

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
Baywood Elementary School	41690396044838	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)

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

As part of the planning process of the SPSA/Annual Review and Update staff provided input on May 9, 2023 and May 23, 2023 on strategies and actions. Input was gathered from ELAC and SSC on April 10, 2023, April 24, 2023 and June 5, 2023.

# 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	0.3%	%	0%	2		0
African American	1.4%	1.85%	1.56%	9	10	8
Asian	17.1%	17.93%	19.14%	109	97	98
Filipino	1.6%	2.22%	1.76%	10	12	9
Hispanic/Latino	30.1%	31.61%	30.66%	192	171	157
Pacific Islander	0.6%	0.92%	0.98%	4	5	5
White	35.2%	30.50%	31.05%	224	165	159
Multiple/No Response	12.9%	13.31%	12.89%	82	72	66
	<b>Total Enrollment</b>			637	541	512

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	105	110	97
Grade 1	94	83	81
Grade 2	107	81	82
Grade3	92	97	84
Grade 4	110	78	95
Grade 5	129	92	73
<b>Total Enrollment</b>	637	541	512

**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	104	125	101	16.3%	23.1%	19.7%
Fluent English Proficient (FEP)	69	52	63	10.8%	9.6%	12.3%
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	65%				5 percentage	70%
3 <sup>rd</sup>	59%				5 percentage	64%
5 <sup>th</sup>	70%				5 percentage	75%
All English Learner/Multilingual Students	38%				10 percentage points	48%
Special Education	47.37%				10 percentage points	57.37%
Socio-Economically Disadvantaged	29.58%				10 percentage points	39.58%
Asian	94%				5 percentage	99%
Black/AA						
2+ more	81%				5 percentage	86%
Filipino						
Hispanic/Latino	29%				10	39%
Native Hawaiian						
White	83%				5 percentage	88%
English Learner	19%				10	29%
RFEP	90%				5 percentage	95%

### 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	62%				5 percentage	67%
3 <sup>rd</sup>	62%				5 percentage	67%
5 <sup>th</sup>	57%				5 percentage	62%
All English Learner/Multilingual Students	37%				10 percentage points	47%
Special Education	30%				10 percentage points	40%
Socio-Economically Disadvantaged	33.80%				10 percentage points	43.80%
Asian	87%				5 percentage	92%
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
2+ more	78%				5 percentage	83%
Filipino						
Hispanic/Latino	30%				10	40%
Native Hawaiian						
White	77%				5 percentage	82%
English Learner	21%				10	31%
RFEP	80%				5 percentage	85%

**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	52.22%					
8 <sup>th</sup>	52.22%					
All English Learner/Multilingual Students	32%				10 percentage points	42%
Special Education	12.50%				10 percentage points	22.50%
Socio-Economically Disadvantaged	25%				10 percentage points	35%
Asian	81%				5 percentage	86%
Black/AA						
2+ more	54%				5 percentage	59%
Filipino						
Hispanic/Latino	18%				10	28%
Native Hawaiian						
White	69%				5 percentage	74%
English Learner	10%				10	20%
RFEP	72%				5 percentage	77%

**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	50.45%				10 percentage points	60.45%
Middle School Long Term English Learners (LTELs)	64.95%				10 percentage points	74.95%

**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		60%	71.87%		5 percentage	65%
1 <sup>st</sup>		39.51%	67.90%	80.26%	5 percentage	44.51%
3 <sup>rd</sup>		63%	61.73%	62.20%	5 percentage	68%
All English Learner/Multilingual Students		18.60%	37.40%		10 percentage points	29.60%
Special Education		48%	65.52%		10 percentage points	58%
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino		27%	39.61%		10	37%
Native Hawaiian						
White					5 percentage	
English Learner		9%	17.20%		10	19%
RFEP		55.56	100%		5 percentage	60.56%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		88.50%	83.02%		80%	168.50%
3 <sup>rd</sup>		86.90%	73.42%			
5 <sup>th</sup>		94.50%	98.61%			
English Learner/Multilingual Students		62.04%	55.06%			
Middle School Long Term English Learners (LTELs)						
Special Education		89.66%	75.00%			
Socio-Economically Disadvantaged			58.10%			

