

School Year: **2024-25**



Foster City
Elementary

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
Foster City Elementary School	41690396044895	5/20/2024	6/27/24

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

School Site Council members provided input and support on this plan.

Coffee Connections with PTA - In person in the morning 9/13/2023, 12/8/2023, 3/22/2024, PTA Board Virtual in the evenings 1x Per Month (9/13/2023, 10/18/2023, 11/15/2023, 12/13/2023, 1/17/2024, 2/21/2024, 3/20/2024, 4/17/2024, 5/15/2024, 6/5/2024)
PTA General Meetings: 8/22/2023, 2/21/2024, 4/17/2024, 6/5/2024
School Site Council Meetings 9/18/23, 10/30/2023, 12/4/2023, 4/22/2024, 5/20/2024 (approval)
ELAC - In-Person (10/23/2023, 1/29/2024, 3/11/2024, 4/29/2024)
Staff Meeting - in person in the afternoons on Tuesdays
Leadership Team- Tuesday afternoons throughout school year
CARE Team- Weekly meetings Tuesday mornings
2x Month All paraeducator Meetings on Wednesday Afternoons

Using the data, finding bright spots, and challenges, and created strategies to meet the strategic plan goals. We had meetings with all parent groups and staff members. Classified staff had the opportunity to give input.

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	0.13%	0.29%	0.59%	1	2	4
African American	0.79%	0.29%	0.74%	6	2	5
Asian	54.68%	53.79%	53.61%	415	376	364
Filipino	3.43%	3.58%	3.39%	26	25	23
Hispanic/Latino	9.49%	10.59%	8.98%	72	74	61
Pacific Islander	0.40%	0.57%	0.88%	3	4	6
White	20.55%	19.03%	19.44%	156	133	132
Multiple/No Response	9.22%	9.73%	9.43%	70	68	64
Total Enrollment				759	699	679

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	126	112	69
Grade 1	128	120	102
Grade 2	107	124	114
Grade 3	133	110	123
Grade 4	107	128	106
Grade 5	158	105	128
Total Enrollment	759	699	679

Data Statements: Strength

1. School demographics continue to remain diverse and consistent year to year.

Data Statements: Challenges

2. There has been a decline in enrollment of 77 over the last two years.

Why are we getting these results?

3. A planned new school open within the same city and boundaries were redesigned.

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	185	166	123	24.4%	23.7%	18.1%
Fluent English Proficient (FEP)			246			36.2%
Reclassified Fluent English Proficient (RFEP)	218	211		28.7%	30.2%	

Conclusions based on this data:

1. Total number of English Learners has declined over the past three years from 185, to 124.

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	76.33%				5 percentage	81%
3 rd	74.77%				5 percentage	79%
5 th	84.47%				5 percentage	89%
All English Learner/Multilingual Students						
Special Education	37.50%				10 percentage points	47%
Socio-Economically Disadvantaged	50%				10 percentage points	60%
Asian	84.07%				5 percentage	89%
Black/AA						
2+ more	78.95%				5 percentage	84%
Filipino	69.23%					
Hispanic/Latino	47.22%				10	57%
Native Hawaiian						
White	71.65%				5 percentage	76%
English Learner	31.25%				10	41%
RFEP	97.06%				5 percentage	100%

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	79.35%				5 percentage	84%
3 rd	78.70%				5 percentage	84%
5 th	79.61%				5 percentage	84%
All English Learner/Multilingual Students						
Special Education	36%				10 percentage points	46%
Socio-Economically Disadvantaged	44.45%				10 percentage points	54%
Asian	89.02%				5 percentage	94%
Black/AA						
2+ more	76.68%				5 percentage	82%
Filipino	69.23%					

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Hispanic/Latino	52.78%				10	63%
Native Hawaiian						
White	75%				5 percentage	80%
English Learner	42.85%				10	53%
RFEP	94.12%				5 percentage	99%

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	74.76%					
5 th	74.76%					
All English Learner/Multilingual Students	28.57%				10 percentage points	38%
Special Education	27.27%				10 percentage points	37%
Socio-Economically Disadvantaged					10 percentage points	
Asian	81.82%				5 percentage	86%
Black/AA						
2+ more	100%				5 percentage	100%
Filipino						
Hispanic/Latino	44.44%				10	54%
Native Hawaiian						
White	68.75%				5 percentage	74%
English Learner	28.57%				10	39%
RFEP	79.16%				5 percentage	84%

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	47.6%				10 percentage points	57.6%
Middle School Long Term English Learners (LTELs)					10 percentage points	

