

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
Sheridan Elementary School	31669516031363	October 12, 2021	December 21, 2021

Purpose and Description

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

Schoolwide Program

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

To meet the academic and social/emotional needs of our students, we are going to focus on best first instruction, targeted intervention, social emotional learning, building and fostering relationships, and safety for our school. Our Title 1 and Supplemental funds are used to support student academic growth and achievement, with a majority of this funding our instructional aide/intervention support staff. Our teachers utilize PLC time every Monday to analyze data for academic, behavioral, and social emotional to determine student needs and plan instruction.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys are done with parents and staff through google forms throughout the school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal observes teachers and staff both formally and informally. Teachers are formally evaluated every other year. Informal walkthroughs are done on a weekly basis including classrooms, music, science, and library. Teachers are provided with informal feedback in writing and/or through a follow up conversation. This year the main focus for classroom walkthroughs are acceleration, student engagement, and social emotional learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers analyze available test scores and identify students and standards in which more targeted instruction is needed. The teachers then identify the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention as well as enrichment. A combination of assessments from i-Ready Reading and Math, BPST, ESGI, formative, and summative assessments facilitate instruction and intervention. The combination of assessments include benchmarks, progress monitoring, and comprehensive data. The reading and math curriculum-based measures examine a full year of academic growth enabling the school to make informed intervention and instructional decisions. Students below grade level receive both in and out of class intervention support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All district assessments occur as per PLC collaboration and agreements. Data is gathered and compiled by staff creating a compilation of scores. i-Ready assessments, BPST, and sight word acquisition are also measured as regular markers of students progress. Core curriculum is modified by the teacher to scaffold access to the Common Core Standards. MTSS is discussed as a team, and interventions are identified based on student data. Small group instruction for struggling learners is another modification to the regular curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sheridan Elementary School teachers meet the highly qualified staff criteria at 100%.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately credentialed. Both the district and the county office offer ongoing professional development that teachers can take advantage of. Teachers have access to the core curriculum as well as supplementary materials needed to support instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development opportunities are aligned with the district annual goals and Professional Development Plan as well as that of the school site and the assessed needs of the students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Three district instructional coaches are available to work with all teachers to support the district's Professional Development Plan, as are personnel from the county office and other outside agencies. Sheridan is a certified AVID Elementary School and the AVID site plan has specific professional development planned annually. Teachers are working with an AVID coach to discuss strategies and scaffold to support student learning and understanding.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers at Sheridan Elementary School collaborate with each other with regard to planning for student success. They also participate with grade level teams from other schools in order to align instruction, provide effective first instruction and create common assessments. Early Release days, instructional release times, and staff meetings provide for collaboration. CCSS implementation is a focus for teaching faculty. Collaboration also occurs among teachers, principal, and instructional aides as they plan together to provide targeted instruction for struggling learners.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subject areas, report cards, and testing are aligned with California Common Core Content Standards. Assessments are aligned with District adopted curriculum. Classroom instruction is based on the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes requirements are met in each classroom at Sheridan Elementary. It is acknowledged that combination classrooms present a challenge in this area. Teacher preps and students interventions/supports are strategically planned to provide single grade instructional time to meet this goal. Teachers develop weekly lesson plans, as well as long term plans. Plans include the recommended instructional minutes in each of the curricular areas. Grades K-3 allot 2 1/2 hours a day for Language Arts while grades 4-5 allot 2 hours for Language Arts. All grade levels allot a minimum of one hour per day for mathematics. Additionally, time is allotted for enrichment activities. Grades K-5 have a total of 200 minutes of physical education every 10 instructional days.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Curriculum based pacing guides are used in each classroom. Interventions also occur on a schedule which provides single grade instructional time. Both intervention and enrichment classes are a part of the daily schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based textbooks and supplemental materials are available to every teacher and all students, both general education and special education.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education. We have adopted Benchmark Advance for Language Arts instruction in grades K-3 and we have adopted a district developed curriculum aligned with the Common Core State Standards for grades 4-5 as well as Ready Common Core in the area of reading and writing. Science instruction is aligned with the Next Generation Science Standards (NGSS) and all curriculum and materials utilized meet state standards. We use Ready Classroom Math.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

