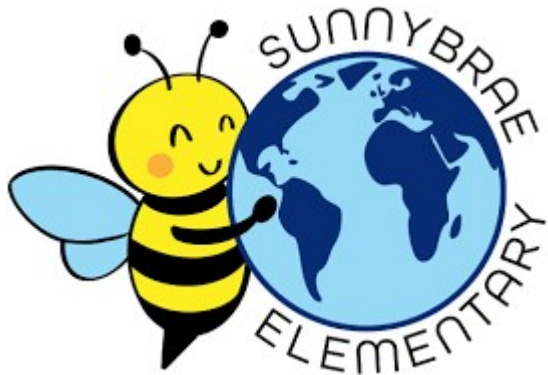


School Year: **2023-24**



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
Sunnybrae Elementary School	41690396045017	May 22, 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
Additional Targeted Support and Improvement
As a school with a Title 1 Schoolwide Program, Sunnybrae is using this SPSA to describe the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards. In addition, as a school identified for Additional Targeted Support and Improvement (ATSI), Sunnybrae 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: Hispanic and Students with disabilities in the area of ELA, Math and 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 explain how Sunnybrae has met the ESSA requirements for the ATSI program or Schoolwide Title 1 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.

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

The school collected feedback from various stakeholders during several meetings in which students data was presented. The stakeholders brainstormed strengths and challenges, root cause and possible strategies to improve student outcomes.

School Site Council- May 22

English Language Advisory Council - May 19

Instructional Leadership Team - Ongoing, team meetings starting April 2023

Staff Meeting - Ongoing, meetings starting April 2023

Parent Teacher Association - Ongoing, team meetings starting April 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%			0
African American	0.5%	0.53%	0.54%	2	2	2
Asian	6.7%	5.32%	4.89%	25	20	18
Filipino	4.0%	2.93%	2.72%	15	11	10
Hispanic/Latino	68.0%	74.73%	75%	253	281	276
Pacific Islander	4.0%	2.66%	3.8%	15	10	14
White	10.0%	8.51%	8.7%	37	32	32
Multiple/No Response	6.2%	5.05%	3.8%	23	19	14
	Total Enrollment			372	376	368

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	82	82
Grade 1	51	48	59
Grade 2	67	52	47
Grade3	68	66	47
Grade 4	62	69	61
Grade 5	64	59	72
Total Enrollment	372	376	368

Data Statements: Strength

1. A strength was an increase in enrollment for the students in kindergarten. This will help to sustain enrollment as that group ages and moves up the grade levels.

Data Statements: Challenges

2. A challenge is the overall declining enrollment from the 19-20 school year to the 22-23 school year.

Why are we getting these results?

3. There are outside school factors that have impacted enrollment. The most impactful factor is the high cost of living. The area being less affordable impacts the number of families in the community.

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	170	230	224	45.7%	61.2%	60.9%
Fluent English Proficient (FEP)	48	48	44	12.9%	12.8%	12.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	20%				5 percentage	25%
3 rd	19%				5 percentage	24%
5 th	21%				5 percentage	26%
All English Learner/Multilingual Students	4.55%				10 percentage points	14.55%
Special Education	4%				10 percentage points	14%
Socio-Economically Disadvantaged	15.63%				10 percentage points	25.63%
Black/AA						
Filipino						
Hispanic/Latino	13%				10	23%
Native Hawaiian						
English Learner	6.78%				10	16.78%
RFEP	43.75%				5 percentage	48.75%

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	23%				5 percentage	28%
3 rd	27%				5 percentage	32%
5 th	26%				5 percentage	31%
All English Learner/Multilingual Students	12.61%				10 percentage points	22.61%
Special Education	4%				10 percentage points	14%
Socio-Economically Disadvantaged	17.05%				10 percentage points	27.05%
Black/AA						
Filipino						
Hispanic/Latino	17%				10	27%
Native Hawaiian						
English Learner	5.93%				10	15.93%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
RFEP	50%				5 percentage	55%

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	6.45%				10 percentage points	16.45%
Special Education	11.11%				10 percentage points	21.11%
Socio-Economically Disadvantaged	10%				10 percentage points	20%
Black/AA						
Filipino						
Hispanic/Latino	8.89%				10	18.89%
Native Hawaiian						
English Learner	6.45%				10	16.45%
RFEP	28.57%				5 percentage	32.57%