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	85.08%	72.45%	83.46%		5 percentage	90%
1 st	88.50%	73.27%	90.10%		5 percentage	93%
3 rd	76.29%	60.50%	75.41%		5 percentage	81%
All English Learner/Multilingual Students					10 percentage points	
Special Education	56.76%	38.10%	47.62%		10 percentage points	66%
Socio-Economically Disadvantaged	66.67%	56.90%	69.62%		10 percentage points	76%
Asian	89.92%	80.78%	87.85%		5 percentage	94%
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino	52.31%	43.10%	64.41%		10	62%
Native Hawaiian						
White	84.68%	65.57%	79.84%		5 percentage	90%
English Learner	63.93%	42.42%	50.50%		10	73%
RFEP					5 percentage	

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		93.25%	90.51%		80%	170.8%
3 rd		95.80%	89.83%		80%	
5 th		96.06%	85.37%		80%	
English Learner/Multilingual Students		78.89%	81.44%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		72.97%	68.18%		80%	
Socio-Economically Disadvantaged		80.65%	76.92%		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)	6.71	1.70	5.07		20%	8

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)	4	30	3		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	9.41%	8.68%	7.40%		50%	4.50%
All English Learner/Multilingual Students	19.85%	10.57%	13.08%		50% reduction	
Special Education	32.76%	21.28%	19.61%		50%	16%
Socio-Economically Disadvantaged	22.92%	15.63%	15.85%		50% reduction	11%
Asian	6.96%	6.54%	5.46%		50%	3.50%
Black/AA	66.67%	20.00%	50.00%			
2+ more	6.06%	7.27%	7.94%		50%	3%
Filipino		17.39%				
Hispanic/Latino	14.71%	9.26%	15.00%		50%	7%
Native Hawaiian	25.00%	50.00%				
White	14.29%	10.24%	8.28%		50%	7%
English Learner	19.85%	10.57%	13.08%		50%	9.50%
RFEP	9.41%				50%	4%

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%	0.0025%
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	0.075%
Socio-Economically Disadvantaged	0%				50% reduction	0.065%
Asian	0%				50%	
Black/AA						
2+ more					50%	
Filipino	0%					
Hispanic/Latino	0%				50%	0.035%
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	74%			75%	5 percentage	80%
4 th	82%			84%	5 percentage	89%
5 th	78%			70%	5 percentage	75%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	68%			78%	5 percentage	83%
4 th	77%			78%	5 percentage	83%
5 th	68%			62%	5 percentage	67%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	85%			86%	5 percentage	91%
4 th	90%			97%	5 percentage	100%
5 th	92%			84%	5 percentage	89%

Data Statements: Strength

- ELA / Literacy CAASPP Strengths**
 37.5% of Special Education students met or exceeded ELA standards as measured on the CAASPP testing 2022-2023. For two years in a row, this group has shown growth.
 97.06% of RFEP students met or exceeded ELA standards as measured on the CAASPP testing 2022-2023. This is an increase for a second year in a row.

ELA Benchmark Assessments 2023-2024 Strengths
 There was an increase with SWD to 47.62% Met/Exceeded
 There was an increase with SED to 69.62% Met/Exceeded
 There was an increase in EL by 50.50% Met/Exceeded

Math CAASPP Strengths
 36% of Special Education students met or exceeded ELA standards as measured on the CAASPP testing on 2022-2023
 94.12% of RFEP students met or exceeded ELA standards as measured on the CAASPP testing on 2022-2023

Math Benchmark Assessments 2023-2024
 Students with Disabilities increased to 68.18% Met/Exceeded on district mathematics assessments.
 SED increased to 76.92% Met/Exceeded on district mathematics assessments.

Attendance 2023-2024
 Students with Disabilities improved absence rate from 32.76% (2022-2023) to 19.61% (2023-2024).

Overall, students at Foster City School absence rate is 7.4% (2023-2024) This is an improvement from 9.41% 2022-2023.

SEL

78% of current 3rd graders (2023-2024) reported feeling connected to school in comparison with 68% of 3rd graders (this years 4th graders) as measured by CHKS.

84% of 2023-2024 4th graders feeling connected to school in comparison with 82% of 4th graders (2022-2023) reported feeling connected at school as measured by the CHKS.

Data Statements: Challenges

2. ELA/ Literacy Challenges
English Learners continue to perform below all students as measured by CAASPP (40% difference).

Math Challenges
English Learners continue to perform below all students as measured by CAASPP (40% difference).

SEL Challenges
There has been a decline in the number of grade 5 in all three areas of CHKS (6-8% decline).

Planning Statements

3. Strategic System Change Models to implementation of SMFC Strategic Plan in year 3:

Achievement: Grade levels will continue to participate in a year-long arc of professional development and coaching in specific focus areas: TK-3 will focus on comprehensive literacy, and 4-5 will focus on math.

SEL: School Wide Implementation of Second Step, Daily Mindfulness Practices, Best Buddies. All grade level teachers will continue to receive professional development that addresses and disrupts the inequities and biases that may interfere with student achievement.

