

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Wagner-Holt Elementary School
Address	8778 Brattle Place Stockton, CA 95209
County-District-School (CDS) Code	39-68585-6108807
Principal	Carmelita Goldsby
District Name	Lodi Unified School District
SPSA Revision Date	10-22-21
Schoolsite Council (SSC) Approval Date	10-19-21
Local Board Approval Date	12-14-21

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

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School Vision and Mission

School Pledge - ORCAs take Ownership by being Organized, Responsible, Respectful, Engaged Community Members who Strive for Achievement. Yes!

School Vision Statement - Our vision is that Wagner-Holt will become a joyful community of lifelong learners who lead fulfilling lives as productive, responsible, involved citizens in today's global society.

School Mission Statement - The mission of our learning community is to nurture our children intellectually, physically, socially, and emotionally to their fullest potential. Excellence in learning will be promoted through a standards-based curriculum utilizing high quality, interactive, in-depth and engaging instructional approaches. The staff is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting. Students are assisted as they develop responsibility and demonstrate respect for themselves, and other members of our diverse learning community. All aspects of the school's organization are child-centered and designed to accommodate various learning styles so that all may experience success. The learning community puts the interest of the children at the heart of every decision.

Core Beliefs: 1) Students and teachers should have resources and supports needed to enable growth. 2) Students feel safe, accepted, loved, and cared for, leading to measurable progress. 3) Empowering students to learn rigorous content through goal setting and validating their effort. 4) Success is encouraged and celebrated.

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
Additional Targeted Support and Improvement

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.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Wagner-Holt is a Title I school that serves approximately 535 students preschool through sixth grade. Approximately 15% of the student population is designated as English learners, and 18% is classified as students with disabilities. Our student population is approximately 47% Hispanic, 18% African American, 13% Asian, 7% Caucasian, 3% multi-ethnic, and 6% Filipino. About 47% of our students are female, and 53% are male.

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 school site council reviewed the previous year's goals on 8/31/21 and 9/21/21. The ELAC committee reviewed the school plan and gave input on 10/26/21. The school site council gave input on goals and budget on 9/21/21 and 10/19/21. On 10/19/21, the school site council approved the SPSA. The school plan and annual review was also shared with parents and teachers.

Resource Inequities

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

In 2019, our African American student group demonstrated the greatest academic and social-emotional learning needs as outlined in our 2018-2019 California School Dashboard's Equity Report. Our African American student group scored red in chronic absenteeism. They also scored orange in the 3 other areas including suspension rate, English language arts and mathematics. During the 2020-21 school year, 49 of our African American students were chronically absent. Even though they represented approximately 17% of our student population, their chronic absenteeism rate hit a staggering high of 57% and a disproportionality rate of +9% during a school year operating mostly in the distance learning model.

Since attendance is the first step to success and impacts achievement in other areas, we are paying special attention on improving the educational outcomes of our African American students by increasing their attendance rate and decreasing their rate of chronic absenteeism. To address these needs, we are first collaborating frequently with our support staff including our Community Liaison Assistant, Child Welfare and Attendance Advisor, Counselor, Mental Health Therapist, and SAFE program staff to provide targeted interventions/supports and accountability measures to our African American students and families. Second, we are setting school-wide attendance goals and focusing our PBIS efforts at increasing student attendance. Third, we are utilizing a social-emotional learning curriculum school-wide aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) Standards. Our goal in developing our students' social and emotional learning core competencies is to reduce negative behaviors and suspension rates, thereby increasing positive school attendance rates. Last, we are encouraging staff to attend conferences such as AVID Digital XP and the CA Association of African American Superintendents and Administrators (CAAASA) Annual State Professional Development Summit.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

The percentage of K-6th grade students meeting or exceeding grade level ELA standards will increase by 3% from the 2018-19 and 2019-20 baseline by the end of the school year as measured by the DIBELS, Reading Inventory, and SBAC assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC state assessment data for grades 3-6	31% meeting standards	Goal not met 17% met standards
DIBELS data for grades K-2	51% meeting standards	Goal not met 42% at/above benchmark
Reading Inventory data for grades 3-6	43% meeting standards	Goal not met 35% proficient/advanced

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Site Intervention Specialist will provide Read 180, System 44, and targeted interventions to students in grades 3 - 5 performing below grade level standards in ELA. Teacher also manages interventions and tracks student data in collaboration with the principal.	Implemented all actions	Site Intervention Specialist 1100 Teacher Title I 129,298	Site Intervention Specialist 1100 Teacher Title I 129,298
1.2 Bilingual paraeducators will provide support in language and vocabulary development for English Learners during ELA.	Implemented all actions	Bilingual Paraeducators LCFF	Bilingual Paraeducators LCFF
1.3 After school and intersession intervention classes will be provided by teachers to students performing below grade level standards in ELA.	Implemented about 1/2 of all actions	Intervention 1120 Teacher Temp Title I 4,868	Intervention 1120 Teacher Temp Title I 2,340

