

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
SSC/ELAC	43-69674-6048821	April 2, 2024	June 13, 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 SSC/ELAC 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 3
 - Other Needs 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results 6
 - ELPAC Results 10
 - California School Dashboard 13
- Goals, Strategies, & Proposed Expenditures..... 25
 - Goal 1 25
 - Goal 2..... 27
 - Goal 3..... 29
- Budget Summary 31
 - Budget Summary 31
 - Other Federal, State, and Local Funds 31
- Budgeted Funds and Expenditures in this Plan 32
 - Funds Budgeted to the School by Funding Source..... 32
 - Expenditures by Funding Source 32
 - Expenditures by Budget Reference 32
 - Expenditures by Budget Reference and Funding Source 32
 - Expenditures by Goal..... 33
- School Site Council Membership 34
- Recommendations and Assurances 35

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.

The overall objective of our improvement planning is an enhanced level of student achievement. Student performance improves when teachers use curriculum-delivery strategies that specifically address the needs of their students, when the school environment is positive and when families are involved in their student's education.

Educational Partner Involvement

How, when, and with whom did your SSC/ELAC consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

October: Review SPSA data and budget (carryover); make adjustments if needed.

January-March: Write goals, needs, outcomes, strategies for next year's SPSA; input from SSC and Staff.

March-April: Make adjustments to SPSA as needed.

April-May: CAIO/ED Services review SPSA.

May: SSC makes any adjustments needed and then SPSA is submitted for Board approval.

June: Board approves SPSA.

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.

English Learner Progress: 37.3% of students made progress towards English language proficiency and 28.8% decreased at least one proficiency level.

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.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Grades 3-5 CAASPP Data: 53% of students met or exceeded standard in ELA and 48% of students met or exceeded standard in math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level SSC/ELAC. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.39%	1.05%	1	1	3
African American	1.4%	0.39%	1.39%	4	1	4
Asian	25.0%	25.97%	24.74%	73	67	71
Filipino	8.2%	5.04%	2.79%	24	13	8
Hispanic/Latino	44.2%	47.67%	49.48%	129	123	142
Pacific Islander	0.7%	0.78%	0.7%	2	2	2
White	14.7%	15.50%	14.63%	43	40	42
Multiple/No Response	5.5%	4.26%	5.23%	16	11	15
Total Enrollment				292	258	287

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	58	68
Grade 1	60	39	49
Grade 2	32	54	41
Grade3	48	25	54
Grade 4	42	38	29
Grade 5	47	44	46
Total Enrollment	292	258	287

Conclusions based on this data:

1. There was an increase in enrollment form the 2021-2022 school year.
2. There has not been a significant change enrollment by student group during the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	97	115	117	33.20%	44.6%	40.8%
Fluent English Proficient (FEP)	34	27	44	11.60%	10.5%	15.3%
Reclassified Fluent English Proficient (RFEP)	8	11	29	8.2%	4.3%	10.1%

Conclusions based on this data:

1. The percentages of English Learners in the school has not significantly changed over the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	28	51	0	25	48	0	25	48	0.0	89.3	94.1
Grade 4	43	42	28	0	39	26	0	39	26	0.0	92.9	92.9
Grade 5	50	46	42	0	44	41	0	44	41	0.0	95.7	97.6
All Grades	141	116	121	0	108	115	0	108	115	0.0	93.1	95.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2478.	2416.		44.00	22.92		28.00	27.08		16.00	18.75		12.00	31.25
Grade 4		2453.	2470.		25.64	34.62		20.51	23.08		12.82	3.85		41.03	38.46
Grade 5		2462.	2510.		15.91	26.83		20.45	26.83		20.45	12.20		43.18	34.15
All Grades	N/A	N/A	N/A		25.93	26.96		22.22	26.09		16.67	13.04		35.19	33.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	20.83		*	56.25		*	22.92
Grade 4		17.95	*		64.10	*		17.95	*
Grade 5		18.18	29.27		47.73	58.54		34.09	12.20
All Grades		22.22	24.35		54.63	58.26		23.15	17.39

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	16.67		*	56.25		*	27.08
Grade 4		10.26	*		53.85	*		35.90	*
Grade 5		13.64	19.51		45.45	48.78		40.91	31.71
All Grades		14.81	19.13		52.78	49.57		32.41	31.30