After School Program
Multi-Tiered System of Supports (MTSS) - time and structure provided
Parent Volunteers
After School Tutoring
Title I Classroom Aides serving all students based on needs and grade level support
English learners receive both designated and integrated ELD during the instructional day
Speech and Language Services
RSP Services
Enrichment and intervention in Math and ELA are scheduled into the instructional day and after school
Social Emotional Learning (SEL) with Character Strong
Wellness Together

In an effort to combat the learning loss caused by the COVID-19 pandemic, elementary school libraries have extended the hours they are open (as staffing allows) to create a space where students can access tutoring and additional resources “after hours” to help with learning recovery. Additional ISP/aide time was also added to Kinder and first grade classroom (as staffing allows) to mitigate learning loss.

Evidence-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), Sonday, and Read Naturally- for instruction. Teachers also use iReady Math and Reading intervention, as well as other technology based programs to support all learners. Strategies to promote student engagement are also utilized. Teachers have been trained in UDL practices and AVID strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CARE After School Program
Academic Support
After School Tutoring
Student Support Team
Speech and Language Services
RSP Services
Parent Education Workshops through the district
Bilingual Parent/School/Community Liaison
Parent Teacher Conferences
School-wide intervention program
Wellness Together- School based mental health services
FRCC referrals as needed with PCOE

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

NA

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services include: iReady, small group one-on-one instruction/intervention, technology and applications that support student engagement and learning, supplemental materials and resources for staff and students. Teachers are provided with PLC time for instructional planning. As math and reading are two areas of weakness, two instructional aides are provided on site to support small group and one-on-one intervention.

Fiscal support (EPC)

The site receives both state and federal monies including but not limited to Title I, supplemental, and general fund dollars.

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

School Site Council consists of one principal, one teacher, one school staff member representing the other school personnel, and three parents or community members. The council meets periodically throughout the year to provide valuable input into the development of the site plan. Site Council meetings were held on September 14, 2021 to elect members, and again on November 9, 2021 with Site Council approving the plan. The teaching staff meets monthly and the School Site Council meets quarterly to plan, review, and improve on the SPSA. The first meeting was held to also develop the plan and discuss areas of need.

Resource Inequities

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

Sheridan is one of the oldest school sites in WPUSD and the school with the lowest student and staff population. This can present some challenges with updating facilities. The safety and well-being of our students and staff is top priority.

1. We need updated bathrooms for our students. The toilets tend to leak because they do not adequately attach to the wall. Our custodian is often being called to clean up flooding sinks and toilets. The floors need to be resurfaced to create a more sanitary environment.
2. We lack adequate window coverings in our classrooms and cafeteria.
3. Due to our school size, all of our classes are combination classes. This can be a barrier to attaining academic goals for all students. Combination classes can complicate the delivery of direct instruction.

4. The blacktop needs to be leveled and re-paved as there are many areas that present safety issues due to cracks and uneven pavement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	3.13%	%		2	
African American	1.7%	1.56%	%	1	1	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	50.0%	37.5%	43.4%	29	24	23
Pacific Islander	%	0%	%		0	
White	41.4%	56.25%	54.7%	24	36	29
Multiple/No Response	%	0%	1.9%		1	1
Total Enrollment				58	64	53

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	14	13	9
Grade 1	14	9	12
Grade 2	8	12	13
Grade3	6	13	12
Grade 4	9	6	11
Grade 5	7	11	10
Total Enrollment	58	64	67

Conclusions based on this data:

1. Our student population has increased over the past 3 years with a steady increase occurring in grade 3.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

School site will maintain AVID Certification to help promote college and career readiness. School site will work with local community agencies to expose students to a variety of college/career choices.

