



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
Brewer Island Elementary School	41690396112650	May 31, 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), Brewer Island Elementary 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 and Hispanic student groups.

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 explains how Brewer Island 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

Principal met with the stakeholders on the following dates for the planning process for the SPSA/Annual Review:

Staff Meeting #1- May 9, 2023
ELAC Meeting: May 15, 2023
Staff Meeting #2- May 16, 2023
Classified Staff Input: May 19, 2023
PTA Meeting: May 22, 2023
Staff Vote Survey: May 25, 2023
SSC Meeting:- May 31, 2023 (approval of SPSA)

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	%	0.27%	0.28%		1	1
African American	0.7%	1.07%	1.4%	3	4	5
Asian	62.9%	58.67%	57.7%	292	208	206
Filipino	4.3%	5.87%	5.6%	20	15	20
Hispanic/Latino	11.6%	14.40%	12.89%	54	53	46
Pacific Islander	0.4%	0.80%	1.4%	2	3	5
White	13.2%	10.93%	10.92%	61	42	39
Multiple/No Response	6.3%	6.93%	8.4%	29	49	30
Total Enrollment				464	375	357

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	48	63
Grade 1	68	66	45
Grade 2	93	57	69
Grade3	69	79	52
Grade 4	67	53	75
Grade 5	89	54	53
Total Enrollment	464	375	357

Data Statements: Strength

1. There are two to three classes per grade level, there is space out on the play yard for students for students to spread out to play

Data Statements: Challenges

2. Drop in enrollment

Why are we getting these results?

3. There is drop in enrollment across the district and state; some known reasons at Brewer Island are moving to less expensive areas, moves out-of-state for jobs, moves to be closer to family elsewhere, and participating in magnet programs within the district.

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	57	80	71	12.3%	21.3%	19.9%
Fluent English Proficient (FEP)	152	126	121	32.8%	33.6%	33.9%
Reclassified Fluent English Proficient (RFEP)	10			17.5%		

Conclusions based on this data:

1. The percentage of ELs declined slightly from 21-22 to 22-23.
2. The number of students reclassified is not yet known.
3. The number of FEP student increased slightly by .3%

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	86%				4 percentage	90%
3 rd	77%				8 percentage	85%
5 th	89%				5 percentage	94%
All English Learner/Multilingual Students	60%				10 percentage points	70%
Special Education	75%				5 percentage points	80%
Socio-Economically Disadvantaged	61.90%				10 percentage points	71.90%
Asian	97%				3 percentage	100%
Black/AA						
Filipino						
Hispanic/Latino	36%				14	50%
Native Hawaiian						
White	73%				10	83%
English Learner	60%				10	70%
RFEP	100%				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	86%				4 percentage	90%
3 rd	81%				6 percentage	87%
5 th	83%				13	96%
All English Learner/Multilingual Students	72%				10 percentage points	82%
Special Education	75%				5 percentage points	80%
Socio-Economically Disadvantaged	52.38%				10 percentage points	62.38%
Asian	96%				2 percentage	98%
Black/AA						
Filipino						
Hispanic/Latino	64%				10	74%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	68%				10	78%
English Learner	72%				10	82%
RFEP	95.35%				3 percentage	98.35%

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						
All English Learner/Multilingual Students	50%				10 percentage points	60%
Special Education					10 percentage points	
Socio-Economically Disadvantaged	28.57%				10 percentage points	38.57%
Asian	60%				10	70%
Black/AA						
Filipino						
Hispanic/Latino	50%				10	60%
Native Hawaiian						
White	30%				19	49%
English Learner	50%				10	60%
RFEP	100%				0 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	80.56%				5 percentage points	85.56%
Middle School Long Term English Learners (LTELs)						

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		76%	82.74%		5 percentage	81%
1 st		60%	76.19%	71.74%	5 percentage	65%
3 rd		68.5%	69.81%	72.22%	8 percentage	76.50%
All English Learner/Multilingual Students		55.4%	74.53%		10 percentage points	65.4%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education		66.6%	55.56%		10 percentage points	76.6%
Socio-Economically Disadvantaged		NA	63.64%			
Asian		83%	0		10	93%
Black/AA		41%	0.5%		10	51%
2+ more		73.5%	76.67%		10	83.50%
Filipino		NA				
Hispanic/Latino		58%	68.89%		10	68%
Native Hawaiian		NA				
White		53%	79.41%		10	63%
English Learner		57%	48.94%		10	67%
RFEP		75%	94.92%		5 percentage	80%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		80.3%	88.76%		10	90.3%
3 rd		87%	88.68%		3 percentage	90%
5 th		92.6%	90.57%		3.4	96%
English Learner/Multilingual Students		73%	86.00%		10 percentage points	83%
Middle School Long Term English Learners (LTELs)		NA				
Special Education		64%	66.67%		10	74%
Socio-Economically Disadvantaged		NA	79.41%			

