

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
Bowditch Middle School	41690396044861	5/24/23	6/22/23

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

We held SPSA engagement opportunities for Staff (5/15/23), ELAC (5/25/23) and Site Council (5/24/23). SSC approved the SPSA on 5/24/23.

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	0.9%	0.55%	0.66%	9	5	6
Asian	49.2%	48.62%	49.45%	477	441	449
Filipino	4.3%	3.97%	4.63%	42	36	42
Hispanic/Latino	9.2%	10.58%	13.22%	89	96	120
Pacific Islander	0.1%	0.11%	0.22%	1	1	2
White	27.0%	24.48%	20.59%	262	222	187
Multiple/No Response	8.1%	9.48%	9.03%	79	86	82
	Total Enrollment			970	907	908

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	321	311	303
Grade 7	315	300	302
Grade 8	334	296	303
Total Enrollment	970	907	908

Data Statements: Strength

- Overall enrollment has remained consistent from 2021 - 22 to 2022 - 23.

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	89	76	81	9.2%	8.4%	8.9%
Fluent English Proficient (FEP)	366	338	347	37.7%	37.3%	38.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. There was a slight increase from 21-22 to 22-23 in the number of English Learners.
2. There was a slight increase from 21-22 to 22-23 in the number of FEP.
3. No data available for RFEP.

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	77%				5 percentage	82%
8 th	79%				5 percentage	84%
All English Learner/Multilingual Students	17.24%				10 percentage points	27.24%
Special Education	22.81%				10 percentage points	32.81%
Socio-Economically Disadvantaged	50.77%				10 percentage points	60.77%
Asian	87%				5 percentage	92%
Black/AA						
2+ more	81%				5 percentage	86%
Filipino	71%				10	81%
Hispanic/Latino	42%				10	52%
Native Hawaiian						
White	72%				5 percentage	77%
English Learner	19.44%				10	29.44%
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	73%				5 percentage	78%
8 th	69%				5 percentage	74%
All English Learner/Multilingual Students	28.17%				10 percentage points	38.17%
Special Education	27.59%				10 percentage points	37.59%
Socio-Economically Disadvantaged	31.82%				10 percentage points	41.82%
Asian	87%				5 percentage	92%
Black/AA						
2+ more	79%				5 percentage	84%
Filipino	52%				10	62%
Hispanic/Latino	33%				10	43%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	62%				5 percentage	67%
English Learner	1.39%				10	11.39%
RFEP	77.16%				5 percentage	82.16%

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	5.56%				10 percentage points	15.56%
Special Education	12.50%				10 percentage points	22.50%
Socio-Economically Disadvantaged	16.67%				10 percentage points	26.67%
Asian	25.55%				5 percentage	30.55%
Black/AA						
2+ more	29.41%				5 percentage	44.41%
Filipino	0%				10	
Hispanic/Latino	15.15%				10	25.15%
Native Hawaiian						
White	17.11%				5 percentage	32.11%
English Learner	5.56%				10	15.56%
RFEP	60%				5 percentage	65%

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	82.22%				10 percentage points	92.22%
Middle School Long Term English Learners (LTELs)	77.27%				10 percentage points	87.27%

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		82%	84.09%		5 percentage	87%
8 th		79%	80.97%	80.47%	5 percentage	84%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students		41.26%	18.57%		10 percentage points	51.26%
Special Education		40%	59.02%		10 percentage points	50%
Socio-Economically Disadvantaged					10 percentage points	
Asian		86%	86.57%		5 percentage	91%
Black/AA						
2+ more					5 percentage	
Filipino					10	
Hispanic/Latino		57%	64.29%		10	67%
Native Hawaiian						
White		83%	88%		5 percentage	88%
English Learner		5%	18.57%		10	15%
RFEP		57.84%	59%		5 percentage	62.84%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		91.58%	93.96%		80%	171.58%
6 th		93.20%	94.46%			
7 th		90.86%	98.26%			
8 th		89.78%	86.49%			
English Learner/Multilingual Students		81.69%	77.05%			
Middle School Long Term English Learners (LTELs)						
Special Education		76.09%	93.96%			
Socio-Economically Disadvantaged		74.55%	66.13%			

