

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
Beresford Elementary School	41690396044846	May 15, 2023	June 22, 2023

## 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

ELAC- (input) 5/19/23  
ELAC- (feedback and approval) 5/19/23  
  
SSC- (input) 4/17/23  
SSC- (feedback and approval) 5/15/23  
  
PTA- (input) 5/31/23  
PTA- (feedback and approval) 5/31/23  
  
Staff- (input) 5/9/23  
Staff- (feedback and approval) 5/16/23



# 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	0.4%	0.40%	0.42%	1	1	1
African American	1.2%	1.59%	0.84%	3	4	2
Asian	6.2%	6.75%	8.4%	16	17	20
Filipino	6.2%	5.16%	3.78%	16	13	9
Hispanic/Latino	50.6%	55.95%	52.94%	131	141	126
Pacific Islander	2.3%	1.98%	2.52%	6	5	6
White	23.6%	20.63%	21.85%	61	52	52
Multiple/No Response	9.3%	6.75%	9.24%	24	17	22
<b>Total Enrollment</b>				259	252	238

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	37	45	41
Grade 1	43	38	38
Grade 2	45	46	40
Grade3	46	40	41
Grade 4	45	42	39
Grade 5	43	41	39
<b>Total Enrollment</b>	259	252	238

**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	79	107	83	30.5%	42.5%	34.9%
Fluent English Proficient (FEP)	31	17	24	12.0%	6.7%	10.1%
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	46%				5 percentage	51%
3 <sup>rd</sup>	60%				5 percentage	65%
5 <sup>th</sup>	42%				5 percentage	47%
All English Learner/Multilingual Students	12.73%				10 percentage points	22.73%
Special Education	44.44%				10 percentage points	54.44%
Socio-Economically Disadvantaged	18.79%				10 percentage points	28.79%
Black/AA						
Filipino						
Hispanic/Latino	24%				10	34%
Native Hawaiian						
White	80%				5 percentage	85%
English Learner	1.79%				10	11.79%
RFEP	40%				5 percentage	45%

### 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	37%				5 percentage	42%
3 <sup>rd</sup>	54%				5 percentage	59%
5 <sup>th</sup>	26%				5 percentage	31%
All English Learner/Multilingual Students	5.36%				10 percentage points	15.36%
Special Education	55.56%				10 percentage points	65.56%
Socio-Economically Disadvantaged	13.79%				10 percentage points	23.79%
Black/AA						
Filipino						
Hispanic/Latino	16%				10	26%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	60%				5 percentage	65%
English Learner	0%				10	
RFEP	20%				5 percentage	25%

**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	36.36%					
5 <sup>th</sup>	36.36%					
All English Learner/Multilingual Students	5.56%				10 percentage points	15.56%
Special Education	100%				10 percentage points	
Socio-Economically Disadvantaged	15%				10 percentage points	25%
Black/AA						
Filipino						
Hispanic/Latino	4.35%				10	14.35%
Native Hawaiian						
White	30%				5 percentage	35%
English Learner	5.56%				10	15.56%
RFEP	0%				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	47.95%				10 percentage points	57.95%
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		43%	56.59%		5 percentage	48%
1 <sup>st</sup>		34.21%	34.62%	37.14%	5 percentage	39.21%
3 <sup>rd</sup>		37%	28.21%	35.90%	5 percentage	42%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students		30.5%	28.92%		10 percentage points	40.50%
Special Education		26%	44.44%		10 percentage points	36%
Socio-Economically Disadvantaged					10 percentage points	
Black/AA						
Filipino						
Hispanic/Latino		24%	34.26%		10	34%
Native Hawaiian						
White					5 percentage	
English Learner		6%	24.32%		10	16%
RFEP		0%	66.67%		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		72.70%	71.14%		80%	152.7%
3 <sup>rd</sup>		75.60%	75.00%			
5 <sup>th</sup>		51.30%	29.17%			
English Learner/Multilingual Students		56.96%	54.55%			
Middle School Long Term English Learners (LTELs)						
Special Education		57.89%	63.16%			
Socio-Economically Disadvantaged			61.29%			

