



# 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
Beach Park Elementary School	41 69039 0140137	5/13/2024	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

Conversations with the Principal - 5/28/2024- In person in the morning  
PTA - 5/29/2024-In Person Meeting in the evening  
School Site Council- 5/13/2024- Virtual in the afternoon  
ELAC - 5/13/2024- Virtual in the evening  
Staff Meeting 4/16/2024, 5/7/2024, - in person in the afternoon

Using the data, finding bright spots, and challenges, created strategies to meet the strategic plan goals. We had meetings with all parent groups and staff members. Classified were invited to join the staff meeting and provide input as well.

# 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	%	0.42%	%		1	
African American	%	0.42%	0.35%		1	1
Asian	52.32%	51.25%	48.95%	79	123	140
Filipino	3.97%	3.33%	3.85%	6	8	11
Hispanic/Latino	7.28%	11.67%	14.69%	11	28	42
Pacific Islander	1.32%	0.83%	0.70%	2	2	2
White	24.50%	22.08%	21.33%	37	53	61
Multiple/No Response	7.95%	8.75%	8.39%	12	21	24
	<b>Total Enrollment</b>			151	240	286

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	44	73	57
Grade 1	35	50	67
Grade 2	24	40	53
Grade 3	23	24	33
Grade 4	25	25	23
Grade 5		28	30
<b>Total Enrollment</b>	151	240	286

### Data Statements: Strength

1. Student enrollment has doubled over the past three years from 150 to 286 students.

### Data Statements: Challenges

2. Kindergarten enrollment declined by 20 students from 22/23 to 23/24

### Why are we getting these results?

3. Increased enrollment was due to adding a grade level since the school opened. The decrease in Kindergarten mirrors the district pattern of declining enrollment.

# 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	58	70	87	38.4%	29.2%	30.4%
Fluent English Proficient (FEP)			98			34.3%
Reclassified Fluent English Proficient (RFEP)	43	84		28.5%	35.0%	

### Conclusions based on this data:

1. The number of English Learners have increased by 20 students from 21/22 to 23/24.
2. The percentage of EL students and student that reclassify has remained consistent over the past three years.

# 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	65.79%				5 percentage	71%
3 <sup>rd</sup>	45.45%				5 percentage	50%
5 <sup>th</sup>	78.57%				5 percentage	
All English Learner/Multilingual Students					10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian	80.56%				5 percentage	86%
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	47.37%					
English Learner					10	
RFEP	66.66%				5 percentage	71%

### 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	80.25%				5 percentage	85%
3 <sup>rd</sup>	80%				5 percentage	85%
5 <sup>th</sup>	85.72%				5 percentage	
All English Learner/Multilingual Students	46.16%				10 percentage points	56%
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	60%
Asian	94.59%				5 percentage	99%
Black/AA						
Filipino						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Hispanic/Latino						
Native Hawaiian						
White	63.63%					
English Learner	46.16%				10	56%
RFEP	87.50%				5 percentage	92%

**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	60.71%					
5 <sup>th</sup>	60.71%					
All English Learner/Multilingual Students	65.38%				10 percentage points	75%
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian	78.57%				5 percentage	83%
Black/AA						
Filipino						
Hispanic/Latino						
Native Hawaiian						
English Learner					10	
RFEP	75%				5 percentage	80%

**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	31.8%				10 percentage points	41.8%
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	87.10%	67.98%	86.31%		5 percentage	92.1%
1 <sup>st</sup>	97.87%	67.21%	93.55%		5 percentage	100%
3 <sup>rd</sup>	60%	71.88%	78.79%		5 percentage	65%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students						
Special Education	100.00%	54.55%	86.31%		10 percentage points	100%
Socio-Economically Disadvantaged	73.33%	56.25%	70.27%		10 percentage points	83.33%
Asian	92.98%	76.81%	91.85%		5 percentage	97%
Black/AA						
Filipino						
Hispanic/Latino	68.00%	54.55%	74.29%		5 percentage	73%
Native Hawaiian						
White	84.91%	59.65%	85.25%		5 percentage	89.91%
English Learner	75.93%	44.29%	69.01%		10	85.93%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		93.39%	96.15%		80%	
3 <sup>rd</sup>		93.75%	96.97%		80%	
5 <sup>th</sup>		90.00%	82.76%		80%	
English Learner/Multilingual Students		84.72%	94.44%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		90.91%	91.67%		80%	
Socio-Economically Disadvantaged		82.86%	90.00%		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)	10.50	2.66	7.94		20%	13