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)	.97	.07			20%	20.97%

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)	0.57				20%	20.57%

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	9.59%	15.70%	12.50%		50%	4.79%
All English Learner/Multilingual Students						
Special Education	5.00%	18.75%	18.75%		50%	2.5%
Socio-Economically Disadvantaged	5.00%		24.24%		50% reduction	2.5%
Asian	9.92%	13.72%	9.26%		50%	4.96%
Black/AA						
2+ more			20.00%			
Filipino						
Hispanic/Latino	22.22%	25.00%	22.22%		50%	11.11%
Native Hawaiian						
White	15.38%	12.50%	16.22%		50%	7.69%
English Learner	6.85%	15.25%	7.84%		50%	3.42%
RFEP	5.88%				50%	2.94%

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%				50%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	
Asian	0%				50%	
Black/AA						
Filipino						
Hispanic/Latino	0%				50%	
Native Hawaiian						
White	0%				50%	
English Learner	0%				50%	
RFEP	0%				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	78%			86%	2 percentage	80%
4 th	78%			72%	6 percentage	84%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
5 th	82%			77%	3 percentage	85%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	78%			77%	3 percentage	81%
4 th	69%			69%	11	80%
5 th	76%			68%	12	88%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	87%			88%	2 percentage	89%
4 th	90%			83%	2 percentage	92%
5 th	90%			83%	2 percentage	92%

Data Statements: Strength

1. Students feel safe at school- 84.6%
 Students and parents report high academic motivation, high expectations, and treated with respect
 Use of school-wide use of i-message/i-apology to express feelings and build empathy skills has significantly increased student's engagement in problem solving/conflict management in social situations.
 Use of facilitated restorative discussion to express perspectives, feelings, and needs has significantly increased students' feelings of safety to expose problems toward resolution.
 Increased the number of culturally responsive library books

Data Statements: Challenges

2. Need to continue to focus on increasing students' feelings of connectedness- 78.3%
 Students indicate a need for increased parent involvement in schooling- 74%
 Need to continue to increase parent awareness of available resources- seeking additional ways to engage families in the decision-making process. 20% of parents indicated on the CHKS that they were not sure of all that is available to them as a resource.

Planning Statements

3. To promote student achievement, attendance, and a safe, caring and connected school environment:
 ACHIEVEMENT: Decrease gaps in Achievement for all Students; targeted focus in identified sub-groups
 Professional Development
 K-3: Literacy (PAF) Grades 4 and 5: Math (Zearn)

Counselors: Social Emotional Learning
All: Bias, Responsive and Compassionate Classrooms
Principal: Equity
Use of FtB and ST Math at home; classroom and principal promotion of use of the programs
Twig; implement LEGO Modules in grades 1-4
Maximize Rtl resources through MTSS
Math Boost math intervention for identified grade levels
Analyze data for instructional planning and growth
Increase culturally relevant library books
Increase math reasoning, explanation and fact skills
Address gaps in phonemic awareness skills in grades 3-5

EQUITY: Family Engagement and Responsive Curriculum and Practices
Seek input from families within decision-making that is within site control
Support positive school-wide culture through inclusive, culturally responsive, and LGBTQ+ supportive classrooms
Monthly Heritage and Awareness activities
Mindful Music Moments
Student Council: representing student voice
Increase awareness of student progress between report cards
Increase family awareness of supports and resources
Staff professional development: bias, equity, inclusivity
Increase readability of published communication with families

WELLNESS:

Student Council: representing student voices around a safe, caring, and connected school environment
Home-School partnerships to support attendance; use of community and counseling supports/resources as needed
Use of PBIS and restorative discipline
Mindful Music Moments
Student support via counseling, CARE Team, lunch bunch, intervention strategies, PBIS, MTSS, Home-School partnership, and community resources
Dolphin Awards
Professional Development: responsive and compassionate classrooms

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 <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture, targeting specifically student groups identified in ATSI: SED and Latinx.	District-provided curriculum.	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms, targeting specifically student groups identified in ATSI: SED and Latinx	No cost		
MTSS, Tier 1: Support K-2 staff to participate in summer and school year professional development to implement foundational literacy curricula	Summer per diem, covered by district.	District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSA in grades K-3 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	120,000
MTSS, Tier 1 & 2: 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.)	District Central funding	
MTSS, Tier 2: Maximize Rtl resources for small group support in phonemic awareness	Brain Pop Suite	0001-0999: Unrestricted: Locally Defined Site Lottery	2,812