Identified Need

AVID Goals include:

1. Students will receive instruction on the use of inquiry strategies that promote higher-level questioning, thinking and reflection once a week.
2. Students will receive instruction on the use of writing strategies that promote higher-level questioning, thinking and reflection once a week, including processing notes.
3. The AVID site team (teachers and principal) will meet monthly to plan and reflect on classroom implementation of writing and inquiry based strategies which build rigor within the classroom setting.

Annual Measurable Outcomes

Metric/Indicator

AVID Certification Self Study and AVID Initial Self-Study Tools

We will use state testing data including CAASPP and ELPAC as well as site data including iReady to monitor students progress in reading.

We will use CAASPP and iReady data for math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day.

Baseline/Actual Outcome

Additional formative data to validate this goal can be: PLC notes, exit tickets, class Dojo portfolio videos, Seesaw videos, observations, walkthrough data, anchor charts, etc.

In the Spring 2021 semester, 46% of 3rd-5th grade students did not meet the standards on the math CAASPP assessment. 31% of 3rd-5th grade students nearly met standards. 43% of 3rd-5th grade students did were at standard not met on the ELA CAASPP assessment and 29% were at standard nearly met.

Expected Outcome

1. Teachers will instruct students using inquiry based strategies
2. Teachers will collaboratively focus on a monthly inquiry based strategy
3. Principal will conduct walkthroughs, observations and coaching
4. Teachers will collect evidence of inquiry based strategies being taught in their classrooms weekly
5. By the need of the year, we will increase 15% of students to move to standard met in both math\ and reading on CAASPP.
6. By the end of the year, we will increase 15% of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In Fall 2021, 64% of students grades 1st-5th were one or more grade levels below on the math iReady diagnostic while 73% of students were below on the reading diagnostic.	to move to grade level in reading on iReady. 7. By the end of the year, we will increase 10% of students to move to grade level in math on iReady.
Daily attendance rates and discipline data from PowerSchool as well as eduCLIMBER.	Data to validate the goal include positive behavior supports, community events and focus on improving our attendance to the 98% range. Our current enrollment is 67 students.	1. The school's average daily attendance will increase by 0.2% annually until average daily attendance reached 98% 2. Total suspensions will decrease annually. 3. Data regarding students' social emotional learning and Wellness Together participation will be gathered.

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

AVID Elementary will be implemented by all staff. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission and vision to provide a comprehensive model of success for all students, from elementary through higher education. AVID Elementary incorporates Student success skills, Organizational skills, WICOR lessons, and Partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

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)

1000

Source(s)

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
materials and supplies to support AVID

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

Teachers will coordinate with local community agencies to expose students to a variety of college/career choices. Staff members will invite community organizations to campus for on-site and/or virtual field trips to learn about community resources such as police and fire. Staff members will organize a variety of field trip experiences to expose students to a wide variety of community, career/college options.

Staff will implement Career Awareness discussions and information as appropriate in the school year. Staff will invite members of the community and families to share information about career options.

School site will work with community agencies to provide financial literacy curriculum and instruction for student K-5th.

School site will utilize cross-age tutors and after school tutoring.

College paraphernalia visible around the school and administrative offices to promote colleges.

Principal will work with staff to analyze data and create solutions for students who continue to struggle.

Staff will participate in ongoing professional development around AVID, PBIS, and workshops as outlined by the district offerings as well as staff choice. The purpose is to help all students reach academic goals and for struggling students to make adequate progress and to bridge the achievement gap. Staff will participate in Professional Learning Communities. Staff will have the opportunity to meet weekly to review data and make data driven decisions to support students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Community resources
	Cross-age tutors from LHS and the community
100	LCFF-Supplemental (District Fund) 0000: Unrestricted

	Promote college and career readiness by celebrating the paths that teachers took to earn their degrees
350	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Set up visits to college programs/Assemblies to look at both four year and vocational track
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies to support AVID

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students needing intervention support

Strategy/Activity

iReady Diagnostic and Instruction is proved to help students make academic progress. Staff will use the diagnostic assessments to determine supplemental support, interventions, and enrichments.

