

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Baywood Elementary School	41690396044838	May 20, 2024	June 27, 2024

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process of the SPSA/Annual Review and Update staff provided input on April 9, 2024 and May 7, 2024 on strategies and actions. Input was gathered from ELAC and SSC on April 25, 2024 and May 20, 2024.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.85%	1.56%	0.80%	10	8	4
Asian	17.93%	19.14%	19.76%	97	98	99
Filipino	2.22%	1.76%	1.80%	12	9	9
Hispanic/Latino	31.61%	30.66%	31.14%	171	157	156
Pacific Islander	0.92%	0.98%	1.20%	5	5	6
White	30.50%	31.05%	30.14%	165	159	151
Multiple/No Response	13.31%	12.89%	12.97%	72	66	65
	Total Enrollment			541	512	501

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	110	97	80
Grade 1	83	81	72
Grade 2	81	82	81
Grade 3	97	84	79
Grade 4	78	95	82
Grade 5	92	73	88
Total Enrollment	541	512	501

Data Statements: Strength

1. Our kindergarten enrollment has remained stable around 97 students.

Data Statements: Challenges

2. Since the 21-22 school year, we have seen a decline of 42 students.

Why are we getting these results?

3. We are seeing some of these results because families are moving out of the community due to rising housing costs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	125	101	99	23.1%	19.7%	19.8%
Fluent English Proficient (FEP)			62			12.4%
Reclassified Fluent English Proficient (RFEP)	52	63		9.6%	12.3%	

Conclusions based on this data:

1. Baywood is in the top three schools in the district for number of Newcomer students.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	62.45%				5 percentage	67%
3 rd	63.10%				5 percentage	68%
5 th	65.28%				5 percentage	70%
All English Learner/Multilingual Students	2%				10 percentage points	12%
Special Education	57.14%				10 percentage points	67%
Socio-Economically Disadvantaged	17.64%				10 percentage points	28%
Asian	93.02%				5 percentage	98%
Black/AA						
2+ more	78.57%				5 percentage	84%
Filipino						
Hispanic/Latino	26.37%				10	37%
Native Hawaiian						
White	79.52%				5 percentage	84%
English Learner	2%				10	12%
RFEP	89.48%				5 percentage	94%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	60.87%				5 percentage	66%
3 rd	64.29%				5 percentage	70%
5 th	55.55%				5 percentage	60%
All English Learner/Multilingual Students	6%				10 percentage points	16%
Special Education	38.09%				10 percentage points	48%
Socio-Economically Disadvantaged	20.59%				10 percentage points	31%
Asian	90.69%				5 percentage	96%
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more	75%				5 percentage	80%
Filipino						
Hispanic/Latino	27.47%				10	37%
Native Hawaiian						
White	75.90%				5 percentage	81%
English Learner	6%				10	16%
RFEP	89.47%				5 percentage	94%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	45.83%					
5 th	45.83%					
All English Learner/Multilingual Students	8.33%				10 percentage points	18%
Special Education	12.50%				10 percentage points	22.50%
Socio-Economically Disadvantaged	17.65%				10 percentage points	28%
Asian					5 percentage	86%
Black/AA						
2+ more					5 percentage	59%
Filipino						
Hispanic/Latino	20%				10	30%
Native Hawaiian						
White	55.55%				5 percentage	61%
English Learner	8.33%				10	18%
RFEP					5 percentage	77%

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	15.6%				10 percentage points	25.6%
Middle School Long Term English Learners (LTELs)						

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	75.48%	57.83%	67.72%		5 percentage	80.48%
1 st	80.26%	51.39%	79.73%		5 percentage	85.26%
3 rd	62.20%	58.23%	59.74%		5 percentage	67.20
All English Learner/Multilingual Students						
Special Education	55.88%	37.04%	44.00%		10 percentage points	65.88%
Socio-Economically Disadvantaged	35.51%	30.38%	31.62%		10 percentage points	45.88%
Asian	93.81%	77.78%	88.89%		5 percentage	95.81%
Black/AA						
Filipino						
Hispanic/Latino	43.71%	24.31%	30.41%		10	53.71%
Native Hawaiian						
White	91.10%	73.38%	88.03%		5 percentage	96.10%
English Learner	23.08%	10.34%	14.43%		10	28.08%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		86.37%	87.29%		80%	168.50%
3 rd		94.12%	89.33%		80%	
5 th		88.76%	84.15%		80%	
English Learner/Multilingual Students		56.47%	57.73%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)						
Special Education		62.96%	61.54%		80%	
Socio-Economically Disadvantaged		71.13%	66.95%		80% Proficiency Target	