Inclusion: All staff will continue to engage in professional development for inclusive practices as related to special education students.

Community: Continue to strengthen family partnerships through confernces, communication, events, and outreach.

School and Student Performance Data

Conditions & Climate Suspension Rate

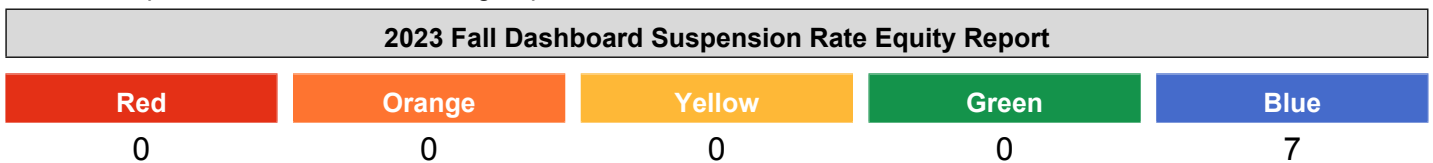
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
All Students Blue 0% suspended at least one day Maintained -0.1 735 Students	English Learners Blue 0% suspended at least one day Maintained 0 215 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined -1.4 56 Students	Students with Disabilities Blue 0% suspended at least one day Declined -1.5 68 Students

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</p> <p>0% suspended at least one day</p> <p>Maintained 0 390 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.3 82 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 83 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 140 Students</p>

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th 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 4-5 ("Rewards").			
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-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: One Instructional Aide Paraprofessional Professionals to assist and support with targeted instruction, for K-5 support.	1 FTE Instructional Aides	2000-2999: Classified Personnel Salaries Site Supplemental	45,000
MTSS, Tier 1: Support 4-5th staff development to deepen implementation of I-ELD/D-ELD strategies to ensure access to grade level content curriculum.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and	District-provided materials and resources		

training to teachers around newcomer supports	Site-identified additional teacher extra-time		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based assessment for grades 3-5.	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Implement language & literacy 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., Literacy Boost)	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
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 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/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 0.5 Math ToSA, materials and resources Site-identified additional teacher extra-time		
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.	District-provided materials and resources Site-identified additional teacher extra-time		
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 summer and school-year professional development	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources Site-identified additional teacher extra-time		
MTSS, Tier 1: Support TK-5 Teacher with special education academic inclusion during science.	District-Provide training with Changing Perspectives throughout 2024-2025		

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 District-provided resources		
Expand school efforts to get input and feedback from families, including the number of multi-lingual engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs 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 staff extra-time and meeting costs	Site PTA	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	Site PTA	1000

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 <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1 FTE of Counselors to provide individual, group, and classroom wellness support.	District-provided 1 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	100,507
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: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, morning/class meetings, and progressive discipline framework.	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 management and guidance for students in the SST process.	District-provided materials and resources Site-identified staff extra-time		

<p>MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, morning/class meetings and progressive discipline framework.</p>	<p>District-provided materials and resources Site-identified staff extra-time</p>	<p>1000-1999: Certificated Personnel Salaries Site Donations</p>	<p>1000</p>
<p>STRATEGY: Reducing Chronic Absenteeism</p>			
<p>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.</p>	<p>Site-identified staff extra-time</p>		
<p>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</p>			
<p>On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism</p>	<p>Site-identified staff extra-time</p>		
<p>STRATEGY: Expand Visual and Performing Arts Programming</p>			
<p>Implement Art4Schools visual arts program for all classrooms TK through grade 5</p>	<p>District-provided resources</p>		

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	\$268,507.00

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	\$220,507.00
Site Donations	\$1,000.00
Site PTA	\$2,000.00
Site Supplemental	\$45,000.00

Subtotal of state or local funds included for this school: \$268,507.00

Total of federal, state, and/or local funds for this school: \$268,507.00

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	220,507.00
Site Donations	1,000.00
Site PTA	2,000.00
Site Supplemental	45,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	221,507.00
2000-2999: Classified Personnel Salaries	45,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	220,507.00
1000-1999: Certificated Personnel Salaries	Site Donations	1,000.00
	Site PTA	2,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	45,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,000.00

Goal 2

2,000.00

Goal 3

101,507.00

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:

2 School Principal

3 Classroom Teachers

3 Parent or Community Members

Name of Members	Role
Amanda Goll	Principal
Tara Dixon	Classroom Teacher Parent or Community Member
Colin Hall	Parent or Community Member
Christine Marchese	Classroom Teacher
Leah Pason	Principal
David Quan	Parent or Community Member
Tricia Blanchard	Classroom Teacher
Christine Loong	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

Other: School Site Council

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 5/20/2024.

Attested:



Principal, Amanda Goll on 05/28/2024

SSC Chairperson, Colin Hall on 05/28/2024