

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ansel Adams School	39-68585-0102632	May 2, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ansel Adams School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Ansel Adams 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians- April 18, 2024

School faculty and staff- April 18, 2024

ELAC committee - April 26, 2024

Meeting schedules and agendas

Opportunities for feedback and input on April 18, 2024

Faculty and staff meetings on April 25, 2024

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA on April 18, 2024

Brainstorming and idea generation- April 18, 2024

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community. May 2, 2024

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:
School site council- May 2, 2024

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Ansel Adams Elementary school has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, African American and Filipino students entered ATSI due to meeting the criteria based on the following indicators: Suspension, Chronic Absenteeism, Mathematics, and ELA as reported on the 2023 CA Dashboard release. African American Students entered ATSI due to meeting the criteria based on Suspension Rate (Red), Chronic Absenteeism Rate (Red), Mathematics (Red), and English Language Arts (Red) as reported on the CA Dashboard 2023 release. Filipino Students entered ATSI due to meeting the criteria based on the Chronic Absenteeism Rate (Red). In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through Professional Development and Instructional Support. Ansel Adams school professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the needs assessment, we have identified the following areas in ELA - English Language Arts as needing significant improvement based on a review of the 2023 California School Dashboard and local data. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Subgroups that are two performance levels below the "All Student" performance include African Americans in Math, Chronic Absenteeism, and Suspension, Students with Disabilities for Math, and Filipino for Chronic Absenteeism.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Ansel Adams Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts: K-2 DIBELS Assessment, CA Dashboard, 3rd-6th Grade ELA iReady Universal Screener, 3rd-6th Grade CAASPP English Language Arts This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. In addition, we have identified notable performance gaps (orange and red student groups) among AA, Asian, and SWD on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd - 6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, % of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 58% Grade 1- 63% Grade 2- 71%	During the 2024-2025 school year, 5% increase of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS Composite Score assessment. Grade K- 63% Grade 1- 68% Grade 2- 76%
California Dashboard: ELA	The ALL student group as demonstrated on the 2023 CA Dashboard report scored X points below standard. The performance color for the ALL student group is X .	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard. The performance color for the ALL-student group will move from Orange to Yellow.
2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, % of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 42% Grade 3- 48% Grade 4- 32% Grade 5- 36% Grade 6- 26%	During the 2024-2025 school year, 5% increase of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 47% Grade 3- 53% Grade 4- 37% Grade 5- 41% Grade 6- 31%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, % of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 29% Grade 4- 39% Grade 5- 25% Grade 6- 41%	During the 2023-2024 school year, 5 % increase of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 34% Grade 4- 44% Grade 5- 30% Grade 6- 46%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.	All	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA (.5 LCFF and .5 Central Title 1)

	<p>Modeling Lessons and Small Group Instruction: Available to model or co-teach SIPPS or Amplify lessons. Support teachers in delivering effective lessons. Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: Work with site administrators to give input on professional development based on needs. Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support: Assist in DIBELS and SIPPS testing as needed. Progress monitors its own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines.</p>		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All	<p>53900 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 13464 Title I 3000 Benefits Sub Benefits</p>
1.3	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All	<p>10000 Title I 4300 Materials Avid Supplies; binders/folder, highlighters, pens, paper, print shop 15000 Title I 5875 Technology Licenses Software Licenses; Mystery Science, Moby Max, etc.</p>

<p>1.4</p>	<p>Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing.</p> <p>Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>	<p>All</p>	<p>50790 Title I 1120 Teacher Temp Time Card 12686 Title I 3000 Benefits Teacher benefits</p>
<p>1.5</p>	<p>After-School Interventions for ELA</p> <p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.</p>	<p>All</p>	<p>11287 Title I 1120 Teacher Temp Time cards 2821 Title I 3000 Benefits certificated timecard benefits</p>
<p>1.6</p>	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p>	<p>All</p>	<p>12000 Title I 4400 Equipment (\$500-\$9,999) headphones, laptops, color printer</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

First year

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

First year

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.

First year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Ansel Adams Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math metrics/ indicators not met for the 2023-2024 school year are [Identify any Math metrics/ indicators not met from last school year]. In addition, we have identified notable performance gaps among [name orange and red student groups within this indicator] on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd-6th CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, % of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 30% Grade 4- 41% Grade 5- 18% Grade 6- 24%	During the 2023-24 school year, % of 3rd-6th grade students will meet/exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 35% Grade 4- 46% Grade 5- 23% Grade 6- 29%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 24% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-21% Grade 1- 13% Grade 2- 20% Grade 3- 22% Grade 4- 24% Grade 5- 46% Grade 6- 24%	During the 2024-25 school year, 5% increase of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-26% Grade 1- 18% Grade 2- 25% Grade 3- 27% Grade 4- 29% Grade 5- 51% Grade 6- 29%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 66.9 points below standard. The performance color for the ALL student group is YELLOW .	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL-student group will move from YELLOW to ORANGE