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.4 Utilize the iRead reading software support program	Implemented all actions	iRead software LCFF	iRead software LCFF
1.5 Purchase evidence based educational resources, supplemental materials/supplies, and AVID supplies/instructional materials	Implemented all actions with the exception of AVID instructional materials which arrived at the beginning of the 2021-22 school year	Materials and supplies 4300 Materials Title I 9,050	Materials and supplies 4300 Materials Title I 6,500
1.6 Utilize Amplify reading in grades 3-5 as supplemental skills' practice	Implemented all actions	Amplify Reading LCFF	Amplify Reading LCFF
1.7 Provide differentiated learning opportunities and small group instruction during universal access time	Implemented all actions	Universal Access LCFF	Universal Access LCFF
1.8 Purchase and use the Accelerated Reader license	Implemented all actions	Accelerated Reader 5875 Technology Licenses Title I 3,612	Accelerated Reader 5875 Technology Licenses Title I 3,612
1.9 Purchase school library books including multicultural, high-interest, and award-winning titles at a range of reading levels as well as supplemental reading materials for students	Implemented all actions	Library Books 4200 Books Title I 26,500	Library Books 4200 Books Title I 26,500
1.10 Purchase SIPPS supplemental intervention reading program	Implemented all actions	SIPPS 4200 Books Title I 13,476	SIPPS 4200 Books Title I 13,476
1.11 Purchase student planners/agendas for home and classroom use	Did not implement actions as materials arrived at the beginning of the 2021-22 school year	Student Planners 5715 Print Shop Title I 1,100	Student Planners 5715 Print Shop Title I 0

Analysis

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

Our reading intervention specialist, classroom teachers, and bilingual paraeducators were able to implement strategies and activities virtually in an on-going and regular manner during quarters 1-3 once new student technology/procedures/schedules were in place due to distance learning. During quarter 4, the implementation of strategies and activities continued once new student technology/procedures/schedules were in place as we transitioned to 2 different learning models (hybrid and in-person learning with the distance learning option). 3 teachers (16%) provided intersession intervention classes to students in kindergarten, 1st grade, and 3rd grade. The AVID instructional materials (WICOR posters and others) were not utilized as the materials were ordered during the spring semester and did not arrive until the beginning of the 2021-22 school year. Students were provided with student planners/agendas

since they were purchased using parent involvement funds. The planners/agendas were purchased during the spring semester using basic Title I funds as a 2nd set in preparation for the subsequent school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As measured by the DIBELS 8th Edition assessment, K-2 students did not meet our goal of 51% at/above benchmark. However, students increased their proficiency rates between the middle and end of the year assessments as they moved from 30% to 42% at/above benchmark. Students in grades 3-6 did not meet our goal of 43% proficient/advanced as measured by the Reading Inventory assessment. Our students in grades 3-6 did make growth as they moved from 25% proficient/advanced at the beginning of the year to 35% proficient/advanced at the end of the year. In addition, students in grades 3-6 did not meet our goal of 31% proficient/advanced as measured by the SBAC state assessment. Instead 17% of students scored at the proficient/advanced levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our local threshold for material difference is \$3,000. There was a material difference of \$2,528 between proposed and estimated actual expenditures in intervention offered to students. There was another material difference of \$2,550 of materials/supplies purchased and \$1,100 in print shop orders received.

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.

This year, all learning will take place in person 100% of the time for all students enrolled at Wagner-Holt pending any directives from our county public health department and district leadership. The SIPPS supplemental reading intervention program will be utilized by all K-2 teachers. A general paraeducator will provide support to students 6 hours per week. Wagner-Holt Tier 2/3 students (K-6) will participate in afterschool intervention.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

The percentage of K-6th grade students meeting or exceeding grade level math standards will increase by 3% from the 2018-19 and 2019-20 baseline by the end of the school year as measured by the Dreambox predictive insights data and SBAC assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC state assessment data	24% meeting standards	Goal not met 11% meeting standards
Dreambox predictive insights data	39% predicted/potentially proficient	Goal not met 36% predicted/potentially proficient

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Teachers will provide after school and intersession intervention classes to students performing below grade level standards in math.	Did not implement actions due to lack of teacher interest during COVID -19	Intervention 1120 Teacher Temp Title I 425	Intervention 1120 Teacher Temp Title I 0
2.2 Provide mental health therapy to students	Implemented all actions - 3 students on caseload	Mental Health Therapy 5800 Prof and Operating/Consultants Title I 4,950	Mental Health Therapy 5800 Prof and Operating/Consultants Title I 4,950
2.3 Purchase evidence based educational resources and STEM materials/supplies including Sphero Edu products and curriculum. Provide training and support as needed.	Implemented all actions	Materials and supplies 4300 Materials Title I 11,500 Virtual Training 5800 Prof and Operating/Consultants Title I 1,500	Materials and supplies 4300 Materials Title I 11,500 Virtual Training 5800 Prof and Operating/Consultants Title I 1,500
2.4 Dreambox math intervention used weekly to assist students with conceptual knowledge at their independent level	Implemented all actions	Dreambox software LCFF	Dreambox software LCFF