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	56.25%				10 percentage points	66.25%
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		25%	40.18%		5 percentage	30%
1 st		24.14%	46.55%	48.21%	5 percentage	29.14%
3 rd		21%	33.33%	37.78%	5 percentage	26%
All English Learner/Multilingual Students		14.56%	27.63%		10 percentage points	24.56%
Special Education		10%	17.65%		10 percentage points	20%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Socio-Economically Disadvantaged						
Black/AA						
Filipino						
Hispanic/Latino		20%	30.89%		10	
Native Hawaiian						
English Learner		13%	23.33%		10	
RFEP		37.50%	77.87%		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		54.54%	70.75%		80%	134.54%
3 rd		78.7%	59.52%			
5 th		36.1%	77.61%			
English Learner/Multilingual Students		50.52%	62.76%			
Middle School Long Term English Learners (LTELs)						
Special Education		37.10%	62.86%			
Socio-Economically Disadvantaged			68.52%			

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)	0.32				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	34.7%	31.14%	41.18		50%	17.08%
All English Learner/Multilingual Students						
Special Education	38.8%	37.1%	42.62		50%	19.4%
Socio-Economically Disadvantaged	38.1%		41.15		50% reduction	19.05%
Asian		13.79%	25.93			

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Black/AA						
Filipino						
Hispanic/Latino	36.6%	32.63%	40.22		50%	18.3%
Native Hawaiian						
White		29.41%	20.69			
English Learner	37.2%	33.80%			50%	18.6%
RFEP			37.95%		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						
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	67%			70%	5 percentage	62%
4 th	75%			61%	5 percentage	70%
5 th	70%			78%	5 percentage	65%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	58%			77%	5 percentage	53%
4 th	75%			72%	5 percentage	70%
5 th	61%			74%	5 percentage	56%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	71%			86%	5 percentage	66%
4 th	81%			58%	5 percentage	76%
5 th	74%			89%	5 percentage	69%

Data Statements: Strength

1. An area of strength was that the suspension rates were zero across all groups of students. An additional area of strength was that over 70% of students in 3rd - 5th grade feel safe at school. The English Language Progress Indicator was 56%.

Students in 5th grade increased their district math benchmark results from BOY 36.1% proficient to MOY 77.61%. Most student groups increased by at least 10% from beginning of the year to middle of the year district math benchmark.

From the beginning of the year to the middle of the year measure for chronic absenteeism, our white students decreased the percentage of students who were chronically absent.

For our California Health Kids data, our students in 3rd and 5th grade increased their agreement or strongly agreement with the statements of feeling connected at school, having a caring adult at school, and feeling safe at school.

Data Statements: Challenges

2. Our ELA CAASPP results showed that 20% of all students were meeting or exceeding standard. Our Math CAASPP results showed that 23% of all students were meeting or exceeding standard. Our ELA local indicators show that 25% of all students are meeting or exceeding standard.

Our 3rd grade district math benchmark scores decreased from the beginning of the school year and the middle of the school year. Our math scores for our students with disabilities and our multilingual learners increase by double digit percentages but did not hit the target of 80%.

All of but one of our students groups, including Hispanic/Latino and Students with Disabilities, increased in percentages for chronic absenteeism measures.

For our California Health Kids data, our students in 4th grade decreased their agreement or strongly agreement with the statements of feeling connected at school, having a caring adult at school, and feeling safe at school.

Planning Statements

3. This year, grade levels participated in year long professional development and coaching in specific focus areas. K-2 focused on early literacy, 3rd grade focused on mathematics, and 4-5 focused English Language Development. All grades provided small group intervention during the school day in the area of literacy. The school created a plan to support regular attendance among subgroups who have chronic absenteeism which included flyers and personalized contact with families. Increase of usage for Footsteps 2 Brilliance and ST Math for target student groups.

Next Year:
Continue professional learning work to strengthen instruction.

For mathematics, site math TOSA will work with grade levels to support math instruction and curriculum implementation.

To address chronic absenteeism, we will provide targeted intervention to support students with family phone calls, family meetings, home visits, attendance recognitions, SARC, and SARB.

To address school climate concerns, we will continue to implement school wide PBIS, provide counseling support, social-emotional lessons in classrooms, morning meetings, and restorative conversations with students.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL TK 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
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") targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided curriculum.		
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided 2.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	250,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-5 students targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided resource.		
MTSS, Tier 1: Continue to implement designated English Language Development to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided materials and resources		