All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. Practices include but are not limited to communicating clear learning objectives, explicitly teaching vocabulary and key ideas, providing direct instruction/modeling of new learning; providing gradual release of learning with scaffolded instruction and checks for understanding; frequent targeted feedback to students on their progress; creating a positive learning environment where students are safe and actively engaged.

Title I classroom aide provided to intervene with students who are not reaching benchmarks. This will be a 3 hour position, 5 days a week. This position will be responsible for providing intervention support for struggling students. The support will be teacher driven using assessment data from classroom assessments, iReady diagnostics, Sonday assessments, and classroom observations. Title I aide will provide any support needed to help students bridge the achievement gaps as identified by the teacher. This can include direct small instruction, individual instruction, Sonday, SIPPS program intervention and Ready Naturally. Progress monitoring will be administered throughout the year to drive intervention services.

Supplemental supplies and materials will be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement.

Additional classroom aide in K/1 class to provide intervention supports. This is a 2 hour a day position funded at the district level. This position is to support early learners in Kindergarten and first grade. Early reading intervention support through iReady, SIPPS and Read Naturally will be provided as requested by the classroom teacher. Data used will be from classroom assessments, iReady, and observations during class time.

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)
	LCFF-Base (District Fund) iReady
	LCFF-Supplemental (District Fund) Technology apps/repairs replacements
1500	LCFF-Supplemental (Site Fund) Professional Development fees and materials, substitute fees
15336	Title I 2000-2999: Classified Personnel Salaries Instructional Aide
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries Instructional Aide
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials as needed for intervention supports

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

All English learners will make adequate yearly progress toward language proficiency in order to be reclassified as fluent English proficient through interventions and best first instruction.

A Title I aide will be utilized to help support best first instruction for English Learners in the classroom as well as provide both push-in and pull-out interventions as needed. This position will be responsible for providing intervention support for struggling students. This support will be teacher driven using assessment data from classroom assessments, i-Ready diagnostics and progress monitoring and observations in class. Title I aide will provide any support needed to help student bridge the achievements as identified by the teacher. This can include direct small group instruction, individual instruction, and Read Naturally. Assessments will be administered a minimum of 3 times a year, often more, that will drive the intervention plan and support plan.

All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing

guided (gradual release) practice with scaffolds, ample DOK 3 and 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged.

All teachers will provide integrated and designated ELD to English learners.

Teachers, supported by administrators, will participate in weekly collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes. and other relevant artifacts.

Extended learning time: students participate in intervention or enrichment or after school support services as applicable.

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)
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries K/1 Aide
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Curricular materials to support best first instruction for CCSS

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Appropriate Staff

Strategy/Activity

Core Curriculum and Resources- Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Professional Development and Collaboration-Staff will attend workshops and professional development opportunities as available.

Teachers, supported by administrators and educational services, will participate in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further

develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Parent education- Information on regular DAC/DELAC meetings held in district will be shared throughout the year to support students and parents in their acquisition of English.

School will collaborate with agencies outside of the district and other school sites to coordinate programs to further develop parent education and participation.

The school will host a family curriculum night for parents and students to engage with staff in hands on curriculum experiences and education such as a math night.

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)

LCFF-Base (District Fund)
1000-1999: Certificated Personnel Salaries
Conferences and substitute fees

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Staff meets once a month to review AVID Site Goals, strategies, and activities to support students. Teachers collect and analyse student data based on the AVID site goals including a focus on writing and inquiry. Additionally, staff meets once a month to discuss academic data and intervention/enrichment supports for students.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

All students, families, and community members will be safe and actively engaged at school.