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	9.29%	12.07%	11.18%		50%	4.64%
All English Learner/Multilingual Students					50% reduction	
Special Education	13.11%	25.00%	17.46%		50%	6.55%
Socio-Economically Disadvantaged	6.35%		31.43%		50% reduction	3.17%
Asian	5.43%	6.54%	5.58%		50%	2.71%
Black/AA			50.00%			
2+ more	7.43%		7.41%		50%	3.71%
Filipino	6.67%				50%	3.33%
Hispanic/Latino	26.21%	27.52%	28.46%		50%	13.10%
Native Hawaiian						
White	14.10%	15.54%	16.13%		50%	7.05%
English Learner	18.57%	19.75%	20.55%		50%	9.28%
RFEP	8.16%				50%	4.08

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	7.30%				50%	3.65%
All English Learner/Multilingual Students					50% reduction	
Special Education	9.84%				50% reduction	4.92%
Socio-Economically Disadvantaged	15.87%				50% reduction	7.93%
Asian	4.89%				50%	2.44%
Black/AA						
2+ more	0.00%				50%	
Filipino	6.67%				50%	3.33%
Hispanic/Latino	15.53%				50%	7.76%
Native Hawaiian						
White	10.49%				50%	5.24%
English Learner	8.57%				50%	4.28%
RFEP	8.67%				50%	4.33%

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
6 th	73%			55%	5 percentage	78%
7 th	64%			54%	5 percentage	69%
8 th	63%			55%	5 percentage	68%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	75%			65%	5 percentage	80%
7 th	62%			65%	5 percentage	67%
8 th	68%			65%	5 percentage	73%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	68%			54%	5 percentage	73%
7 th	66%			47%	5 percentage	71%
8 th	66%			47%	5 percentage	71%

Data Statements: Strength

- ELA:**

 - All students overall score is 77% CAASPP met/exceeded
 - Reclassified ELs 85.7% met/exceeded
 - 4 Student groups have a high percentage of students met/exceeded: Asian 87%, Filipino 71%, White 72%, 2+ races 81%, RFEP 85.71%

Math:

 - All students overall score 73% met/exceeded
 - Student groups are performing significantly above proficiency (Asian 87%, White 62%, 2+ more 79% , RFEP 77.16%

ELPAC:

 - All EL's/Multilingual students 82.22% Increased 1 level or maintained level 4
 - LTEL's 77.27% Increased 1 level or maintained level 4

CHKS:

 - Students feel connected at school Strongly agree/Agree: 73% 6th grade, 63% 7th grade, 63% 8th grade

Spring 2023

District Literacy Benchmark

 - All students 82% in 2022 and 84.09% in 2023 met/exceeded the grade level standard
 - Special Education students increased met/exceeded by 19.02% from 40%in 2022 to 59.02% in 2023
 - English Learners increased 13.57% met/exceeded from 5% in 2022 to 18.57% in 2023
 - Hispanic/Latino increased by 7.29% met/exceeded from 57% in 2022 to 64.29% in 2023

District Math Snapshot

- Special Education student increased from 76.09% in 2022 to 93.96 % in 2023

Data Statements: Challenges

2. ELA:

Areas of growth are needed in the following:

All English/Multilingual students 17.24% with a 2023 growth target of 10% to 27.24%

Special Education students 22.81% with a 2023 growth target of 10% to 32.81%

Socio-Economically Disadvantaged students 50.77% with a 2023 growth target of 10% to 60.77%

Hispanic/Latino students 42% with a 2023 growth target of 10% to 52%

English Learner students 19.44% with a 2023 growth target of 10% to 29.44%

Math

Areas of growth are needed in the following:

All English/Multilingual students 28.17% with a 2023 growth target of 10% to 38.17%

Special Education students 27.59% with a 2023 growth target of 10% to 37.59%

Socio-Economically Disadvantaged students 31.82% with a 2023 growth target of 10% to 41.82%

Filipino students 52% with a 2023 growth target of 10% to 62%

Hispanic/Latino students 33% with a 2023 growth target of 10% to 43%

English Learner students 1.39% with a 2023 growth target of 10% to 11.39%

Spring 2023

District Literacy Benchmark

- All English Learner/multilingual students was the only sub group that decreased going from 41.26% to 18.57%

CHKS

- Students feeling connected decreased in each grade level: 6th grade 18%, 7th grade 10% and 8th grade 8% from 2022 to 2023
- Students having a caring adult at school decreased in 6th grade by 10% and 8th grade by 3% from 2022 to 2023
- Students feeling safe at school decreased across all grade levels: 6th grade by 14%, 7th grade by 19% and 8th grade by 19%

Planning Statements

3. Overall, students performed well academically and special education students made significant gains. However, CHKS data saw significant decreases in students feeling connected, having a caring adult on campus, and feeling safe at school.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL 6th 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: Assign middle school teacher leads for Language & Literacy instruction, who facilitate ELA teacher inquiry and planning to support Language & Literacy instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	20,000
MTSS Teir 2: Through SST process provide RTI supports and interventions	Site - Identified materials, resources and certificated hourly rate	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation of ALAC classes.	District-provided materials, resources,	None Specified	0
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 0.5 FTE Newcomer Teacher	1000-1999: Certificated Personnel Salaries District Central funding	72,597
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 4 hours Newcomer paraeducators	2000-2999: Classified Personnel Salaries District Central funding	31,000
MTSS, Tier 1: Implement the Reading Inventory literacy interim assessment.	District-provided materials and resources	None Specified	0
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional	District-provided materials and resources	None Specified	0

re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost)			
MTSS Tier 1: Provide supplemental materials and resources to the Library .	Site identified materials	4000-4999: Books And Supplies Site Lottery	5,000
MTSS Tier 1: Assign middle school teacher leads for Social Studies instruction, who facilitate teacher inquiry and planning to support curriculum implementation, and curriculum adoption.	District-provided 0.17 FTE	1000-1999: Certificated Personnel Salaries District Central funding	20,000
STRATEGY: Middle School Block Schedule			
MTSS, Tier 1: Support staff to participate in summer and school-year professional development and planning to adjust curriculum and instruction for the new block schedule.	District-provided materials and resources	None Specified	0
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Support math teachers to participate in summer and school-year professional development to implement core SMFC math programs.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 1.0 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students.	District-provided materials and resources	None Specified	0
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students.	District-provided resource.	None Specified	0
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	None Specified	0
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement	District-provided materials and resources	None Specified	0

strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)			
MTSS Tier 2: Through SST process provide RTI supports and interventions	Site - Identified materials, resources and certificated hourly rate	4000-4999: Books And Supplies Site Lottery	1,505
MTSS Tier 2: Provide after-school Homework Central support	Site - certificated & classified hourly rate	1000-1999: Certificated Personnel Salaries Site Supplemental	15,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective"	District-provided materials and resources	None Specified	0
MTSS, TIER 1: Provide learning opportunities through elective classes	PTSA - provided materials and resources	None Specified Site PTA	5,000
STRATEGY: Expand visual and performing Arts programing			
Implement Art grant funding	Provide materials and resouces to visual and performing arts.	None Specified Other	75,000

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	None Specified	0
Provide quarterly parent education nights based on parents interests.	PTSA - provided resources	None Specified	
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	0001-0999: Unrestricted: Locally Defined Site PTA	800
Host school sponsored functions including Back to School Night, Parent Teacher Conferences, and Open House.	PTSA - provided resources	None Specified Site PTA	450
STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.			
Not implemented this year			
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	None Specified	0
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture	Site-identified staff extra-time, materials, professional development: No Place for Hate (\$4,000) District-provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	4,000