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	12.50		*	62.50		*	25.00
Grade 4		17.95	*		71.79	*		10.26	*
Grade 5		11.36	12.20		63.64	78.05		25.00	9.76
All Grades		17.59	13.91		64.81	69.57		17.59	16.52

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	18.75		*	58.33		*	22.92
Grade 4		25.64	*		56.41	*		17.95	*
Grade 5		9.09	21.95		63.64	56.10		27.27	21.95
All Grades		22.22	22.61		58.33	53.91		19.44	23.48

Conclusions based on this data:

1. Need for targeted EL support in all areas of ELA.
2. Need for targeted writing interventions for all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	28	51	0	26	49	0	26	49	0.0	92.9	96.1
Grade 4	43	42	28	0	41	26	0	41	26	0.0	97.6	92.9
Grade 5	50	46	42	0	43	42	0	43	42	0.0	93.5	100.0
All Grades	141	116	121	0	110	117	0	110	117	0.0	94.8	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2479.	2432.		38.46	22.45		38.46	30.61		7.69	16.33		15.38	30.61
Grade 4		2448.	2493.		14.63	23.08		21.95	30.77		24.39	11.54		39.02	34.62
Grade 5		2478.	2507.		18.60	21.43		16.28	19.05		18.60	26.19		46.51	33.33
All Grades	N/A	N/A	N/A		21.82	22.22		23.64	26.50		18.18	18.80		36.36	32.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	30.61		*	40.82		*	28.57
Grade 4		19.51	*		36.59	*		43.90	*
Grade 5		23.26	26.19		32.56	38.10		44.19	35.71
All Grades		28.18	32.48		36.36	34.19		35.45	33.33

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	22.45		*	40.82		*	36.73
Grade 4		24.39	*		39.02	*		36.59	*
Grade 5		20.93	23.81		44.19	52.38		34.88	23.81
All Grades		28.18	24.79		39.09	43.59		32.73	31.62

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	20.41		*	61.22		*	18.37
Grade 4		14.63	*		48.78	*		36.59	*
Grade 5		11.63	14.29		46.51	64.29		41.86	21.43
All Grades		16.36	19.66		51.82	58.12		31.82	22.22

Conclusions based on this data:

1. All grade levels need support/intervention to reach proficiency.
2. Concept and Procedures and Problem Solving are areas all grade levels need to target.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1436.2	1424.8	1413.1	1438.5	1433.9	1417.8	1430.8	1403.6	1401.7	26	36	30
1	1434.7	1428.6	1435.9	1438.7	1435.5	1452.1	1430.0	1421.1	1419.2	29	13	26
2	*	1470.2	1448.6	*	1468.4	1463.4	*	1471.4	1433.5	10	25	13
3	1494.5	*	1474.8	1492.0	*	1476.9	1496.8	*	1472.0	24	10	21
4	1522.6	1499.7	*	1528.3	1491.5	*	1516.4	1507.6	*	18	18	8
5	1515.0	1526.9	1495.9	1496.8	1520.6	1502.0	1532.7	1532.6	1489.3	21	13	14
All Grades										128	115	112

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	16.67	10.00	23.08	33.33	40.00	42.31	30.56	33.33	11.54	19.44	16.67	26	36	30
1	6.90	0.00	11.54	24.14	38.46	30.77	31.03	30.77	30.77	37.93	30.77	26.92	29	13	26
2	*	12.00	7.69	*	36.00	38.46	*	36.00	23.08	*	16.00	30.77	*	25	13
3	20.83	*	14.29	29.17	*	33.33	41.67	*	33.33	8.33	*	19.05	24	*	21
4	33.33	16.67	*	22.22	44.44	*	38.89	11.11	*	5.56	27.78	*	18	18	*
5	19.05	23.08	21.43	38.10	30.77	21.43	23.81	46.15	42.86	19.05	0.00	14.29	21	13	14
All Grades	19.53	14.78	12.50	28.13	36.52	32.14	35.16	30.43	34.82	17.19	18.26	20.54	128	115	112

