

School Year: **2020-21**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodrow Wilson Elementary School	10624306007348	November 13, 2019	December 17, 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

The funds used in this plan will align and enhance what the district is already providing for our students and teachers. Based on our data, it will provide extra support in many areas by allowing us to pay for extra personnel, interventions, materials, technology and other resources.

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.

Our SPSA goals have been aligned to our Selma Unified's LCAP goals. With the guidance from our district personnel: Assistant Superintendent, Educational Services and Director of State and Federal Programs, we will periodically look at our site data throughout the year and discuss our progress at our different meetings: Management, ELAC, SSC, Certificated, Classified, and SPSA meeting for Parents.

# 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

### Goal 1

All students in Wilson Elementary will make progress toward the goal of reaching proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

### Identified Need

We were not able to meet any of the SPSA goals we set for ourselves last year. Our 2018 Dashboard data showed that our overall ELA CAASPP score was maintained by 1.7 points putting us at 31.6 points below level 3. Currently there's a need for us to continue our commitment to our Literacy Plan, continue to articulate across grade levels during staff meetings once a month, provide teachers with extra PLC days to focus on ELA data and its implementation and work with our site coach to develop lessons, skills or strategies that will help our students be more successful. Our overall Math CAASPP score declined by 12.8 points putting us at 73.3 points below level 3. There is a need for us to include some PLC days for teachers to focus on math data and its implementation and work with our site coach to develop lessons, skills or strategies that will help our students be more successful in math. Based on our ELPAC baseline data, 51.9% of our EL students scored a 4 (Well Developed) or a 3 (Moderately Developed) overall. There is a need to continue with our daily Designated ELD instruction across all grade levels and increase the rigor of those lessons in order for EL students to achieve a level 4 on all state tests. We also need to begin the process of looking at our Integrated ELD practices. All this work will take place with help from our site coach in order to continue to develop and implement skills/strategies that help to build efficacy and consistency across all grade levels.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA (2018-2019)	ALL students - 31.6 points below level 3	ALL students will increase by 4.5 points in order to be at 27.09 pts below level 3
CAASPP - ELA (2018-2019)	EL students – 35.7 points below level 3	EL students will increase by 5.1 points in order to be at 30.6 pts below level 3
CAASPP - ELA (2018-2019)	SPED students – 127.8 points below level 3	SPED students will increase by 18.3 points in order to be at 109.5 points below level
CAASPP - MATH (2018-2019)	ALL students – 73.3 points below level 3	ALL students will increase by 10.5 points in order to be at 62.8 pts below level 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - MATH (2018-2019)	EL students – 73.3 points below level 3	EL students will increase by 10.5 points in order to be at 62.8 pts below level 3
CAASPP - MATH (2018-2019)	SPED students – 162.2 points below level 3	SPED students will increase by 23.2 points in order to be at 139.0 pts below level 3
ELPAC (2018-2019)	22% of EL students scored Level 4-Well Developed	EL students at Level 4-Well Developed, will increase by 5%
Reclassification Rates	In 2017-2018, we reclassified 18 (14.4%) students. The three year average (2017, 2016, 2015) is 17.8%	EL reclassification goal will be 18%
Science	Establishing a baseline in 2018-2019	

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

ACTIVITY: Our Library Clerk will provide ALL students with research and library skill lessons and access to books and technology resources that support their classroom instruction.

#### 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)

14,914

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Title 1 25% (Total salary and benefits)

### Strategy/Activity 2

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

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

ALL students

#### Strategy/Activity

STRATEGY: Purchase/print supplemental materials that support student learning and make the common core curriculum more accessible for students.

ACTIVITY: Provide ELA/Math standards-based materials aligned to the Common Core State Standards, and/or other materials and supplies to supplement the academic program.

**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)
4,000	LCFF 4000-4999: Books And Supplies STAR testing licenses
2,000	Title I 4000-4999: Books And Supplies Time for Kids nonfiction magazines
2,200	LCFF 4000-4999: Books And Supplies Southwest accounts-student supplies
5,600	Title I 4000-4999: Books And Supplies Classroom library books (\$350 x 16 teachers)
2,000	Title I 4000-4999: Books And Supplies Student supplies (white boards, markers, pencils, paper)

**Strategy/Activity 3**

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

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

ALL students

Strategy/Activity

ACTIVITY: Print supplementary standards-based materials to meet identified student needs and support material for our Response to Intervention model and the academic program.