**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	5	2		20%	7.2

**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	7.56%	14.88%	9.25%		50%	4%
All English Learner/Multilingual Students	13.33%	14.94%	7.59%		50% reduction	6.50%
Special Education	17.65%	37.50%	25.00%		50%	8.50%
Socio-Economically Disadvantaged	5.88%	6.67%	9.09%		50% reduction	3%
Asian	7.08%	9.93%	7.41%		50%	3.50%
Black/AA						
2+ more	4.35%	26.67%	19.05%		50%	2%
Filipino						
Hispanic/Latino	21.43%	26.92%	20.51%		50%	10.5%
Native Hawaiian						
White	3.70%	18.84%	5.88%		50%	2%
English Learner	13.33%	14.94%	7.59%		50%	6.50%
RFEP	7.56%				50%	3.75%

**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%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	
Asian	0%				50%	
Black/AA						
Filipino						
Hispanic/Latino	0%					
Native Hawaiian						
White	0%					
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 <sup>rd</sup>	88%			77%	5 percentage	82%
4 <sup>th</sup>	81%			74%	5 percentage	79%



Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
5 <sup>th</sup>	74%			78%	5 percentage	83%

**Caring Adults in School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	73%			78%	5 percentage	83%
4 <sup>th</sup>	78%			58%	5 percentage	63%
5 <sup>th</sup>	80%			68%	5 percentage	73%

**Feel Safe at School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	90%			78%	5 percentage	83%
4 <sup>th</sup>	87%			64%	5 percentage	69%
5 <sup>th</sup>	80%			87%	5 percentage	92%

**Data Statements: Strength**

- ELA/Literacy Strengths**  
 There was an increase in all school reading data by 19% from the beginning of the school to the mid year.  
 There was an increase in all subgroups in our reading data from the beginning of the school to the mid year.

**Math Strengths**  
 80% of our students met or exceeded the Math CAASPP 2022-2023  
 All of our students met our end of the year goal, 80% of students met standards on the district math assessment.

**English Language Learners Strengths**  
 There was an increase in EL reading data by 25% from the beginning of the year to mid year literacy scores.

**Chronic Absenteeism**  
 All students from the beginning of the school to the mid year chronic absenteeism decreased 5%  
 Special Ed students from the beginning of the school to the mid year chronic absenteeism decreased 12%  
 EL students from the beginning of the school to the mid year chronic absenteeism decreased 7%  
 EL students are close to making their end of the year goal of reducing by 50%.

**SEL Strengths**  
**Feel Connected**  
 5th Graders- In 2024, 78% feel school connectedness/  
 The percentage increases +4% from 2023.  
**Feel Safe**  
 5th Graders- In 2024, 87% have perceived school safety.  
 The percentage increases +7% from 2023

**Data Statements: Challenges**

2. CAASPP:  
0% of Multilingual Learners met or exceeded ELA CAASPP

Reading Levels:

69% of Multilingual Learners met or exceeded in reading mid year 2024

Chronic Absenteeism Challenges

All students increased from end of the year 2023 by 2% in mid year 2024

SED students increased from end of year 2023 by 8% in mid year 2024

SEL Challenges

Caring Adults

5th Graders- In 2024 68% answered they feel like their teacher and the adults at school care about them.

The percentage decreased by 12% from 2023.

### Planning Statements

3. This year, grade levels are participating in year long professional development and coaching in specific focus areas. PK-3 will focus on SMFC's frameworks around Comprehensive Literacy and Multilingual Learners. 4th & 5th Grades are focused on Mathematics. Schools will continue to increase participation for target groups using the Intervention Programs: Footsteps2Brilliance and ST Math.

Increase Tier 1 lessons around added SEL needs and increase in Tier 2 with more focus on small groups working on social skills. Staff will receive foundational training from LGBTQ+ Inclusive Schools and Preventing Bias-Based Bullying to understand the impact of bias-based bullying and respond with practical strategies for proactive leadership and teaching student ally behaviors. Staff will gain the skills and awareness to create an inclusive school community where all students feel safe, respected and free to be their authentic selves.

The school will also create a plan to support regular attendance among subgroups who have chronic absenteeism. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for student attendance improvement.

