

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Escalon Unified District



Van Allen Elementary

Local Board Approval Date: 10/01/2019

Schoolsite Council (SSC) Approval Date: 09/23/2019

CDS Code: 39685026041834

Principal: Julio Zambrano, Principal

Superintendent: Ron Costa

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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)

N/A

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.

N/A



STAKEHOLDER INVOLVEMENT

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

Involvement Process for the SPSA and Annual Review and Update.

The Van Allen School Site Council (SSC) will review the current SPSA, provide critical feedback and move to recommend for approval by the EUSD board of education by September 23, 2019. Annual progress will be monitored by the SSC prior to May 29, 2020.



RESOURCE INEQUITIES

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

N/A

Goals, Strategies, Expenditures, & Annual Review



GOAL 1

Goal Area: LCAP Priority 1 - Basic Services; LCAP Priority 2 - Implementation of State Standards; LCAP Priority 7 - Course Access

Goal Title: Provide the necessary resources and staffing to make all students career and college ready

LEA Goal:

- Provide the necessary resources and staffing to ensure all students are career and college ready.

State Priorities:

- 7 - Course Access
- 1 - Basic Services
- 2 - Implementation of State Standards

LCAP Goal:

- Provide the necessary resources and staffing to make all students Career and College Ready

Identified Need:**Goal Statement:**

By the end of the school year, Van Allen Elementary School will provide a variety of professional development activities to all instructional staff, participate in development of Professional Learning Communities (PLC), upgrade technology resources, upgrade classroom safety kits, support Math Expression curriculum, and new ELA adoption HMH Journeys.

What data did you use to form this goal (findings from data analysis)?

An extensive range of metrics related to student performance, climate, and facility and curricular needs. (e.g. prior year CAASPP adopted materials, STAR Benchmarks, Aimsweb Plus, ELPAC, FIT, staff/parent surveys, etc.) Through this review process, the leadership team identified three primary areas of focus that formed the basis of the above stated goal.

Group data to be collected to measure gains:

Site leadership will monitor and evaluate staff professional development using collaboration and minimum day teacher agendas. Technology upgrades will be evaluated through student to device ratios, infrastructure upgrades, (e.g. bandwidth, wireless access), and increased access of instructional technologies for site staff.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students are *all* students at Van Allen.

Anticipated annual growth for each group:

The rate of proficiency in Math and Reading will increase as measured by Aimsweb, STAR Math and Reading, and the CAASPP.

Means of evaluating progress toward this goal:

Aimsweb, STAR Benchmarks, Accelerated Reader, System 44/ Read 180, IEP progress on goals, ELPAC, and the CAASPP

How does this goal align to your Local Educational Agency Plan goals?:

Our district elementary schools' goals are all aligned to our LEA goals.

What did the analysis of the data reveal that led you to this goal?

That although many of our students are graduating from high school college and career ready, the achievement rate has room for improvement.

Which stakeholders were involved in analyzing data and developing this goal?

All school staff, parents and community members, and administration were involved in analyzing data and developing this goal.

STRATEGY/ACTIVITY 1

Strategy Title: Technology Skills for Students

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will ensure students master skills presented in the EUSD K-12 Tech Skills Checklist
- Students will actively engage with Typing Club and other online typing programs.
- Students will actively engage with MobyMax and other standards based online resources
- Students will actively engage with Mystery Science
- Students will actively engage with Google Apps for Education
- Students will access district benchmark assessments digitally (Renaissance Learning, Aimsweb Plus)
- Students will access curriculum embedded assessments digitally
- Students will access state summative assessments digitally

Measures:

Teachers and students will monitor student progress using reports embedded in online resources such as Renaissance Learning, Aimsweb Plus, Schoolcity, MobyMax, Mystery Science, etc.

People Assigned:

Teachers, instructional assistants, administration, and parent volunteers.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Software or Hardware	\$4,000.00
Unrestricted	Software or Hardware	\$3,500.00
Lottery: Unrestricted	Software and Hardware	\$500.00

STRATEGY/ACTIVITY 2

Strategy Title: Provide technological infrastructure that meets demand of 21st Century learner.