**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)
1,325	LCFF 5700-5799: Transfers Of Direct Costs Print Shop teacher orders

**Strategy/Activity 4**

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

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

ALL students

**Strategy/Activity**

STRATEGY: Wilson teachers will participate in Professional Learning Communities (PLC) that collaborate regularly to review data and discuss the implementation of resources that will increase student achievement, keep parents informed of their students’ progress and attend district or outside professional development that can enhance their teaching ability and knowledge.

ACTIVITY: Sustain Professional Learning Communities through ongoing professional development and training/materials for all K-6 teachers, administrators or other staff members.

**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)

500

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 5**

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

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

ALL students

**Strategy/Activity**

ACTIVITY: Provide teacher release time for collaboration within the Professional Learning Communities Model.

**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)

4,000

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Pay subs for teachers to meet for Strategic Planning Days

8,000

Title I  
1000-1999: Certificated Personnel Salaries  
Pay subs for teachers to meet for Strategic Planning Days and Data Analysis

## Strategy/Activity 6

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

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

ALL students

### Strategy/Activity

**STRATEGY:** Continue to build or replace the technology available at Wilson and have its certificated staff attend district or outside professional development to increase their understanding on how best to use that technology to increase student achievement.

**ACTIVITY:** Purchase/replace technology tools to provide supplemental ELA, ELD and Math support for students. Use of these tools will enhance student learning and engagement as well as teacher presentation/delivery of content.

### 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)

2,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
chromebooks

## Strategy/Activity 7

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

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

English Language Learners

### Strategy/Activity

**STRATEGY:** Purchase/print supplemental materials that support student learning and make the common core curriculum more accessible for students.

**ACTIVITY:** Provide ELD standards-based materials aligned to the Common Core State Standards, and/or other materials and supplies to supplement the academic program.

### 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)

2,012

Source(s)

Title I  
4000-4999: Books And Supplies

## Strategy/Activity 8

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

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

English Language Learners

**Strategy/Activity**

STRATEGY: Teachers will be provided with current strategies and materials that will enhance the rigor of the Designated or Integrated lessons provided to ELLs in order to increase the amount of redesignated ELLs.

ACTIVITY: Provide teachers with Professional Learning through our site coach.

**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)

500

Source(s)

LCFF  
4000-4999: Books And Supplies

4,800

Title I  
1000-1999: Certificated Personnel Salaries  
Sub pay for teachers to have 1 half day meeting time during Tri 2 and Tri 3 to receive ELD PD from site coach

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Purchase approved nonfiction library books that are tied to grade level standards in English and Spanish.

**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)

3,000

Source(s)

Title I  
4000-4999: Books And Supplies

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Purchase certificates and trophies to encourage students to meet their grade level academic goals in ELA, Math, ELD and attend school on a daily basis

**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)

2,500

Source(s)

LCFF  
4000-4999: Books And Supplies  
certificates and trophies



# 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

### Goal 2

Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

### Identified Need

Monthly meetings are held throughout the school year with the Student Study Team (SST) in order to address students with academic or behavioral concerns who have been referred through this process by the teacher. In 2017-2018, we had 34 student referrals and in 2018-2019, we had 38 referrals. Based on the large number of students considered to be At-Risk, there is a need to continue with the SST process to see how the students are progressing and give the teachers and parents strategies on how to help their students. The team sometimes makes a recommendation to assess based on student data and many other factors. With the inclusion of our Behaviour supports aka Tiered Systems of Support, some students are issued minor or major referrals when not following Wilson expectations after several attempts to redirect the negative behavior through other supports. For the 2017-2018 school year, 327 minor and 110 major referrals were issued. For the 2018-2019 school year, 403 minor and 167 major referrals were issued as of April. The 2018 Dashboard Data also shows a 2.5% increase in our Suspension Rate to a 8.3% total. With an increase in referrals and suspensions, there is currently a need to continue to address these behaviors and redirect them with our Tiered Systems of Support. We are currently using Second Step Curriculum to address these behaviors. The 2018 Dashboard Data shows that there was a 2.4% decrease in our Chronic Absenteeism to a 10.7%. We will continue issuing SARB letters, going through the SART process, and issuing incentives to students to increase our attendance. Based on our California School Parent Survey Data we chose to focus on two problematic areas that are being reported as a "large or somewhat of a problem." In 2016-2017, Harassment or Bullying were at 34% and Physical Fights were at 22%. In 2017-2018, Harassment or Bullying increased to 47% and Physical Fights increased to 42%. Currently there is a need to continue addressing these behaviors with our Tiered Systems of Support. We have purchased some more curriculum from Second Step that specifically targets Harassment or Bullying in order to curtail some of the behaviors we are encountering.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SST Meeting - Referrals	38	40
Office Referral Forms	570 referrals issued	490 referrals issued
Dashboard Absenteeism Rate	10.7%	8.7%
Dashboard Suspension Rate	8.3%	6.3%
California School Parent Survey Data	Harassment or Bullying: 47% Physical Fights: 42%	Harassment or Bullying: 39% Physical Fights: 34%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