MTSS Tier 1: Provide supplemental materials to support literacy instruction	Site-identified supplemental materials	4000-4999: Books And Supplies Site Supplemental	23,000
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost) targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	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 targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided extra-time for Teacher Lead		
RAZ kids licenses	classroom licenses for RAZ kids	5000-5999: Services And Other Operating Expenditures Site Title 1	3,042
Purchase materials for ToSAs in support of the instruction of teachers who are receiving coaching	ToSA identified materials	4000-4999: Books And Supplies Site Supplemental	5,000
MTSS, Tier 2: Implement ELA and ELD intervention programs to support unfinished learning for targeted students--focused on grades 2nd/3rd/4th/5th targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	Site-identified extra for staff	1000-1999: Certificated Personnel Salaries Site Title 1	15,000
Supplemental materials to support instruction for multilingual students	Site identified materials	4000-4999: Books And Supplies Site Title 1	10,000
Extend the hours of operation of the school library by an additional 1.2 hours	Staff hourly	2000-2999: Classified Personnel Salaries Site Supplemental	16,550
Assign Multilingual ToSA to support embedded and designated ELD instruction through coaching targeting specifically student groups	0.5 FTE for Multilingual ToSA	1000-1999: Certificated Personnel Salaries Site Title 1	60,000

in ATSI - Hispanic and Students with Disabilities			
MTSS Tier 1: Provide supplemental materials to support literacy instruction	Site-identified supplemental materials	4000-4999: Books And Supplies Site Title 1	3,551
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		
MTSS, Tier 1: Support 4th - 5th grade teachers to collaborate with Site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 1.0 Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	150,000
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 and targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	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 targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	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 in ATSI - Hispanic and Students with Disabilities.	District-provided materials and resources		
Supplemental materials to support math instruction	Site identified materials	4000-4999: Books And Supplies	9,551

		Site Title 1	
MTSS, Tier 2: Implement math intervention programs to support unfinished learning for targeted students--focused on grades 2nd/3rd/4th/5th targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	Staff Hourly	1000-1999: Certificated Personnel Salaries Site Title 1	10,000
STRATEGY: Science/STEM			
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		
Materials to support STEAM lessons	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	5,000
STRATEGY: Building MTSS Systems			
Implement Instructional Leadership Team to analyze student achievement and next steps	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	10,000
Teacher collaboration and planning outside of contracted work hours	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	8,000
Bilingual Paraeducator I to support classrooms	Personnel	2000-2999: Classified Personnel Salaries Site Supplemental	48,510
Paraeducator I to support classrooms	Personnel	2000-2999: Classified Personnel Salaries Site Title 1	48,510
Substitute coverage to allow teachers to observe other teachers	Site identified days to request substitutes	1000-1999: Certificated Personnel Salaries Site Title 1	6,249
Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the ASP	District-provided resources		
STRATEGY: Full Service Community School Initiative			
Build site community school steering committees to engage all stakeholder voices to bring in resources needed to provide	District-provided resources Site-Identified staff extra time		

<p>opportunities for students in the areas of quality early learning (access to pre-k), extended learning day, and academic interventions.</p>			
<p>STRATEGY: Expand Visual and Performing Arts Programming Implement Art4Schools visual arts program for all classrooms</p>	<p>District-provided resources</p>	<p>5800: Professional/Consulting Services And Operating Expenditures District Central funding</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 and support family attendance by providing child care	Site-identified staff extra-time and meeting costs District-provided resources	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	3,521
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 1.0 FTE District-provided staff 1.0 fte	2000-2999: Classified Personnel Salaries Site Title 1	110,250
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.	Site-identified staff extra-time and meeting costs District-provided resources	4000-4999: Books And Supplies Site Title 1	2,000
Implement school site family engagements and education for families with support for academic information (district supported programs) and other academic/wellness resources.	Site-identified staff extra time and meeting costs	4000-4999: Books And Supplies Site Title 1	8000
Planning for family workshops and family engagement activities	Site-identified staff extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	3000
Incentives for parents to attend workshops to support students using Title IV funds	Site identified incentives--Title IV	4000-4999: Books And Supplies Other	5000
Purchase audio equipment for the LGI to host family workshops	Site-identified audio equipment	4000-4999: Books And Supplies Site Title 1	1000