**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)	0.52				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	30.2%	25.00%	29.55%		50%	15.1%
All English Learner/Multilingual Students					50% reduction	
Special Education		26.32%	21.05%		50%	
Socio-Economically Disadvantaged	35.4%		38.83%		50% reduction	17.70%
Asian		19.35%	19.23%			
Black/AA			50.00%			
2+ more			23.81%			
Filipino						
Hispanic/Latino	35.1%	26.19%	39.17%		50%	17.55
Native Hawaiian			33.33%			
White	17%	15.07%	10.64%		50%	8.5%
English Learner	37%	32.05%	40.48%		50%	18.5%
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	0.00%				50%	
All English Learner/Multilingual Students	0.00%				50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	0.00%				50% reduction	
Black/AA						
Filipino						
Hispanic/Latino	0.00%				50%	
Native Hawaiian						
White	0.00%				50%	
English Learner	0.00%				50%	
RFEP	0.00%				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>	85%				5 percentage	90%
4 <sup>th</sup>	87%				5 percentage	93%
5 <sup>th</sup>	74%				5 percentage	82%



### Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	82%				5 percentage	87%
4 <sup>th</sup>	81%				5 percentage	86%
5 <sup>th</sup>	76%				5 percentage	81%

### 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	95%
4 <sup>th</sup>	96%				5 percentage	100%
5 <sup>th</sup>	81%				5 percentage	86%

#### Data Statements: Strength

- ELA: 60% of 3rd grade students met or exceeded grade level standard on the CAASPP.  
 Multilingual Learners: 47% of our multilingual students grew 1 point or maintained a 4 on the ELPAC. This was encouraged through strong DELD and IELD instruction as well as explaining the purpose and individual student goals using the EL snapshot.  
 CHKS: In 3rd, 4th and 5th grade over 75% of all students felt safe, connected and cared for at school. This was encouraged through a strong emphasis on SEL lessons, Responsive Classroom strategies and a full-time counselor to support student needs.  
 Literacy Benchmark - 57% of all students met or exceeded expectations for Literacy., 60% of our RFEP Met and Exceeded.  
 Mathematics Benchmarks - 71% of all students met or exceeded expectations. SWD increased by 6% between the beginning and middle of the year benchmarks.

#### Data Statements: Challenges

- Math:  
 Only 37% of all students met or exceeded grade level standard on the CAASPP.  
 Only 26% of 5th grade students met or exceeded grade level standard on the CAASPP.  
 Only 5% of our English Learners met or exceeded grade level standard on the CAASPP.  
 Literacy Benchmarks - 29% of EL students met or exceeded the standard. The 3rd grade student group decreased by 9% which met or exceeded  
 Mathematics benchmark - The 5th grade student group decreased 22% that met or exceeded standards.  
 Chronic Absenteeism - 30% of our students have been absent more than 10% of the school year. 40% of our Multi-Lingual population are chronically absent.

#### Planning Statements

- Year long professional development and coaching in the grades K-3 literacy curriculum PAF with TOSA support.  
 Year long professional development and coaching in grade 3 around Mathematics with TOSA support.  
 Two year professional development and fidelity to CLAVES curriculum in grades 4 and 5 with Stanford support.  
 Look at data to support our upper grades students who are below grade level in Mathematics to enroll in after school Math Boost Program.  
 Improve attendance through creating systems to support families who are chronically absent.