Identified Need

Create a safe, positive school climate using PBIS and MTSS to increase the student average daily attendance rates and increase parent/community involvement and participation in school activities:

1. Continue to invite and include community and families in SSC and PTC.
2. Sponsor and host two community events.
3. Training and use of PBIS and MTSS to support school engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at SSC and PTC	Full attendance at SSC and PTC.	Increase attendance at SSC and PTC by 20% over the year.
Attendance Rate	Maintained between 2019 and 2020,	Decrease chronic absenteeism by 20% over the year.
Wellness Together Annual Report	12 students participated in Wellness Together counseling services in 2018-2019	Increase number of students and families participating in Wellness Together services. Increase Behavior and Emotional Rating Scales reported as it pertains to: Interpersonal Strength, School Functioning, Intrapersonal Strength, Affective Strength in Wellness Together Annual Report

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

PBIS recognizes and promotes a positive school culture including character, commitment and caring for our school environment, and respect for self. It also provides a framework for positive supports and interventions to promote strong behavior.

PBIS is utilized in conjunction with Wellness Together program. PBIS Awards are given at each quarter: Safety First, Try Your Best, Arrive Ready, Respect Self and Others. In addition to the PBIS Awards, there is a theme each month for Social Emotional Learning. Students are recognized the last Friday of each month for demonstrating the character trait of the month.

School-wide positive behavior recognition program elements are implemented which include reward incentives and special activities. By supporting implementation of PBIS and Wellness Together, we expect behavior to improve and increase academic achievement.

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)

	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries PBIS Training Substitute Fees
500	LCFF-Supplemental (Site Fund) 0000: Unrestricted PBIS Incentives and Rewards
300	LCFF-Supplemental (Site Fund) 0000: Unrestricted Materials and Supplies for Assemblies and Awards
1000	LCFF-Supplemental (Site Fund) 0000: Unrestricted Materials and supplies to promote positive school culture and community involvement
850	LCFF-Base (Site Fund) 0000: Unrestricted PBIS Shirts to promote positive behaviors and SEL- promote school spirit
200	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Transportation for school events

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

Specific programs and materials will be utilized to support student social, emotional, and physical development.

As needed, staff will identify students who need more specialized intervention on their Tier II level to support students.

Instructional Aides to assist with small group and one-on-one interventions and supports.

Parent Liaison to communicate with families.

Translation for Spanish speaking families.

Family/community activities nights.

Wellness Together Mental Health Specialist to meet with students who are needing mental health supports. Wellness Together comes to site once a week and meets with 5 students during the day. The sessions last 10 weeks and provide students with tools to navigate, address, and regulate what they are going through.

Sami Circuit's SEL curriculum will be utilized weekly to engage students in social emotional learning as well as physical movement to promote a healthy lifestyle.

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)
205	Title I - Parent Involvement 4000-4999: Books And Supplies Intervention materials and supplies
	Parent Teacher Association (PTA) None Specified Materials and activities for community/family activity nights
	Increase parental involvement by providing computers, printers, and work space in the office for those families that don't have access at home.
146	LCFF-Supplemental (Site Fund)

	4000-4999: Books And Supplies Office Supplies
	Use of Parent Square to communicate regularly with families regarding how to get involved with the school.
	District funded parent liaison to support after hour activities such a parent conferences and SSTs.
	Title I 1000-1999: Certificated Personnel Salaries Instructional Aide- See Goal 1
	Wellness Together Mental Health Specialist
1500	LCFF-Supplemental (Site Fund) Sami Circuit K-6 SEL program
237	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and supplies to support SEL Curriculum and Learning

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

School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.

The school will utilize the services of the county resources officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The resource officer may conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.

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)

	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries YDI conference/training costs
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries YDI conference/training costs
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries 1 Hour Campus Supervisor to increase lunchtime supervision

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

Weekly clearing of unverified absences.

SARB/Attendance letters generated and sent on a regular basis.

SART meetings for student receiving letters to assist in improving attendance and providing support services.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will receive instruction in up-to-date and well-maintained environments.

Strategy/Activity

All students will have access to standards-aligned instructional materials.

All school facilities will receive adequate (in good repair) rating, as measured by FIT.

A district standard for technology in schools and classrooms will be developed.

A plan for implementing the district standards for technology to ensure all schools and classrooms meet such standard will be developed.