Analysis

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

Staff was able to purchase STEM materials/supplies for classrooms. Classroom teachers were able to utilize the Dreambox adaptive, online, and supplemental math intervention program with students in an on-going and regular manner. Due to COVID-19 impacts, our mental health therapist was only able to provide services to 3 students during the 6 hours a week assigned to Wagner-Holt, and teachers did not provide intervention to students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As measured by the Dreambox predictive insights tool, K-6 students did not meet our goal of 39% predicted/potentially proficient. However, K-6 student progress in Dreambox remained the same with 36% of students predicted/potentially proficient as in the previous school year. In addition, students in grades 3-6 did not meet our goal of 24% proficient/advanced as measured by the SBAC state assessment. Instead 11% of students scored at the proficient/advanced levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our local threshold for material difference is \$3,000. There was a material difference of \$425 between proposed and estimated actual expenditures in intervention offered to students.

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.

This year, all learning will take place in person 100% of the time for all students enrolled at Wagner-Holt pending any directives from our county public health department and district leadership. HMH unit benchmark assessments will be administered this year in grades K-5. We've also partnered with Americorps to provide 2 full-time math corps tutors to our students in grades 4-6. Wagner - Holt is interested in partnering with San Joaquin Office of Education to support instructional strategies in Math.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

11% or more of our English learners will be reclassified as fluent English proficient as measured by ELPAC scores, Reading Inventory scores, and grades.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of RFEP students	11% of ELs will be reclassified in 2020-2021 (This goal is based on the state goal of advancing 1 level each year, the number of students scoring a level 3 on ELPAC before COVID-19 school closures and distance learning, and baseline 2018-19 data during the last full year of in-person instruction.)	Goal not met 4% of ELs reclassified in 2020-2021

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Use of bilingual paraeducators for small group instruction, and supplemental support including ELPAC assessment support to help students set and meet English learner goals	Did not implement actions due to backorders	Laptops 4475 Technology (\$500-\$9,999) Title I 1,600	Laptops 4475 Technology (\$500-\$9,999) Title I 1,600
		Document Cameras 4375 Technology (under \$500) Title I 900	Document Cameras 4375 Technology (under \$500) Title I 900
3.2 Use Rosetta Stone software for level 1 and 2 students to support early English language development	Did not implement actions due to COVID-19 impacts	Rosetta Stone Software Title III	Rosetta Stone Software Title III

Analysis

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

Our bilingual paraeducators were able to implement strategies and activities virtually in an on-going and regular manner during quarters 1-3 once new student technology/procedures/schedules were in place due to distance learning. During quarter 4, the implementation of strategies and activities continued once new student technology/procedures/schedules were in place as we transitioned to 2 different learning models (hybrid and in-person learning with the distance learning option). Due to COVID-19 impacts, the Rosetta Stone software was not utilized with students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

4%, or 4 English learners were reclassified during the 2020-21 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our local threshold for material difference is \$3,000. There was a material difference of \$1,600 between proposed and estimated actual expenditures of technology over \$500 ordered for our bilingual paraeducators. There was another material difference of \$900 of technology under \$500 ordered for our bilingual paraeducators. Equipment has not been received due to backorder status.

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.

This year, all learning will take place in person 100% of the time for all students enrolled at Wagner-Holt pending any directives from our county public health department and district leadership. A general paraeducator will provide support to students 6 hours per week with weekly dedicated time for Rosetta Stone online instruction. English learners in all classrooms have been identified and a schedule for small group and push-in support by our bilingual paraeducators has been created to service these students. Support and guidance will be requested from our new LUSD Program Coordinator (English Learner Program) in our Curriculum and Instruction Department. Wagner-Holt also hopes to provide our English Learners' family with Jump Into English as a way to support the parents English Language.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

92% or more of our parents/guardians will attend parent-teacher conferences (virtually, by phone, or in-person) as measured by fall semester conference schedules.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent-teacher conference schedules	92% attendance in fall 2020 (distance learning)	Goal not met 82% attendance

