



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Audubon Elementary School	41690396044812	June 5, 2023	June 22, 2023

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)

Additional Targeted Support and Improvement
As a school identified for Additional Targeted Support and Improvement (ATSI), Audubon is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: Socio-Economically Disadvantaged for Chronic Absenteeism.

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.

In this SPSA, there are several sections with information that explain how Audubon has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

Educational Partner 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

For input and feedback, Audubon held the following meetings:

- SSC meetings: 3.13.23, 4.01.23, 6.05.23
- ELAC: 5.23.23
- Staff Meeting: 4.25.23, 5.02.23, 5.09.23, 5.16.23
- Leadership Team: 4.26.23

SSC approval of the SPSA happened at the 6.05.23 meeting.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.3%	0.54%	0.75%	2	3	4
Asian	53.4%	52.42%	48.02%	364	293	255
Filipino	5.7%	4.47%	4.14%	39	25	22
Hispanic/Latino	10.9%	11.99%	15.07%	74	67	80
Pacific Islander	0.6%	0.89%	1.13%	4	5	6
White	17.2%	16.64%	16.76%	117	93	89
Multiple/No Response	11.1%	11.81%	12.24%	76	66	65
	Total Enrollment			682	559	531

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	110	88	96
Grade 1	107	94	66
Grade 2	124	76	83
Grade3	122	102	79
Grade 4	114	98	102
Grade 5	105	101	105
Total Enrollment	682	559	531

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	130	148	121	19.1%	26.5%	22.8%
Fluent English Proficient (FEP)	144	136	137	21.1%	24.3%	25.8%
Reclassified Fluent English Proficient (RFEP)	3			2.3%		

Conclusions based on this data:

1.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	75%				5 percentage	
3 rd	76%				5 percentage	
5 th	78%				5 percentage	
All English Learner/Multilingual Students	69%				10 percentage points	
Special Education	42.86%				10 percentage points	
Socio-Economically Disadvantaged	36%				10 percentage points	
Asian	86%				5 percentage	
Black/AA						
2+ more	86%				5 percentage	
Filipino						
Hispanic/Latino	44%				10	
Native Hawaiian						
White	66%				5 percentage	
English Learner	27%				10	
RFEP	94%				5 percentage	

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	72%				5 percentage	
3 rd	80%				5 percentage	
5 th	67%				5 percentage	
All English Learner/Multilingual Students	60%				10 percentage points	
Special Education	40%				10 percentage points	
Socio-Economically Disadvantaged	18.52%				10 percentage points	
Asian	86%				5 percentage	
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
2+ more	72%				5 percentage	
Filipino						
Hispanic/Latino	26%				10	
Native Hawaiian						
White	66%				5 percentage	
English Learner	34%				10	
RFEP	86%				5 percentage	

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	66.33%					
All English Learner/Multilingual Students	53%				10 percentage points	
Special Education	50%				10 percentage points	
Socio-Economically Disadvantaged	25%				10 percentage points	
Asian	78%				5 percentage	
Black/AA						
Filipino						
Hispanic/Latino	35%				10	
Native Hawaiian						
White	56%				5 percentage	
English Learner	5%				10	
RFEP	84%				5 percentage	

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	67.39%				10 percentage points	
Middle School Long Term English Learners (LTELs)	51.14%				10 percentage points	

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		70%	79.49%		5 percentage	
1 st		54.55%	83.82%	94.12%	5 percentage	
3 rd		76%	71.79%	36.17%	5 percentage	
All English Learner/Multilingual Students		28.85%	66.05%		10 percentage points	
Special Education		54%	638%		10 percentage points	
Socio-Economically Disadvantaged			11.54%		10 percentage points	
Asian			84.7%		5 percentage	
Black/AA					10	
2+ more					5 percentage	
Filipino						
Hispanic/Latino		55%	62.67%		10	
Native Hawaiian						
White			72.73%		5 percentage	
English Learner		10.00%	48.51%		10	
RFEP		54.55%	95.08%		5 percentage	

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		93.4%	91.49%		80%	173.4%
3 rd		96.2%	96.43%			
5 th		94.3%	87.00%			
English Learner/Multilingual Students		92.44%	84.95%			
Middle School Long Term English Learners (LTELs)						
Special Education		79.17%	81.82%			
Socio-Economically Disadvantaged			83.33%			

