

# SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

<b>School</b>	Alameda High
<b>CDS Code</b>	1611190130229
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<b>Date of SSC Approval</b>	April 19, 2023
<b>Date of BOE Approval</b>	Insert on All sites Tab

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

# Districtwide Strategic Plan and LCAP Goals

**Goal 1:** Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

**Goal 2:** Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

**Goal 3:** Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

**Goal 4:** Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

**Goal 5:** Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

**Goal 6:** Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

## District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

<b>Student level goals</b> (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
<b>Teacher priority practices</b> (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
<b>Leadership Practices</b>	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking,	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults

	to state and district standards and school vision	writing, and academic language practice in service of grade-level standards	and students, and a sense of belonging for all students in service of the school's vision for learning
<b>District Goals</b>	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

**All School Site Plans will focus their efforts on LCAP Goals 1 and 2.**  
**Each school site's focal student group is African American.**

**LCAP Goal 1** : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

**LCAP Goal 2** : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

**District and Site Annual Outcomes**

*The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.*

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	5.7	10.7	-125.9	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	16.5%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	76.9	-30.7	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.40%	52.8%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	65%	76.5%	62.5%	At-risk ELLs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th 15.63%	
% of students with one or more D, F, or Is	11%	16.2%	23.3%		6th-8th 2.78%	

	9th-12th	2.13%	1.5%
	Percent of students improving one or more ELPI levels	60.60%	41.5%

## District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome	AY 2021 -2022		
	District	Site	A/A
<b>Chronic Absenteeism</b> % of students who are absent 10% of more of their enrolled days	16.9%	13.6%	25%
<b>Suspension Rate/Office Discipline Referrals</b> % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.	1.4%/3.2%	1.7%	0%
<b>Graduation</b> % of four-year cohort completing graduation requirements	94.5%	95.6%	94.1%
<b>Engaged and Trusting Family Relationships</b> % Positive responses on Family Relationships and Trust Survey	88%	73.3%	25%
<b>California Healthy Kids Survey:</b> % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	
	7th	71%	
	9th	66%	65%
	11th	64%	64%
			75%
			N/A

### SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we provide and empower our staff with protocols for reflecting on their practice, specifically around Black students' engagement and achievement., consistent opportunities to gather and reflect on student voice/achievement data, as well as monitor and coach them in the implementation and practice of the aforementioned,
then we will see an increase in A-G eligibility of our Black students, monitored semester by semester.
70% of AHS Black students will be on track to meet their A-Gs by the end of 10th grade, 75% by the end of 11th grade, and 80% for 12th grade.

Teacher Actions	SLT Actions	Leadership Actions
Teachers will regularly use discourse protocols in their classes, providing students with structured practices to share their learning and lived experiences.	SLT will continue to utilize the practices provided by the Northeastern ILT trainings in terms of protocols to encourage structured discourse.	Leadership will monitor practices through classroom observations specifically looking for equity of voice among Black students.
Teachers will continue to use the AHS Essentials of classroom expectations inclusive of: Learning Objective; Rationale; Connecting to prior learnings; Connecting to students' lives; Providing Processing time; Providing time for student discourse.	SLT will review progress and and best practices around the Essentials	Leadership will monitor practices through classroom observations, offering coaching and constructive criticism of the implementation. Observers will specifically inquire of Black students if they can ID. any of the AHS Essentials.
Teacher will review data (street, map, and satellite) ongoing to determine what may or may not be working for Black students.	SLT will determine what forms of data will be best to review on the ongoing basis for Black students..	Leadership will gather and provide data to both SLT and teacher groups. Admin will carve out time for teachers to reflect on and plan around data of Black students.
Teachers will provide Leadership with examples and student names of Black students who are improving or excelling in their learning.	SLT will determine how to celebrate and acknowledge Black students who improved or excelled.	Leadership will execute the celebrations or acknowledgment of Black students who improved or excelled.