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 Parent communication planners and folders will be provided to increase home - school communication, as well as materials mailed home including report cards.	Implemented all actions	Academic Planners 5715 Print Shop Title I: Parent Involvement 1,035	Academic Planners 5715 Print Shop Title I: Parent Involvement 1,035
		Folders 4300 Materials Title I: Parent Involvement 327	Folders 4300 Materials Title I: Parent Involvement 327
		Postage 5711 Postage Title I: Parent Involvement 2,436	Postage 5711 Postage Title I: Parent Involvement 2,436
4.2 Bilingual language support will be provided for evening events, after hour parent meetings, and parent-teacher conferences.	Implemented all actions	Timecards for interpreters LCFF	Timecards for interpreters LCFF
4.3 Community liaison assistant will increase communication between home and school.	Implemented all actions	Community Liaison funded through LCSSP Grant	Community Liaison funded through LCSSP Grant
4.4 Communicate school/community events, schedules, and learning goals/assignments on a weekly basis with families by utilizing our school marquee, Blackboard Connect, PeachJar	Implemented all actions	School-Home Communication LCFF	School-Home Communication LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
electronic flyers, ClassDojo, and Seesaw.			

Analysis

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

Staff was able to implement strategies and activities virtually in an on-going and regular manner during quarters 1-3 once new technology/procedures/schedules were in place due to distance learning. During quarter 4, the implementation of strategies and activities continued once new technology/procedures/schedules were in place as we transitioned to 2 different learning models (hybrid and in-person learning with the distance learning option). COVID-19 impacts affected the percentage of parents/guardians attending virtual parent-teacher conferences as it correlated with challenges in positive school attendance by students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

82% of our parents/guardians attended virtual parent-teacher conferences. 1 class had perfect conference attendance. Overall, conference attendance was higher in grades K-2 than in grades 3-6.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no local threshold of material differences between proposed and estimated actual expenditures.

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.

This year, all learning will take place in person 100% of the time for all students enrolled at Wagner-Holt pending any directives from our county public health department and district leadership. Conferences will be held virtually or in-person as scheduled by teachers. In addition, we've partnered with Jump Into English to provide English classes to our parents beginning in quarter 2.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

100% of teachers/site administrators will participate in 30 hours or more of professional development in student engagement, AVID, and professional learning community strategies as measured by staff meeting agendas, attendance lists, registration forms, and common planning time reports.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Meeting attendance lists, registration forms, and common planning time reports	30 hours of professional development per teacher/site administrator	Goal met 100% teachers attended 32 hours of professional development 11 teachers/principal (55%) attended AVID DigitalXP, AVID ElevateXP, or AVID workshops 9 teachers (47%) attended 3 hours of SIPPS training

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.1 District ELA, math, instructional technology, and AVID coaches will provide professional development during staff and common planning time meetings, and/or after contracted hours.	Implemented all actions	District Coaches LCFF	District Coaches LCFF
5.2 Social-emotional learning support providers will provide professional development during staff and common planning time meetings, and/or after contracted hours.	Implemented all actions	Social-emotional learning support providers LCFF	Social-emotional learning support providers LCFF
5.3 Teachers/site administrators will attend evidence based conferences, workshops, and sessions with guest speakers including AVID professional development opportunities during the school year and summer.	Implemented about 1/2 of all actions	Conferences, workshops, and guest speakers 5220 Conference Title I 10,981	Conferences, workshops, and guest speakers 5220 Conference Title I 5,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.4 Provide professional development literature	Implemented all actions	Professional development literature 4200 Books Title I 1,973	Professional development literature 4200 Books Title I 1,973

Analysis

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

Staff was able to implement strategies and activities virtually in an on-going and regular manner. Since most professional development offered is paid for by centralized funds, we used only about half of all funds allocated towards conferences, workshops, and guest speakers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All teachers attended 32 hours of professional development during regular contracted time including the 2 day virtual Learn Together, Teach Together conference and staff meetings. Staff meetings included workshops by RCA's Ron Clark, Center for the Collaborative Classroom's Caring School Community staff, our AVID and PBIS coaches, and our mental health therapist. Outside of regular contracted time, staff participated in the following professional development:
 9 teachers (47%) attended 3 hours of SIPPS training
 4 teachers/principal (20%) attended 18 hours of AVID DigitalXP training
 5 teachers (26%) attended 12 hours of AVID ElevateXP training
 7 teachers (37%) attended AVID workshops
 Trainings offered through the LUSD PDS System

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our local threshold for material difference is \$3,000. There was a material difference of \$5,981 between proposed and estimated actual expenditures in conferences, workshops, and guest speakers offered to staff.

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.

