

School Year: **2023-24**



Foster City
Elementary

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
Foster City Elementary School	41690396044895	05/22/2023	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

School Site Council members provided input and support on this plan.

Coffee Chat with the Principal - In person in the morning

PTA - - Virtual in the evening

School Site Council- In Person 9/13/22, 10/24/22

ELAC - Virtual in the afternoon: 10/17/22, 1/23/23, 3/13/2023, 5/22/2023

Staff Meeting - in person in the afternoons on Tuesdays

Leadership Team- Tuesday afternoons throughout school year

CARE Team- Weekly meetings Tuesday mornings

Using the data, finding bright spots, and challenges, and 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	0.1%	0.13%	0.29%	1	1	2
African American	0.6%	0.79%	0.29%	5	6	2
Asian	54.7%	54.68%	53.79%	467	415	376
Filipino	3.2%	3.43%	3.58%	27	26	25
Hispanic/Latino	8.7%	9.49%	10.59%	74	72	74
Pacific Islander	0.5%	0.40%	0.57%	4	3	4
White	22.3%	20.55%	19.03%	190	156	133
Multiple/No Response	9.0%	9.22%	9.73%	77	70	68
	Total Enrollment			854	759	699

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	148	126	112
Grade 1	114	128	120
Grade 2	148	107	124
Grade3	143	133	110
Grade 4	175	107	128
Grade 5	126	158	105
Total Enrollment	854	759	699

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	115	185	166	13.5%	24.4%	23.7%
Fluent English Proficient (FEP)	241	218	211	28.2%	28.7%	30.2%
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	81%				5 percentage	86%
3 rd	80%				5 percentage	85%
5 th	79%				5 percentage	84%
All English Learner/Multilingual Students	57.45%				10 percentage points	67.45%
Special Education	28.57%				10 percentage points	38.57%
Socio-Economically Disadvantaged	57.69%				10 percentage points	67.69%
Asian	88%				5 percentage	93%
Black/AA						
2+ more	76%				5 percentage	81%
Filipino						
Hispanic/Latino	60%				10	70%
Native Hawaiian						
White	82%				5 percentage	87%
English Learner	11.32%				10	21.32%
RFEP	93.15%				5 percentage	98.15%

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	83%				5 percentage	88%
3 rd	83%				5 percentage	88%
5 th	79%				5 percentage	84%
All English Learner/Multilingual Students	73.08%				10 percentage points	83.08%
Special Education	39.29%				10 percentage points	49.29%
Socio-Economically Disadvantaged	60.71%				10 percentage points	70.71%
Asian	95%				5 percentage	100%
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
2+ more	72%				5 percentage	77%
Filipino						
Hispanic/Latino	42%				10	52%
Native Hawaiian						
White	80%				5 percentage	85%
English Learner	1.89%				10	11.89%
RFEP	94.52%				5 percentage	99.52%

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	42.86%				10 percentage points	52.86%
Special Education	15.38%				10 percentage points	25.38%
Socio-Economically Disadvantaged	58.33%				10 percentage points	68.33%
Asian	0%				5 percentage	
Black/AA						
2+ more	33.33%				5 percentage	38.33%
Filipino						
Hispanic/Latino	7.14%				10	17.14%
Native Hawaiian						
White	25%				5 percentage	30%
English Learner	42.86%				10	52.86%
RFEP	94.87%				5 percentage	99.87%

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	79.10%				10 percentage points	89.10%
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		72%	65.85%		5 percentage	77%
1 st		61.48%	86.73%	88.50%	5 percentage	66.48%
3 rd		71%	70.19%	76.29%	5 percentage	76%
All English Learner/Multilingual Students		36.36%	76.33%		10 percentage points	46.36%
Special Education		27%	42.42%		10 percentage points	37%
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino		38%	56.67%		10	48%
Native Hawaiian						
White					5 percentage	
English Learner		37%	63.06%		10	47%
RFEP		48.39%	91.67%		5 percentage	53.39%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		90.80%	93.67%		80%	170.8%
3 rd		93.60%	92.31%			
5 th		90.50%	92.23%			
English Learner/Multilingual Students		84.88%	86.78%			
Middle School Long Term English Learners (LTELs)						
Special Education		48.84%	65.71%			
Socio-Economically Disadvantaged			85.71%			

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	17.21%	10.87%	10.36%		50%	8.60%
All English Learner/Multilingual Students					50% reduction	
Special Education	27.27%	29.55%	33.33%		50%	13.63%
Socio-Economically Disadvantaged	3.45%		23.40%		50% reduction	1.72%
Asian	14.01%	7.38%	7.97%		50%	7.05
Black/AA			50.00%			
2+ more	18.60%		9.09%		50%	9.30%
Filipino						
Hispanic/Latino	33.78%	28.57%	7.97%		50%	16.89
Native Hawaiian						
White	21.60%	16.15%	14.62%		50%	10.80%
English Learner	19.88%	17.69%	16.67%		50%	9.94%
RFEP	12.50%				50%	6.25%

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	0.13%				50%	0.065%
All English Learner/Multilingual Students					50% reduction	
Special Education	1.82%				50% reduction	0.91%
Socio-Economically Disadvantaged	1.72%				50% reduction	0.86%
Asian	0.00%				50%	
Black/AA						
2+ more	0.00%				50%	
Filipino						
Hispanic/Latino	1.35%				50%	0.675%
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 rd	78%			74%	5 percentage	83%
4 th	80%			82%	5 percentage	85%
5 th	79%			78%	5 percentage	84%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	70%			68%	5 percentage	75%
4 th	79%			77%	5 percentage	84%
5 th	69%			68%	5 percentage	74%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	84%			85%	5 percentage	89%
4 th	92%			90%	5 percentage	97%
5 th	89%			92%	5 percentage	94%

