

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Edison
CDS Code	1611196090013
Principal Name	Greg Sahakian
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Date of SSC Approval	May 16, 2023
Date of BOE Approval	Insert on Allsites 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.

Purpose and Description

Purpose

ATSI

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Hispanic; Socio-economically Disadvantaged; Students with Disabilities were in the lowest status level for {all –or– all but one} of the state indicators. This plan will address ways to improve our school and student outcomes for Hispanic; Socio-economically Disadvantaged; Students with Disabilities in particular, based on doing a needs assessment and identifying resource inequities.

Description

To ensure that our school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, highlighting all student groups, including Students with Disabilities and Two or More Races. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance goals. Our SPSA aligns to Alameda Unified's LCAP goals and funding requirements of their respective program.

Stakeholder Involvement

Alameda USD schools rely heavily on our educational partners to ensure that we understand the needs of the community in conjunction with one of our guiding principles We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

Each school site holds SSC meetings in accordance with CDE regulations and each school's SSC Bylaws. All SPSA are reviewed prior to board approval at the end of each Academic Year.

Schools whose threshold lies within state defined percentages hold ELAC meetings to ensure transparency around our students' education.

Resource Inequities

Due to our community demographics our resource inequities vary from other schools in our district. As this is the first year that Edison has been on the ASTI list we are working under the premise that COVID affected our community in a disproportionate manner. In our upcoming year we will be bringing specific attention to Chronic Absenteeism rates and have built a school wide goal around support for all students.

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.

Student level goals (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
Teacher priority practices (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
Leadership Practices	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
District Goals	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 following 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	Site A/A		District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	5.7	56.6	-159	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	38.5%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	56.7	-123.5	ELPAC: % of students scoring 'moderately' or 'well developed' *	32.80%	29.%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	58.90%			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%				6th-8th	2.78%
					9th-12th	2.13%

	Percent of students improving one or more ELPI levels	60.60%	N/A
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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	Site A/A
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		16.9%	12.5%	N/A
Suspension Rate/Office Discipline Referrals % 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%	0.7%	N/A
Graduation % of four-year cohort completing graduation requirements		94.5%		
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey		88%	97.7%	100%
California Healthy Kids Survey: % of students reporting 'safe' or 'very safe' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	85%	96%	N/A
	7th	71%		
	9th	67%		
	11th	63%		

SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we increase teacher frequency and depth of use of effective instructional strategies (small group/differentiated instruction, Culturally Responsive Strategies),
Then students will show increase in their overall achievement levels, as indicated by their Student Growth Percentile for both the STAR Reading and Math assessments
SMARTIE Goal:
Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.

Which will result in....focal students, and specifically African American students, showing a 30% increase in the SGP for Reading and for 70% SGP Math

As measured by district by STAR Reading and Math

Teacher Actions	SLT Actions	Leadership Actions
Data Analysis/Focal Students - Use of data to guide use of Tier I differentiated instruction, with a particular lens on progress of Focal Students (prioritize Black, Latino students)	Forming Wednesday Collaboration agendas that support data cycle inquiry. Teacher support for use of state, district and classroom data to monitor student progress and guide instructional practices	ILT agenda topics related to supporting use of data to guide instruction (making meaning of data, use of focal students)
Tier I, Small Group Differentiated Instruction	Forming Wednesday Collaboration agendas that support implementation of Small Group, Differentiated instruction. Identify staffing schedule to support small group (para staff, designated sub, parent volunteers), as part of RTI schedule	Support for teachers at increasing use of Small Group Differentiated Instruction (walkthroughs, peer observations, coaching, staff wide PD)
Peer Observations - GL teams observe, share out experiences with peer observations in staff meetings, Wed. collaboration time in area of small group instruction	Learning walks, walkthroughs around areas of 1) small group use and 2) differentiation of instruction	Provide opportunities for peer observations and walkthroughs to support teachers on Tier I, Small Group Differentiated Instruction as well as use of Culturally Responsive Teaching Practices
Supplemental Curriculum (OG, IBD)	Plan agendas and PD opportunities to support implementation of supplemental curriculums (OG, IBD)	Provide opportunities for teachers to receive support in implementation of supplemental curriculum (Orton-Gillingham and/or SIPPS for K-2, Inquiry by Design for Grades 3-5): Use of staff meeting and Wednesday Collaboration time.