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	8.55	2.17	6.47		20%	10

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	6	12	4		20%	

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	16.33%	14.37%	13.45%		50%	8%
All English Learner/Multilingual Students	26.80%	19.19%	28.16%		50% reduction	
Special Education	8.57%	10.71%	3.57%		50%	4%
Socio-Economically Disadvantaged	32.73%	28.24%	28.69%		50% reduction	16%
Asian	9.80%	7.83%	4.26%		50%	4.50%
Black/AA	28.57%	42.86%	75.00%			
2+ more	5.00%	2.08%	4.84%		50%	2.50%
Filipino						
Hispanic/Latino	27.10%	23.62%	28.76%		50%	13.50%
Native Hawaiian						
White	13.73%	13.33%	5.88%		50%	7%
English Learner	26.80%	19.19%	28.16%		50%	13%
RFEP	16.33%				50%	8.15%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	0%				50%	0.01%
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	0.035%
Asian	0%				50%	
Black/AA						
2+ more					50%	
Filipino						
Hispanic/Latino	0%				50%	0.025%
Native Hawaiian						
White					50%	
English Learner	0%				50%	
RFEP					50%	

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	87%			84%	5 percentage	89%
4 th	77%			82%	5 percentage	87%
5 th	80%			84%	5 percentage	89%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	86%			69%	5 percentage	74%
4 th	71%			63%	5 percentage	68%
5 th	81%			80%	5 percentage	85%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	93%			85%	5 percentage	90%
4 th	85%			85%	5 percentage	90%
5 th	78%			84%	5 percentage	89%

Data Statements: Strength

- 67.72% of all students are meeting or exceeding the benchmark in ELA and 87.29% of all students are meeting or exceeding the benchmark in Math. 59.74% of 3rd-grade students are meeting or exceeding the benchmark in ELA. 84.15% of 5th grade students are meeting or exceeding the benchmark in math. 66.95% of Socio-economically disadvantaged students met/exceeded on the Math Benchmark.

In ELA CAASPP 62.45 students met/exceeded standards. 89.48%(RFEP) 60.87% of All students and 89.47% of RFEP students met/exceeded standards in CAASPP Math.

Chronic Absenteeism - All students decreased by 3% and SWD decreased by 5%

In the CHKS survey, 83% of students feel connected to school, and 85% feel safe at school. 80% of 5th graders believe they have caring adults on campus.

Data Statements: Challenges

- Focal students for ELA and Math are:

ELA: Latinx/Hispanic students 30.41% and English Learners 14.43%
Math: English Learner 57.73%

2% of our English Language Learners and 17.64% of SED met/exceeded the standard in ELA CAASPP
6% of our English Learners, 27.47% EL, and 20.59 of our SED students met or exceeded the standard on the Math CAASPP

Chronic Absenteeism: SED, English Learners and Hispanic/Latino continue to have significantly higher absenteeism rates. (28%)

In the CHKS survey, 67% average in 3rd and 4th grades feel they have a caring adult on campus.

Planning Statements

3. This year, grade levels are participating in year long professional development and coaching in specific focus areas. K-3 will focus on early literacy. 3rd grade is focused on mathematics, and 4-5 is focused on Math. All grades will provide small group intervention during the school day in the area of literacy. The school will create a plan to support regular attendance among subgroups who have chronic absenteeism.
Fidelity to the PAF K-2 literacy program with students. Small group literacy instruction daily.
Fidelity to Phonics of Reading Intervention for 3rd to 5th grade.

Increase participation for target groups using the Intervention Programs Footsteps2Brilliance and ST Math

Improve attendance for target groups through personalized contact with families, and incentives for student attendance improvement. Continue working with Students Services around Pre-SARB meetings.

Spring 2024 Updates

Math TOSA will collaborate with and support 4th/5th grade teachers, instructional aide to support students performing below grade level.

Bimonthly attendance phone calls and meetings will be held to support students absents 10% or more.

Hop, Skip and Drive resource will be made available to families experiencing transportation challenges that significantly impact student attendance.

School Safety Focus group will be formed to find out more from students as to the current factors impacting their sense of safety. Student feedback will be shared with SSC and STaff to inform changes to school safety plan.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 3-5 ("Phonics for Reading and Rewards").			
MTSS, Tier 1: Support K-3 staff to participate in school-year professional development to implement foundational literacy supplemental curricula.			
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSA in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	153,721
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance and provide at-home literacy resources for all TK-3 students	Purchase materials to go home with students	4000-4999: Books And Supplies Site Lottery	4,000
MTSS, Tier 1: Implement CLAVES supplementary curriculum to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase.	District-provided materials and resources		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and	District-provided materials and resources		

computer-based Reading Inventory assessment for grades 3-5.			
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies and support materials in classrooms	District-provided materials and resources		
MTSS, Tier 1 & 2: District assigned Multilingual TOSA to focus supporting teachers and staff with resources and strategies to support Newcomers	District-provided		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in school-year professional development to implement core SMFC math program grades 4-5.	District-provided materials and resources		
MTSS, Tier 1: Support 4th/5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials/resources and 0.5 fte Math ToSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource. ST Math Brag Tags		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource. expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4-5th staff to participate in school-year professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		

MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
STRATEGY: Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures District Central funding	33,990
Implement Music4Minors performing arts program for all classrooms	Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures District Central funding	58,924

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs (1 Staff - 10 hours total) District-provided resources		
Provide site-based community outreach specialists to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff 4 hours	2000-2999: Classified Personnel Salaries Site Supplemental	50,000
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified resources and supplies District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	107,202
MTSS, Tier 1 & 2: Work in collaboration with district Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District provided resource.		
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in school-year professional development in <ul style="list-style-type: none"> • how to implement SST and 504 processes; and in • wellness strategies including PBIS, restorative practices, and progressive discipline framework, culturally responsive teaching and inclusive practices. 	District-provided materials and resources		
Support our students and families who are at risk or chronically absent with information, resources and attendance incentives for students.	Attendance incentives for students	4000-4999: Books And Supplies Site Lottery	2,240.00

<p>MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.</p>	<p>District-provided materials and resources</p>		
<p>MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.</p>	<p>District-provided materials and resources</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 deleted.

GOAL 1 ANALYSIS

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

The student achievement goal was focused on coaching and the implementation of strategies and curriculum. To achieve this goal we focused on tightening our PAF delivery for K-2 and implemented Phonics for Reading as an intervention at grade 3. For our Newcomer students K-5 we created small group instruction around the Hello! program. Our Language and Literacy TOSA supports K-2 teachers in PAF implementation with professional learning and working directly with students. Our Math TOSA worked to support grades 4 and 5 in coaching teachers in their classrooms, co-teaching and pulling small groups to try new strategies.

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

The budgeted expenses for this goal supported the role of the TOSA s as well as take home decodable books for additional practice outside of school.

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.

We will continue the strategies we have begun to look at our data overtime and make small changes if necessary.

GOAL 2 ANALYSIS

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

The goal of equity and access was to reduce inequitable outcomes for all students by prioritizing equity, access and inclusion. We hired a part-time, multilingual Outreach Coordinator who connected and supported families with school information and communication and provided information about community resources. We continue to gather feedback from all families through PTA meetings with translation, ELAC meetings held within the neighborhood where many of our multilingual families live and providing childcare for those meetings to support greater attendance.

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

The Outreach Coordinator position was successful in providing more outreach and a home to school connection for many of our families. We have realized that we need to increase this role to a full-time position.

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.

We will increase the hours for the Outreach Coordinator position.

GOAL 3 ANALYSIS

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

Goal 3 is around wellness and providing a safe and caring environment for all students. We provided professional development around the MTSS system, our school CARE Team and the SST and 504 process. This professional development gave teachers the agency to support students or refer students to the CARE Team in order to get the support they needed. We also trained as a district around Restorative Practice and Inclusion and implemented strategies from those sessions in our classrooms.

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

The budget for this goal is allocated to supplies for our PBIS school-wide reward system and the role of the school counselor.

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.

We will continue the strategies we have begun to look at our data overtime and make small changes if necessary.

GOAL 4 ANALYSIS

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

Briefly 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.

GOAL 5 ANALYSIS

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

Briefly 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 table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$485,077.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
District Central funding	\$428,837.00
Site Lottery	\$6,240.00
Site Supplemental	\$50,000.00

Subtotal of state or local funds included for this school: \$485,077.00

Total of federal, state, and/or local funds for this school: \$485,077.00

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
District Central funding	428,837.00
Site Lottery	6,240.00
Site Supplemental	50,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	335,923.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	6,240.00
5800: Professional/Consulting Services And Operating Expenditures	92,914.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	335,923.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	92,914.00
4000-4999: Books And Supplies	Site Lottery	6,240.00
2000-2999: Classified Personnel Salaries	Site Supplemental	50,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3

325,635.00
50,000.00
109,442.00

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
- 3 Parent or Community Members

Name of Members	Role
Erin Felix	Principal
Kirstie Briones	Other School Staff
Abbie Wishart	Classroom Teacher
Athena Kontonis	Classroom Teacher
Manvi Prakash	Parent or Community Member
Sarah Wilson	Parent or Community Member
Nadia Litterman	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:

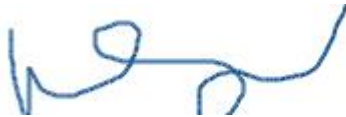
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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



English Learner Advisory Committee

Other: PTA President

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 20, 2024.

Attested:



Principal, Erin Felix on

SSC Chairperson, Sarah Wilson on