## SPSA Goal 2:

<b>Goal 2: Improve Chronic Absenteeism (Theory of Action)</b>
If we focus on the success and accomplishments of our Black students and acknowledge these accomplishments to both the students and their families as well as directly communicate and counsel target students experiencing attendance and academic struggles,
then our Black students will improve their attendance and participation in school.
90% of Black students who were chronically absent at the end of the 2022-2023, will decrease their chronic absenteeism by 5% by the end of each semester in the 2023-2024 academic year.

Teacher Actions	SLT Actions	Leadership Actions
At the start of the school year, teachers will be provided lists of Black students and their previous year's attendance and academic grades.	SLT will review data provided by teachers and will work with leadership to determine next steps to assist target students in improvement.	Leadership will provide teacher reminders of assessing the academics and attendance of Black students. They will also provide suggestions and plans to implement with target students for improvement.

Teachers will be asked to focus on these students and communicate to Leadership if and when student attendance and academic success becomes questionable.		
Teachers will reach out to families of Black students to provide and illicit support and suggestions on how to best help the students.	SLT will follow-up with teachers in their departments to ensure that the processes are being implemented.	Leadership will provide a meeting/forum for families of target students to offer suggestions on how to best help their child.
Students experiencing chronic absenteeism will be SARTed by the Dean and one or more of their teachers will be asked to attend.	SLT will communicate to teachers the importance of these SART meetings and will create a schedule for teacher attendance that is equitable.	Leadership will facilitate the SART meeting and will attempt to schedule these meetings during student SMART periods when another administrator can cover teachers' classes while they attend students' SART meeting.
	SLT will provide suggestions for BFA	Implement a BFA, Black Family Association, to work in partnership with families.

**Arts Education Program Plan:** Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Arts Plan:

- AHS will increase arts opportunities by increasing our Arts offerings:
  - .2 Dance
  - .2 Visual Art
  - .2 MultiMedia Art
- AHS will continue to have 5 sections of music although student sign-ups only justify 3 sections of music
- AHS will set-up hourly custodial time to clean the theaters after performances
- AHS will establish stipends for music, dance, and tech coordinators for theater productions
- AHS will dedicate funding for advertising and printing cost for performances and productions
- AHS will set aside 20% for materials for music, dance, drama, and visual and multimedia arts

## Annual Review

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous year.

Using the discourse protocols has increased equity in voice among staff. I am unsure if it has resulted in increased discourse and equity of voice in classrooms. Maintaining focus on the essentials of classroom expectations has kept a consistent focus on practices that are best for students and common among staff, and they are visible in many classrooms. New staff could use more examples and reminders to include this in their lesson plans. Some collaboration groups have made progress in identifying practices that help improve outcomes for our Black/African American students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

One area we thought we would need to focus on was the encouragement of students of color challenging themselves with an Advanced Placement course. Our findings show that the percentage of target group students signing-up to take an advanced course surpasses their representation in the school population but is still below that of other groups. We also need to increase the diversity of the members of the School Site Council, in addition to ensuring student voice on the council.

Describe any changes that will be made to this goal, the annual outcomes, metrics or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal last year was implemented more on a schoolwide delivery with target group data reviewed but not the driving focus at our multiple meetings to address this. Next year, with the focus narrowed on our African American population, we should be able to address our conversations more directly. The inclusion of chronic absenteeism as well as the information from this year's Family Trust Survey, have focused us to develop more actions and acknowledgements designed to address our target group.

With the action of increasing representation of target groups in advanced classes, we will work to cluster students into sections to address their feeling of isolation in classes where they may be the only member of that ethnic grouping, and create a cohort of students that can be better supported in achieving in these courses. This information came to us through focus group gatherings and street data from surveys and teachers reports.