STRATEGY: Have regular SST meetings with the team to discuss Developing students’ academic or behavioral concerns and come up with strategies that will help them be more successful at school.

ACTIVITY: Provide substitutes for the general ed. teacher on the team and the student’s classroom teacher.

**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)

1,700

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 2**

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

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

ALL students

Strategy/Activity

STRATEGY: Wilson will continue to work on creating a safe environment where all students feel safe and want to attend on a daily basis. Behaviour systems will be put in place to increase attendance and decrease negative behaviors which will reduce the amount of referrals or suspensions issued. Supplemental resources will be researched and integrated to help strengthen the program. Parents will be given information pertaining to our discipline policy in order to form a network of support by all stakeholders.

ACTIVITY: Provide extra Positive Behavior Supports with lunch time activities or clubs as well as Science/ELA/Math assemblies that will build a positive community between students and staff.

**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	LCFF 1000-1999: Certificated Personnel Salaries
14,180	Title I 5800: Professional/Consulting Services And Operating Expenditures Sports for Learning (increase attendance & decrease negative behaviors) 19wks x 3 days per week

### Strategy/Activity 3

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

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

ALL students

#### Strategy/Activity

ACTIVITY: Provide a Booster Class during lunch recess when the PBI Aide will review our school's expectations and provide positive strategies to students receiving referral that they can use in order to meet our expectations, make good choices and decrease the amount of referrals.

#### 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)
500	LCFF 4000-4999: Books And Supplies

### Strategy/Activity 4

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

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

ALL students

#### Strategy/Activity

ACTIVITY: Participate in district or county trainings on the Multi-Tier Systems of Support (MTSS) model that promotes Positive Behavioral Interventions and Support.

#### 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)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Subs for teachers
2,275	LCFF 5000-5999: Services And Other Operating Expenditures Conference attendance

### Strategy/Activity 5

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

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

ALL students

#### Strategy/Activity

ACTIVITY: Schedule anti-bullying/character assemblies to support our behaviour support program.

#### 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)
1,200	LCFF 5800: Professional/Consulting Services And Operating Expenditures Anti-bully
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bully assembly and Krazy Karen assemblies (anti-bully or character)

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

Purchase supplemental anti-bully curriculum to support our MTSS program

#### 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)
4,700	Title I

4000-4999: Books And Supplies  
Second Step behavior curriculum (research based)

### Strategy/Activity 7

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

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

All Students

#### Strategy/Activity

Create an environment where all students feel safe and want to attend on a daily basis.

#### 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)

10,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Campus cameras

# 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

### Goal 3

Intensive Supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

### Identified Need

For the 2018-2019 school year, we were able to provide ELA and/or Math Tier 2 Interventions for 96 of our At-Risk students. Out of the 96 students (K-2nd=48 and 3rd-6th=48) students, 52 have been EL students. Out of the 96 students, 15 students (K-2nd=9 and 3rd-6th=6) made enough progress to be exited from the Tier 2 intervention. At least 80% of the students made progress in various ELA and Math assessments such as: STAR ELA, Sight words, DRA, Fluency, Letter Names and Sounds, BPST, Slosson, STAR Math, Number Sense, Addition/Subtraction, Multiplication/Division. There is a need to continue to offer our Tiered 1, 2, and 3 Interventions. We have more At-Risk students than we can offer Tier 2 services. Parents are constantly asking for more interventions for their students than what we can provide.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 grade students exiting T2 Intervention  *Students exit once reaching grade level expectancy on the Basic Phonics Skills Test (BPST) on letter ID, sounds, sight words	(9 out of 48) = 18%	28%
3-6 grade students exiting T2 Intervention  *Students exit once making one year's growth on the STAR test.	(6 out of 48) = 12%	22%

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)

Based on data, Developing Students identified by the Teachers on Special Assignment and the classroom teacher.