MTSS, Tier 1: Maximize Rtl resources for small group support in phonemic awareness by assigning an Rtl Para Educator	RTI paraeducator	2000-2999: Classified Personnel Salaries Site Supplemental	13,655
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and determined assessment for grades 3-5.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1 & 2: Support 4-5th staff implementation of I-ELD/D-ELD - CLAVES in identified classrooms	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Decodable books to support PAF curricula K-2	Site-based	0001-0999: Unrestricted: Locally Defined Site Lottery	1,907
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4th and 5th grade teachers to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		
MTSS, Tier 1: Support 4th and 5th grade teachers to collaborate with site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 Math ToSA, materials and resources	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 specifically student groups identified in ATSI: SED and Latinx	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
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.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and	District-provided materials and resources		

intervention activities outside the school day (e.g., Math Boost)			
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Continue implementation of LEGO Education modules	District-provided materials and resources		
STRATEGY: Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	
Music for Minors performing arts program for all classrooms	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	

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			
Hold 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		0
Use Care Team and classroom teachers to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social emotional growth; and to expand school and community-based resources available to families.	No cost; phone calls, email, newsletters, volunteering opportunities; support as needed		0
Expand school efforts to get input and feedback from families to strengthen integration of family strengths and resources into school services and supports.	Calls, surveys, email		0
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. (e.g., Heritage and Awareness Months)	Site-purchased materials District-provided resources	4000-4999: Books And Supplies Site Supplemental	1,700
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-	District-provided resources		

wide culture that is supportive of LGBTQ+ students and families.			
Materials to engage students in learning experiences with each other	Site costs to purchase materials for clay club for any student in grade 5	0001-0999: Unrestricted: Locally Defined Site Supplemental	500
Scholarships and Partial Transportation costs for students to Coloma (grade 4) and Outdoor Education (grade 5)	Scholarships and Partial Transportation coverage	0001-0999: Unrestricted: Locally Defined Site Supplemental	9,145

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 a counselor to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 2: Utilize support of district Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Use Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	District Central funding	0
MTSS, Tier 1 & 2: Utilize 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	District Central funding	0
MTSS, Tier 1 & 2: Use MultiTiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	Site-provided materials and resources		
Use site-based strategies for health and safety through “supported play” so that students experience safe play and build physical, mental and social/emotional health.	Site-identified materials and resources		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Care Team members will attend district training and then implement District Attendance Protocols for	District-provided training	District Central funding	

Chronic Absences & Unexcused Absences (Truancy/SART-SARB).			
MTSS Tier 2 All Students: Designated Care Team members will make positive calls home and conduct outreach to families of students who are chronically absent.	No cost		0
MTSS Tier 1 All Students: Expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	No cost		
MTSS Tier 1, 2, and 3: Counselor will support via 1:1 and group support to students to reduce their chronic absenteeism, prioritizing students from the specific groups of SED and Latinx to reduce their chronic absenteeism.	No cost		0
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	Site-identified staff extra-time		
MTSS Tier 2: Care Team members will make positive calls and conduct outreach to families of students.	Site-identified staff extra-time		
MTSS Tier 2 : On a quarterly basis, Care Team members will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time		
MTSS Tier 3: Counselor will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff extra-time		
MTSS Tier 3: Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root	Site-identified staff extra-time		0

causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).			
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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	\$344,719.00

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 (\$)
	\$0.00
District Central funding	\$315,000.00
Site Lottery	\$4,719.00
Site Supplemental	\$25,000.00

Subtotal of state or local funds included for this school: \$344,719.00

Total of federal, state, and/or local funds for this school: \$344,719.00

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
	0.00
District Central funding	315,000.00
Site Lottery	4,719.00
Site Supplemental	25,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	14,364.00
1000-1999: Certificated Personnel Salaries	315,000.00
2000-2999: Classified Personnel Salaries	13,655.00
4000-4999: Books And Supplies	1,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Central funding	0.00
1000-1999: Certificated Personnel Salaries	District Central funding	315,000.00
0001-0999: Unrestricted: Locally Defined	Site Lottery	4,719.00

0001-0999: Unrestricted: Locally Defined	Site Supplemental	9,645.00
2000-2999: Classified Personnel Salaries	Site Supplemental	13,655.00
4000-4999: Books And Supplies	Site Supplemental	1,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	213,374.00
Goal 2	11,345.00
Goal 3	120,000.00

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
- 1 Classroom Teachers
- 0 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Becky Stephan	Principal
Brian DeGross	Classroom Teacher
Alen Martin	Classroom Teacher Parent or Community Member
	Parent or Community Member
	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
	Other: PTA

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 5/31/23.

Attested:

	Principal, Becky Stephan, Ed.D. on 5/31/23
	SSC Chairperson, Alen Martin on 5/31/23