Data Statements: Strength

- ELA / Literacy
Strengths
28.57% of Special Education students met or exceeded ELA standards as measured on the CAASPP testing 2021-2022
93.15% of RFEP students met or exceeded ELA standards as measured on the CAASPP testing 2021-2022

ELA Benchmark
Strengths
There was an increase with SWD by 14.52% Met/Exceeded
There was an increase in EL by 39.7% Met/Exceeded

Math
Strengths
39.29% of Special Education students met or exceeded ELA standards as measured on the CAASPP testing on 2021-2022
94.52% of RFEP students met or exceeded ELA standards as measured on the CAASPP testing on 2021-2022

Math Benchmark
Students with Disabilities increased by 16.87% on district mathematics assessments.
93.67% All students proficient on district mathematic assessments

SEL
Strengths
92% of 4th graders reported feeling safe at school as measured on the CHKS 2021-2022
78% of 3rd graders reported feeling connected at school as measured by the CHKS 2021-2022

SEL Benchmark

92% of 5th graders (last years' 4th graders) reported feeling safe at school as measured on the CHKS 2022-2023
82% of 4th graders (last years' 3rd graders) reported feeling connected at school as measured by the CHKS 2022-2023

Data Statements: Challenges

2. **ELA/ Literacy Challenges**
57.69 % of our SED Students are meeting or exceeding standards, in comparison to 81% of all students in 2021-2022 CAASPP
- Math Challenges**
60.71% of our SED Students are meeting or exceeding standards, in comparison to 83% of all students.
1.89% of English Learner are meeting or exceeding standards in 2021-2022 CAASPP
- SEL Challenges**
70% of 3rd graders reported having a caring adult at school in 2021-2022 CHKS
- ELA Benchmark**
3rd Grade students remained the same number that Met/Exceeded Standards

Planning Statements

3. **Strategic System Change Models to implementation of SMFC Strategic Plan in year 2:**
- Achievement:** Grade levels will continue to participate in a year-long arc of professional development and coaching in specific focus areas: TK-3 will focus on comprehensive literacy, and 4-5 will focus on math.
- SEL:** School Wide Implementation of Second Step, Daily Mindfulness Practices, Best Buddies. All grade level teachers will continue to receive professional development that addresses and disrupts the inequities and biases that may interfere with student achievement.
- Community:** Continue to strengthen family partnerships through conferences, communication, events, and outreach.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: 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-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1 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. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Two Instructional Aide Paraprofessional Professionals to assist and support with PAF roll-out and targeted instruction, with emphasis on K-2.	District-provided 2 FTE Instructional Aides	2000-2999: Classified Personnel Salaries District Central funding	98,000
MTSS, Tier 1: Support 4-5th staff (only in Cohort B schools for 2022-23) to participate in summer and school-year professional development to deepen implementation of I-ELD/D-ELD strategies to ensure access to grade level content curriculum.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and	District-provided materials and resources		

training to teachers around newcomer supports	Site-identified additional teacher extra-time		
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 Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost)	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Support 4th/5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 Math ToSA, materials and resources Site-identified additional teacher extra-time		
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		
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.)		

<p>MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.</p>	<p>District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)</p>		
<p>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)</p>	<p>District-provided materials and resources Site-identified additional teacher extra-time</p>		
<p>STRATEGY: Science/STEM</p>			
<p>MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.</p>	<p>District-provided materials and resources</p>		
<p>MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development</p>	<p>District-provided materials and resources Site-identified additional teacher extra-time</p>		
<p>MTSS, Tier 1: Implement LEGO Education modules</p>	<p>District-provided materials and resources Site-identified additional teacher extra-time</p>		

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs		
	District-provided resources		
Expand school efforts to get input and feedback from families, including the number of multi-lingual engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs		
	District-provided resources		
STRATEGY: Responsive” Curriculum & Practices			
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	Site Supplemental	8,000
	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs	Site Supplemental	8,000
	District-provided resources		

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1 FTE of Counselors to provide individual, group, and classroom wellness support.	District-provided 1 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	100,507
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: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, morning/class meetings, and progressive discipline framework.	District-provided materials and resources Site-identified staff extra-time		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources Site-identified staff extra-time		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources Site-identified staff extra-time		

<p>MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, morning/class meetings 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>4,000</p>
<p>STRATEGY: Reducing 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>Site-identified staff extra-time</p>		
<p>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</p>			
<p>On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism</p>	<p>Site-identified staff extra-time</p>		
<p>STRATEGY: Expand Visual and Performing Arts Programming</p>			
<p>Implement Art4Schools visual arts program for all classrooms TK through grade 5</p>	<p>District-provided resources</p>		

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$338,507.00

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	\$318,507.00
Site Supplemental	\$20,000.00

Subtotal of state or local funds included for this school: \$338,507.00

Total of federal, state, and/or local funds for this school: \$338,507.00

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	318,507.00
Site Supplemental	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	224,507.00
2000-2999: Classified Personnel Salaries	98,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	220,507.00
2000-2999: Classified Personnel Salaries	District Central funding	98,000.00
	Site Supplemental	16,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,000.00
Goal 2	16,000.00
Goal 3	104,507.00

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:

- 2 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Amanda Goll	Principal
Jeanette Wong	Classroom Teacher Parent or Community Member
Leane Mish	Classroom Teacher
Leah Pason	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/24/2022.

Attested:



Principal, Amanda Goll on 05/22/2023



SSC Chairperson, Nina Aggrawal on 05/22/2023