**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)	0.4				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	14.8%	17.48%	17.35%		50%	7.4%
All English Learner/Multilingual Students					50% reduction	
Special Education	14.6%	6.90%	6.90%		50%	7.3%
Socio-Economically Disadvantaged	27.8%		34.55%		50% reduction	13.90%
Asian	3%	10.29%	8.82%		50%	1.5%
Black/AA			28.57%			
2+ more	17.1%		9.84%		50%	8.55%
Filipino						
Hispanic/Latino	23.9%	26.32%	30.97%		50%	11.95%
Native Hawaiian						
White	8.8%	16.67%	11.84%		50%	4.4%
English Learner	25.2%	30.30%	30.53%		50%	12.6
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	0.18%				50%	0.09%
All English Learner/Multilingual Students					50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	0.74%				50% reduction	0.37%
Asian	0.00%				50%	
Black/AA						
2+ more	0.00%				50%	
Filipino						
Hispanic/Latino	0.56%				50%	0.28%
Native Hawaiian						
White	0.37%				50%	0.18%
English Learner	0.00%				50%	
RFEP	4.35%				50%	2.17%

**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>	79%			87%	5 percentage	84%
4 <sup>th</sup>	80%			77%	5 percentage	85%
5 <sup>th</sup>	84%			80%	5 percentage	89%

**Caring Adults in School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	78%			86%	5 percentage	83%
4 <sup>th</sup>	80%			71%	5 percentage	85%
5 <sup>th</sup>	87%			81%	5 percentage	92%

**Feel Safe at School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	82%			93%	5 percentage	87%
4 <sup>th</sup>	93%			85%	5 percentage	98%
5 <sup>th</sup>	93%			78%	5 percentage	98%

**Data Statements: Strength**

- 65% of all students are meeting or exceeding the benchmark in ELA and 62% of all students are meeting or exceeding the benchmark in Math. 70% of 5th grade students are meeting or exceeding the benchmark in ELA. 57% of 5th grade students are meeting or exceeding the benchmark in math. 59% of 3rd grade students are meeting or exceeding the benchmark in ELA and 62% of 3rd grade students are meeting or exceeding the benchmark in math.  
47% of students with disabilities are meeting or exceeding the benchmark in ELA.  
Highest student group performance are Asian at 94% and White at 83% meeting or exceeding the benchmark in ELA. In Math the highest student group performance are Asian 87% and White 77% who are meeting or exceeding benchmark.  
  
Spring 2023 Updates  
A little more than 80% of students met math benchmarks both assessment windows, though a decrease between Fall and Winter is present.  
98% of 5th graders met benchmark for the Winter assessment window, just under a 5% increase from the Fall assessment window.  
  
87% of 3rd grade students feel connected to school and 93% of 3rd grades feel safe.

**Data Statements: Challenges**

- Focal students for ELA and Math are:  
  
ELA: Latinx/Hispanic students 29% and English Learner 19%  
Math: Latinx/Hispanic students 30% and English Learner 21%



Chronic Absenteeism: Hispanic/Latinx 22% and English Learner 22%

#### Spring 2023 Updates

Math proficiency rates for all grades and subgroups have declined each progress period, except for fifth grade. While almost 87% of third graders were meeting or exceeding the benchmark in the fall assessment window, only 73% continued to meet the benchmark in the winter assessment window, a decline of more than 10%. 55% of English Learners met the benchmark for the winter assessment window. 58% of students with economic need met or exceeded the benchmark for the winter assessment window.

The percentage of students missing 10% of school or more has increased rather than been reduced.

While the percentage of 3rd graders feeling safe increased 2022 to 2023, 4th and 5th graders' sense of safety declined. Looking closely at the same cohort of students it's important to note that the change in sense of safety experienced by the current 5th grade class. In the Spring of 2022 93% of students felt safe. This Spring only 78% of students in this cohort feel safe.

### Planning Statements

3. This year, grade levels are participating in year long professional development and coaching in specific focus areas. K-2 will focus on early literacy. 3rd grade is focused on mathematics, and 4-5 is focused on English Language Development. All grades will provide small group intervention during the school day in the area of literacy. 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 personalized contact with families, incentives for student attendance improvement.

#### Spring 2023 Updates

Math TOSA will collaborate with and support 4th/5th grade teachers, instructional aide to support students performing below grade level.

