

# SPSA 2019-20

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Delhi Unified District



Schendel Elementary

Local Board Approval Date:

Schoolsite Council (SSC) Approval Date: **02/11/2020**

CDS Code: 24753666025415

Principal: Travis Manley, Principal

Superintendent: Adolfo Melara

Address: 16114 Schendel Ave.  
Delhi, CA 95315-0338

Phone: (209) 656-2000

Email: [tmanley@delhiusd.org](mailto:tmanley@delhiusd.org)

Web Site: [www.delhi.k12.ca.us](http://www.delhi.k12.ca.us)





## 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)**

Schendel Elementary operates a Schoolwide Title I Program (SWP). As part of this implementation, our school conducts an annual comprehensive school needs assessment and uses that information to develop a plan to support student learning that is then continuously evaluated to ensure the:

Implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);

Effectiveness in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and

Revision of the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

**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.**

Schendel Elementary will create actions and activities aligned to those of the Delhi Unified School District to meet the ESSA requirements under Title I, Title II, Title III, and Title IV. Specifically:

Title I deals with Parent Involvement, Educator Equity, and the establishment and maintenance of programs that improve the educational opportunities of low-income and disadvantaged students;

Title II deals with Professional Development to Support Teachers, Other School Leaders, and Administrators;

Title III deals with English Learner Support Through Staff Training, Programmatic Quality, and Activities to Ensure English Proficiency and Academic Achievement; and

Title IV deals with Student access to, and opportunities for a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for effective use of data and technology.

The ESSA requirements mentioned above are aligned to DUSD's Local Control Accountability Plan. To achieve this, the Delhi Board of Trustees has approved the LCAP which focuses on four main goals:

Goal 1 – Engagement - Delhi Unified School District will ensure active parent involvement and student engagement through support staff and supplies for outreach activities; and through parent focus groups; as well as learning opportunities for parents through high level training.

Goal 2 – Pupil Outcomes - Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement in research based instructional and support programs through career/vocational elective courses at the high school; a special education aide in middle school; TK-12 ELD support staff; and music, PE, and summer school programs in elementary grades.

Goal 3 – Conditions of Learning – Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student through small class sizes in grades TK-2; the creation of a middle school; support for elementary and middle school GATE students; high school academic counselors; the recruitment and retention of high quality staff and extension of the instructional day for grades TK-3 and 7 and 8; and a number of additional high leverage activities.

Goal 4 – Engagement - Delhi Unified School District will ensure student Engagement through providing site support for health and safety (Hazel Health, Ripple Effects, IMAGO); hiring student support counselors, a School Resource Officer, and expanding security and supervision for schools and surrounding areas; supporting PBIS at sites; and operating a summer recreational program.



## 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.

Throughout the year the School Site Council (SSC) meets to discuss progress on the SPSA. The SSC approved the 2018-2020 SPSA at the November 27, 2018 meeting. During this meeting, the SPSA was reviewed and the SSC members were able to ask questions and provide suggestions prior to the approval of the SPSA.

The 2018-2020 SPSA will continue to be reviewed throughout the school year to monitor progress on the implementation of the SPSA goals. At the



## RESOURCE INEQUITIES

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

### Goals, Strategies, Expenditures, & Annual Review



## GOAL 1

Goal Area: Parental Involvement

Goal Title: Goal 1: Parent Involvement

**LEA Goal:**

- Community Relations

**State Priorities:**

- 3 - Parent Involvement

**LCAP Goal:**

- Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student engagement

**Identified Need:****Goal Statement:**

Schendel Elementary School will ensure active parent involvement and student engagement through:

- a. Research-based parent involvement practices
- b. Family input in school decision making
- c. Educational programs designed for families to empower them in supporting student achievement and success

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

The data used is from:

- a. LCAP
- b. Stakeholder attendance rates for 2015-2016, 2016-2017, 2017-2018

**Group data to be collected to measure gains:**

Data will be collected monthly regarding stakeholder attendance to be analyzed annually at the minimum.

**Strategy:**

Strategies include:

- a. Provide research-based family engagement practices
- b. Provide opportunities for family input in school decision making

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

The focus students are all students.