Training in SIPPS, PBIS, and our social-emotional program (Caring School Community) implementation will be scheduled. Opportunities for cross grade level collaboration will be offered. Fewer funds will be allocated towards professional development since most professional development is supported by centralized funds, and the substitute shortage has impacted our ability to provide release time to staff.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Additional Targeted Support and Improvement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate for K-6 African American Students	31% in 2020-2021	Goal Not Met 57% in 2020-2021

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6.1 Maintain communication with parents by telephone, home visits, and mail regarding student attendance; screen families for qualifications for program enrollment; provide information to families regarding school and community programs; provide transportation for parents and students as needed; promote parent involvement in school activities; and coordinate parent educational programs	Implemented all actions	LCFF	LCFF
6.2 Pilot social-emotional learning program called Caring School Community	Implemented all actions	SEL Program LCFF	SEL Program LCFF
6.3 Purchase alarm clocks for students as needed	Did not implement actions	Alarm Clocks LCFF	Alarm Clocks LCFF
6.4 Provide comprehensive mental health services with case management utilizing a strength based approach, educate caregivers, and strengthen parenting skills by the Student and Family	Implemented all actions	SAFE Program LCFF	SAFE Program LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Empowerment Program (SAFE) of the Child Abuse Prevention Council of San Joaquin County			
6.5 Positive behavior and interventions/supports (PBIS) school-wide expectations, goals, and incentives/rewards focused on attendance	Implemented all actions	PBIS LCFF	PBIS LCFF
6.6 Provide written communications to families about absences including notices and SART/SARB letters; make home visits; and facilitate SART/SARB meetings	Implemented all actions	CWA Activities LCFF	CWA Activities LCFF
6.7 Collaborate regularly with our social-emotional learning team to identify students along with their root causes of absenteeism and provided targeted interventions/supports	Implemented all actions	SEL Meetings LCFF	SEL Meetings LCFF
6.8 Partner with CA non-profit corporation Hickey Associates & Hickey to engage up to 30 intermediate students and their families with school attendance challenges in the Youth Uprising Project (YUP!) YUP! is a weekly mentoring program utilizing mentoring techniques of Mentoring the 100 Way of the 100 Black Men of Sacramento, Inc.	Implemented all actions	YUP! Mentoring Program LCFF	YUP! Mentoring Program LCFF

Analysis

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

Staff was able to implement most strategies and activities virtually in an on-going and regular manner during quarters 1-3 once new technology/procedures/schedules were in place due to distance learning. During quarter 4, the implementation of strategies and activities continued once new technology/procedures/schedules were in place as we transitioned to 2 different learning models (hybrid and in-person learning with the distance learning option). We did not purchase alarm clocks for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 impacts and distance learning, we did not meet our goal and the chronic absenteeism for our African American students increased to 57%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Since Wagner Holt did not need to use Title One money, there were no material differences between proposed and estimated actual expenditures since the strategies/activities were supported by other funding sources.

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.

This year, all learning will take place in person 100% of the time for all students enrolled at Wagner-Holt pending any directives from our county public health department and district leadership. Wagner Holt will be focusing their professional growth around academic, behavioral and social emotional health. In academics, the efforts to improve early literacy will be done with CORE consultants and the implementation of SIPPS curriculum. Also we propose a partnership with S

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

The percentage of K-6th grade students meeting or exceeding grade level ELA standards will increase by 3% from the 2020-21 baseline by the end of the school year as measured by the DIBELS, Reading Inventory, and SBAC assessments.

LCAP Goal

Pupil Outcomes: All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

Basis for this Goal

SBAC and local benchmark assessment data was used to develop this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC state assessment data for grades 3-6	17% met standards in 2020-21	20% meeting standards
DIBELS data for grades K-2	42% met standards in 2020-21	45% meeting standards
Reading Inventory data for grades 3-6	35% met standards in 2020-21	38% meeting standards

Planned Strategies/Activities

Strategy/Activity 1

1.1 Site Intervention Specialist will provide Read 180, System 44, and targeted interventions to students in grades 3 - 5 performing below grade level standards in ELA. Teacher also manages interventions and tracks student data in collaboration with the principal.

Students to be Served by this Strategy/Activity

3rd - 5th grade students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	51025.50
Source	Title I
Budget Reference	1100 Teacher
Description	Site Intervention Specialist
Amount	51025.50
Source	Title I
Budget Reference	1900 Other Cert Salaries
Description	Site Intervention Specialist
Amount	32741
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention Specialist

Strategy/Activity 2

1.2 Bilingual paraeducators will provide support in language and vocabulary development for English Learners during ELA.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-June 2022

Person(s) Responsible

Vice Principal, Teachers, and Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	2120 Para Temp
Description	Bilingual Paraeducators

Strategy/Activity 3

1.3 After school and intersession intervention classes will be provided by teachers to students performing below grade level standards in ELA.