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	None Specified	0

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	90,226
MTSS, Tier 1 & 2: Implement Restorative Practices	1.0 Restorative Practices ToSA	1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0
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	1000-1999: Certificated Personnel Salaries District Central funding	0
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	1000-1999: Certificated Personnel Salaries District Central funding	0

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	1000-1999: Certificated Personnel Salaries District Central funding	0
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, professional development (Restorative Practices)	0001-0999: Unrestricted: Locally Defined Site Donations	2,500
MTSS Tier 2 & 3 YSB Counseling Services to support student mental health.	District provided and supplemental school funding (2 days)--TBD	5800: Professional/Consulting Services And Operating Expenditures District Central funding	10,000
MTSS Tier 1 & 2 Student Support Services TOSA	District provided FTE	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 1 & 2 Wellness Center to support student mental health wellness.	Site-identified staff extra time, materials & resources.	0001-0999: Unrestricted: Locally Defined District Central funding	20,000
MTSS Tier 1 & 2: Assign 2.0 FTE of Counselors to provide individual and group wellness support.	District-provided 2.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	218,792
MTSS Tier 1 & 2: Provide PBIS supports during arrival, dismissal, and lunch	Site-identified extra staff time	0001-0999: Unrestricted: Locally Defined Site Supplemental	5,000
MTSS Tier 2: Lunch and after school reflection		0001-0999: Unrestricted: Locally Defined Site Lottery	5,000
MTSS Tier 1 & 2: Implement PBIS program and recognition	Site - provided material and resouces	0001-0999: Unrestricted: Locally Defined Site Supplemental	15,000

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	\$1,008,870.00

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 (\$)
	\$0.00
District Central funding	\$872,615.00
Other	\$75,000.00
Site Donations	\$2,500.00
Site Lottery	\$11,505.00
Site PTA	\$6,250.00
Site Supplemental	\$41,000.00

Subtotal of state or local funds included for this school: \$1,008,870.00

Total of federal, state, and/or local funds for this school: \$1,008,870.00

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
	0.00
District Central funding	872,615.00
Other	75,000.00
Site Donations	2,500.00
Site Lottery	11,505.00
Site PTA	6,250.00
Site Supplemental	41,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	52,300.00
1000-1999: Certificated Personnel Salaries	828,615.00
2000-2999: Classified Personnel Salaries	31,000.00
4000-4999: Books And Supplies	6,505.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
None Specified	80,450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
0001-0999: Unrestricted: Locally Defined	District Central funding	20,000.00

1000-1999: Certificated Personnel Salaries	District Central funding	811,615.00
2000-2999: Classified Personnel Salaries	District Central funding	31,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	10,000.00
None Specified	Other	75,000.00
0001-0999: Unrestricted: Locally Defined	Site Donations	2,500.00
0001-0999: Unrestricted: Locally Defined	Site Lottery	5,000.00
4000-4999: Books And Supplies	Site Lottery	6,505.00
0001-0999: Unrestricted: Locally Defined	Site PTA	800.00
None Specified	Site PTA	5,450.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	24,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	17,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	367,102.00
Goal 2	5,250.00
Goal 3	636,518.00

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
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Caleb Bowers	Principal
Dustin Umberger	Classroom Teacher
Manjira Datta	Classroom Teacher
Natalie Forsman	Other School Staff
Charles Perryman	Other School Staff
Kristina Ayala	Classroom Teacher
Marianne Wallace	Parent or Community Member
Nidhi Lal	Parent or Community Member
Emma Yu	Secondary Student
Raja Boudali	Secondary Student

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 10/26/22.

Attested:



Principal, Caleb Bowers on 5/31/23



SSC Chairperson, Natalie Forsman on 5/31/23