#### Strategy/Activity

**STRATEGY:** Implement a Multi-Tiered System of Supports (MTSS) to help student learning such as designated teacher collaboration time, our Response to Intervention Model; Differentiating for Everyone's Needs (D.E.N.), two reading intervention teachers to address the ELA/Math needs of K-6 grade students during the school day, and after-school intervention provided by teachers.

**ACTIVITY:** Provide prescriptive, focused, small group language arts/math instruction to identified at-risk students in grades K-6 during the school day through the employment of two certificated Teachers on Special Assignment.

#### 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)

62,426

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Salary and benefits for 1 Teacher on Special  
Assignment

#### Strategy/Activity 2

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

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

Based on data, Developing Students identified by the classroom teacher.

#### Strategy/Activity

**ACTIVITY:** Provide ELA or Math extended learning to identified students in targeted grade levels who need the extra support.

#### 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)

2,500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

# 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

### Goal 4

Enhance district parent and community involvement opportunities.

### Identified Need

For this goal, we used the 2017-2018 Parent Survey Parental Involvement data on section 4, which showed that we had an overall positive response score of 80% (1853% out of 2300%) on the 23 questions included in this section. We had a total of 18 respondents fill out the survey. Our lowest score was 29% for meeting with a guidance counselor in person and participating in a fundraiser at school. In 14 out of the 23 questions we scored a 90% or higher. Even though we did very well in this section, we will continue to work on getting more parent involvement. We will continue to inform and invite parents to all of our different functions/activities that take place during the year through personal contact, flyers, texts or calls to increase our overall score.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey: Parent Involvement section	805 overall positive responses	85% overall positive responses

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

**STRATEGY:** Provide parents with parent workshops that will give them skills, strategies, or resources to help enhance their student's education and attendance. Parents will be kept informed with notices/NTI calls in English and Spanish and strategies will be put in place to increase parent participation.

**ACTIVITY:** Provide parent workshops through an outside professional vendor based on the parents' needs. This will help connect families to our school and community with the goal of advancing the students' education through parent engagement.

### 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)
9,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Valley PBS Parent Trainings
1,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Drug Awareness
1,000	LCFF 1000-1999: Certificated Personnel Salaries CAASPP strategies and practice

## Strategy/Activity 2

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

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

ALL students

### Strategy/Activity

ACTIVITY: Purchase parent supplies for professional development or other parent activities as needed.

### 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)
1,456	Title I 4000-4999: Books And Supplies Parent supplies for SSC and ELAC

## Strategy/Activity 3

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

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

ALL students

### Strategy/Activity

ACTIVITY: Provide translators/child supervision for parents attending school committees or activities to promote parent participation and attendance.

### 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)

1,500

Source(s)

Title I  
2000-2999: Classified Personnel Salaries

**Strategy/Activity 4**

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

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

ALL students

Strategy/Activity

ACTIVITY: Provide refreshments and snacks for members and guests attending ELAC or SSC meetings to encourage attendance and active participation

**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)

800

Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
ELAC and SSC snacks

# 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

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

#### 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)
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# 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	\$145,588
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$181,588.00

## 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 (\$)
Title I	\$145,588.00

Subtotal of additional federal funds included for this school: **\$145,588.00**

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 (\$)
LCFF	\$36,000.00

Subtotal of state or local funds included for this school: **\$36,000.00**

Total of federal, state, and/or local funds for this school: **\$181,588.00**

# 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
- 0 Secondary Students

Name of Members	Role
Lorena Venegas	Parent or Community Member
Lilliana Godinez	Parent or Community Member
Anthony Celaya	Parent or Community Member
Macrina Fabian	Parent or Community Member
Jesus Torres	Parent or Community Member
Danielle Silveira	Classroom Teacher
Lorraine Armer	Classroom Teacher
Anabel Sanchez	Classroom Teacher
Aimee Wolkow	Other School Staff
Alicia Gonzalez	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 sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 11/13/2019.

Attested:



Principal, Mrs. Alicia Gonzalez on 11/13/2019



SSC Chairperson, Mrs. Danielle Silveira on 11/13/2019