Purchase backdrops for school events to build and promote school community and involvement	Purchase 2 backdrops	4000-4999: Books And Supplies Site Supplemental	1500
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by CERTIFICATED staff professional development, that deepen understanding of Implicit Bias and build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries Site Title 1	7000
Provide culturally relevant classroom books	Site-identified texts	4000-4999: Books And Supplies Site Lottery	4576
Implement school curriculum, practices, and actions, supported by CLASSIFIED staff professional development, that deepen understanding of Implicit Bias and build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources	2000-2999: Classified Personnel Salaries Site Title 1	3000
STRATEGY: Field Trips and Assemblies			
Provide access to learning opportunities outside of the classroom through field trips and assemblies for all grade levels	Costs for field trip including student admission, chaperone admission, and transportation	5000-5999: Services And Other Operating Expenditures Site Title 1	15,000
STRATEGY: Full Service Community School Initiative			
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources	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 • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.5 FTE of Counselors to provide individual and group wellness support.	District-provided 1.5 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	200,000
MTSS Tier 1 & 2: Incentives and certificates to support PBIS for student recognition	Site-identified materials and resources	4000-4999: Books And Supplies Site Title 1	6000
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 & 2: Materials to support mindfulness and SEL supplemental materials	Site-identified materials and resources	4000-4999: Books And Supplies Site Supplemental	5000
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		
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 staff extra-time		
MTSS, Tier 1: Implement site-based strategies for health and	District-provided resources		

safety through “supported play” (Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health.	Site-identified staff extra-time		
Increase the quality of PE and recess equipment to engage students to want to be at school	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	1940
MTSS Tier 1 &2: Incentives and certificates to support PBIS for student recognition with Title IV funds	Site-identified materials and resources	4000-4999: Books And Supplies Other	7000
MTSS Tier 1 & 2: Materials to support mindfulness and SEL supplemental materials	Site-identified materials and resources	4000-4999: Books And Supplies Site Title 1	4000
MTSS Tier 1 & 2: Materials to support mindfulness and SEL supplemental materials with Title IV funds	Site-identified materials and resources	4000-4999: Books And Supplies Other	3000
Track behavior referral data in Aeries through classified hourly data entry	Classified hourly	2000-2999: Classified Personnel Salaries Site Supplemental	3000
For all students, update materials in case of emergency disaster procedures	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	1500
Maintain the materials for emergency disaster procedures	Classified hourly	2000-2999: Classified Personnel Salaries Site Supplemental	1000
STRATEGY: Full Service Community School Initiative			
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive	District-provided resources		
STRATEGY: Reducing Chronic Absenteeism			
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)	District-provided resources		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/expansion of attendance rewards and recognition activities	Site-identified incentives	4000-4999: Books And Supplies Site Title 1	10000
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly/positive calls home and conduct personal outreach to	Site-identified resources		

families of students who are chronically absent			
MTSS Tier 2 Students with IEPs, Latinx (ATSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism	Site-identified resources		
STRATEGY: Supporting Students with Compromised Housing and Foster Youth			
MTSS Tier 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, pantry & clothing closets) targeting specifically student groups in ATSI - Hispanic and Students with Disabilities.	District-provided resources		
MTSS Tier 2: On a quarterly basis, Care Team members, in collaboration with district social workers, will review chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism	District-provided resources		

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	\$1,088,250.00

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	\$600,000.00
Other	\$15,000.00
Site Lottery	\$4,576.00
Site Supplemental	\$115,000.00
Site Title 1	\$350,153.00
Site Title 1 Family Engagement	\$3,521.00

Subtotal of state or local funds included for this school: \$1,088,250.00

Total of federal, state, and/or local funds for this school: \$1,088,250.00

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	600,000.00
Other	15,000.00
Site Lottery	4,576.00
Site Supplemental	115,000.00
Site Title 1	350,153.00
Site Title 1 Family Engagement	3,521.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	719,249.00
2000-2999: Classified Personnel Salaries	234,341.00
4000-4999: Books And Supplies	116,618.00
5000-5999: Services And Other Operating Expenditures	18,042.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	600,000.00
4000-4999: Books And Supplies	Other	15,000.00
4000-4999: Books And Supplies	Site Lottery	4,576.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	3,000.00

2000-2999: Classified Personnel Salaries	Site Supplemental	69,060.00
4000-4999: Books And Supplies	Site Supplemental	42,940.00
1000-1999: Certificated Personnel Salaries	Site Title 1	116,249.00
2000-2999: Classified Personnel Salaries	Site Title 1	161,760.00
4000-4999: Books And Supplies	Site Title 1	54,102.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	18,042.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	3,521.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	681,963.00
Goal 2	163,847.00
Goal 3	242,440.00

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
Cynthia Chin	Principal
Tina Smith	Parent or Community Member
Bry Meyers	Parent or Community Member
Irais Martinez	Parent or Community Member
Charlotte Cheng	Parent or Community Member
Roger Diaz	Parent or Community Member
Lisa Mejia Sandoval	Other School Staff
Erin Hohler	Classroom Teacher
Mia Bennett	Classroom Teacher
Elaine Trang	Classroom Teacher

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2023.

Attested:

	Principal, Cynthia Chin on 5/22/2023
	SSC Chairperson, Charlotte Cheng on 5/22/2023