

School Year: **2023-24**



**North
Shoreview
Montessori**

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
North Shoreview Montessori School	41690396044978	May 19, 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

The following groups convened to review and update the SPSA:
May 9, 2023- staff meeting with certificated staff
May 16, 2023-Principal's Coffee Chat
May 19, 2023-School Site Council meeting for approval
May 24, 2023-staff meeting with classified staff

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%			0
Asian	23.8%	23.17%	25.09%	69	60	73
Filipino	5.5%	5.79%	5.5%	16	15	16
Hispanic/Latino	17.2%	19.31%	21.31%	50	50	62
Pacific Islander	1.0%	1.16%	1.03%	3	3	3
White	34.8%	33.20%	29.9%	101	86	87
Multiple/No Response	17.2%	17.37%	16.84%	50	45	49
Total Enrollment				290	259	291

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	39	36	37
Grade 1	33	36	40
Grade 2	37	29	37
Grade 3	32	35	33
Grade 4	34	27	35
Grade 5	31	30	30
Grade 6	27	18	29
Grade 7	25	28	22
Grade 8	32	20	28
Total Enrollment	290	259	291

Data Statements: Strength

1. NSM has become more diverse over the course of the last three years.

Data Statements: Challenges

2. There are still subgroups that are not represented well at our school.

Why are we getting these results?

3. We are not targeting our communication to these other subgroups about enrolling in our school.

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	24	32	28	8.3%	12.4%	9.6%
Fluent English Proficient (FEP)	35	34	54	12.1%	13.1%	18.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of students who have become fluent English proficient has increased over the last 3 years.
2. Approximately 10% of our students are multi-language learners. In reality, this means that there are often no more than 2 students per class who are language learners.
3. Students are receiving support towards becoming English proficient.

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	80%				5 percentage	85%
3 rd	77%				5 percentage	82%
5 th	89%				5 percentage	94%
8 th	80%				5 percentage	85%
All English Learner/Multilingual Students	27.27%				10 percentage points	37.27%
Special Education	25%				10 percentage points	35%
Socio-Economically Disadvantaged	56.52%				10 percentage points	66.52%
Asian	91%				5 percentage	96%
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	93%				5 percentage	98%
English Learner	0%				10	10%
RFEP	88.89%				5 percentage	93.89%

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	72%				5 percentage	77%
3 rd	85%				5 percentage	90%
5 th	75%				5 percentage	80%
8 th	50%				5 percentage	55%
All English Learner/Multilingual Students	36.36%				10 percentage points	46.36%
Special Education	18.75%				10 percentage points	28.75%
Socio-Economically Disadvantaged	43.48%				10 percentage points	53.48%
Asian	100%				5 percentage	105%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	84%				5 percentage	89%
English Learner	0%				10	10%
RFEP	55.56%				5 percentage	60.56%

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	0%				10 percentage points	10%
Special Education	20%				10 percentage points	30%
Socio-Economically Disadvantaged	25%				10 percentage points	35%
Asian	44.44%				5 percentage	49.44%
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	50%				5 percentage	55%
English Learner	0.00%				10	10%
RFEP	63.64%				5 percentage	68.64%

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	38.89%				10 percentage points	48.49%
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		76%	85.81%		5 percentage	81%
1 st		57.81%	80%	93.50%	5 percentage	62.81%
3 rd		80%	78.79%	85.29%	5 percentage	85%
8 th		82%	88.89%	84.62%	5 percentage	87%
All English Learner/Multilingual Students		37%	67.24%		10 percentage points	47%
Special Education		24%	47.37%		10 percentage points	34%
Socio-Economically Disadvantaged					10 percentage points	
Asian		88%	91.11%		5 percentage	93%
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
White		77%	91.76%		5 percentage	82%
English Learner		42%	44.44%		10	52%
RFEP		37.50%	87.10%		5 percentage	42.50%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		91.00%	93.24%		80%	171%
3 rd		97.00%	97.06%			
5 th		80.00%	80.00%			
English Learner/Multilingual Students		83.33%	80.00%			
Middle School Long Term English Learners (LTELs)						
Special Education		72.73%	55.56%			
Socio-Economically Disadvantaged			81.48%			