Students to be Served by this Strategy/Activity

K-6th Grade Students

Timeline

October 2021-May 2022

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Budget Reference	1120 Teacher Temp
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Description	Intervention
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Strategy/Activity 4

1.4 Utilize the iRead reading software support program

Students to be Served by this Strategy/Activity

All K-2nd grade students

Timeline

August 2021-June 2022

Person(s) Responsible

K-2 Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Budget Reference	5875 Technology Licenses
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Description	iRead software
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Strategy/Activity 5

1.5 Purchase and use evidence based educational resources, supplemental materials/supplies, and AVID supplies/instructional materials

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Principal's Secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,802
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Source	Title I
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Budget Reference	4300 Materials
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Description

Materials and supplies

Strategy/Activity 6

1.6 Utilize Amplify reading in grades 3-5 as supplemental skills' practice

Students to be Served by this Strategy/Activity

3rd-5th grade students

Timeline

August 2021-June 2022

Person(s) Responsible

3rd-5th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference

5875 Technology Licenses

Description

Amplify Reading

Strategy/Activity 7

1.7 Provide differentiated learning opportunities and small group instruction during universal access time

Students to be Served by this Strategy/Activity

Kindergarten-3rd grade students

Timeline

August 2021-June 2022

Person(s) Responsible

Intervention Specialist, Teachers

Proposed Expenditures for this Strategy/Activity

Description

Universal Access- no cost

Strategy/Activity 8

1.8 Purchase and use the Accelerated Reader license

Students to be Served by this Strategy/Activity

3rd-6th Grade Students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Principal's Secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Accelerated Reader

Strategy/Activity 9

1.9 Utilize the SIPPS supplemental reading intervention program

Students to be Served by this Strategy/Activity

K-3rd grade students

Timeline

August 2021-June 2022

Person(s) Responsible

Teachers, Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	4200 Books
Description	SIPPS

Strategy/Activity 10

1.10 Purchase student planners/agendas and communication folders for home and classroom use

Students to be Served by this Strategy/Activity

3rd-6th Grade Students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Principal's Secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,100
Source	Title I
Budget Reference	5715 Print Shop
Description	Student Planners
Amount	0

Source	Title I
Budget Reference	4300 Materials
Description	Communication Folders- See ELA # 5

Strategy/Activity 11

1.11 Purchase school library books including multicultural, high-interest, and award-winning titles at a range of reading levels as well as supplemental reading materials for students

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2021

Person(s) Responsible

Principal, Library Media Assistant, IMS Supervisor

Proposed Expenditures for this Strategy/Activity

Amount	20,500
Source	Title I
Budget Reference	4200 Books
Description	Library Books

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

The percentage of K-6th grade students meeting or exceeding grade level math standards will increase by 3% from the 2020-21 baseline by the end of the school year as measured by the Dreambox predictive insights data and SBAC assessments.

LCAP Goal

Pupil Outcomes: All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

Basis for this Goal

SBAC and Dreambox data was used to develop this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC state assessment data	11% met standards in 2020-21	14% meeting standards 2021-22
Dreambox predictive insights data	36% predicted/potentially proficient in 2020-21	39% predicted/potentially proficient 2021-22

Planned Strategies/Activities

Strategy/Activity 1

2.1 Teachers will provide after school and intersession intervention classes to students performing below grade level standards in math.

Students to be Served by this Strategy/Activity

K-6th grade students

Timeline

October 2021-May 2022

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference	1120 Teacher Temp
Description	Intervention

Strategy/Activity 2

2.2 Provide mental health therapy to students

Students to be Served by this Strategy/Activity

Tier III students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Vice Principal, Mental Health Therapist

Proposed Expenditures for this Strategy/Activity

Amount	5,548
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Mental Health Therapy

Strategy/Activity 3

2.3 Provide Americorps tutoring by 2 full-time math corps tutors

Students to be Served by this Strategy/Activity

4th-6th grade students

Timeline

August 2021-June 2022

Person(s) Responsible

Vice Principal, Teachers, Math Corps Tutors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

2.4 Dreambox math intervention used weekly to assist students with conceptual knowledge at their independent level

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity**Source**

LCFF

Budget Reference

5875 Technology Licenses

Description

Dreambox software

Strategy/Activity 5

2.5 Provide students with the opportunity to attend SJCOE's outdoor education science camp overnight field trip

Students to be Served by this Strategy/Activity

6th grade students

Timeline

Spring 2022

Person(s) Responsible

Principal, Vice Principal, 6th Grade Teachers

Proposed Expenditures for this Strategy/Activity**Source**

LCFF

Budget Reference

5800 Prof and Operating/Consultants

Description

Science Camp paid by district allocation

Strategy/Activity 6

2.6 Partner with San Joaquin County Office of Education to provide professional learning experiences focused on implementing mathematical instruction

Students to be Served by this Strategy/Activity

All K-6 students

Timeline

October 2021- May 2022

Person(s) ResponsibleConnor Sloan
Principal
Teachers**Proposed Expenditures for this Strategy/Activity**

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

The percentage of English learners reclassified as fluent English proficient will increase by 3% as measured by ELPAC scores, Reading Inventory scores, and grades.