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

Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student Engagement through:

- a. Increase parent involvement 2.5% – 5% from base year 2017-2018 across three years.
- b. Family input in school decision making will increase through governance participation by 2.5% - 5% from base year 2017-2018 across three years
- c. Educational programs, designed for families, to empower them in supporting student achievement and success will increase through program offerings and participation data by 2.5% - 5% from base year 2017-2018 across three years

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

For the 2015-2016 school year: 171 stakeholders attended events

For the 2016-2017 school year: 199 stakeholders attended events

The analysis of this data shows an increase of 16%, thus leading to the development of this goal.

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

Invitations were extended to stakeholders including but not limited to parents, staff, and the community.

**Anticipated annual growth for each group:**

The expected growth is in line with Delhi's LCAP of 2.5%-5%.

**Means of evaluating progress toward this goal:**

For this particular goal, stakeholder attendance data will be collected for measurement and analysis.

**Actions to improve achievement to exit program improvement (if applicable).**

N/A

## STRATEGY/ACTIVITY 1

Strategy Title: **Provide light snacks at parent/community involvement events**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide snacks and beverages at events to encourage parent/community attendance (e.g ELAC, 2nd Cup of Coffee, meetings, performances)

**Measures:**

Tools for measurement may include:

1. Sign-in documentation
2. Stakeholder attendance data

**People Assigned:**

Administration

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Title I, Part A, Basic Grants		\$3,000.00
Title I, Part A Parent/Family Involvement	Parent Involvement	\$800.00

## STRATEGY/ACTIVITY 2

Strategy Title: **Parent Trainings**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Plan and develop quarterly parent training to support student achievement. Training topics focused on ELA, ELD, Math, Social/Emotional support for students.

**Measures:**

Sign in sheets for parent training

Increase amount of parents attending each training

Survey (English/Spanish) to allow parents to provide feedback on training focusing on improvement or areas of further interest for parents.

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A Parent/Family Involvement	Parent Involvement	\$907.00

**GOAL 2**

Goal Area: [Conditions of Learning](#)

Goal Title: [Conditions of Learning](#)

LEA Goal:

- Educational Excellence

State Priorities:

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

LCAP Goal:

- Goal Area 3: State Priority: Conditions of Learning - Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student

Identified Need:

**Goal Statement:**

Schendel Elementary School will provide high quality, equitable Conditions of Learning for each student through:

- Fully credentialed, highly qualified teachers
- Standards-aligned instructional materials, including educational technology
- Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom
- Maintaining and improving learning environments with facilities in good repair
- Access to a broad course of study

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

The data used is:

- a. Highly Qualified Teacher (HQT) at 100% for 2017
- b. 2017 Williams Settlement Sufficiency Instructional Materials – MET

**Group data to be collected to measure gains:**

Data will be evaluated annually at a minimum.

**Strategy:**

Strategies include:

- a. Fully credentialed, highly qualified teachers
- b. Standards-aligned instructional materials, including educational technology
- c. Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom
- d. Maintaining and improving learning environments with facilities in good repair
- e. Access to a broad course of study

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

The focus students are:

- a. All students
- b. Intermediate students

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

Goal Area 3: State Priority: Conditions of Learning - Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student through:

- a. Fully credentialed, highly qualified teachers
- b. Standards-aligned instructional materials, including educational technology
- c. Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom
- d. Maintaining and improving learning environments with facilities in good repair
- e. Access to a broad course of study f. CTE Participation

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

Maintaining high quality conditions of learning will support the improvement of the learning environment.

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

Invitations were extended to stakeholders including but not limited to parents, staff, and the community.

**Anticipated annual growth for each group:**

The expected growth is in line with Delhi's LCAP of 2.5%-5% student achievement growth.

**Means of evaluating progress toward this goal:**

The data to be collected will be:

- a. Highly qualified teacher percentage

b. Williams Settlement Sufficiency Instructional Materials

## STRATEGY/ACTIVITY 1

Strategy Title: [Improve Student Achievement - Classified Extra Hours](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Support the academic needs of students and/or the needs of the school with extra hours for classified and certificated staff as necessary.

Certificated/Classified staff used to support corrective reading groups.

**Measures:**

STAR reading assessment for students enrolled in afterschool corrective reading.