Technology will be updated, replaced, or added as needed to provide equitable and safe access. Chromebooks will be available and provided so computers are one-to-one.

Work to update classroom technology to align with the district standard. This to include Chromebook maintained and replaces as needed, office and staff computers updated as needed, and a promethean board will be available in classrooms K-5 to support tangible learning of math and language arts instruction.

School will utilize updated radio communication system provided by the district to ensure student safety and ongoing communication throughout the day between custodial staff, campus supervisors, and office staff.

Submit/monitor work orders for completion when needed.

Weekly site safety inspections for facility issues by campus custodian. Put in work orders when problems arise.

Track needs for future repairs.

Work with district and community organizations to make improvements.

Make all repairs as needed for student and staff safety.

Site principal to participate in WPUSD Facilities Needs Committee and ongoing meetings throughout the year.

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)
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures Technology Updates
250	LCFF-Base (Site Fund) 5000-5999: Services And Other Operating Expenditures Monitor and Maintenance needs through work orders; safety repairs.
942	LCFF-Base (Site Fund) 0000: Unrestricted Update Cameras for School Safety

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

Utilize different platforms to increase parent communication, such as social media, email and phone messages, Parent Square, and Class Dojo. Some parents do not have internet access, so communication needs to go out in paper form as well when applicable. Parents will be invited to school events to be active participants in their child's education.

School site will solicit parent and community involvement at all school events and field trips.

School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees and TB clearances so this is not a barrier to their participation in their child's education.

School site will hold special events involving the community in conjunction with our Parent Teacher Club and other organizations. Events will be inclusive of all community 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)	Source(s)
205	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies
1000	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Materials and Supplies
200	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Fingerprinting services
150	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Printing Costs
450	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Appropriate staff

Strategy/Activity

School will maintain and update website to new platform.

School will use social media such as Facebook to further communicate with parents and the community.

Computers will be available for parents use as needed in the front office.

Parent Square, email, and photocopies will be utilized for ongoing parent communication regarding school activities and updates.

Class Dojo will be utilized by teachers to engage parents in their child's education.

School will continually seek assistance from parents and community to become involved in PTC, SSC, and other committees as required.

Bilingual Parent/School/Community Liaison will provide Spanish translation to assist our Spanish speaking families with community with school 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)
	None Specified
	School website updates
	None Specified
	Technology available for community use
	None Specified
	District Funded Parent Liaison
300	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Parent Liaison overtime for school events

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	15,336	0.00
Title I - Parent Involvement	205	0.00
LCFF-Supplemental (Site Fund)	9,538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	2,042.00
LCFF-Supplemental (District Fund)	100.00
LCFF-Supplemental (Site Fund)	9,538.00
Parent Teacher Association (PTA)	1,000.00
Title I	15,336.00
Title I - Parent Involvement	205.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,500.00
0000: Unrestricted	3,692.00
2000-2999: Classified Personnel Salaries	15,636.00
4000-4999: Books And Supplies	4,743.00
5000-5999: Services And Other Operating Expenditures	1,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF-Base (Site Fund)	1,792.00

5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	250.00
0000: Unrestricted	LCFF-Supplemental (District Fund)	100.00
	LCFF-Supplemental (Site Fund)	1,500.00
	LCFF-Supplemental (Site Fund)	1,500.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	1,800.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	300.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	3,538.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	900.00
4000-4999: Books And Supplies	Parent Teacher Association (PTA)	1,000.00
2000-2999: Classified Personnel Salaries	Title I	15,336.00
4000-4999: Books And Supplies	Title I - Parent Involvement	205.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,786.00
Goal 2	8,435.00

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

Gaby Sisk Classroom Teachers

Ann Nordby Other School Staff

Aaron Kay Parent or Community Members

Name of Members	Role
Megan Kay	Parent or Community Member
Terri Hern	Parent or Community Member
Kristin Lantz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Shanna Parker on
SSC Chairperson, Aaron Kay on