# 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: Continue to implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum with TOSA support.  Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	1,800.00
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	With TOSA support.		
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 for foundational literacy (PAF and Phonics for Reading).	District-provided 1.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1: Continue to 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: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
MTSS, Tier 1: Provide at-home materials to support foundational literacy in grades K-3 which follows the PAF structure.		4000-4999: Books And Supplies Site Lottery	2795
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 specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.			
<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 4-5th staff to participate in summer and school-year professional development to implement core SMFC math program.	Summer per diem, covered by district.  Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	1,000
MTSS, Tier 1: Support 4th and 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 Math TOSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Continue to implement math intervention programs (Math Boost), and after school online resources (technology licenses) to support unfinished learning and develop positive math mindsets of targeted students. Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources and technology licenses.	4000-4999: Books And Supplies Site Supplemental	4000

MTSS, Tier 1 & 2: Continue to 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 intervention activities outside the school day (e.g., Math Boost), Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.	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: Continue to implement LEGO Education modules, with support from the lead Lego teacher.	District-provided materials and resources and lead Lego teacher stipend.		

# 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>			
Continue to Implement family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness family engagement events.	Site-identified staff extra-time and meeting costs  District-provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	1000.00
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 3 hrs.	2000-2999: Classified Personnel Salaries Site Supplemental	22,310.00
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>			
Increase professional development and resources to support practices, and actions that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Increase classroom libraries with literature that builds inclusive classrooms and multi-cultural literature that represent the cultural backgrounds within our schools (heritage celebrations, LGBTQ+)	Purchase of ABAR books for classroom libraries.	4000-4999: Books And Supplies Site Supplemental	2500
Provide experiential learning and grade level content reengagement activities for all students to have a variety of learning experiences and exposure.	Site funding for assemblies	5000-5999: Services And Other Operating Expenditures Site Supplemental	4000

Support the costs of Sierra Outdoor School transportation so that it may lower the student price so that all students can attend without the burden for cost.	site funding	5000-5999: Services And Other Operating Expenditures Site Supplemental	2000
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups: : Youth with Compromised Housing, Students with IEPs, Latinx.	Staff timecarded for planning beyond work hours.	1000-1999: Certificated Personnel Salaries Site Supplemental	2000

# 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 .50 FTE of Counselor to provide individual and group wellness support.	District-provided .50 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	60,000
MTSS, Tier 1 & 2: District-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.	District-provided materials and resources		
MTSS, Tier 1 & 2: Continue to 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 <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 team 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 Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.			
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		
Supplemental SEL materials for K-5	Site based funding	4000-4999: Books And Supplies Site Supplemental	1500
Experiential student games to promote problem solving, collaboration and compromise skills while outside.	site based funding	4000-4999: Books And Supplies Site Supplemental	2000
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).			
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.			
MTSS 2, 3: Designated staff and 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).			
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of	site based funding	4000-4999: Books And Supplies Site Supplemental	1000



attendance rewards & recognitions activities.			
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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	\$302,905.00

## 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	\$255,000.00
Site Lottery	\$2,795.00
Site Supplemental	\$45,110.00

Subtotal of state or local funds included for this school: \$302,905.00

Total of federal, state, and/or local funds for this school: \$302,905.00

# 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	255,000.00
Site Lottery	2,795.00
Site Supplemental	45,110.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	259,800.00
2000-2999: Classified Personnel Salaries	22,310.00
4000-4999: Books And Supplies	13,795.00
5000-5999: Services And Other Operating Expenditures	6,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	255,000.00
4000-4999: Books And Supplies	Site Lottery	2,795.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	4,800.00
2000-2999: Classified Personnel Salaries	Site Supplemental	22,310.00

4000-4999: Books And Supplies	Site Supplemental	11,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	6,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	204,595.00
Goal 2	33,810.00
Goal 3	64,500.00

# 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
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Erin Felix	Principal
Lauren Long	Classroom Teacher
Zoya Salameh	Classroom Teacher
Iris Torres	Other School Staff Parent or Community Member
Sharon DiPierro	Parent or Community Member
Wendy Chou	Parent or Community Member
Amanda Duquette	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
	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 5/15/23.

Attested:

	Principal, Erin Felix on 5/15/23
	SSC Chairperson, Sharon DiPierro on 5/15/23