100% of students should demonstrate growth on STAR reading assessments that are enrolled in after school CR tutoring.

**People Assigned:**

Administration

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Extra hours for staff	\$13,115.00

## STRATEGY/ACTIVITY 2

Strategy Title: [Broad Course of Study - Field Trips](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide field trips that expose students to a broad course of study, with real-life relevance as applicable.

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Field Trips	\$12,348.00

## STRATEGY/ACTIVITY 3

Strategy Title: [Highly Qualified Teachers](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:



**Task:**

Work in conjunction with Human Resources to ensure all teaching positions are filled in a timely manner by fully credentialed, highly qualified teachers.

**People Assigned:**

Administration

**STRATEGY/ACTIVITY 4**

Strategy Title: **Copier Maintenance**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Copier maintenance

**People Assigned:**

School Secretary

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Unrestricted	Base	\$5,000.00

**STRATEGY/ACTIVITY 5**

Strategy Title: **Professional Development: Research based instruction and curriculum**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide additional training and support with the implementation of CCSS aligned ELA and Math curriculums, including but not limited to program training. (Ended 9/1/2018)

Provide additional training and support for all staff to assist with the implementation of corrective reading, intervention block during the school day.

**Measures:**

100% of certificated and classified staff trained in corrective reading.

**People Assigned:**

All staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Benchmark Advance Professional Development	\$0.00
Title I, Part A, Basic Grants	Professional Development	\$23,466.00

## STRATEGY/ACTIVITY 6

Strategy Title: [Extended Learning During Non- Academic Time](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide student friendly supplies and environment to keep students involved in extended learning opportunities.

**People Assigned:**

Administration

Librarian

School Secretary

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Environment for Extended Learning	\$0.00

## STRATEGY/ACTIVITY 7

Strategy Title: [Technology](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Support the implementation of technology through the training and development of certificated staff.

**Measures:**

100% of teachers to receive Google training (classroom, drive, forms)

Develop teacher leaders to support training by growing amount of teachers certified by Google.

**People Assigned:**

Admin

Certificated Staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Professional Development	\$2,000.00



## GOAL 3

Goal Area: [Pupil Outcomes](#)

**Goal Title: Goal 2: Pupil Outcomes****LEA Goal:**

- Educational Excellence

**State Priorities:**

- 4 - Pupil Achievement
- 8 - Other Pupil Outcomes

**Identified Need:****Goal Statement:**

Schendel Elementary School will ensure Pupil Outcomes exhibit access, equity, and achievement in research based instructional and support programs focused on:

- a. Student Achievement
- b. College and Career Readiness
- c. English Learners attaining proficiency in English Acquisition and Academics
- d. English Learner Reclassification and ongoing achievement

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

The goal was formed based on:

1. CELDT AMAO 1 and 2 data
2. SBAC score comparison from 2016-2017 and 2017-2018

**Group data to be collected to measure gains:**

Data will be monitored throughout the year. Formative assessments will be evaluated after administering the test. PLC collaboration time will frequently be used for evaluation of data.

**Strategy:**

Strategies include:

- a. Student achievement
- b. College and Career Readiness
- c. English Learners attaining proficiency in English acquisition and academics
- d. English Learner reclassification and ongoing achievement

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

The focus students are:

1. All students

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

Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement in research based instructional and support programs focused on:

- a. Increase achievement for all students in Math and ELA by 2.5% - 5% over base year 2017-2018 across three years.
- b. Increase English Learner Proficiency percentage by 2.5% - 5% over base year 2017-2018 across three years.

c. Increase Reclassification percentage by 2.5% - 5% over base year 2017-2018 across three years.

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

The analysis revealed:

1. CELDT AMAO 1 and 2 were not met.
2. SBAC data regarding the percentage of students scoring Standard Met or Standard Exceeded for 3rd-6th grade for the 2017-2018 school year when compared to the 2016-2017 school year showed:
  - A. A decline of 6% in ELA for 3rd, 5th, and 6th grades. 4th grade increased by 2%.
  - B. A decline of 10% or less in Math for 3rd grade, 5th grade, and 6th grade. 4th grade increased by 3%.