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23	22.22	23.33	30.77	38.89	26.67	42.31	19.44	26.67	7.69	19.44	23.33	26	36	30
1	17.24	0.00	30.77	17.24	38.46	26.92	44.83	38.46	30.77	20.69	23.08	11.54	29	13	26
2	*	20.00	15.38	*	32.00	38.46	*	36.00	38.46	*	12.00	7.69	*	25	13
3	33.33	*	38.10	37.50	*	23.81	16.67	*	23.81	12.50	*	14.29	24	*	21
4	50.00	38.89	*	27.78	27.78	*	16.67	16.67	*	5.56	16.67	*	18	18	*
5	33.33	38.46	28.57	33.33	38.46	50.00	19.05	15.38	7.14	14.29	7.69	14.29	21	13	14
All Grades	28.13	24.35	27.68	29.69	34.78	31.25	29.69	25.22	25.89	12.50	15.65	15.18	128	115	112

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	8.33	3.33	11.54	27.78	43.33	46.15	38.89	40.00	19.23	25.00	13.33	26	36	30
1	6.90	0.00	3.85	27.59	7.69	23.08	20.69	61.54	26.92	44.83	30.77	46.15	29	13	26
2	*	16.00	0.00	*	28.00	38.46	*	20.00	15.38	*	36.00	46.15	*	25	13
3	4.17	*	0.00	33.33	*	19.05	45.83	*	52.38	16.67	*	28.57	24	*	21
4	5.56	5.56	*	44.44	33.33	*	27.78	33.33	*	22.22	27.78	*	18	18	*
5	14.29	15.38	7.14	14.29	7.69	0.00	47.62	61.54	64.29	23.81	15.38	28.57	21	13	14
All Grades	10.94	9.57	2.68	25.78	24.35	26.79	38.28	40.00	39.29	25.00	26.09	31.25	128	115	112

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.62	27.78	26.67	57.69	58.33	60.00	7.69	13.89	13.33	26	36	30
1	24.14	7.69	46.15	58.62	76.92	42.31	17.24	15.38	11.54	29	13	26
2	*	32.00	15.38	*	56.00	84.62	*	12.00	0.00	*	25	13
3	29.17	*	23.81	62.50	*	66.67	8.33	*	9.52	24	*	21
4	66.67	50.00	*	33.33	33.33	*	0.00	16.67	*	18	18	*
5	33.33	23.08	21.43	52.38	69.23	64.29	14.29	7.69	14.29	21	13	14
All Grades	33.59	31.30	28.57	57.03	55.65	60.71	9.38	13.04	10.71	128	115	112

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	22.22	20.00	65.38	52.78	56.67	23.08	25.00	23.33	26	36	30
1	10.34	7.69	15.38	51.72	53.85	65.38	37.93	38.46	19.23	29	13	26
2	*	12.00	23.08	*	80.00	61.54	*	8.00	15.38	*	25	13
3	33.33	*	38.10	50.00	*	33.33	16.67	*	28.57	24	*	21
4	33.33	22.22	*	55.56	61.11	*	11.11	16.67	*	18	18	*
5	42.86	53.85	57.14	38.10	30.77	28.57	19.05	15.38	14.29	21	13	14
All Grades	24.22	23.48	27.93	53.91	57.39	51.35	21.88	19.13	20.72	128	115	111

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	8.33	3.33	61.54	75.00	90.00	15.38	16.67	6.67	26	36	30
1	20.69	0.00	15.38	31.03	76.92	30.77	48.28	23.08	53.85	29	13	26
2	*	24.00	15.38	*	44.00	38.46	*	32.00	46.15	*	25	13
3	4.17	*	0.00	62.50	*	61.90	33.33	*	38.10	24	*	21
4	5.56	11.11	*	72.22	50.00	*	22.22	38.89	*	18	18	*
5	14.29	15.38	7.14	57.14	69.23	50.00	28.57	15.38	42.86	21	13	14
All Grades	15.63	12.17	8.04	55.47	62.61	57.14	28.91	25.22	34.82	128	115	112

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.92	33.33	62.07	38.46	33.33	24.14	34.62	33.33	13.79	26	36	29
1	6.90	0.00	3.85	51.72	61.54	65.38	41.38	38.46	30.77	29	13	26
2	*	16.00	0.00	*	60.00	61.54	*	24.00	38.46	*	25	13
3	12.50	*	4.76	79.17	*	85.71	8.33	*	9.52	24	*	21
4	11.11	11.11	*	77.78	61.11	*	11.11	27.78	*	18	18	*
5	9.52	7.69	0.00	76.19	92.31	85.71	14.29	0.00	14.29	21	13	14
All Grades	12.50	17.39	18.02	64.84	57.39	61.26	22.66	25.22	20.72	128	115	111

