

School Year: **2023-24**



# 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
Beach Park Elementary School	41 69039 0140137	5/15/2023	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)

Schoolwide Program

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

## 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

Conversations with the Principal - 5/22/2023- In person in the morning  
PTA - 5/23/2023- Virtual in the evening  
School Site Council- 5/15/2023- Virtual in the afternoon  
ELAC - 5/15/2023- Virtual in the afternoon  
Staff Meeting 5/2/2023, 5/9/2023- in person in the afternoon

Using the data, finding bright spots, and challenges, created strategies to meet the strategic plan goals. We had meetings with all parent groups and staff members. Classified were invited to join the staff meeting and provide input as well.

# 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	1.4%	%	0.42%	1		1
African American	%	%	0.42%			1
Asian	64.8%	52.32%	51.25%	46	79	123
Filipino	2.8%	3.97%	3.33%	2	6	8
Hispanic/Latino	2.8%	7.28%	11.67%	2	11	28
Pacific Islander	1.4%	1.32%	0.83%	1	2	2
White	12.7%	24.50%	22.08%	9	37	53
Multiple/No Response	12.7%	7.95%	8.75%	9	12	21
	<b>Total Enrollment</b>			71	151	240

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	29	44	73
Grade 1	12	35	50
Grade 2	13	24	40
Grade3	17	23	24
Grade 4		25	25
Grade 5			28
Total Enrollment	71	151	240

**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	17	58	70	23.9%	38.4%	29.2%
Fluent English Proficient (FEP)	11	43	84	15.5%	28.5%	35.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

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	76%				5 percentage	81%
3 <sup>rd</sup>	77%				5 percentage	83%
5 <sup>th</sup>					5 percentage	
All English Learner/Multilingual Students	50%				10 percentage points	60%
Special Education	0%				10 percentage points	
Socio-Economically Disadvantaged	0%				10 percentage points	
Asian	86%				5 percentage	91%
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
English Learner	7.69%				10	
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	84%				5 percentage	89%
3 <sup>rd</sup>	79%				5 percentage	84%
5 <sup>th</sup>					5 percentage	
All English Learner/Multilingual Students	61.54%				10 percentage points	71.54%
Special Education	100%				10 percentage points	
Socio-Economically Disadvantaged	50%				10 percentage points	60%
Asian	90%				5 percentage	95%
Black/AA						
Filipino						
Hispanic/Latino						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Native Hawaiian						
English Learner	0%				10	
RFEP	91%				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						
All English Learner/Multilingual Students					10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
English Learner					10	
RFEP					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	78.57%				10 percentage points	88.57%
Middle School Long Term English Learners (LTELs)					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		71%	84.86%		5 percentage	76%
1 <sup>st</sup>		60.78%	81.63%	97.87%	5 percentage	65.78%
3 <sup>rd</sup>		71%	66.67%	60%	5 percentage	76%
All English Learner/Multilingual Students		54.17%	78.95%		10 percentage points	64.17%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education		27%	66.67%		10 percentage points	37%
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
English Learner		31%	63.46%		10	41%
RFEP		81.82%	97.67%		5 percentage	86.82%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		89.4%	94.52%		80%	169.4%
3 <sup>rd</sup>		79.2%	91.67%			
5 <sup>th</sup>		96.4%	96.30%			
English Learner/Multilingual Students		83.58%	90.74%			
Middle School Long Term English Learners (LTELs)						
Special Education		53.33%	88.89%			
Socio-Economically Disadvantaged			88.24%			

**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	10.1%	12.89%	9.29%		50%	5.50%
All English Learner/Multilingual Students					50% reduction	

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education		25.00%	20.00%		50%	
Socio-Economically Disadvantaged			16.67%		50% reduction	
Asian	9.6%	10.24%	6.84%		50%	4.8%
Black/AA						
2+ more			8.70%			
Filipino						
Hispanic/Latino		0.00%	24.14%			
Native Hawaiian						
White	13.2%	20.90%	7.55%			
English Learner	13.6%	20.31%	15.52%		50%	6.8%
RFEP					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%				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						
Native Hawaiian						
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 <sup>rd</sup>				88%	5 percentage	
4 <sup>th</sup>				81%	5 percentage	
5 <sup>th</sup>				74%	5 percentage	

**Caring Adults in School:**



Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>				73%	5 percentage	
4 <sup>th</sup>	80%			78%	5 percentage	85%
5 <sup>th</sup>				80%	5 percentage	

**Feel Safe at School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>				90%	5 percentage	
4 <sup>th</sup>				87%	5 percentage	
5 <sup>th</sup>				80%	5 percentage	

**Data Statements: Strength**

- ELA/Literacy Strengths**  
76 % of our students met or exceeded the ELA CAASPP 2021-2022  
100% RFEP students met or exceeded the ELA CAASPP 2021-2022  
There was an increase in all school reading data by 13% from the beginning of the school to the mid year.  
There was an increase in Special Ed reading data by 39% from the beginning of the school to the mid year.

**Math Strengths**  
84% of our students met or exceeded the Math CAASPP 2021-2022  
91% RFEP students met or exceeded the Math CAASPP 2021-2022

**English Language Learners Strengths**  
78% On the ELPAC, Percent Increased One Level or Maintained Level 4  
There was an increase in EL reading data by 24% from the beginning of the year to mid year literacy scores.