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)	0.37				20%	20.37%

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	7.72%	15.17%	7.90%		50%	3.86%
All English Learner/Multilingual Students					50% reduction	
Special Education	4.00%	42.86%	10.53%		50%	2%
Socio-Economically Disadvantaged	0.00%		7.32%		50% reduction	0%
Asian	0.00%	9.90%	3.33%		50%	0%
Black/AA						
2+ more			4.26%			
Filipino						
Hispanic/Latino		19.35%	14.29%		50%	
Native Hawaiian						
White	8.53%	19.44%	10.47%		50%	4.26%
English Learner	16.00%	10.71%	7.41%		50%	8%
RFEP	9.09%				50%	4.54%

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%				50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	0.00%				50% reduction	
Asian	0.00%				50%	
Black/AA						
Filipino						
Hispanic/Latino						
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	83%			79%	5 percentage	78%
4 th				85%	5 percentage	
5 th	88%			80%	5 percentage	83%
6 th					5 percentage	
7 th	74%				5 percentage	69%
8 th					5 percentage	

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	82%			83%	5 percentage	78%
4 th				86%	5 percentage	
5 th	78%			73%	5 percentage	73%
6 th					5 percentage	
7 th	59%				5 percentage	54%
8 th					5 percentage	

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	88%			92%	5 percentage	83%
4 th				96%	5 percentage	
5 th	92%			83%	5 percentage	87%
6 th					5 percentage	
7 th	76%				5 percentage	71%
8 th					5 percentage	

Data Statements: Strength

- ELA**
Dashboard
In the ALL STUDENTS category, 80% of students scored exceeded or met grade level standards on the ELA portion of the CAASPP
88.89% of RFEP students exceeded or met standards on the ELA portion of the CAASPP
85% of 3rd grade students exceeded or met standards on the math portion of the CAASPP
Only 7.72% of ALL STUDENTS were chronically absent in 2022-23 and 4% of students with IEP's were chronically absent.

MATH
Snapshot
Spring 2023
In the ALL STUDENTS category, there was a +2.24% in scores.
In the all categories except for Special Education, students met the 80% proficiency target.

CHRONIC ABSENTEEISM

Spring 2023

ALL STUDENTS met the 50% (or more) reduction in chronic absenteeism

Asian, SPED, Hispanic/Latino, White, and English Learners reduced their chronic absenteeism.

CHKS

Spring 2023

3rd grade students reported an increase in having caring adults at school and feeling safe at school.

Data Statements: Challenges

2. In the area of ELA and math, our EL/multilingual students (27.27% and 36.36%) and Students with IEP's (25% and 18.75%) exceeded or met standards.
Approximately, 50% of students from Socially Economically Disadvantaged homes exceeded or met standards in math and ELA.
16% of EL/multilingual learners were chronically absent and reflects double the amount of students in several "other" groups.

MATH

Snapshot

Spring 2023

3rd grade students demonstrated little growth and 5th grade students demonstrated not growth from fall to spring.

There was a decrease of 3.33% in English Learners scores from fall to spring

There was a significant decrease of 17.17% in students with IEP's scores from fall to spring.

CHRONIC ABSENTEEISM

Spring 2023

Hispanic, White, English Learners did not meet the 50% reduction in chronic absenteeism

CHKS

Spring 2023

With the exception of 3rd grade (caring adults and feeling safe), there were decreases in all other areas.

Planning Statements

3. This year, teachers are participating in year long professional development to align curriculum across all grade levels in ELA (specifically Units of Study) and Montessori cultural studies (including science and social studies). Magnet funds will be utilized for professional development of both teaching staff and paraeducators in the area of reading/writing instruction. Through the work of our Language and Literacy TOSA, students reading below grade level will receive additional phonics instruction using PAF and phonics instruction through Units of Study, as well as the Montessori language curriculum. Chronic Absenteeism will be addressed with families, especially focusing on second language learners by communicating with families and coming up with a plan for improving attendance. Our supplemental funds will be used to provide after school tutoring, especially for our students from low SES homes targeting math and reading, as well as our multilingual students who are chronically absent.

In 2023-24, the Care team, office staff as well as teachers will focus on improving chronic absenteeism, especially targeting English learners and their families by setting up meetings with the families to learn what is preventing their child from attending school. In terms of school climate, the school will focus on all classes implementing Second Step-SEL curriculum with fidelity. With students being at school more consistently and having tools to feel safe at school, students will have more opportunities to make the expected growth in math. In addition, after school tutoring will continue to be offered for students struggling in mathematics and reading, especially targeting our students who are chronically absent, student with IEP's, and Latinx students.