Conclusions based on this data:

1. Domain results across all grade levels have not significantly changed in the last two years.
2. There are more EL students in our primary grades - more early interventions may increase scores.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	56.8	40.8	
Total Number of Students enrolled in SSC/ELAC.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	117	40.8
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	163	56.8
Students with Disabilities	34	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.4
American Indian	3	1
Asian	71	24.7
Filipino	8	2.8
Hispanic	142	49.5
Two or More Races	15	5.2
Pacific Islander	2	0.7
White	42	14.6

Conclusions based on this data:

1. Over half of our families are fall under the category of Socioeconomically Disadvantaged.
2. Hispanic is our largest ethnic subgroup.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Green		
English Learner Progress Red		

Conclusions based on this data:

1. Chronic Absenteeism is an area to target interventions.
2. English Learner Progress is an area to target interventions.

School and Student Performance Data

Academic Performance English Language Arts

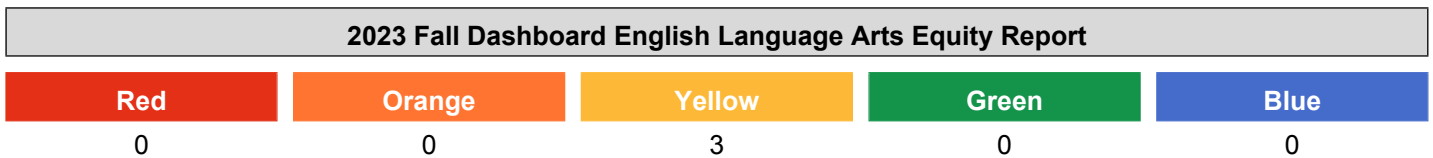
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 3.2 points below standard Increased +3.2 points 113 Students	English Learners  Yellow 27.1 points below standard Increased +5.2 points 52 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 37 points below standard Increased Significantly +28.7 points 71 Students	Students with Disabilities 99.8 points below standard Decreased -12.7 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	21.9 points above standard Decreased -3.3 points 26 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.8 points below standard Increased +8.2 points 59 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	38.9 points above standard Increased Significantly +31.8 points 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.8 points below standard Maintained -1.4 points 31 Students	55.8 points above standard Increased +3.2 points 22 Students	7.3 points below standard Decreased -14.8 points 48 Students

Conclusions based on this data:

- Socioeconomic disadvantaged students show the largest need of intervention.
- Hispanic students also show a need of intervention.

School and Student Performance Data

Academic Performance Mathematics

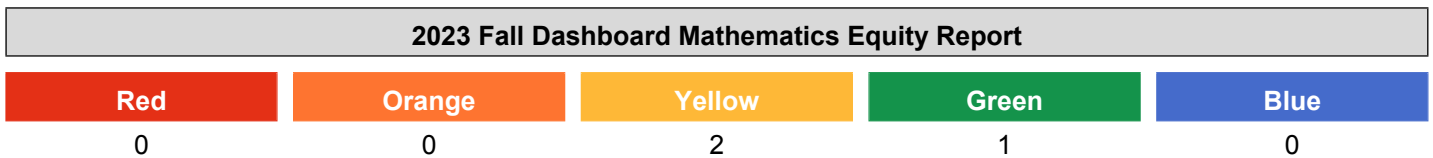
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.5 points below standard</p> <p>Increased Significantly +16.6 points</p> <p>114 Students</p>	<p>English Learners</p> <p>Green</p> <p>24.9 points below standard</p> <p>Increased Significantly +28.5 points</p> <p>52 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>31.3 points below standard</p> <p>Increased Significantly +52.5 points</p> <p>71 Students</p>	<p>Students with Disabilities</p> <p>66.6 points below standard</p> <p>Increased Significantly +35.4 points</p> <p>23 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	36.9 points above standard Increased Significantly +20.9 points 26 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.5 points below standard Increased +5.2 points 59 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	33.1 points above standard Increased Significantly +72.3 points 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.3 points below standard Increased Significantly +30.6 points 32 Students	27.7 points above standard Increased Significantly +16.6 points 22 Students	5.2 points below standard Maintained +1.5 points 49 Students

Conclusions based on this data:

1. Socioeconomically Disadvantage students are the subgroup that is showing the highest need for intervention.
2. EL and SED students did make a substantial increase in achievement.