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress.</p>	All	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences - See ELA Goal 1.2

	Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All	<p>0 Title I 4300 Materials AVID Supplies - See ELA Goal 1.3</p> <p>0 Title I 5875 Technology Licenses Software Licenses; Moby Max, etc.. - See ELA Goal 1.3</p>
1.3	<p>After-School Interventions for Math</p> <p>Certificated and Classified staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for Mathematics. These interventions aim to enhance students' mathematical proficiency, higher-level problem solving skills, and overall numeracy development. Equitable access to resources and strategies will be provided to promote mathematical success for all students.</p>	All	<p>0 Title I 1120 Teacher Temp Timecards - See ELA Goal 1.5</p>
1.4	<p>Site-Based Math Intervention Teacher: Supports K-6</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with foundational math skills Collaboration with district math coaches Work closely with district math coaches to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with teachers and administration to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance math instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>	All	<p>0 Title I 1120 Teacher Temp See ELA Goal 1.4</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

Newly identified for Title I- 1st year of Goal

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

Newly identified for Title I- 1st year of Goal

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.

Newly identified for Title I- 1st year of Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Ansel Adams Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified SWD. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator- CA Dashboard	50.5% of Ansel Adams English Learners are making progress towards English language proficiency as reported by the 2023 CA Dashboard.	55% of Ansel Adams English Learners will make progress towards English language proficiency as reported by the 2024 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices.	EL students	0 Title I 1150 Teacher Sub See LA Goal 1.2

	Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	Provide Rosetta Stone for students who score level 1 on the ELPAC.	EL students	0 Title III Rosetta Stone- tech license
1.3	District ELD Coach Support Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language	EL students	0 Title III District ELA Coach
1.4	Bilingual Para-educators will provide push-in support to English Learners.	EL Students	0 Title III Bilingual Paraeducators
1.5	Bilingual library books	EL Students	10000 Title I 4200 Books bilingual books for classroom libraries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

Newly identified for Title I- 1st year of Goal

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

Newly identified for Title I- 1st year of Goal

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.

Newly identified for Title I- 1st year of Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Survey to Parents each September and March	First survey will be Sept. 2024	Improve by 5% in March, the baseline created in Sept.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Bilingual paraeducators to provide additional office hours and translating services for EL parents	EL	1000 Title I: Parent Involvement 2120 Para Temp Time Cards 400 Title I: Parent Involvement 3000 Benefits Para educator timecard benefits

1.2	<p>School-Community Organized Events/Activities</p> <p>Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.</p>	All	<p>639</p> <p>Title I: Parent Involvement 4325 Food For Meetings Open PO 3000</p> <p>Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting Vendor</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

Newly identified for Title I- 1st year of Goal

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

Newly identified for Title I- 1st year of Goal

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.

Newly identified for Title I- 1st year of Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Ansel Adams School will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified ELA, Math, Chronic Absenteeism, and Suspension Rates and notable performance gaps among student groups on Dashboard indicators such as African-American students.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	1 of 7 subgroups were Yellow or better on the CA dashboard	3 of 7 subgroups will perform Yellow or better on the CA dashboard
Math	5 of 7 subgroups were Yellow or better on the CA dashboard	6 of 7 subgroups will perform Yellow or better on the CA dashboard
Suspension Rate	3 of 9 subgroups were Yellow or better on the CA dashboard	5 of 9 subgroups will perform Yellow or better on the CA dashboard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. (During the contracted school day)</p> <p>Site Based Initiative Professional Developments Include: * Early Literacy Instruction * K-6 Intervention</p>	ALL	10000 Title I 5800 Prof and Operating/Consultants CORE Consultant 1780 Title I 5220 Conference AVID Conference
1.2	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p>	ALL	10000 Title I 5800 Prof and Operating/Consultants Vendors coming to site 10000 Title I 5872 Field Trips District transportation 5000 Title I 5712 Transportation Charter Buses

	Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
N/A	.N/A	N/A

Analysis

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

Newly identified for Title I- 1st year of Goal

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

Newly identified for Title I- 1st year of Goal

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.

Newly identified for Title I- 1st year of Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional/Behavioral

Ansel Adams School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among African American students and Students with Disabilities, and 2+ races on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group - YELLOW / 31.9% Which is a decline of 7.7%	ALL Student YELLOW. Decrease 5-10% to 22-27%, but that keeps us YELLOW. Would need 21% decline to jump to GREEN.
CA Dashboard - Suspension Rate	ALL Student Group YELLOW/ 2.9. Which maintained points.	ALL Student GREEN Number. Which is a decrease of at least .3 % points.
PBIS Recognition	Platinum for the 2023-2024 School Year	Continued Platinum for the 2024-2025 School Year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a	ALL	0 Title I PBIS initiative

	<p>comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p>		
<p>1.2</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or</p>	<p>ALL</p>	<p>5500 Title I 5800 Prof and Operating/Consultants PBIS Assemblies 5000 Title I 4300 Materials Supplemental materials student</p>

	<p>extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Analysis

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

Newly identified for Title I- 1st year of Goal

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

Newly identified for Title I- 1st year of Goal

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.

