

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
George Hall Elementary School	41690396044903	May 31, 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

SSC Meeting - 5/22/23  
Staff Meeting- 5/8/23  
ELAC- 5/17/23

# 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	1.69%	1.29%	0.84%	7	5	3
Asian	15.42%	15.5%	17.88%	64	60	64
Filipino	3.86%	3.88%	5.31%	16	15	19
Hispanic/Latino	36.39%	35.4%	31.28%	151	137	112
Pacific Islander	4.10%	4.13%	3.35%	17	16	12
White	28.43%	27.39%	27.65%	118	106	99
Multiple/No Response	9.88%	11.37%	11.45%	41	44	41
<b>Total Enrollment</b>				415	387	358

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	91	78	57
Grade 1	63	58	60
Grade 2	66	61	50
Grade3	64	61	58
Grade 4	71	60	55
Grade 5	60	69	58
<b>Total Enrollment</b>	415	387	358

### Data Statements: Strength

1. Transitional Kindergarten enrollment is projected to increase to two classes during the 24/25 school year.

### Data Statements: Challenges

2. George Hall has declining enrollment by 50 students since 21/22 to 23/24

### Why are we getting these results?

3. There has been movement with neighborhood families moving to the community increasing TK enrollment. There continues to be about 5 of 7 students that enroll in private school in preparation for middle school.

# 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	95	74	76	22.9%	19.1%	21.2%
Fluent English Proficient (FEP)			35			9.8%
Reclassified Fluent English Proficient (RFEP)	34	42		8.2%	10.9%	

### Conclusions based on this data:

1. During the 23/24 school year, many of our kindergarteners test as IFEP

# 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	64.48%				5 percentage	69%
3 <sup>rd</sup>	56.14%				5 percentage	61%
5 <sup>th</sup>	75%				5 percentage	
All English Learner/Multilingual Students	30.30%				10 percentage points	40%
Special Education	26.67%				10 percentage points	37%
Socio-Economically Disadvantaged	35.55%				10 percentage points	45%
Asian	71.43%				5 percentage	76%
Black/AA						
2+ more	90%					
Filipino						
Hispanic/Latino	49.15%				10	59%
Native Hawaiian	27.27%					
White	76.36%				5 percentage	81%
English Learner	30.30%				10	40%
RFEP	88.89%				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	60.99%				5 percentage	66%
3 <sup>rd</sup>	57.89%				5 percentage	63%
5 <sup>th</sup>	61.20%				5 percentage	66%
All English Learner/Multilingual Students	34.38%				10 percentage points	44%
Special Education	32.15%				10 percentage points	43%
Socio-Economically Disadvantaged	38.64%				10 percentage points	48%
Asian	75%				5 percentage	80%
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more	85%					
Filipino						
Hispanic/Latino	38.59%				10	48%
Native Hawaiian	33.33%					
White	70.91%				5 percentage	76%
English Learner	34.38%				10	44%
RFEP	61.11%				5 percentage	66%

**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	63.07%					
5 <sup>th</sup>	63.07%					
All English Learner/Multilingual Students					10 percentage points	24.29%
Special Education					10 percentage points	21.11%
Socio-Economically Disadvantaged	42.86%				10 percentage points	53.75%
Asian	63.63%				5 percentage	49.44%
Black/AA						
Filipino						
Hispanic/Latino	42.31%				10	23.04%
Native Hawaiian						
White	83.33%				5 percentage	61.25%
English Learner					10	24.29%
RFEP	57.14%				5 percentage	

**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	57.9%				10 percentage points	67.9%
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	76.97%	57.64%	69.00%		5 percentage	81%
1 <sup>st</sup>	83.02%	55.36%	73.68%		5 percentage	88%
3 <sup>rd</sup>	69.64%	52.83%	62.50%		5 percentage	74%
All English Learner/Multilingual Students					10 percentage points	
Special Education	56.52%	38.24%	26.19%		10 percentage points	66%
Socio-Economically Disadvantaged	56.10%	45.33%	52.81%		10 percentage points	66%
Asian	85.07%	69.86%	84.75%		5 percentage	90%
Black/AA						
Filipino						
Hispanic/Latino	63.30%	44.79%	49.45%		10	73%
Native Hawaiian						
White	82.98%	60.67%	70.11%		5 percentage	88%
English Learner	44.44%	22.22%	35.94%		10	54%
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		88.14%	86.19%		80%	159.60%
3 <sup>rd</sup>		90.57%	86.79%		80%	
5 <sup>th</sup>		88.89%	80.70%		80%	
English Learner/Multilingual Students		70.97%	70.00%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		65.63%	71.74%		80%	
Socio-Economically Disadvantaged		77.53%	75.96%		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)	11.32	2.87	8.56			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)	2	7	1		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	24.38%	18.11%	15.47%		50%	12%
All English Learner/Multilingual Students	37.68%	16.46%	16.67%		50% reduction	19%
Special Education	23.61%	16.67%	22.95%		50%	12.50%
Socio-Economically Disadvantaged	41.11%	21.31%	24.53%		50% reduction	21%
Asian	11.5%	15.94%	12.50%		50%	50%
Black/AA						
2+ more	15.38%	25.00%	17.50%			
Filipino						
Hispanic/Latino	34.92%	24.47%	25.00%		50%	17%
Native Hawaiian	100.00%	45.45%	50.00%			
White	9.80%	12.82%	6.48%		50%	4.5%
English Learner	37.68%	16.46%	16.67%		50%	19%
RFEP	24.38%				50%	12%