SPSA Goal 2:

Goal 2: Improve Chronic Absenteeism (Theory of Action)

If we create a positive learning environment that includes Culturally Responsive Teaching practices, Positive Behavior Intervention and Support, effective Socio-emotional Learning practices, and reinforce attendance expectations with students and families,

Then students will attend school more consistently, reducing the school's Chronic Absence rate and improving the school's overall attendance rate.

SMARTIE Goal:

Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.

Which will result in a 50% decrease in the number of students who are Chronically Absent

As measured by our district Chronic Absenteeism data in Schoolzilla

Teacher Actions	SLT Actions	Leadership Actions
Use of Culturally Responsive Teaching Strategies (Structured Talk Routines, Structured Support, Checks for Understanding)	Beginning of year campaign for improving attendance, PBIS reminders for students about regular attendance (during Success Tour and Reboot Office Presentations)	Teacher PD/refresher on use of CRT practices, schedule walkthroughs to support implementation. Attendance Support for Families (SART meetings).
Positive Behavior Intervention and Support (PBIS)	Provide student incentive for improved attendance (winter and spring) and/or classwide perfect attendance days (1 letter per day, spell out P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E)	Inform and educate families on school processes and policies, particularly w.r.t. attendance. Reporting out of school climate data to staff, to inform schoolwide practices and policy revisions as needed.
Socio-emotional Learning Curriculum (SEL)	Support for staff in implementing SEL curriculums (Toolbox, Soul Shoppe Peacemakers), in conjunction with PBIS committee: Staff PD, meeting presentations, schedule for teaching SEL curriculum, how to reinforce with students using PBIS (Otter Cards), Schoolwide presentations (assemblies, Community Meetings).	Seek out diverse voices from the school community (Listening Sessions, Parent Affinity Groups, Family Surveys, Outreach for ELAC meeting participation)
Equitable Start Meetings with Families using "Hopes and Dreams" protocol and promoting Family Literacy Toolkit	Clarify, remind parents of attendance expectations regularly (BTSN, conferences, ParentSquare). Ensure calendar supports Equitable Start meetings (1st 3 Wednesdays in August), built into Wednesday Collaboration calendar.	Promote and encourage families to participate in Equitable Start meetings at the beginning of the year Promote Family Literacy Toolkit developed by SSC during Back to School Night, Equitable Start meetings, and a Family Literacy night event.

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.

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.

LCAP Goal #1: Chronic absenteeism will decrease overall by focusing on subgroups with the most significant truancy issues (African American, Latino, Special Education, Socioeconomically Disadvantaged). By the end of the school year, student Chronic absenteeism schoolwide will reduce by 20% (5 students). As a result of the increase in subgroups, we should also see an increase of at least 0.5% in the daily attendance rates, as compared to the previous school year. - As of March of 2021-22 school year, 15.0% of students were Chronically Absent. As of March 2023 of the 2022-23 school year, 15.7% of students have been Chronically Absent (0.7% increase - Goal not met). As of March of 2021-22 school year, ADA was 94.6%. As of March 2023 of the 2022-23 school year, ADA was 94.7% (0.1% increase - Goal not met)

LCAP Goal #2: Effective instructional practices implemented for all students. By the end of the school year, teachers will have increased frequency in the use of effective instructional strategies, resulting in a 5% increase in the overall Student Growth Percentile for both the STAR Reading and Math assessments (Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar STAR score history). ELA - Fall to Fall in 2021-22 school year, 74.3% of students at/above typical growth. Fall to Fall in 2022-23 school year, 79.2% of students at/above typical growth. (4.9% growth - goal nearly met). Fall to Winter in 2021-22 school year, 70.3% of students at/above typical growth. Fall to Winter in 2023-23 school year, 71.6% of students at/above typical growth. (1.3% growth - goal not met). MATH - Fall to Fall in 2021-22 school year, 62.2% of students at/above typical growth. Fall to Fall in 2023-23 school year, 79.2% of students at/above typical growth. (17.0% growth - goal met). Fall to Winter in 2021-22 school year, 70.2% of students at/above typical growth. Fall to Winter in 2023-23 school year, 66.6% of students at/above typical growth. (3.6% drop - goal not met).