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: Continue to implement Units of Study (Lucy Caulkins) K-8, including the companion phonics program in K and 1st grade classes.	District-provided curriculum.	4000-4999: Books And Supplies District Central funding	15,174
MTSS, Tier 1: Support K-8 staff to participate in summer and school-year professional development to implement Units of Study in reading and writing.	Summer per diem, covered by district.	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy.	District-provided .5 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	70,572.00
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all K-3 students targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Implement an after school tutoring program for students reading below grade level in 3rd-5th grades and 6th-8th grades, targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	Site Allocated Funds	1000-1999: Certificated Personnel Salaries Site Supplemental	5,250.00
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-8.	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 identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	District-provided materials and resources		
STRATEGY: Mathematics			
MTSS, Tier 1: Implement Montessori math curricula in grades K-5 along with EngageNY/Zearn.	District-provided materials and resources	4000-4999: Books And Supplies District Central funding	
MTSS, Tier 1: Implement Desmos math curriculum in 6th-8th grades.	District-provided materials and resources		
MTSS, Tier 1: Support 4th-5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources		
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 and/or 5th and targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	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 identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx 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		

targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.			
MTSS, Tier 1 & 2: Implement an after school tutoring program to support unfinished learning and develop positive math mindsets of targeted students in 1st-2nd grades and 6th-8th grades and targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students..	Site allocated funds	1000-1999: Certificated Personnel Salaries Site Supplemental	5250.00
MTSS, Tier 1 & 2: Assign a Math ToSA, working 50% time, to support implementation of the core curriculum and provide Tier 2 intervention supports to struggling math learners.	District-provided resource	1000-1999: Certificated Personnel Salaries District Central funding	75,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Implement Montessori Cultural Studies which includes science and social studies for grades K-5.			
MTSS, Tier 1: Implement Open Sci Ed in grades 6-8.	District-provided materials and resources		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools for all grades K-8.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	
Continue implementation of K-4 music instruction through Music for Minors	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	
Continue implementation of instrumental music instruction for 5th and 6th grade students.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	

Continue implementation of steel drum instruction for 7th and 8th grade students.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	
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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.	District-provided resources		
Implement family engagements and education for the families of students participating in the after school tutoring program.	Site allocated funds to provide an opportunity for parents to learn strategies to support their child at home.	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	500.00
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Provide Montessori professional development opportunities to staff.	Site allocated funds to provide course registration fees for professional development	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	7,000.00
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources		

Become a member of and collaborate with national/local Montessori organizations such as National Center for Montessori in the Public Sector, American Montessori Society and/or Bay Area Montessori Association.	site allocated funds to pay for membership as well as consultants to improve Montessori practices	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	5,000.00
Provide Montessori materials for classrooms		4000-4999: Books And Supplies Site Magnet	3,000.00

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 1.0 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 <ul style="list-style-type: none"> • 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		

<p>MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.</p>	<p>District-provided materials and resources</p>		
<p>MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health.</p>	<p>District-provided resources</p>		
<p>STRATEGY: Reducing Chronic Absenteeism</p>			
<p>MTSS Tier 1, 2, 3 All Students: Through the Care team, school will identify families whose children have been chronically absent 2 or more consecutive years and schedule meetings with the Care Team to address a plan to improve attendance and to acknowledge attendance improvement.</p>	<p>site-based interventions</p>		
<p>MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).</p>			
<p>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</p>			
<p>Ensure that in Care team meetings, SST's and IEP's that students with compromised housing and Foster Youth are identified as such and both school and community resources are offered to families/providers by the school counselor.</p>	<p>site-based interventions</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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$306,746.00

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	\$280,746.00
Site Magnet	\$15,000.00
Site Supplemental	\$11,000.00

Subtotal of state or local funds included for this school: \$306,746.00

Total of federal, state, and/or local funds for this school: \$306,746.00

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	280,746.00
Site Magnet	15,000.00
Site Supplemental	11,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	276,072.00
4000-4999: Books And Supplies	18,174.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	265,572.00
4000-4999: Books And Supplies	District Central funding	15,174.00
4000-4999: Books And Supplies	Site Magnet	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	12,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	171,246.00
Goal 2	15,500.00
Goal 3	120,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Lori Fukumoto	Principal
Meg McGinty	Parent or Community Member
Jennifer Sheridan	Parent or Community Member
Rebekah Butler	Parent or Community Member
Scott Hilton	Classroom Teacher
Tamara Taylor	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

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 May 19, 2023.

Attested:



Principal, Lori Fukumoto on 5-19-23



SSC Chairperson, Meghan McGinty on 5-19-23