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Annually increase in student to device ratio until 1:1 is achieved school wide
- Maintain or replace student headphones and mice
- Maintain or replace all student and teacher devices including projectors and document cameras
- Infrastructure upgrades
- Increase access to online resources for students and staff as innovative solutions enter the market and become available
- Tech support and training for staff as needed
- Update whiteboards in classrooms (projectors cast their images on the whiteboards)
- Maintain contracts for office color printer and copier so students can print classroom projects

Measures:

- Achievement of 1:1 TK through 5th
- Surveys/communications with classroom teachers
- Student work accessible via GAFE
- Teacher and student use observed during administrator walkthroughs

People Assigned:

District Tech Department, administrators, and teachers.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	School Technology	\$10,000.00
Lottery: Unrestricted	School Technology	\$500.00

STRATEGY/ACTIVITY 3

Strategy Title: Provide professional development for all instructional staff

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide formal Professional Learning Community (PLC) Training for a minimum of one teacher per grade level and Learning Specialist.
- Provide all teachers a minimum of 2 grade level collaboration days for professional development (Collaboration Days).
- Provide all teachers 12 minimum days for site and district collaboration with grade level peers (Minimum Days).
- Provide an additional 10 days minimum of site based PLC collaboration for all grade levels.

Measures:

Meeting agendas, sign in sheets, completed conference forms, and teacher feedback

People Assigned:

District instructional coaches, teachers, and administrators

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA: Title II, Part A, Teacher Quality	Professional Development	\$4,211.00
ESSA: Title III, Limited English Proficiency (LEP) Student Program	District Coaches	\$5,647.00

STRATEGY/ACTIVITY 4

Strategy Title: Resources to support the demands of Common Core State Standards

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

Classrooms will be supported with :

- ELA adopted materials
- Math adopted materials
- Science and Social Studies adopted materials
- Mystery Science web-based/NGSS aligned supplementary science curriculum
- MobyMax Common Core aligned web-based intervention program
- TOPS Science Program aligned to NGSS
- Paraprofessional aide support
- Standards Plus Math Intervention

- Chromebook devices 1:1 2nd through 5th
- Maintain and replace document cameras and projectors as needed
- Teacher professional development in adopted curriculums
- Teacher professional development available as needed in all subject areas
- State Department of Ed and County Dept of Ed offered trainings
- PLC training and professional development in the area of guaranteed standards and common formative assessments

Measures:

- PLC meeting agendas and products
- RTI progress monitoring
- Curriculum embedded assessments
- STAR benchmark assessments
- CAASPP state tests
- MobyMax reports
- Mystery Science embedded assessments
- TOPS survey

People Assigned:

Teachers, administrator, office staff, paraprofessional staff, and the curriculum office

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Materials and Supplies	\$16,827.00
Lottery: Unrestricted	Materials and Supplies	\$1,035.00

ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of strategies designed to reach the various goals stated in previous SPSA plans had some success based on CAASPP student assessment from the spring of 2019. There was amazing growth in Math and ELA in 3rd grade. There was good growth in 5th grade Math and flat growth in ELA. When tracked as a cohort there was consistent growth in both Math and ELA over a 3 year period (4th grade being the exception). New additions to the 3rd grade team and the staggered testing schedule did appear to positively impact 3rd grade performance. We will continue prepare students for the CAASPP by having them take practice exams and use IABs and STAR assessment data to guide instruction and provide targeted RTI via the PLC process for students in need of additional supports.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In alignment with the district PLC framework, teachers will develop district-wide guaranteed standards and common formative assessments designed to answer the primary questions posed within the PLC process: 1. What do we want students to learn? 2. How will we know they have learned? 3. What will we do if students do not learn? 4. What will we do when students have learned? Formulation of district-wide guaranteed standards will provide a focus to instruction and common formative assessments will enhance teachers' ability to examine assessment data within cohorts of students, leading to improved instruction designed to target specific student needs, and resulting in increased student achievement.

» GOAL 2

Goal Area: LCAP Priority 3 - Parent Involvement; LCAP Priority 5 - Pupil Engagement; LCAP Priority 6 - School Climate

Goal Title: Enlist all stakeholders to create learning environments that are effective and engaging

LEA Goal:

- Enlist all stakeholders to create learning environments that are effective and engaging.

State Priorities:

- 3 - Parent Involvement
- 6 - School Climate
- 5 - Pupil Engagement

LCAP Goal:

- Enlist all stakeholders to create learning environments that are effective and engaging.