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

Invitations were extended to stakeholders including but not limited to parents, staff, and the community.

**Anticipated annual growth for each group:**

The expected growth is:

1. To increase the percentage of students scoring Standard Met or Standard Exceeded in both ELA and Math by 2.5%-5%.
2. To Increase English Learner proficiency and reclassification by 2.5%-5%

**Means of evaluating progress toward this goal:**

The data collected will be SBAC scores for formal analysis. Throughout the school year site based assessment data, such as formative assessments, quizzes, and tests will be analyzed to address any student achievement deficiencies prior to administering the SBAC.

## STRATEGY/ACTIVITY 1

Strategy Title: [Chromebooks](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Purchase 87 Chromebooks to support student learning aligned to College and Career Readiness skills.

**People Assigned:**

Administration

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Chromebooks	\$0.00

## STRATEGY/ACTIVITY 2

Strategy Title: [Copies](#)

Students to be Served by this Strategy/Activity:

**Strategy/Activity:****Task:**

Enhance instruction by providing access to the copying of instructional materials as needed.

**People Assigned:**

Teacher and administration

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Unrestricted	Copies	\$10,242.00

**STRATEGY/ACTIVITY 3**

Strategy Title: [Improve Student Achievement - School Supplies](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Ensure all students, teachers, and staff have the supplies and materials needed to support the diverse instructional needs of every students.

**People Assigned:**

Administrations

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants		\$21,460.00
Unrestricted	School Supplies	\$9,788.00

**STRATEGY/ACTIVITY 4**

Strategy Title: [Improve Student Achievement - Curriculum & Program Materials](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide all necessary materials for implementation of adopted curriculums and/or program implemented.

**People Assigned:**

Librarian

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Lottery: Instructional Materials	Curricular & Program Materials/Books	\$0.00

## STRATEGY/ACTIVITY 5

Strategy Title: **Intervention**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

3rd - 6th grade students to be provided intervention based on identified student needs. Intervention to take place during and after school utilizing Corrective Reading Decoding and Comprehension curriculum.

**Measures:**

1. Assessment results (e.g. STAR, Corrective Reading)

**People Assigned:**

1. Administration
2. Certificated staff
3. Classified staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Corrective Reading Tutoring	\$50,216.00

## STRATEGY/ACTIVITY 6

Strategy Title: **No Excuses University**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Take teacher team and admin to No Excuses University conference to be able to apply to become part of the NEU network to support student achievement, college and career readiness and exposure.

**Measures:**

Development of NEU application and acceptance into the network.

**People Assigned:**

Admin  
Site Leadership

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Pupil Outcomes	\$7,500.00

## STRATEGY/ACTIVITY 7

Strategy Title: **PBIS**

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

Decrease officer referrals, lost time and suspensions by focusing on Positive Behavior Intervention and Supports incentives and rewards.

**Measures:**

Decrease suspensions by 25%

Decrease office referrals by 25%

Increase positive recognition and rewards for students

**People Assigned:**

All site staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	PBIS	\$10,000.00

**STRATEGY/ACTIVITY 8****Strategy Title: Corrective Reading Block****Students to be Served by this Strategy/Activity:****Strategy/Activity:****Task:**

Provide ALL students access to corrective reading by establishing a school wide block of Corrective Reading time. Materials to be ordered for all students needing corrective reading support.

**Measures:**

Growth by all students on STAR reading assessment

Passing of corrective reading assessments

Growth by all students in fluency

**People Assigned:**

All staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Corrective Reading Support	\$20,000.00

**GOAL 4**

Goal Area: Engagement

Goal Title: Engagement

LEA Goal:

- Student Well-Being

**State Priorities:**

- 6 - School Climate
- 5 - Pupil Engagement

**LCAP Goal:**

- Goal Area 4: State Priority: Engagement- Delhi Unified School District will ensure student Engagement

**Identified Need:****Goal Statement:**

Schendel Elementary School will ensure student Engagement through:

- a. Active family and student support and intervention to increase school attendance
- b. Identification of at-risk students, intervening to reduce dropout and increase graduation rates
- c. Safe and civil school environments in which students are safe, involved, valued, and respected
- d. Evidence of healthy decision making and citizenship

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

The data used is from:

- a. LCAP
- b. Site-based attendance and discipline data

**Group data to be collected to measure gains:**

Through the metrics.