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	0.45				20%	

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	10.5%	16.54%	13.79%		50%	
All English Learner/Multilingual Students	17.7%				50% reduction	
Special Education		22.22%	28%		50%	
Socio-Economically Disadvantaged	27.3%		18.87%		50% reduction	
Asian	7.0%	12.68%	7.78%		50%	
Black/AA	16.67%				50%	
2+ more	10.4%				50%	
Filipino						
Hispanic/Latino	29.5%	27.27%	30.26%		50%	
Native Hawaiian						
White	8.2%	15.74%	15.12%		50%	
English Learner	15.67%	23.82%	21.36%		50%	
RFEP	5.00%		13.79%		50%	

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	0.18%				50%	
All English Learner/Multilingual Students	0.00%				50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	0.00%				50% reduction	
Asian	0.00%				50%	
Black/AA					50%	
2+ more	0.00%				50%	
Filipino						
Hispanic/Latino	0.00%				50%	
Native Hawaiian						
White	0.76%				50%	
English Learner	0.00%				50%	
RFEP	1.67%				50%	

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	79%			77%	5 percentage	
4 th	80%			77%	5 percentage	
5 th	83%			80%	5 percentage	

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	78%			78%	5 percentage	
4 th	78%			72%	5 percentage	
5 th	77%			78%	5 percentage	

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	92%			88%	5 percentage	
4 th	85%			88%	5 percentage	
5 th	91%			88%	5 percentage	

Data Statements: Strength

- 75% of students met or exceeded in ELA. 80% of 3rd grade students met or exceeded in Math. Students who have been reclassified outperformed other students in ELA and Math. Most students indicate they feel safe at school in the CHKS.
 In the area of Mathematics benchmarks SWD there was a growth of 3% in Met & Exceeded.
 In Chronic Absenteeism there has been a decrease of 9%.
 Overall students indicated that they felt connected to the school with 88% of students feeling safe at school.

Data Statements: Challenges

- Only 27% of English Learners met or exceeded in ELA. Only 34% of English Learners met in Math. 25% of Hispanic/Latino students were absent 10% or more. Only 35% of 5th graders met or exceeded in Science. Multi-Lingual students saw a 8% decrease in the Mathematics benchmarks from fall to winter. Overall there has been an increase in Chronic Absenteeism by 3%

Planning Statements

- This year, grade levels are participating in year long professional development and coaching in specific focus areas. PK-3 will focus on SMFC’s frameworks around Comprehensive Literacy and Multilingual Learners. 4th & 5th Grades are focused on Mathematics. Schools will continue to increase participation for target groups using the Intervention Programs: Footsteps2Brilliance and ST Math. The school will create a plan to support regular attendance among subgroups who have chronic absenteeism. Fidelity to the PAF K-2 literacy program with students. Small group literacy instruction daily. Increase participation for target groups using the Intervention Programs Footsteps2Brilliance and ST Math. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for student attendance improvement. Increase usage in

ST Math and F2B with targeted students. The Mathematics TOSA is working on curriculum implementation with staff. The counselor will provide Tier 1 instruction around SEL and anti-bullying. Increase Tier 1 lessons around added SEL needs and increase in Tier 2 with more focus on small groups working on social skills. Staff will receive foundational training from LGBTQ+ Inclusive Schools and Preventing Bias-Based Bullying to understand the impact of bias-based bullying and respond with practical strategies for proactive leadership and teaching student ally behaviors. Staff will gain the skills and awareness to create an inclusive school community where all students feel safe, respected and free to be their authentic selves.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Continue implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 1: Support TK-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	105,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1: Continue implement CLAVES supplementary curriculum to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade),	District-provided materials and resources		
MTSS Tier 1: Provide substitute time for teachers to be release to observe their colleagues teaching and to complete 1:1 student assessments.	Substitute teachers to release teachers for lesson observations and assessments	1000-1999: Certificated Personnel Salaries Site Supplemental	2800
MTSS, Tier 1: Continue to implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Continue to implement literacy interim	District-provided materials and resources		

assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost) targeting ATSI - chronically absent socially disadvantaged students.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
MTSS, Tier 1 & 2: Assign Literacy paraeducator to support newcomers and struggling readers in class.	Site provide Literacy paraeducator	2000-2999: Classified Personnel Salaries Site Supplemental	18472
MTSS: Tier 1: Provide supplemental instructional materials to support literacy and English Learners.	Site Lottery funds	4000-4999: Books And Supplies Site Lottery	6305
MTSS: Tier 1: Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture targeting ATSI - chronically absent socially disadvantaged students.	District-provided resources		
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting ATSI - chronically absent socially disadvantaged students.	District-provided resources		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources Site-identified additional teacher extra-time		

MTSS, Tier 1: Support 4th & 5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 fte Math ToSA, materials and resources Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students targeting ATSI - chronically absent socially disadvantaged students.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost) targeting ATSI - chronically absent socially disadvantaged students targeting ATSI - chronically absent socially disadvantaged students.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS: Tier 1: Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture targeting ATSI - chronically absent socially disadvantaged students.	District-provided resources		
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting ATSI - chronically absent socially disadvantaged students.	District-provided resources		
STRATEGY: Science/STEM			

MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources Site-identified additional teacher extra-time		
STRATEGY: STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided resources		
STRATEGY: STRATEGY: Expanded Pre-Kindergarten and After-School Programming			
Collaborate with designated district leaders for Pre-Kindergarten to align Pre-K and K literacy and math programs so that students are ready for grade-level Kindergarten learning.	District-provided resources		

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs District-provided resources		
Expand school efforts to get input and feedback from families, including the number of “multi-lingual” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs District-provided resources		
STRATEGY: Responsive” Curriculum & Practices			
Continue school-wide practices and actions that build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)		
MTSS Tier 1: Purchase materials and incentives to support the PBIS program.	Purchase materials and incentives needed to support the PBIS program.	4000-4999: Books And Supplies Site Supplemental	128
MTSS, Tier 1 & 2: Implement Student Support Team (SST) and 504 structures and tools.	District-provided materials and resources Site-identified staff extra-time		
MTSS, Tier 1: Counselors and Care Team members participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources Site-identified staff extra-time		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources Site-identified staff extra-time		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources Site-identified staff extra-time		

<p>MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.</p>	<p>District-provided materials and resources Site-identified staff extra-time</p>		
<p>MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB) targeting targeting ATSI - chronically absent socially disadvantaged students.</p>	<p>District-provided materials and resources Site-identified staff extra-time</p>		
<p>MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent targeting ATSI - chronically absent socially disadvantaged students.</p>	<p>District-provided materials and resources Site-identified staff extra-time</p>		

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,705.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Central funding	\$180,000.00
Site Lottery	\$6,305.00
Site Supplemental	\$21,400.00

Subtotal of state or local funds included for this school: \$207,705.00

Total of federal, state, and/or local funds for this school: \$207,705.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	180,000.00
Site Lottery	6,305.00
Site Supplemental	21,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	182,800.00
2000-2999: Classified Personnel Salaries	18,472.00
4000-4999: Books And Supplies	6,433.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	180,000.00
4000-4999: Books And Supplies	Site Lottery	6,305.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	2,800.00
2000-2999: Classified Personnel Salaries	Site Supplemental	18,472.00
4000-4999: Books And Supplies	Site Supplemental	128.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 3

207,577.00
128.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Doug Garriss	Principal
Ketan Gokarn	Parent or Community Member
Anne-Marie Sumava	Classroom Teacher
Debanu Das	Parent or Community Member
Mayumi Oiwa	Classroom Teacher
Jennifer Guevara	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

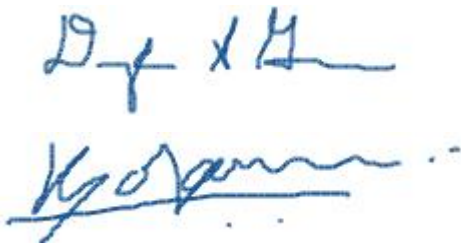
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6.5.23.

Attested:



Principal, Douglas Garriss on 6.5.23

SSC Chairperson, Ketan Gokarn on 6.5.23