Bimonthly attendance phone calls and meetings will be held to support students absents 10% or more.

Hop, Skip and Drive resource will be made available to families experiencing transportation challenges that significantly impact student attendance.

School Safety Focus group will be formed to find out more from students as to the current factors impacting their sense of safety. Student feedback will be shared with SSC and Staff to inform changes to school safety plan.

# 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 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").			
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 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	137,512.00
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource. Footsteps2Brilliance Recognition Materials (Awards, Treasure Box, Prizes for treasure box)	4000-4999: Books And Supplies Site Supplemental	1,500.00
MTSS, Tier 1: Implement CLAVES supplementary curriculum to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase.	District-provided materials and resources		
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	District-provided materials and resources		

computer-based Reading Inventory assessment for grades 3-5.			
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies and support materials in classrooms and intervention activities outside the school day (e.g., Literacy Boost)	District-provided materials and resources Site provided additional literacy student support materials	4000-4999: Books And Supplies Site Supplemental	500.00
	See above	4000-4999: Books And Supplies Site Lottery	3,500.00
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
<b>STRATEGY: Mathematics</b>			
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		
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 materials/resources and 0.5 fte Math ToSA	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--focused on grades 3rd/4th/5th.	District-provided materials and resources  Site-identified additional teacher extra-time (possible to include) schedule release time for teachers to review math assessment data with district math TOSA during assessment window		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.  ST Math Recognition Awards		
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. 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)	District-provided materials and resources		
<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: Support 4-5th staff to participate in summer and school-year professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
<b>STRATEGY: Visual and Performing Arts Programming</b>			
Implement Art4Schools visual arts program for all classrooms	Contract with Art4Schools	5800: Professional/Consulting Services And Operating Expenditures District Central funding	

# SPSA Goals and Strategies

## Goal 2

Goal #	Description
<b>GOAL 2</b>	<b>EQUITY:</b> 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 (1 Staff - 10 hours total)  District-provided resources		
Provide site-based community outreach specialists and workers, 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.	Site-identified staff 4 hours	2000-2999: Classified Personnel Salaries Site Supplemental	30,000.00
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
<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 resources and supplies  District-provided resources	4000-4999: Books And Supplies Site Supplemental	3,000
	see above	4000-4999: Books And Supplies Site Lottery	3,000
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		

# 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 <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	Amount
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	100,000
MTSS, Tier 1 & 2: Assign XX FTE site-based Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	Site-identified extra staff ing(FTE, Hours, contract)		
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, 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		
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		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic,	District-provided materials and resources		

behavior, and social emotional supports as well as case management and guidance for students in the SST process.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources  Site-identified resources (weekly Hoot Materials/PBIS)	4000-4999: Books And Supplies Site Supplemental	1,500
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Playworks, Peacemakers.), so that students experience safe play and build physical, mental and social/emotional health.	District-provided resources  Site-identified resources (Peacemakers, Playworks Junior Coaching)	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	3,500

# 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	\$359,012.00

## 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	\$312,512.00
Site Lottery	\$6,500.00
Site Supplemental	\$40,000.00

Subtotal of state or local funds included for this school: \$359,012.00

Total of federal, state, and/or local funds for this school: \$359,012.00



# 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	312,512.00
Site Lottery	6,500.00
Site Supplemental	40,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	312,512.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	312,512.00
4000-4999: Books And Supplies	Site Lottery	6,500.00
2000-2999: Classified Personnel Salaries	Site Supplemental	30,000.00
4000-4999: Books And Supplies	Site Supplemental	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	3,500.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,012.00
Goal 2	36,000.00
Goal 3	105,000.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amanda Driscoll	Principal
Kirstie Briones	Other School Staff
Abbie Wishart	Classroom Teacher
Athena Kontonis	Classroom Teacher Parent or Community Member
Jenny Lionberger	Classroom Teacher Parent or Community Member
Amy Radovich	Parent or Community Member
Sarah Wilson	Parent or Community Member
Alice Lee	Parent or Community Member
Felipe Aguilar	Parent or Community Member
Alicia Franco	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 6/5/2023.

Attested:



Principal, Amanda Driscoll on 6/5/2023



SSC Chairperson, Sarah Wilson on 6/5/2023