**Strategy:**

Strategies include:

- a. Provide active family and student support and intervention to increase school attendance
- b. Identification of at-risk students, intervening to increase student achievement
- c. Provide safe and civil school environments in which students are safe, involved, valued, and respected
- d. Support healthy decision making and citizenship

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

All students are the focus.

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

- a. Increase services to support social behavioral intervention
- b. Increase intervention and monitoring of subgroup data
- c. Increase family and student participation and feedback in school programs
- d. Increase healthy decision making and citizenship

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



For the 2016-2017 school year, DUSD rate of:

- a. Participation for the California Healthy Kids Survey (CHKS) by parents was 3.5% and by student 85% (for 5th-12th grade).
- b. Student attendance 96%
- c. Student suspensions 4.1%
- d. Expulsions 0.07%

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

Stakeholders include, but are not limited to, DUSD staff, parents, and community members.

**Anticipated annual growth for each group:**

The expected growth is to Increase participation rates of parents and students by 2.5% - 5% over baseline year 2016-2017 across three years.

The expected growth is to maintain attendance at 95% or higher; maintain Suspensions and Expulsions to no more than 1%.

**Means of evaluating progress toward this goal:**

The data to be collected is from surveys, such as the CHKS, and attendance, suspension, and expulsion data.

## STRATEGY/ACTIVITY 1

Strategy Title: **Promotional Activities/Items and Incentives/Recognitions**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide promotional items, promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development.

**People Assigned:**

Administration, Attendance Clerk, School Secretary, Committee Members (e.g. Red Ribbon, Speech, PBIS)

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Unrestricted	Promote, Recognize, Incentivize	\$7,811.00



## BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$139,349.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$197,653.00



## OTHER FEDERAL, STATE, AND LOCAL FUNDS

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

Federal Programs	Allocation (\$)	Expenditure (\$)
- Title I, Part A, Basic Grants	\$137,642.00	\$137,642.00
- Title I, Part A Parent/Family Involvement	\$1,707.00	\$1,707.00
0 - Unrestricted	\$45,956.00	\$45,956.00

Allocated subtotal of consolidated federal funds for this school: **\$185,305.00**

Expenditure subtotal of consolidated federal funds for this school: **\$185,305.00**

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

State or Local Programs	Allocation (\$)	Expenditure (\$)
1100 - Lottery: Unrestricted	\$12,348.00	\$12,348.00

Allocated subtotal of state or local funds included for this school: **\$12,348.00**

Expenditure subtotal of state or local funds included for this school: **\$12,348.00**

Allocated total of federal, state, and/or local funds for this school: **\$197,653.00**

Expenditure total of federal, state, and/or local funds for this school: **\$197,653.00**



## SCHOOL SITE COUNCIL MEMBERSHIP

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

Name	Represents	Contact Info	Reviewed Plan Date
<b>Claudia Navallez</b>	Parent or Community Member	Schendel 656-2040	11/03/2017
<b>Rosa Camacho</b>	Parent or Community Member	Schendel 656-2040	11/03/2017
<b>Marta Rameno</b>	Classroom Teacher	Schendel 656-2040	11/03/2017
<b>Flor Navarro</b>	Parent or Community Member	navarroflor@yahoo.com	11/03/2017
<b>Travis Manley</b>	Principal	Tmanley@delhiusd.org	11/13/2018
<b>Oliva Herrera</b>	Parent or Community Member	Schendel 656-2040	11/19/2019
<b>Jessia Kelting</b>	Parent or Community Member	Schendel 656-2040	11/19/2019
<b>Amber Topete</b>	Classroom Teacher	atopete@delhiusd.org	11/19/2019
<b>Laurie Dugan</b>	Classroom Teacher	ldugan@delhiusd.org	11/19/2019
<b>Syliva Placencia</b>	Other School Staff	sylvia@delhiusd.org	11/19/2019

### TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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



## RECOMMENDATIONS AND ASSURANCES

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

02/11/2020

Attested:

**Travis Manley, Principal**

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

**Flor Navarro**

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

