2019

### Person(s) Responsible

Administrators and School Safety Officer

### Proposed Expenditures for this Strategy/Activity

Amount	5,500.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Program for recess equity

### Strategy/Activity 5

Sports for Learning

### Students to be Served by this Strategy/Activity

All students, with an emphasis on African-American students and students with disabilities

### Timeline

Spring 2019

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures



**Description**

Soccer program for students during lunch recess

**Strategy/Activity 6**

Purchase books for staff books study

**Students to be Served by this Strategy/Activity**

All students, emphasis on Special Education students and African-American students

**Timeline**

2018-19

**Person(s) Responsible**

Administrators and classroom teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

1,000.00

**Source**

Title I Part A: Allocation

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Books on Restorative Practices for staff book study

**Strategy/Activity 7**

Recognizing students with perfect attendance quarterly to improve chronic attendance

**Students to be Served by this Strategy/Activity**

All students, emphasis on African-American and students with disabilities

**Timeline**

2018-2019

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Science

### Goal Statement

All students in each grade level will increase Science knowledge.

### LCAP Goal

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

### Basis for this Goal

Preparing students for acquiring NGSS standards and reaching proficiency on the 2019 Science state test

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAST 2019	CAST 2019	80% fifth grade students will meet or exceed the state proficiency levels on the CAST

### Planned Strategies/Activities

#### Strategy/Activity 1

Field trip to Academy of Sciences in San Francisco

#### Students to be Served by this Strategy/Activity

All fifth grade students (general education and SDC classes)

#### Timeline

2018-2019

#### Person(s) Responsible

Classroom teachers

#### Proposed Expenditures for this Strategy/Activity

##### Amount

2,000.00

##### Source

Title I Part A: Allocation

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Science exhibits reinforcing Science lessons

## Strategy/Activity 2

Mystery Science classroom lessons

### Students to be Served by this Strategy/Activity

All students, with emphasis on students with disabilities

### Timeline

2018-2019

### Person(s) Responsible

Administrators and classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	749.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Mystery Science: Classroom video Science lessons

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	182,109.00
Total Carryover Funds	36,662.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	218,771.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	216,758.00	0.00
Title I Part A: Parent Involvement	2,013.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	216,758.00
Title I Part A: Parent Involvement	2,013.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	118,359.00
2000-2999: Classified Personnel Salaries	24,430.00
4000-4999: Books And Supplies	12,120.00
5000-5999: Services And Other Operating Expenditures	25,762.00
5800: Professional/Consulting Services And Operating Expenditures	38,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	118,359.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	24,430.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,120.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	23,749.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	38,100.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,013.00

# 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
- 3 Parent or Community Members

Name of Members	Role
Lorilai Garcia	Parent or Community Member
Mitch Rios	Parent or Community Member
Monika Hernandez	Parent or Community Member
Shoua Xiong	Classroom Teacher
Maria Estevez	Classroom Teacher
Kristen Howard	Classroom Teacher
Claudia Villasenor	Other School Staff
Nancy Martin	Principal

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



# Recommendations and Assurances

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on January 10, 2019.

Attested:

Principal, Nancy Martin on 1-10-2019

SSC Chairperson, Loralai Garcia on 1-10-2019