**Arts Education Program Plan:** Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

## High Level Team Planning Template

High Level Team Planning Template			
School Site:	Alameda High		
	Professional Development Days		
	Goals:		

<p><b>August 9th and 10th</b></p>	<p>Potential Topics/Outcomes Enter Data Here <b>Learning Essentials</b> <b>Target Students</b> <b>School-wide data goals: progress on them last year and celebrating successes and identifying challenges.</b> <b>Classroom agreements (around phone policy, checking in with families around chronically absent students schoolwide policy if you are absent ONLY from the class period where you had a test that day,, having a team approach to chronically absent students...)</b></p>	<p><b>Important Dates to Consider</b></p>	
	<p><b>Staff Meetings</b></p>	<p><b>Grade/Dept Collaboration</b></p>	<p><b>Instructional Leadership Team</b></p>
	<p>Goals:</p>	<p>Goals:</p>	<p>Goals:</p>
<p><b>August</b></p>	<p>Potential Topics/Outcomes <b>Safety</b></p>	<p>Potential Topics/Outcomes <b>Circling back to school-wide classroom routines</b> <b>Getting curious with street data.</b></p>	<p>Potential Topics/Outcomes <b>Clear set of weekly meetings on site for ILT with established standing agenda items and follow up/to-do list</b></p>
	<p><b>Important Dates to Consider</b> <b>8/16: Principal's Cabinet</b> <b>8/24: SR/JR Assemblies</b> <b>8/29: SO/FR Assemblies</b></p>	<p><b>Important Dates to Consider</b> <b>8/22: STAR TEST IN SMART</b> <b>8/23: Staff Meeting</b> <b>8/30: Dept Meeting</b> <b>8/16: Dept Collab</b> <b>8/23: Sp Proj Collab</b> <b>8/30: Sp Proj Collab</b></p>	<p><b>Important Dates to Consider</b> <b>8/16: Principal's Cabinet</b> <b>8/30: PC collab</b></p>
<p><b>September</b></p>	<p>Potential Topics/Outcomes <b>Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance &amp; What is COST</b></p>	<p>Potential Topics/Outcomes <b>Review First STAR scores</b></p>	<p>Potential Topics/Outcomes <b>Discuss goals of looking at STAR scores and protocol for data-talk</b></p>



	<b>Important Dates to Consider</b> <b>9/4: Labor Day</b> <b>9/6: Staff Meeting</b>	<b>Important Dates to Consider</b> <b>9/6: Dept Collab</b> <b>9/20: Dept meeting</b> <b>9/27: Free Collab</b>	<b>Important Dates to Consider</b> <b>9/13 Principal's Cabinet</b> <b>9/27: PC Collab</b>
<b>October</b>	<b>Potential Topics/Outcomes</b> <b>Assessment calendar - ERG</b> <b>Review Attendance to date</b>	<b>Potential Topics/Outcomes</b> <b>Data dive-attendance</b>	<b>Potential Topics/Outcomes</b> <b>Discuss next steps in attendance data and schoolwide agreements around chronic absences &amp; identify data and protocol to use with staff.</b>
	<b>Important Dates to Consider</b> <b>10/4: Staff Meeting</b>	<b>Important Dates to Consider</b> <b>10/4: Dept Collab</b> <b>10/11: Sp Proj Collab</b> <b>10/18: Sp Proj Collab</b> <b>10/25: Free Collab1</b>	<b>Important Dates to Consider</b> <b>10/11: Principal's Cabinet</b> <b>10/25: PC Collab</b>
<b>November</b>	<b>Potential Topics/Outcomes</b> <b>Walkthroughs - Instructional focus and SPSA goals</b> <b>Review Q1 grades</b>	<b>Potential Topics/Outcomes</b>  Protocol to get curious about aspects of 1Q grades.  Working on mid-year celebration/share out	<b>Potential Topics/Outcomes</b>  <b>Plan data-dive with Q1 grades and a protocol</b>  <b>Planning mid-year celebration/share out</b>
	<b>Important Dates to Consider</b> <b>11/1: Staff Meeting</b> <b>11/10: Veterans' Day</b> <b>11/20 - 11/24: Thanksgiving Break</b>	<b>Important Dates to Consider</b> <b>11/1: Dept Collab</b> <b>11/8: Sp Proj Collab</b> <b>11/15: Sp Proj Collab</b> <b>11/15: Dept Meeting</b> <b>11/29: Free Collab</b>	<b>Important Dates to Consider</b> <b>11/8: Principal's Cabinet</b> <b>11/29: PC Collab</b>