School and Student Performance Data

Academic Performance English Learner Progress

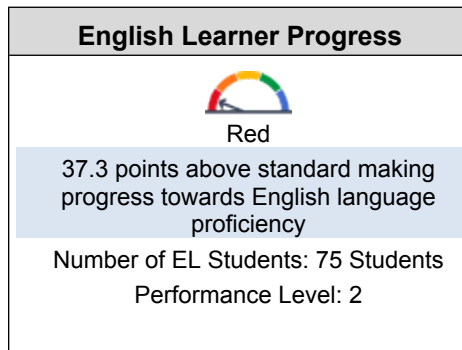
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	31	0	28

Conclusions based on this data:

1. Additional targeted early intervention are needed to support our English language learners.
2. The number of students that maintained or decreased achievement is higher than those tha maintained or progressed one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report






This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>19.5% Chronically Absent</p> <p>Declined Significantly -16.5</p> <p>298 Students</p>	<p>Orange</p> <p>22% Chronically Absent</p> <p>Declined -12.8</p> <p>132 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>1 Student</p>	<p>Yellow</p> <p>23.1% Chronically Absent</p> <p>Declined Significantly -20.5</p> <p>173 Students</p>	<p>Yellow</p> <p>19.6% Chronically Absent</p> <p>Declined -21.5</p> <p>46 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p align="center"> Yellow</p> <p align="center">16.2% Chronically Absent</p> <p align="center">Declined -5</p> <p align="center">74 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p align="center">21.1% Chronically Absent</p> <p align="center">Declined -25.3</p> <p align="center">147 Students</p>	<p align="center">13.3% Chronically Absent</p> <p align="center">Declined -4.8</p> <p align="center">15 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p align="center"> Yellow</p> <p align="center">18.2% Chronically Absent</p> <p align="center">Declined -14.4</p> <p align="center">44 Students</p>

Conclusions based on this data:

1. There was a decline in Chronic Absenteeism in all significant student groups.
2. Our Hispanic subgroup is an area of focus for intervention.

School and Student Performance Data

Conditions & Climate Suspension Rate

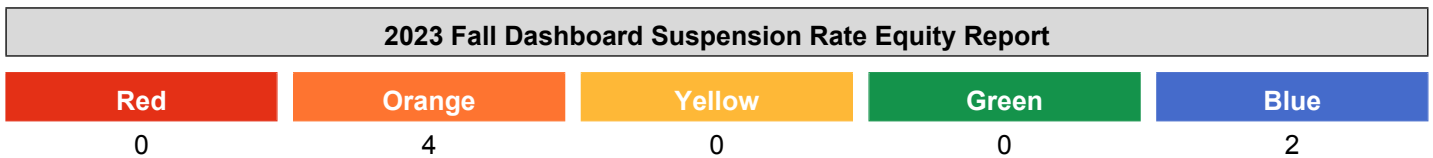
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1 303 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5 133 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 173 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3 47 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center">  Blue 0% suspended at least one day Maintained 0 76 Students </p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Orange 1.4% suspended at least one day Increased 1.4 148 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 15 Students </p>	<p>Less than 11 Students 2 Students</p>	<p align="center">  Blue 0% suspended at least one day Maintained 0 46 Students </p>

Conclusions based on this data:

1. There was an increase in suspensions.

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.

Academic Achievement For All Students

All students will make measurable annual progress toward mastering grade level California Standards. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement For All Students

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.

CAASPP Low Performing Areas

Writing - how well students are able to communicate in written form.

Listening - how well students understand spoken communication.

Communicating Mathematical Reasoning - how well students think logically and express their thoughts in order to solve a problem.