Newly identified for Title I- 1st year of Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement ATSI

The educational outcomes of our African American and Filipino students will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE CA Dashboard Data for the 2022-23 school year indicates that Ansel Adams School is either in the red or orange in each of the following indicators for the following student groups:

African American students- Chronic Absenteeism, Suspension Rate, English Language Arts & Mathematics (Red)
Filipino students- Chronic Absenteeism (Red)

Steps taken to address these areas of low performance: 1. CLA/Counselor/CWA to identify students with need' communicate with parent, identify individual goals, and recognize achievement/support concerns along the way. 1. PBIS team will discuss these students by tracking data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (CA Dashboard)	56% of African American Ansel Adams were chronically absent as reported on the 2023 CA Dashboard 34% of Filipino Ansel Adams were chronically absent as reported on the 2023 CA Dashboard	Ansel Adams school will reduce the chronic absenteeism rate by 5% for the following student groups as reported by the 2024 CA Dashboard: African American- 56% to 51% Filipino Students- 34% to 29%
Suspension Rate (CA Dashboard)	8.8% of all African American Ansel Adams students were suspended at least one day as reported on the 2023 CA Dashboard.	Ansel Adams school will reduce the suspension rate for African Americans by 5% from 8.8% to 4.8% moving performance levels from Red to Orange as reported by the 2024 CA Dashboard.

English Language Arts (CA Dashboard)	African American Ansel Adams students performed 105.7 points below standard (Red) in ELA as measured by 2023 CA Dashboard.	Ansel Adams African American students will increase performance in ELA by one performance level moving from Red to Orange as measured by the 2024 CA Dashboard.
Mathematics (CA Dashboard)	African American Ansel Adams students performed 137points below standard (Red)in Mathematics as measured by the 2023 CA Dashboard.	Ansel Adams African American students will increase performance in Math by one performance level moving from Red to Orange as measured by the 2024 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Community Liaison Assistant to provide support and intervention for the student and family to increase attendance and decrease suspension.	ALL	0 LCFF district funded CLA
1.2	Counselor	ALL	0 LCFF district funded school counselor
1.3	Child Welfare and Attendance Advisor	ALL	0 LCFF district funded support to improve attendance
1.4	PBIS Team	ALL	0 PBIS team to ensure PBIS program is in place

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

N/A- New Goal 2024-25

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

N/A- New Goal 2024-25

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.

N/A- New Goal 2024-25

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$244,267.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$244,267.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$239,228.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$239,228.00

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
Central Title I	\$0.00
LCFF	\$0.00
Title I: Parent Involvement	\$5,039.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$5,039.00

Total of federal, state, and/or local funds for this school: \$244,267.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
LCFF	0.00
Title I	239,228.00
Title I: Parent Involvement	5,039.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	62,077.00
1150 Teacher Sub	53,900.00
1900 Other Cert Salaries	0.00
2120 Para Temp	1,000.00
3000 Benefits	29,371.00
4200 Books	10,000.00
4300 Materials	15,000.00
4325 Food For Meetings	639.00
4400 Equipment (\$500-\$9,999)	12,000.00
5220 Conference	1,780.00
5712 Transportation	5,000.00
5800 Prof and Operating/Consultants	28,500.00

5872 Field Trips	10,000.00
5875 Technology Licenses	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	62,077.00
1150 Teacher Sub	Title I	53,900.00
3000 Benefits	Title I	28,971.00
4200 Books	Title I	10,000.00
4300 Materials	Title I	15,000.00
4400 Equipment (\$500-\$9,999)	Title I	12,000.00
5220 Conference	Title I	1,780.00
5712 Transportation	Title I	5,000.00
5800 Prof and Operating/Consultants	Title I	25,500.00
5872 Field Trips	Title I	10,000.00
5875 Technology Licenses	Title I	15,000.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
3000 Benefits	Title I: Parent Involvement	400.00
4325 Food For Meetings	Title I: Parent Involvement	639.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,000.00
	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,948.00

Goal 2	0.00
Goal 3	10,000.00
Goal 4	5,039.00
Goal 5	36,780.00
Goal 6	10,500.00
Goal 7	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michael Coughlin	Principal
Christina Bregman	Classroom Teacher
Shannon Wood	Classroom Teacher
Amy Yang	Classroom Teacher
Jennifer Bettencourt	Other School Staff
Rondel Norrington	Parent or Community Member
Keith Hatcher	Parent or Community Member
Sophia Del Real	Parent or Community Member
Vilma Deleon	Parent or Community Member
Kristine Diez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2024.

Attested:



Principal, Michael Coughlin on May 2, 2024

SSC Chairperson, Sophia Del Real on May 2, 2024