



# 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
George Hall Elementary School	41690396044903	June 1, 2023	June 22, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

**Additional Targeted Support and Improvement**  
As a school identified for Additional Targeted Support and Improvement (ATSI), George Hall is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: Students identified as Two or More Races in the area of Chronic Absenteeism.

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

In this SPSA, there are several sections with information that explains how George Hall has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

SSC Meeting - 5/22/23

Staff Meeting- 5/8/23

ELAC- 5/17/23

# 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%			0
African American	1.4%	1.69%	1.29%	6	7	5
Asian	14.0%	15.42%	15.5%	60	64	60
Filipino	4.4%	3.86%	3.88%	19	16	15
Hispanic/Latino	34.8%	36.39%	35.4%	149	151	137
Pacific Islander	4.0%	4.10%	4.13%	17	17	16
White	30.8%	28.43%	27.39%	132	118	106
Multiple/No Response	10.1%	9.88%	11.37%	43	41	44
	<b>Total Enrollment</b>			428	415	387

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	85	91	78
Grade 1	75	63	58
Grade 2	65	66	61
Grade3	78	64	61
Grade 4	62	71	60
Grade 5	63	60	69
<b>Total Enrollment</b>	428	415	387

**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	69	95	74	16.1%	22.9%	19.1%
Fluent English Proficient (FEP)	42	34	42	9.8%	8.2%	10.9%
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	64%				5 percentage	69%
3 <sup>rd</sup>	56%				5 percentage	61%
5 <sup>th</sup>	70%				5 percentage	
All English Learner/Multilingual Students	34.04%				10 percentage points	44.04%
Special Education	20%				10 percentage points	30%
Socio-Economically Disadvantaged	39.13%				10 percentage points	49.13%
Asian	67%				5 percentage	72%
Black/AA						
Filipino						
Hispanic/Latino	41%				10	51%
Native Hawaiian						
White	87%				5 percentage	92%
English Learner	4.08%				10	14.08%
RFEP	85.71%				5 percentage	90.71%

### 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	60%				5 percentage	65%
3 <sup>rd</sup>	67%				5 percentage	72%
5 <sup>th</sup>	56%				5 percentage	61%
All English Learner/Multilingual Students	22.92%				10 percentage points	32.92%
Special Education	23.33%				10 percentage points	33.33%
Socio-Economically Disadvantaged	30.43%				10 percentage points	40.43%
Asian	75%				5 percentage	80%
Black/AA						
Filipino						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Hispanic/Latino	33%				10	43%
Native Hawaiian						
White	83%				5 percentage	88%
English Learner	2.04%				10	12.04%
RFEP	78.57%				5 percentage	83.57%

**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	14.29%				10 percentage points	24.29%
Special Education	11.11%				10 percentage points	21.11%
Socio-Economically Disadvantaged	43.75%				10 percentage points	53.75%
Asian	44.44%				5 percentage	49.44%
Black/AA						
Filipino						
Hispanic/Latino	13.04%				10	23.04%
Native Hawaiian						
White	56.25%				5 percentage	61.25%
English Learner	14.29%				10	24.29%
RFEP	100%				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	50.88%				10 percentage points	60.88%
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		49%	62.22%		5 percentage	54%
1 <sup>st</sup>		38.10%	64.29%	83.02%	5 percentage	43.10%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>		61%	48.28%	69.64%	5 percentage	66%
All English Learner/Multilingual Students		17.50%	40%		10 percentage points	27.50%
Special Education		16%	32.26%		10 percentage points	26%
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
Filipino						
Hispanic/Latino		39%	41.12%		10	49%
Native Hawaiian						
White					5 percentage	
English Learner		14%	27.27%		10	24%
RFEP		42.86%	84.21%		5 percentage	47.86%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		79.6%	85.11%		80%	159.60%
3 <sup>rd</sup>		67.2%	85.19%			
5 <sup>th</sup>		84.1%	81.54%			
English Learner/Multilingual Students		61.97%	72.22%			
Middle School Long Term English Learners (LTELs)						
Special Education		47.62%	77.78%			
Socio-Economically Disadvantaged			71.43%			

**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)	0.3				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	25.9%	24.10%	24.65%		50%	12.95%
All English Learner/Multilingual Students					50% reduction	
Special Education	29.6%	20.63%	25.40%		50%	14.80%
Socio-Economically Disadvantaged	42.7%		41.57%		50% reduction	21.35%
Asian	4.5%	22.08%	14.49%		50%	2.25%
Black/AA						
2+ more	25.6%		17.50%			
Filipino						
Hispanic/Latino	42.9%	25.58%	38.10%		50%	21.45%
Native Hawaiian						
White	7.4%	19.74%	8.82%		50%	3.7%
English Learner	39.6%	32.86%	39.13%		50%	19.80%
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	0.71%				50%	0.35%
All English Learner/Multilingual Students					50% reduction	
Special Education	1.41%				50% reduction	0.70%
Socio-Economically Disadvantaged	0.99%				50% reduction	0.49%
Asian	0.00%				50%	
Black/AA						
Filipino						
Hispanic/Latino	1.28%				50%	0.64%
Native Hawaiian						
White	0.00%				50%	
English Learner	1.05%				50%	0.52%
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>	73%			70%	5 percentage	78%
4 <sup>th</sup>	81%			81%	5 percentage	86%



Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
5 <sup>th</sup>	83%			71%	5 percentage	88%

**Caring Adults in School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	71%			61%	5 percentage	76%
4 <sup>th</sup>	80%			77%	5 percentage	85%
5 <sup>th</sup>	77%			76%	5 percentage	82%

**Feel Safe at School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	76%			73%	5 percentage	81%
4 <sup>th</sup>	91%			87%	5 percentage	96%
5 <sup>th</sup>	81%			83%	5 percentage	86%

**Data Statements: Strength**

- In the District Mathematics Snapshot, we notice a rise in student achievement from the beginning of the year to the middle of the year for both Special Education and Multilingual subgroups. We see a drop in chronic absenteeism for the Special Education, Asian, and White subgroups. The majority of 3rd-5th graders at our school feel connected and safe at school, and feel they have caring adults at school.