<b>December</b>	Potential Topics/Outcomes PBIS - Review	Potential Topics/Outcomes  Returning to school-wide agreements to reflect and check-in. Using protocol for reflection on school-wide agreements (this is connected to PBIS)	Potential Topics/Outcomes  Returning to school-wide agreements to reflect and check-in. Planning check-in with staff.
	Important Dates to Consider 12/6: Staff Meeting 12/19 - 12/21: Finals 12/22:12/29: Winter Break	Important Dates to Consider 12/6: Dept Collab 12/13: Sp Proj Collab 12/20: Sp Proj Collab 12/20: Dept Meeting**	Important Dates to Consider 12/13: Principal's Cabinet
<b>January</b>	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update Review Attendance to date Revisit the topics of the grade level assemblies.	Potential Topics/Outcomes  Midyear collaborative group share-out celebration—building culture of collaborative inquiry	Potential Topics/Outcomes  Planning mid-year share out
	Important Dates to Consider 1/1-1/5: Winter Break 1/10: Staff Meeting 1/15: MLK Day	Important Dates to Consider 1/10: Dept Collab 1/17: Sp Proj Collab 1/24: Sp Proj Collab 1/24: Dept Meeting 1/31: Free Collab	Important Dates to Consider 1/17: Principal's Cabinet 1/31: PC Collab
<b>February</b>	Potential Topics/Outcomes Assessment calendar - ERG Review Sem 1 grades	Potential Topics/Outcomes  Protocol to get curious about how 1Q grade trends differ from S1	Potential Topics/Outcomes  Planning how to reflect on S1 grades and celebrate success and identify areas of growth for second half of year.
	Important Dates to Consider	Important Dates to Consider	Important Dates to

	<b>2/7: Staff Meeting</b> <b>2/16-2/23: Presidents' Week</b>	<b>2/7: Dept Collab</b> <b>2/14: Sp Proj Collab</b> <b>2/28: Sp Proj Collab</b> <b>2/28: Dept Meeting**</b>	<b>Consider</b> <b>2/14: Principal's Cabinet</b> <b>2/28: PC Collab</b>
<b>March</b>	<b>Potential Topics/Outcomes</b> <b>PBIS and COST &amp; Testing</b> <b>CAASPP Training</b>	<b>Potential Topics/Outcomes</b>  <b>Mini collaborative inquiry share-out. Groups meet in pairs and share practices that they want to continue, shift, let go of. Using protocol for this.</b>	<b>Potential Topics/Outcomes</b>  <b>Mini collaborative inquiry share-out. Groups meet in pairs and share practices that they want to continue, shift, let go of. Planning for this.</b>
	<b>Important Dates to Consider</b> <b>3/6: Staff Meeting</b>	<b>Important Dates to Consider</b> <b>3/6: Dept Collab</b> <b>3/13: Sp Proj Collab</b> <b>3/20: Sp Proj Collab</b> <b>3/20: Dept Meeting</b> <b>3/28: Free Collab</b>	<b>Important Dates to Consider</b> <b>3/13: Principal's Cabinet</b> <b>3/27: PC Collab</b>
<b>April</b>	<b>Potential Topics/Outcomes</b> <b>Safety update &amp; SPSA reworking of actions and goals</b> <b>Review Q3 Grades</b> <b>Review Attendance to date</b>	<b>Potential Topics/Outcomes</b>  <b>Protocol to reflect on how schoolwide agreements have impacted grades &amp; attendance this year. Using a protocol</b>	<b>Potential Topics/Outcomes</b>  <b>Planning schoolwide goal reflection with protocol.</b>
	<b>Important Dates to Consider</b> <b>4/3: Staff Meeting</b> <b>4/8-4/15: Spring Break</b>	<b>Important Dates to Consider</b> <b>4/3: Dept Collab</b> <b>4/17: Sp Proj Collab</b> <b>4/17: Dept Meeting</b> <b>4/24: Sp Proj Collab</b>	<b>Important Dates to Consider</b> <b>4/17: Principal's Cabinet</b>
<b>May</b>	<b>Potential Topics/Outcomes</b> <b>SPSA goals and actions refined - Finals week agreements</b>	<b>Potential Topics/Outcomes</b>  <b>End of year celebration of learning and focus decisions for next year.</b>	<b>Potential Topics/Outcomes</b>  <b>Planning end of year celebration-share out of learning</b>