**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	0.8%	0.30%			50%	0.001%
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	2.7%				50% reduction	
Socio-Economically Disadvantaged	1%				50% reduction	0.065%
Asian	0%				50%	00.75%
Black/AA						
Filipino	0%					
Hispanic/Latino	1.4%				50%	
Native Hawaiian						
White	0.9%				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 <sup>rd</sup>	70%			75%	5 percentage	80%
4 <sup>th</sup>	81%			80%	5 percentage	85%
5 <sup>th</sup>	71%			73%	5 percentage	78%

**Caring Adults in School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	61%			79%	5 percentage	84%
4 <sup>th</sup>	77%			71%	5 percentage	76%
5 <sup>th</sup>	76%			70%	5 percentage	75%

**Feel Safe at School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	73%			83%	5 percentage	88%
4 <sup>th</sup>	87%			87%	5 percentage	92%
5 <sup>th</sup>	83%			80%	5 percentage	85%

**Data Statements: Strength**

1. CAASPP  
 \*An increase of 6% of Students with Disabilities met or exceeded the standard in ELA  
 \*An increase of 2% that met/exceeded standards in Math  
 \*An increase of 12% for Students with Disabilities in Math  
 \*An increase of 14% for Socio-economically Disadvantaged students.

ELA Benchmarks  
 All students and all student groups increased by 5-15% that met/exceeded standards with English Learners at 15% increase.

Math Benchmarks  
 All students in 3rd and 5th grade have reached the 80% benchmark that met/exceeded standards.

There has been a decrease of 50% with Chronic Absenteeism in all student groups and student groups.

The majority of 3rd-5th graders at our school feel connected and safe at school and feel they have caring adults at school.

**Data Statements: Challenges**

2. CAASPP  
 \* There was a decrease of 4% for English Language Learners in ELA that met or exceeded standards.  
 \* Students that are Social-economically Disadvantaged decreased by 4%

In the district math benchmarks Students with Disabilities decreased by 6% which met/exceeded the standard.



## Planning Statements

3. This year, grade levels will continue to participate in professional learning and coaching in specific focus areas- K-3rd will focus on early literacy, 4th-5th grade will focus on mathematics. Teachers will be provided with time to collaborate across and within grade-levels, mainstream, and special day classes. Small group intervention will be implemented across all grade-levels. The math ToSA will continue to work with targeted grade-levels to support the implementation of differentiated math instruction to meet the needs of all learners. Students across all grade-levels will engage in math mindset routines. We will provide targeted intervention for students who are chronically absent. School support staff will call families, provide resources as necessary, and hold meetings to connect with families. In order to promote a feeling of connectedness at school, teachers will host daily community circles, our school counselor will facilitate strategic social-emotional counseling groups, and staff will support students to resolve their conflicts in a restorative way

# 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 <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	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 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 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	160,123
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 2: Provide additional online literacy resource to support academic intervention	BrainPop licenses	4000-4999: Books And Supplies Site Supplemental	4,850
MTSS, Tier 1: Supplemental materials for literacy (Scholastic News etc.)	Scholastic News subscription and resources	4000-4999: Books And Supplies Site Lottery	4,550
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 Language Arts 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 classrooms and intervention activities outside the school day (e.g., Literacy Boost).	Site-identified additional teacher extra-time to engage in inquiry, collaboration, and student support	1000-1999: Certificated Personnel Salaries Site Supplemental	6,467
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
MTSS, Tier 1: Provide additional resources to teachers to increase access to culturally relevant, engaging and rigorous experiences for all students (provided by the PTA through mini grants).	Site-provided materials and resources	4000-4999: Books And Supplies Site PTA	1,600
<b>STRATEGY: Mathematics</b>			
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		
MTSS, Tier 1: Support 4th/5th grade teachers to collaborate with site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 fte Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
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.		
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  Site-identified additional teacher extra-time (funding listed in L&L section)		