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
Third Diagnostic: K-2 iReady Standard Met (Math and Reading)	Math: 45% of Students Met or Exceeded Standard Reading: 51% of Students Met or Exceeded Standard	Math: 48% of Students Met or Exceeded Standard Reading: 54% of Students Met or Exceeded Standard
Third Diagnostic: 3-5 iReady Standard Met (Math and Reading)	Math: 43% of Students Met or Exceeded Standard Reading: 51% of Students Met or Exceeded Standard	Math: 46% of Students Met or Exceeded Standard Reading: 54% of Students Met or Exceeded Standard
Third Diagnostic: K-5 iReady Typical Growth Met (Math and Reading)	Math: 51% of Students Made Typical Growth Reading: 54% of Students Made Typical Growth	Math: 54% of Students Made Typical Growth Reading: 57% of Students Made Typical Growth
End Of Year: 3-5 CAASPP Standard Met (Math and ELA)	Math: TBD% Met or Exceeded Standard ELA: TBD% Met or Exceeded Standard	Math: TBD% Met or Exceeded Standard ELA: TBD% Met or Exceeded Standard

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	Supplemental Curriculum Resources	Unduplicated Students	5000 Targeted Allocation 4000-4999: Books And Supplies Reference Materials (4210 00)
1.2	Classified Personnel Support	Unduplicated Students	44,000 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA (2114 00)
1.3	Implementation Of New Phonics Materials	All Students	
1.4	Implementation Of Readers and Writers Workshop	All Students	
1.5	Implementation Of Math Pacing Guides Aligned to CAASPP	All Students	
1.6	Program Licensing	Unduplicated Students	4,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Program Licensing (5846 00)

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.

Analysis

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

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

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.

Equitable Social, Emotional Wellness and Behavioral Supports

All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically and solve problems collaboratively.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable Social, Emotional Wellness and Behavioral Supports

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.

Lowering the chronic absenteeism.

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 Rate	70 Students Missing 10% or More Days	50 Students Missing 10% or More Days
SEL Survey	15 Students Rated As Needing SEL Instruction (Aperture Rating)	Decrease By 5 Students

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	Intervention And Enrichment Classes	Unduplicated Students	5,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher Hourly (1113 00)
1.2	Co-Curricular Programs And Opportunities	Unduplicated Students	5,000 Targeted Allocation 4000-4999: Books And Supplies Classroom Supplies (4310 00) Targeted Allocation 5000-5999: Services And Other Operating Expenditures Contracted Services (5830 00)

1.3	Assemblies	Unduplicated Students	8,000 Targeted Allocation 5700-5799: Transfers Of Direct Costs Contracted Services (5830 00)
1.4	Student Incentives/Materials	Unduplicated Students	5,000 Targeted Allocation 4000-4999: Books And Supplies Student Incentive (4370 00) Targeted Allocation 4000-4999: Books And Supplies Classroom Supplies (4310 00)
1.5	SEL Resources (Aperture)	All Students	5,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 5846 00 Licensing Agreement
1.6	Monitor Attendance Rates Montly/Use Cycle of Inquiry Process	All Students	

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.

Analysis

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

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

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 Learner Achievement

All English learners will show growth on the ELPAC to meet or exceed state expectations (Level 1 to Level 2; Level 2 to Level 2H; Level 2H to Level 3H; Level 3H to Level 4).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement for All Students

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.

Increase Achievement in the Speaking and Writing Domains of the ELPAC.

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
Data From 2023-2024 ELCAP	TBD Based on 2024 Results	TBD Based on 2024 Results
Reclassifications	TBD Number of Level 4 Students	30% of Our Level 4 Students Will RFEP

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	Parent Involvement/Small Group Support/Assessment (ELSAT Support)	English Learners Language	3775 Targeted Allocation 2000-2999: Classified Personnel Salaries 2915 03 Classified Hourly
1.2	Provide Daily Structured Time for English Language Development (dELD)	English Learners Language	
1.5			

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.

Analysis

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

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

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$84,775.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$84,775.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$84,775.00

Total of federal, state, and/or local funds for this school: \$84,775.00

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
Targeted Allocation	84,775	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	84,775.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	47,775.00
4000-4999: Books And Supplies	15,000.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5700-5799: Transfers Of Direct Costs	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	47,775.00
4000-4999: Books And Supplies	Targeted Allocation	15,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	9,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	8,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
53,000.00
28,000.00
3,775.00

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

Name of Members	Role
Lauren Kotval	Classroom Teacher
Susan Jezyk	Principal
Diane Handley	Other School Staff
Jemma Chaplin	Parent or Community Member
Srigowri Halli	Parent or Community Member
Megan Anderson	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 4/5/22.

Attested:



Principal, Susan Jezyk on 4/5/24



SSC Chairperson, Gemma Chaplin on 4/5/24