	<b>Important Dates to Consider</b> <b>5/1: Staff Meeting</b> <b>5/24-5/27: Memorial Weekend</b>	<b>Important Dates to Consider</b> <b>5/1: Dept Collab</b> <b>5/8: Sp Proj Collab</b> <b>5/15: Sp Proj Collab</b> <b>5/15: Dept Meeting</b> <b>5/22: Free Collab</b> <b>5/29: Free Collab</b>	<b>Important Dates to Consider</b> <b>5/8: Principal's Cabinet</b> <b>5/22: PC Collab</b>
June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes
	<b>Important Dates to Consider</b> <b>6/4-6/6: Finals</b> <b>6/5: Staff Meeting**</b> <b>6/7: Graduation</b>	Important Dates to Consider	Important Dates to Consider


Expenditures to Achieve Site-Specific Goals

**2022-23 SPSA Expenditures Table**

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

## Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
EL			\$ 14,079.00				Time for teachers to work on additional collaboration and projects with other EL teachers and coaches
EL			\$ 27,625.00				.2 FTE ELD Lead
EL			\$ 1,219.00				Time to provide support to students and translation at parent meetings.
EL			\$ 729.00				Translation for parent meetings
EL			\$ 4,777.00				EL conferences for professional development
			\$ 4,000.00				
<b>Column Total</b>	\$ -	\$ -	\$ 52,429.00	\$ -	\$ -	\$ -	
						<b>Total</b>	\$ 52,429.00

## Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]
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### 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 (\$)
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
Subtotal of additional federal funds included for this school:	\$ 0
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation (\$)
California LCFF	\$ 53,820
Prop 28 Arts and Music	\$208,596
Subtotal of state or local funds included for this school: \$	\$ -
Total of federal, state, and/or local funds for this school: \$	\$262,416 -

## Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$0
Total amount of federal categorical funds allocated to this school	\$ -

## Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. The current make-up of the council is as follows:

<b>Names of Members</b>	<b>ROLE*</b>
Sara Custer	Parent Representative
Charlie Ferguson	Parent Representative
Alice Meyeroff	Parent Representative
Natalie Olsen	Parent Representative
Lilly Le	Student Representative
Robert Ithurburn	Site Principal
Montserrat Areanes	Teacher
Nelly Baranyi	Teacher - Chair
Stephanie Hipps	Teacher
Rebecca Shoshan	School Psychologist

**\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**  
**50% of the SSC is elected parents and community members and 50% is elected school staff.**

### **CALIFORNIA EDUCATION CODE Section 52012**

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

# 2023-24 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan  
(Check those that apply):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Other (list)

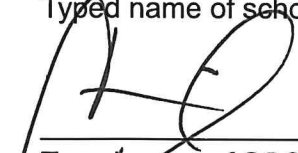
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

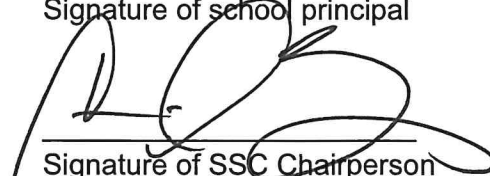
Attested:

Robert F. Ithurburn  
Typed name of school principal

  
Signature of school principal

5/30/23  
Date

  
Typed name of SSC Chairperson  
Cornelia N. Baranyi

  
Signature of SSC Chairperson

5/30/23  
Date