LCAP Goal #3: Supporting EL Learners. Goals embedded within LCAP Goals #1, 2 & 4

LCAP Goal #4: Family Engagement (or family education?) in school councils, events and volunteer opportunities will increase overall by focusing on subgroups (families of EL students, families of Special Education students).

- **Increase of ELAC participation to have at least 25% of students in the EL program represented (8 families) As of March 2023 of the 2022-23 school year, 5 families have engaged in ELAC meetings (Goal not met)**
- **Increase of participation at school wide events to have an average of at least 20% of the Special Education population (12 families) represented. (Data not gathered. Anecdotally, Special Education teachers reported good participation (50%+) from families at BTSN, Open House).**

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.

2.A2 - Less time spent on analyzing data to measure progress of Focal Students than intended (staff meetings, collaboration times).

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.

Will schedule data analysis sessions aligned with assessments (district benchmarks and site formative assessments) year-long scope and sequence for staff meetings. Will engage site ILT in planning use of newly scheduled Wednesday Collaboration time for student data analysis and informing instructional practices.

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:	Edison		
	Professional Development Days		
	Goals: Supporting Differentiated Instruction, Creating a Positive Learning Environment		
August 9th and 10th	Potential Topics/Outcomes Goal 1 - Use of collaboration to support peer observation, cycle of inquiry using student data. Goal 2 - Use of CRT strategies, equitable start meetings	Important Dates to Consider	
	Staff Meetings	Grade/Dept Collaboration	Instructional Leadership Team
	Goals:	Goals:	Goals:

<p>August</p>	<p>Potential Topics/Outcomes</p> <p>Safety</p>	<p>Potential Topics/Outcomes</p> <p>Initial Assessments</p> <p>Identify 3 Focal Students: Schedule Equitable Start Meetings - Develop and implement action plan using "Hopes and Wishes" protocol. Use Focal Student Tracker to monitor student progress over the school year.</p>	<p>Potential Topics/Outcomes</p> <p>How frequently do we assess? What do we do with the data? How do we know the student still needs to be in the group?</p> <p>PLC Inquiry Protocol form to use in Wed Collaboration times</p>
		<p>Important Dates to Consider</p>	<p>Important Dates to Consider</p>
<p>September</p>	<p>Potential Topics/Outcomes</p> <p>Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance</p> <p>COST process and how Tier I fits in</p>	<p>Potential Topics/Outcomes</p> <p>Using assessments to establish baseline data, determine reading groups groupings, and schedule for serving strategic and intensive students in weekly classroom schedules (frequency for Tier I/II students)</p> <p>How current class structures and teacher practices support small group learning?</p>	<p>Potential Topics/Outcomes</p> <p>Support for small group, differentiated instruction</p> <p>Supporting Cycle of Inquiry - providing student assessment data</p> <p>Monthly support for use of supplemental curriculum and instructional materials (IBD, OG) - Determine which Wednesday to dedicate, what supports to be provided.</p>
	<p>Important Dates to Consider</p>	<p>Important Dates to Consider</p>	<p>Important Dates to Consider</p>
<p>October</p>	<p>Potential Topics/Outcomes</p> <p>4 Year Assessment Approach</p> <p>Assessment Calendar (ERG)</p> <p>Grading Calendar</p>	<p>Potential Topics/Outcomes</p> <p>Conducting formative assessments Using assessment data to inform instructional practices</p> <p>Dynamic reading groups (changing groups after 6-8 weeks as needed)</p>	<p>Potential Topics/Outcomes</p> <p>Sharing Practices - Use of Fishbowl protocol, how to conduct walkthroughs</p> <p>Supporting Cycle of Inquiry - providing student assessment data</p> <p>Self Reported data from teachers</p>
	<p>Important Dates to Consider</p>	<p>Important Dates to Consider</p>	<p>Important Dates to Consider</p>