LCAP Goal

Pupil Outcomes: All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

Basis for this Goal

RFEP data was used to create this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of RFEP students	4% of ELs were reclassified in 2020-21	7% of ELs will be reclassified in 2021-22

Planned Strategies/Activities

Strategy/Activity 1

3.1 Use of bilingual paraeducators for small group instruction, and supplemental support including ELPAC assessment support, to help students set and meet English learner goals

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-June 2022

Person(s) Responsible

Vice Principal, Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount

1,683

Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Laptops
Amount	5
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Additional Charge for Laptops

Strategy/Activity 2

3.2 Provide small group instruction, after school intervention, or intersession intervention to level 1 and 2 students using the Rosetta Stone software and other strategies to support early English language development

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-June 2022

Person(s) Responsible

Vice Principal, General Paraeducator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2069
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Intervention for English Learners

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Parent attendance at parent-teacher conferences (virtually or in-person) will increase by 3% as measured by fall semester conference schedules.

LCAP Goal

Engagement Goal: LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

Basis for this Goal

Data from parent-teacher conference attendance was used to develop this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent-teacher conference schedules	82% attendance in fall 2020 (distance learning)	85% attendance in fall 2021

Planned Strategies/Activities

Strategy/Activity 3

4.1 Bilingual language support will be provided for evening events, after hour parent meetings, and parent-teacher conferences.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Bilingual Paraeducators, Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	2120 Para Temp

Description

Timecards for interpreters

Strategy/Activity 4

4.2 Community liaison assistant will increase communication between home and school.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2022

Person(s) Responsible

Community Liaison Assistant, Vice Principal, Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference

2120 Para Temp

Description

Community Liaison

Strategy/Activity 5

4.3 Communicate school/community events, schedules, and learning goals/assignments on a weekly basis with families by utilizing our school marquee, Blackboard Connect, PeachJar electronic flyers, ClassDojo, and Seesaw.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Office Clerk, Head Custodian, Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

5715 Print Shop

Description

School-Home Communication- See ELA # 6

Strategy/Activity 6

4.4 Provide Jump Into English level 3 classes to parents learning English

Students to be Served by this Strategy/Activity

English Learners, RFEP, and IFEP Students

Timeline

October 2021-June 2022

Person(s) Responsible

Principal, Vice Principal, Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	2,854
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

100% of teachers/site administrators will participate in 35 hours or more of professional development in social-emotional learning, student engagement, AVID, and professional learning community strategies as measured by staff meeting agendas, attendance lists, registration forms, and common planning time reports.

LCAP Goal

Conditions of Learning: LUSD will provide additional core academic support for students who need it, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide integrated services that support teaching and learning - such as student and staff technology needs, mental health services, staff professional development, and student nutrition, to maximize academic achievement and mitigate learning loss related to COVID-19 school closures.

Basis for this Goal

Our instructional calendar, staff surveys, meeting/conference sign-in sheets/agendas and common planning time reports were used to develop this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Meeting attendance lists, registration forms, and common planning time reports	32 hours of professional development per teacher/site administrator	35 hours of professional development per teacher/site administrator

Planned Strategies/Activities

Strategy/Activity 1

5.1 District ELA, math, instructional technology, SEL and AVID coaches will provide professional development during staff and common planning time meetings, and/or after contracted hours.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2021-June 2022

Person(s) Responsible

Principal, Vice Principal, District Coaches, Teacher Leaders

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference	1120 Teacher Temp
Description	District Coaches

Strategy/Activity 2

5.2 Social-emotional learning support providers will provide professional development during staff and common planning time meetings, and/or after contracted hours.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2021-June 2022

Person(s) Responsible

Principal, Vice Principal, School Counselor, Mental Health Therapist, SAFE Social Worker and Family Advocate, and Teacher Leaders

Proposed Expenditures for this Strategy/Activity

Description	SEL support providers
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Strategy/Activity 3

5.3 Teachers/site administrators will attend evidence based conferences, workshops, and sessions with guest speakers including AVID professional development opportunities during the school year and summer.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2021-June 2022

Person(s) Responsible

Principal, Vice Principal, Teachers, and Site AVID Team

Proposed Expenditures for this Strategy/Activity

Amount	9397
Source	Title I
Budget Reference	5220 Conference
Description	Conferences, workshops, and guest speakers paid for by other funding sources

Strategy/Activity 4

5.4 Provide professional development literature

Students to be Served by this Strategy/Activity

All students

Timeline

July 2021-June 2022

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Description

Professional development literature through the internet

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Additional Targeted Support and Improvement

Goal Statement

Wagner Holt will improve on one or more indicators from red to orange or orange to yellow. on all California Department of Education Dashboard for the 2021-22 school year. Administrators, teachers and staff will be given the opportunity to collaborate and analyze data in each of the indicators- specifically focusing on our African American Students who are chronically absent.