# SPSA Goals and Strategies

## Goal 1

Goal #	Description
<b>GOAL 1</b>	<b>ACHIEVEMENT:</b> 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 • Object Code • Source	Amount
<b>STRATEGY: Language &amp; Literacy</b>			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS Tier 1: Summer Design Thinking Institute Nueva (registration plus material stipend) Along with school wide professional book for each teacher	Summer PD and materials purchased for classroom use to implement \$12,500	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 100% FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	116,671
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
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 computer-based Reading assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in	Site-identified additional teacher extra-time: Data work \$6,400;	1000-1999: Certificated Personnel Salaries Site Supplemental	8,306

classrooms and intervention activities. Targeting specifically student groups identified in ATSI: youth with compromised housing, students with IEPs and Latinx.	Strategic Plan Committee Meetings \$4,100		
<b>STRATEGY: Mathematics</b>			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources  Site-identified additional teacher extra-time		
MTSS, Tier 1: Support 4th-5 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 and resources  Assigned 0.5fte 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.  Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
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.  Site-identified additional 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) Targeting specifically student groups identified in ATSI: youth with compromised housing, students with IEPs and Latinx.	District-provided materials and resources  Site-identified additional teacher extra-time: Data work \$6,400; Strategic Plan Committee Meetings \$4,100	1000-1999: Certificated Personnel Salaries Site Supplemental	
<b>STRATEGY: Science/STEM</b>			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		

	Site-identified additional teacher extra-time		
<b>STRATEGY: Expand Visual and Performing Arts Programming</b>			
Implement Art4Schools visual arts program for all classrooms.	District- provided resources		
<b>STRATEGY: Expanding Pre-Kindergarten Programming</b>			
Collaborate with designated district leaders for Pre-Kindergarten to align Pre-K and K literacy and math programs so that students are ready for grade-level Kindergarten learning.	Site-identified staff extra-time and meeting costs District-provided resources		

# 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
<b>STRATEGY: Family Engagement</b>			
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 District-provided resources	0000: Unrestricted Site Supplemental	250
Expand school efforts to get input and feedback from families, including the number of “Multi-lingual” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs District-provided resources	0000: Unrestricted Site Supplemental	250
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources	0000: Unrestricted Site Supplemental	1000
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources	0000: Unrestricted Site Supplemental	1000

# SPSA Goals and Strategies

## Goal 3

Goal #	Description
<b>GOAL 3</b>	<b>WELLNESS:</b> 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
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign 1 FTE of Counselors to provide individual and group wellness support.	District-provided 1 FTE for Counselors  Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	167,680
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources  Site-identified staff extra-time		
MTSS, Tier 1: Counselors and CARE team members to participate in summer and school-year professional development in: <ul style="list-style-type: none"> <li>• how to implement SST and 504 processes; and in</li> <li>• wellness strategies including PBIS, restorative practices, and progressive discipline framework.</li> </ul>	District-provided materials and resources  Site-identified staff extra-time		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources  Site-identified staff extra-time		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case	District-provided materials and resources  Site-identified staff extra-time		

management and guidance for students in the SST process.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	Cozy Corner materials School Signage	0000: Unrestricted Site Supplemental	2,000
MSTSS Tier 1- Implement Responsive Classroom practices- teachers attend RC PD as needed	Site-identified to send staff to pd	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	2,000
<b>STRATEGY: Reducing Chronic Absenteeism</b>			
MTSS Tier 1,2,3 All students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences and Unexcused Absences.		None Specified	
MTSS Tier 1 All students: Designated staff and Care Team members will lead the implementation expansion of attendance rewards and recognition activities.			
MTSS Tier 1 All Students Designated staff and Care Team members will lead the implementation/expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.			
MTSS Tier 2 All students Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.			
MTSS: Tier 2 Youth and Compromised Housing, Students with IEPs and Latinx: on a quarterly basis, Care Team members will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS: Tier 2 Youth and Compromised Housing, Students with IEPs and Latinx Care Team members will conduct empathy interviews with students and families of these specific student			



groups to identify the potential school-based root causes of their chronic absenteeism.			
MTSS Tier 3 Youth with compromised housing, students with IEPs and Latinx : Counselor and district- assigned social worker will prioritize 1:1 and group support to students from these specific groups to reduce their chronic absenteeism.			

# 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	\$374,157.00

## 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	\$359,351.00
Site Supplemental	\$14,806.00

Subtotal of state or local funds included for this school: \$374,157.00

Total of federal, state, and/or local funds for this school: \$374,157.00

# 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	359,351.00
Site Supplemental	14,806.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,500.00
1000-1999: Certificated Personnel Salaries	367,657.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	359,351.00
0000: Unrestricted	Site Supplemental	4,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	8,306.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,977.00

Goal 2

2,500.00

Goal 3

171,680.00

# 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:

Amy Snow School Principal

Mari Raja Classroom Teachers

Dani Dejardin Other School Staff

uqiang Gao Parent or Community Members

Name of Members	Role
Autumn Schenck	Classroom Teacher
King Chuang	Parent or Community Member
Jianghua Fan	Parent or Community Member
ZHIXUN HE	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 5/15/2024.

Attested:



Principal, Amy Snow on 5/15/2024

SSC Chairperson, Fuqiang Gao on 5/17/2024