November	Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals	Potential Topics/Outcomes Consultancy Protocol - considering effectiveness of Tier I instruction	Potential Topics/Outcomes Walkthroughs to support implementation of small group instruction, CRT strategies (baseline data)
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
December	Potential Topics/Outcomes PBIS - Review	Potential Topics/Outcomes Peer Observations Culturally Responsive Teaching strategies focus: Calling on Focal Students with structured support (think/wait time, peer support, small group structures) Focal Students: Using data to monitor progress and revise action plan	Potential Topics/Outcomes Support for teacher Peer Observations Support teacher use of CRT strategies Sharing Walkthrough Data
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
January	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update	Potential Topics/Outcomes Culturally Responsive Teaching strategies focus: Structured talk routines during whole class and small group instruction Conducting formative assessments. Consider student assessment data to inform instructional practices, dynamic reading groups	Potential Topics/Outcomes Supporting Cycle of Inquiry - providing student assessment data Support teacher use of CRT strategies Walkthroughs to support implementation of small group instruction, CRT strategies
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

February	Potential Topics/Outcomes Assessment calendar - ERG Tier I intervention (PBIS and COST)	Potential Topics/Outcomes Culturally Responsive Teaching strategies focus: Use of Checks for Understanding (CFUs)	Potential Topics/Outcomes Support teacher use of CRT strategies Sharing Walkthrough Data
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
March	Potential Topics/Outcomes Budget for upcoming school year CAASPP Training for 3-5, SpEd teachers	Potential Topics/Outcomes Conducting formative assessments. Consider student assessment data to inform instructional practices, dynamic reading groups	Potential Topics/Outcomes Walkthroughs to support implementation of small group instruction, CRT strategies
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
April	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals for upcoming school year Important Dates to Consider	Potential Topics/Outcomes Preparing for CAASPP (Gr. 3-5)	Potential Topics/Outcomes Supporting Cycle of Inquiry - providing student assessment data Sharing Walkthrough Data
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
May	Potential Topics/Outcomes SPSA goals and actions refined for upcoming school year	Potential Topics/Outcomes Assessing effectiveness of programs & curriculum, based on student assessment data	Potential Topics/Outcomes Provide a sensemaking experience for staff to conduct their own synthesis of learning this year (small group instruction, peer observations, collaboration) - use as springboard for next year and Collaboration time

			(ask about support needed: Time, resources, coaching, etc...) Walkthroughs to support implementation of small group instruction, CRT strategies
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes Planning of Collaboration time use for upcoming year	Potential Topics/Outcomes Planning for upcoming year Sharing Walkthrough Data, end of year summary
	Important Dates to Consider	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
	\$ 3,756.00						Subs for peer observations, walkthroughs (hourly rate)
	\$ 4,800.00						Subs for peer observations, walkthroughs, assessments (daily sub)
	\$ 5,519.00		\$ 9,016.00			\$ 24,701.44	Intervention Paraprofessional salary and benefits
					\$ 48,646.00		Art Teacher salary and benefits (.04 FTE)
Column Total	\$ 14,075.00	\$ -	\$ 9,016.00	\$ -	\$ 48,646.00	\$ 24,701.44	
						\$ 62,721.00	
					Total	\$ 96,438.44	

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	0
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 62,721.00

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 (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
Subtotal of additional federal funds included for this school:	\$ -
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation (\$)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
Subtotal of state or local funds included for this school: \$	\$ -
Total of federal, state, and/or local funds for this school: \$	\$ -

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	\$0

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:

Names of Members	ROLE*
Amy Youngman	Parent Representative- Chair
Carl Randecker	Parent Representative
Suzanne Sprong	Parent Representative
Kim Weberg	Parent Representative
Emily Kuhlmann	Parent Representative- Secretary
Greg Sahakian	Site Principal
Glenn Aitkens	Teacher
Jackie Dodge	Teacher
Regina delRosario	Teacher
Tara Shelton	Classified Staff

*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 (*due to a lack of consistent participation in ELAC, no input was provided*)

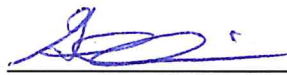
Community Advisory Committee for Special Education Programs

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:

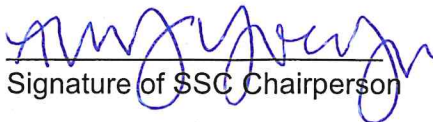
Attested:

Greg Sahakian
Typed name of school principal


Signature of school principal

5/12/23
Date

Amy Youngman
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/12/23
Date