Identified Need:

Goal Statement:

By the end of the school year, Van Allen will increase parent participation in campus events, activities, and committees.

What data did you use to form this goal (findings from data analysis)?

Regular attendance and participation in formal committees/councils

Participation in all extra-curricular events and activities

Parent feedback

Communication survey

Group data to be collected to measure gains:

Meeting agendas for both SSC and ELAC, metrics related to communications from the school such as the Monday Night Message, Aeries Communication, the school website, flyers home, the district electronic newsletter, newspaper articles, and the district Facebook page.

Strategy:

Encourage parent participation in Parent's Club, School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), and District English Language Advisory Committee (DELAC).

Improve communication with parents through our weekly Monday Night Message, Aeries Communication, website updates, flyers home, district electronic newsletter, newspaper articles, and the district Facebook page.

Foster a welcoming and respectful school climate through implementation of Positive Behavioral Interventions and Supports (PBIS).

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students at Van Allen Elementary.

Anticipated annual growth for each group:

Increase in communication, and decrease in incidents of discipline.

Means of evaluating progress toward this goal:

Aeries communication, communication survey, and discipline data.

How does this goal align to your Local Educational Agency Plan goals?:

Our district elementary schools' goals are all aligned to our LEA goals.

What did the analysis of the data reveal that led you to this goal?

Aeries communication, website traffic, Facebook posts, parent feedback, and discipline data.

Which stakeholders were involved in analyzing data and developing this goal?

All school staff, parents and community members, and administration were involved in analyzing data and developing this goal.

STRATEGY/ACTIVITY 1

Strategy Title: Stakeholder Involvement

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Encourage parent participation in Parent's Club, School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), and District English Language Advisory Committee (DELAC).
- Improve communication with parents through our weekly Monday Night Message, Aeries Communication, website updates, flyers home, newspaper articles, and the district Facebook page.
- School sponsored extracurricular events
- Grade level parent math workshops
- Second Cup of Coffee
- Foster a welcoming and respectful school climate through implementation of Positive Behavioral Interventions and Supports (PBIS).

Measures:

- Regular attendance and participation in PTC, SSC, ELAC
- Regular attendance and participation in school sponsored extracurricular events such as Science Night and Math Night
- Sign in sheets from Back to School Night and Open House
- Sign in sheets from grade level parent math workshops
- Parent feedback
- Aeries Communication Data
- Communication survey

People Assigned:

Parents, teachers, office personnel, and administration

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Materials, Supplies and Newsletters	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: Translation Services

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Bilingual staff will provide Spanish translation for written documents, scheduled and impromptu parent conferences, and telephone communications.

Measures:

Regular time sheets for extra services of bilingual aides

People Assigned:

Bilingual instructional assistants, administrator, and office staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Translators and Mailers	\$1,000.00

STRATEGY/ACTIVITY 3

Strategy Title: Family Events

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Farmer's Market/ Math Night
- Homecoming
- Earth Day/ Science Night
- Back to School Night
- Open House Farmer's Market
- Harvest Festival
- Sweetheart Dance
- Lunch with Santa
- Spaghetti/Tri-tip Dinner
- Teacher Appreciation Luncheon
- Parent Teacher Conferences
- Wild Things Assembly
- Jog-A-thon
- Field Day

Measures:

- Sign up sheets
- Website
- Yearbook
- Staff and Parent feedback

People Assigned:

School staff, administrator, students, and parents.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Materials and Supplies	\$2,000.00

STRATEGY/ACTIVITY 4

Strategy Title: PBIS/Growth Mindset/Attendance

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- School wide PBIS/Growth Mindset Assemblies will be provided for all students early in the school year and prior to state testing
- Trimesterly attendance assemblies
- Continuation of PBIS (Honor the VIKING Code) initiative
- PBIS signage visible throughout the school
- PBIS assemblies targeting behavioral expectations will be held at regular intervals throughout the school year.
- Continuing Flipped Lunch initiative for the 2019-20 school year
- Purchase of incentives for weekly, trimesterly, and annual recognition of students who Honor the VIKING Code
- Purchase of incentives for trimesterly recognition of students with perfect attendance
- Schoolwide student store for PBIS incentives
- Student Government