**Chronic Absenteeism**  
All students from the beginning of the school to the mid year chronic absenteeism decreased 3%  
Special Ed students from the beginning of the school to the mid year chronic absenteeism decreased 5%  
EL students from the beginning of the school to the mid year chronic absenteeism decreased 5%

**SEL Strengths**  
88% 3rd graders and 81% 4th graders feel connected to school in 2023.  
80% 4th Graders felt they had a caring adult in 2022 and 78% in 2023  
80% of 5th Graders felt they had a caring adult in 2023.  
90% 3rd graders, 87% 4th graders, 80% 5th graders feel safe at school in 2023.

**Data Statements: Challenges**

- ELA/Literacy Challenges**  
7.6% of Multilingual Learners met or exceeded ELA CAASPP 2021-2022  
3rd graders decreased their reading levels by 5% from the beginning of 2022 to the mid year assessment.

**Math Challenges**  
0% of Multilingual Learners met or exceeded Math CAASPP in 2021-2022.

**English Language Learners Challenges**  
63% of ELs are reading at grade level expectations.

#### Chronic Absenteeism Challenges

All students increased from end of the year 2022 by 1% in mid year 2023

SED students increased from end of year 2022 by 3% in mid year 2023

EL students increased from end of year 2022 by 5% in mid year 2023.

#### SEL Challenges

74% of 5th graders feel connected to the school

73% of 3rd graders feel there are caring adults

### Planning Statements

3. 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.

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.

The school will also create a plan to support regular attendance among subgroups who have chronic absenteeism. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for student attendance improvement.

# SPSA Goals and Strategies

## Goal 1

Goal #	Description
<b>GOAL 1</b>	<b>ACHIEVEMENT:</b> 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
<b>STRATEGY: Language &amp; Literacy</b>			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 1: Support K-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-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 80% FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	116,671
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources		
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. Targeting specifically student groups identified in ATSI: youth with compromised housing, students with IEPs and Latinx.	District-provided materials and resources  Site-identified additional teacher extra-time: Data work \$3,306; Summer & Fall Break planning \$5,000	1000-1999: Certificated Personnel Salaries Site Supplemental	8,306
<b>STRATEGY: Mathematics</b>			

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 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-5 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 materials and resources Assigned 0.5fte Math ToSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000
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 specifically student groups identified in ATSI: youth with compromised housing, students with IEPs and Latinx.	District-provided materials and resources Site-identified additional teacher extra-time: Data work \$3,306; Summer & Fall Break planning \$5,000. Note funding above in Language & Literacy action.	1000-1999: Certificated Personnel Salaries Site Supplemental	
<b>STRATEGY: Science/STEM</b>			
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		
<b>STRATEGY: Expand Visual and Performing Arts Programming</b>			
Implement Art4Schools visual arts program for all classrooms.	District- provided resources		

**STRATEGY: Expanding Pre-Kindergarten 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.

Site-identified staff extra-time and meeting costs

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
<b>STRATEGY: Family Engagement</b>			
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	None Specified Site Supplemental	250
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	None Specified Site Supplemental	250
<b>STRATEGY: Responsive" Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs  District-provided resources	0000: Unrestricted Site Supplemental	1000
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	0000: Unrestricted Site Supplemental	1000

# SPSA Goals and Strategies

## Goal 3

Goal #	Description
<b>GOAL 3</b>	<b>WELLNESS:</b> 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
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign 1 FTE of Counselors to provide individual and group wellness support.	District-provided 1 FTE for Counselors  Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	110,000
MTSS, Tier 1 & 2: Implement Student Study 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 to participate in summer and school-year professional development in: <ul style="list-style-type: none"> <li>• how to implement SST and 504 processes; and in</li> <li>• wellness strategies including PBIS, restorative practices, and progressive discipline framework.</li> </ul>	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 &amp; 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>1000-1999: Certificated Personnel Salaries Site Supplemental</p>	<p>2,194</p>
<p><b>STRATEGY: Reducing Chronic Absenteeism</b></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 and Unexcused Absences.</p>	<p>Site-identified staff extra - time and meeting costs</p>	<p>1000-1999: Certificated Personnel Salaries</p>	
<p>MTSS Tier 1 All students: Designated staff and Care Team members will lead the implementation expansion of attendance rewards and recognition activities.</p>			
<p>MTSS Tier 1 All Students Designated staff and Care Team members will lead the implementation/expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.</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.</p>			
<p>MTSS: Tier 2 Youth and Compromised Housing, Students with IEPs and Latinx: 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.</p>			
<p>MTSS: Tier 2 Youth and Compromised Housing, Students with IEPs and Latinx Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism.</p>			
<p>MTSS Tier 3 Youth with compromised housing, students with IEPs and Latinx : Counselor and district- assigned social worker will prioritize 1:1 and group support to students from these specific</p>			



groups to reduce their chronic absenteeism.			
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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	\$314,671.00

## 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	\$301,671.00
Site Supplemental	\$13,000.00

Subtotal of state or local funds included for this school: \$314,671.00

Total of federal, state, and/or local funds for this school: \$314,671.00

# 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	301,671.00
Site Supplemental	13,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	312,171.00
None Specified	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	301,671.00
0000: Unrestricted	Site Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	10,500.00
None Specified	Site Supplemental	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,977.00
Goal 2	2,500.00

Goal 3

112,194.00

# 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:

Amy Snow School Principal

Lori Brogdon Classroom Teachers

Dani Dejardin Other School Staff

Yasuo Hirao Parent or Community Members

Name of Members	Role
Jeremy Jarvi	Classroom Teacher
Ariel Manalo	Parent or Community Member
Tom Hsu	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
	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 5/15/2023.

Attested:

	Principal, Amy Snow on 5/15/2023
	SSC Chairperson, Tom Hsu on 5/15/2023