LCAP Goal

Engagement Goal: LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

Basis for this Goal

Chronic absenteeism report in Illuminate

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate for African American Studen	2019 Red	2021-2022 CDE Dashboard Orange
Suspension Rate for African American Students	2019 Yellow	2021-2022 CDE Dashboard Green
English Language Arts for African American Students	2019 Orange	2021-2022 CDE Dashboard Yellow
Mathematics for African American Students	2019 Yellow	2021-2022 CDE Dashboard Green

Planned Strategies/Activities

Strategy/Activity 1

6.1 Maintain communication with parents by telephone, home visits, and mail regarding student attendance; screen families for qualifications for program enrollment; provide information to families regarding school and community programs; provide transportation for parents and students as needed; promote parent involvement in school activities; and coordinate parent educational programs

Students to be Served by this Strategy/Activity

African American Students

Timeline

August 2021-June 2022

Person(s) Responsible

Community Liaison Assistant, Vice Principal, Principal

Proposed Expenditures for this Strategy/Activity**Source**

LCFF

Description

Community Liaison Assistant

Strategy/Activity 2

6.2 Utilize social-emotional learning program called Caring School Community

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Teachers, Vice Principal, Principal

Proposed Expenditures for this Strategy/Activity**Source**

LCFF

Description

SEL Program

Strategy/Activity 3

6.3 Purchase alarm clocks for students as needed

Students to be Served by this Strategy/Activity

Students with Chronic Absenteeism

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Principal's Secretary, Community Liaison Assistant

Proposed Expenditures for this Strategy/Activity**Source**

LCFF

Budget Reference

4300 Materials

Description

Alarm Clocks

Strategy/Activity 4

6.4 Provide comprehensive mental health services with case management utilizing a strength based approach, educate caregivers, and strengthen parenting skills by the Student and Family Empowerment Program (SAFE) of the Child Abuse Prevention Council of San Joaquin County

Students to be Served by this Strategy/Activity

Tier III Students

Timeline

August 2021-June 2022

Person(s) Responsible

SAFE Mental Health Clinician and Family Advocate, Vice Principal, Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

SAFE Program

Strategy/Activity 5

6.5 Positive behavior and interventions/supports (PBIS) school-wide expectations, goals, and incentives/rewards focused on attendance

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Teachers, Vice Principal, Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

PBIS

Strategy/Activity 6

6.6 Provide written communications to families about absences including notices and SART/SARB letters; make home visits; and facilitate SART/SARB meetings

Students to be Served by this Strategy/Activity

Students with Excessive Absences or Truant Absences

Timeline

August 2021-June 2022

Person(s) Responsible

Child Welfare and Attendance Advisor, Clerk, Principal, Vice Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	CWA Activities

Strategy/Activity 7

6.7 Collaborate regularly with our social-emotional learning team to identify students with chronic absenteeism along with their root causes of absenteeism and provided targeted interventions/supports

Students to be Served by this Strategy/Activity

Students with chronic absenteeism

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Vice Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	SEL Meetings

Form C: Budget Summary and Consolidation

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

Budget Summary




Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	191,750.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	188896	0.00
Title I: Parent Involvement	2854	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	188,896.00
Title I: Parent Involvement	2,854.00

Preliminary Plan		Final Plan	
	10/25/2021 08:45 am		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	10/25/2021 09:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/01/2021 02:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Title I	51,025.50
1120 Teacher Temp	Title I	2,069.00
1900 Other Cert Salaries	Title I	51,025.50
3000 Benefits	Title I	32,741.00
4200 Books	Title I	20,500.00
4300 Materials	Title I	9,802.00
4375 Technology (under \$500)	Title I	5.00
4475 Technology (\$500-\$9,999)	Title I	1,683.00
5220 Conference	Title I	9,397.00
5715 Print Shop	Title I	1,100.00
5800 Prof and Operating/Consultants	Title I	5,548.00
5875 Technology Licenses	Title I	4,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,854.00

FORM D: 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
- 10 Total

Name of Members	Role
Carmelita Goldsby	Principal
Lori Buckland-Lorch	Other School Staff
Lien Nguyen	Classroom Teacher
Debbi Crawford	Classroom Teacher
Mara Minick	Classroom Teacher
Jennifer Rodriguez	Parent or Community Member
Jennifer Cruz	Parent or Community Member
John Carey	Parent or Community Member
Abram Moreno	Parent or Community Member
Rosemary Guidolin	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.


FORM E: 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 10/19/2021 04:00 pm.

Attested:

Preliminary Plan		Final Plan	
	10/25/2021 08:45 am	<i>Principal</i>	<i>Date</i>
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	10/25/2021 09:00 am	<i>SSC Chairperson</i>	<i>Date</i>
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/01/2021 02:45 pm	<i>Program Manager</i>	<i>Date</i>
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>