Measures:

- Student participation at assemblies
- Honor the Viking Code ticket distribution, bracelets, and attendance at Honor the Viking Code events
- Reduction in disciplinary incidents related to bullying

People Assigned:

All stakeholders:

- Principal, teachers, paraprofessionals, students, parents/guardians, and office personnel

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Centralized-Title IV ESSA	District Mental Health Clinician	\$3,388.00
Lottery: Unrestricted	PBIS/Attendance Incentives	\$1,145.00

» GOAL 3

Goal Area: LCAP Priority 4 - Pupil Achievement; LCAP Priority 8 - Other Pupil Outcomes

Goal Title: Provide a rigorous academic program, accessible to all students

LEA Goal:

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

State Priorities:

- 4 - Pupil Achievement
- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Identified Need:

Goal Statement:

Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

What data did you use to form this goal (findings from data analysis)?

Aimsweb, STAR Math, Reading and Early Literacy, teacher progress monitoring, curriculum-based assessments, SST online, IEP's, ELPAC, Read 180/System 44 data to establish baseline for language acquisition rates of English Language Learners.

Group data to be collected to measure gains:

The PLC process, SDRTs, and IEPs will be used to monitor and evaluate data.

Strategy:

Teachers at each grade level will develop an action plan using the PLC process at regular intervals throughout the school year; identify essential standards, target groups of students, and monitor learning. Student progress in RTI will be monitored regularly. The SDRT process will occur twice a year to look closely at individual student progress.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students at Van Allen elementary.

Anticipated annual growth for each group:

The rate of proficiency in Math and Reading will increase as measured by Aimsweb, STAR Math and Reading, and the CAASPP.

Means of evaluating progress toward this goal:

Aimsweb, STAR Math and Reading, System 44/ Read 180, IEP progress on goals, ELPAC, and the CAASPP

How does this goal align to your Local Educational Agency Plan goals?:

Our district elementary schools' goals are all aligned to our LEA goals.

What did the analysis of the data reveal that led you to this goal?

That although many of our students are graduating from high school college and career ready, the achievement rate has room for improvement.

Which stakeholders were involved in analyzing data and developing this goal?

Teachers, instructional coaches, instructional aides, resource specialist, office staff, and administrator.

STRATEGY/ACTIVITY 1

Strategy Title: Guided Language Acquisition and Design (GLAD) Strategies

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will employ GLAD Strategies to meet the needs of all students.
- GLAD training opportunities for teachers provided by instructional coaches
- Substitute coverage for teachers participating in training and co-teaching opportunities with district coaches
- Materials to implement GLAD strategies

Measures:

- Curriculum embedded and benchmark assessments
- Administrator walkthroughs
- Teacher observations
- Sign in sheets

People Assigned:

Teachers, instructional coaches, and administrator.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and Supplies	\$1,000.00

STRATEGY/ACTIVITY 2

Strategy Title: PLC Collaboration

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- In alignment with the district level PLC goals, teachers will collaborate in grade level teams to formulate guaranteed standards and common formative assessments for all students.
- PLC training for all teaching staff
- Provide opportunities for teachers to collaborate identifying essential standards, analyzing data, monitoring student progress, and developing units of study/lessons in a PLC setting.
- Substitute coverage for teacher collaborations
- Paraprofessional support for grade levels

Measures:

Teachers at each grade level will develop an action plan using the PLC process at regular intervals throughout the school year. Teachers will work on the development of guaranteed standards and common formative assessments by grade level. Teachers will provide an agenda for their PLC collaborations via Google Docs.

People Assigned:

District and site administration, office staff, district coaches, paraprofessionals, and teachers

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	PLC Collaboration, materials and supplies, and paraprofessional support	\$17,379.00

STRATEGY/ACTIVITY 3

Strategy Title: Staff will use District instructional norms to increase fluency and learning

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Teachers will use objectives, checks for understanding, and engagement strategies
- Teachers will hold students accountable to answer in complete sentences
- Teachers will provide sentence stems and frames to help students develop fluency
- Teachers will attend to DOK while developing lessons/ tasks and guiding classroom discussions

Measures:

Principal observation and teacher observation of students during instruction

People Assigned:

Administrator, teachers, and instructional coaches

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and Supplies	\$1,500.00

STRATEGY/ACTIVITY 4

Strategy Title: RTI/Differentiation and Intervention Programs

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Provide direct instruction on phonemic awareness and early reading skills in K-2 in general education classrooms and learning center by using SRA Reading Mastery Classic, Read Naturally GATE, HMH Journeys Decoding Power, and Sonday.
- Provide direct instruction and phonemic awareness in 4-5 using Read 180 and System 44.
- Provide common core aligned support in math using Standards Plus Intervention.
- Progress monitoring using embedded assessments, Aimsweb Plus, STAR Benchmark assessments, and CAASPP
- Teacher driven PLC collaboration to differentiate instruction in every grade level during "Viking Time"
- Tier 1 small group instruction K-5
- Tier 3 pull out/push in programs with learning specialist K-5.
- Paraprofessional support K-5

Measures:

Curriculum based assessment, Aimsweb Plus, STAR Benchmarks, CAASPP, SST/504 online, IEP's, and other content assessments determined by grade level need.

People Assigned:

Teachers, instructional assistants, resource specialist, and administrator.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Intervention program curriculum and support staff	\$12,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and supplies	\$16,500.00

STRATEGY/ACTIVITY 5

Strategy Title: Increase the rate of language acquisition for our English Language Learners

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Designated and integrated English Language Development
- Viking Time
- Explicit direct instruction of academic vocabulary in all content areas
- GLAD strategies employed to support curriculum at every opportunity

Measures:

ELPAC, AimsWeb, STAR Math and Reading, STAR Early Literacy, Read 180/System 44 data to establish baseline for language acquisition rates of English Language Learners.

People Assigned:

Teachers, paraprofessionals, specialists, instructional coaches, and administrator

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Instructional resources	\$8,000.00

STRATEGY/ACTIVITY 6

Strategy Title: Tutoring for underperforming students

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- PLC collaboration
- Before or after school tutoring for identified students based on teacher recommendations

Measures:

- Curriculum embedded assessments
- Student progress monitoring
- AimsWeb Plus and STAR Benchmark scores

People Assigned:

Administrators, teachers, and instructional aides

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Tutoring	\$8,000.00

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$80,237.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,132.00

» OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
0 - Unrestricted	\$32,327.00	\$32,327.00
3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$70,379.00	\$70,379.00
4035 - ESSA: Title II, Part A, Teacher Quality	\$4,211.00	\$4,211.00
4203 - ESSA: Title III, Limited English Proficiency (LEP) Student Program	\$5,647.00	\$5,647.00
Allocated subtotal of consolidated federal funds for this school:		\$112,564.00
Expenditure subtotal of consolidated federal funds for this school:		\$112,564.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
1100 - Lottery: Unrestricted	\$3,180.00	\$3,180.00
4127 - Centralized-Title IV ESSA	\$3,388.00	\$3,388.00
Allocated subtotal of state or local funds included for this school:		\$6,568.00
Expenditure subtotal of state or local funds included for this school:		\$6,568.00
Allocated total of federal, state, and/or local funds for this school:		\$119,132.00
Expenditure total of federal, state, and/or local funds for this school:		\$119,132.00

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Julio Zambrano	Principal	838-2391	09/23/2019
Angela Bonds	Other School Staff	838-2931	09/23/2019
Tina Harper	Classroom Teacher	838-2931	09/23/2019
Melissa Meador	Classroom Teacher	838-2931	09/23/2019
Wendy Scott	Parent or Community Member		09/23/2019
Lesley Killingsworth	Parent or Community Member		09/23/2019
Tanya Mayns	Parent or Community Member		09/23/2019
Debbie Featherston	Parent or Community Member		09/23/2019
Wendy Hougland	Classroom Teacher	838-2931	09/23/2019
Jonna Spaletta	Parent or Community Member		09/23/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0



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:

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:
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 here in 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:

09/23/2019

Attested:

Julio Zambrano, Principal

Typed name of School Principal



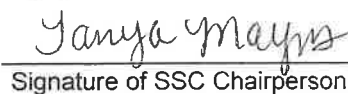
Signature of School Principal

9/23/19

Date

Tanya Mayns

Typed name of SSC Chairperson



Signature of SSC Chairperson

09-23-2019

Date