**Data Statements: Challenges**

- There is a drop in achievement of 2.56% for 5th graders on the District Mathematics Snapshot between the beginning of the school year to the middle of the school year. A large number of our students who are Socio-Economically Disadvantaged are chronically absent, with not much improvement between the End of Year 2022 to the Middle of Year 2023. According to the CHKS data, all percentages for 3rd, 4th and 5th graders have either stayed the same or gone down in regard to students feeling safe at school, connected at school, and that there are caring adults at school. We see an equity gap for our English Learners/Multilingual and Students with Disabilities student groups within the District Literacy Benchmark. Less than half of student groups are meeting or exceeding expectations in our District Literacy Benchmark.

**Planning Statements**

- This year, grade levels will continue to participate in professional learning and coaching in specific focus areas- K-3rd will focus on early literacy, 4th-5th grade will focus on mathematics. Teachers will be provided with time to collaborate across and within grade-levels, mainstream, and special day classes. Small group intervention will be implemented across all grade-levels. The math ToSA will continue to work with targeted grade-levels to support the implementation of differentiated math instruction to meet the needs of all learners. Students across all grade-levels will engage in math mindset routines. We will provide targeted intervention for students who are chronically absent. School support staff will call families, provide resources as necessary, and hold meetings to connect with families.

In order to promote a feeling of connectedness at school, teachers will host daily community circles, our school counselor will facilitate strategic social-emotional counseling groups, and staff will support students to resolve their conflicts in a restorative way

# 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-2 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	151,404
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 2: Provide additional online literacy resource to support academic intervention	BrainPop licenses	4000-4999: Books And Supplies Site Supplemental	4,850
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	Site-identified additional teacher extra-time to engage in inquiry, collaboration, and student support	1000-1999: Certificated Personnel Salaries Site Supplemental	2,500

classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups identified in ATSI: Students with Two or More Races			
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 additional resources to teachers to increase access to culturally relevant, engaging and rigorous experiences for all students (provided by the PTA through mini grants).	Site-provided materials and resources	4000-4999: Books And Supplies Site PTA	1,600
<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 site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 fte Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources  Site-identified additional teacher extra-time (funding listed in L&L section)		
<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		
STEM Night with families funded by the PTA	Site-provided materials and resources	4000-4999: Books And Supplies Site PTA	500

# 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.	Parent outreach District-provided resources	4000-4999: Books And Supplies Site Supplemental	500
Expand school efforts to get input and feedback from families, engagements/regular coffee chats, updated website information, cultural events to represent our families, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources Site-provided webmaster stipend	1000-1999: Certificated Personnel Salaries Site Supplemental	1500
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Expand school efforts to support practices and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Continue to implement school practices and actions 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 • 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 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors  Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	120,000
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 how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	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, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources		
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	2000-2999: Classified Personnel Salaries Site Supplemental	13507

	Site-identified personnel to support attendance monitoring and PBIS data input analysis (1.75 hr)		
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” so that students experience safe play and build physical, mental and social/emotional health.	District-provided resources  Site-identified personnel to support student play and leadership during lunch	2000-2999: Classified Personnel Salaries Site Supplemental	9143
<b>STRATEGY: Reducing Chronic Absenteeism</b>			
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).	Site-identified staff		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff		
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.	Site-identified staff		
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.			
MTSS Tier 2 Students with Two or More Races (ATSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 2 Students with Two or More Races(ATSI):			



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 (transportation, school connection, specific negative experiences, learning challenges, etc.).			
--	--	--	--

# 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	\$380,504.00

## 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 (\$)
------------------	-----------------

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	\$346,404.00
Site PTA	\$2,100.00
Site Supplemental	\$32,000.00

Subtotal of state or local funds included for this school: \$380,504.00

Total of federal, state, and/or local funds for this school: \$380,504.00

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
District Central funding	346,404.00
Site PTA	2,100.00
Site Supplemental	32,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	350,404.00
2000-2999: Classified Personnel Salaries	22,650.00
4000-4999: Books And Supplies	7,450.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	346,404.00
4000-4999: Books And Supplies	Site PTA	2,100.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	4,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	22,650.00
4000-4999: Books And Supplies	Site Supplemental	5,350.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2
Goal 3

235,854.00
2,000.00
142,650.00

# 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
Justine DiMaggio	Principal
Kristen Crawford	Classroom Teacher
Kerry Kelly	Classroom Teacher
Nancy Lesley	Other School Staff
Sara Kelly	Parent or Community Member
Zack Horn	Parent or Community Member
Amy Fickenscher	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 6/1/23.

Attested:



Principal, Justine DiMaggio on 6/1/23



SSC Chairperson, Sara Kelly on 6/1/23