MTSS, Tier 1: Supplemental materials for Math (IXL, etc.)	IXL Licences See budget in Literacy action item 7above		
<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: Support 4-5th staff to participate in summer and 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		
STEM Night with families funded by the PTA	Site-provided materials and resources	4000-4999: Books And Supplies Site PTA	500
<b>STRATEGY: VAPA</b>			
MTSS Tier 1: Provide Art for TK-5th for Art for Schools	Art classes for all 1 time bi-weekly	5000-5999: Services And Other Operating Expenditures District Central funding	38,625
MTSS Tier 1: Provide Music for TK-5th through Music for Minors	Tk-5 general music once a week, 5th grade instrumental music once a week	5000-5999: Services And Other Operating Expenditures District Central funding	48,419

# 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.	Parent outreach District-provided resources	4000-4999: Books And Supplies Site Supplemental	500
Expand school efforts to get input and feedback from families, engagements/regular coffee chats, updated website information, cultural events to represent our families, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources Site-provided webmaster stipend	1000-1999: Certificated Personnel Salaries Site Supplemental	1500
Provide community outreach and support (making connections with newcomer families, decrease chronic absenteeism through family connections, bridge school to home communication, etc)	classified hourly rate	2000-2999: Classified Personnel Salaries Site Supplemental	10,000
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Expand school efforts to support practices and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Continue to implement school practices and actions that build inclusive classrooms and school-wide culture.	District-provided resources		

# 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 <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	Amount
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors  Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	120,000
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 summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
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		
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		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS,	District-provided materials and resources	2000-2999: Classified Personnel Salaries	11,683

restorative practices, and progressive discipline framework.	Site-identified personnel to support attendance monitoring and PBIS data input analysis (1.75 hr)	Site Supplemental	
MTSS, Tier 1: Implement site-based strategies for inclusion practices initiative (staff PD, teacher extra time, resources, and materials)	District-provided resources  Site-identified personnel to support student play and leadership during lunch	2000-2999: Classified Personnel Salaries Site Supplemental	10,000
<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 & Unexcused Absences (Truancy/SART-SARB).	Site-identified staff, see goal 2 in family engagement action number 3		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff		
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.	Site-identified staff		
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.			

# 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.

S4: Hiring of Reading Specialist was successful. S6: Brain Pop was purchased and used in all grades. S9: Funds were allocated for extra teacher, but funds were not needed as data conversations took place in staff meetings. S11: 100% implemented twice a year. S14: Math ToSA was on site every other week and worked closely with 4th and 5th grade teachers. S22: PTA funded a STEM night in January.

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 difference was that

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.

At this time, no significant changes will be made.

### GOAL 2 ANALYSIS

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

S1: Goal was achieved. S2: Website was updated and communications went out regularly.

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

No differences at this point.

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.

No changes need to be made at this point.

### GOAL 3 ANALYSIS

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

S1: Counselor was hired and successfully implemented on campus. S6: Tier 1 & 2 were successfully implemented. S7:

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 difference on S7 was a name change to this strategy. We changed the name to inclusion and workshops.

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.

The change was that a portion of the funds were reallocated to a different strategy.

### **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	\$493,817.00

## 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	\$442,167.00
Site Lottery	\$4,550.00
Site PTA	\$2,100.00
Site Supplemental	\$45,000.00

Subtotal of state or local funds included for this school: \$493,817.00

Total of federal, state, and/or local funds for this school: \$493,817.00

# 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	442,167.00
Site Lottery	4,550.00
Site PTA	2,100.00
Site Supplemental	45,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	363,090.00
2000-2999: Classified Personnel Salaries	31,683.00
4000-4999: Books And Supplies	12,000.00
5000-5999: Services And Other Operating Expenditures	87,044.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	355,123.00
5000-5999: Services And Other Operating Expenditures	District Central funding	87,044.00
4000-4999: Books And Supplies	Site Lottery	4,550.00
4000-4999: Books And Supplies	Site PTA	2,100.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	7,967.00

2000-2999: Classified Personnel Salaries

Site Supplemental

31,683.00

4000-4999: Books And Supplies

Site Supplemental

5,350.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	340,134.00
Goal 2	12,000.00
Goal 3	141,683.00

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

Name of Members	Role
Justine DiMaggio	Principal
Shirley Heinrich	Classroom Teacher
Sara Kelly	Parent or Community Member
Melissa Perez	Other School Staff
Jessica Murphy	Other School Staff
Zack Horn	Parent or Community Member
Amy Fickenscher	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

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 31, 2024.

Attested:



Principal, Justine DiMaggio on May 31, 2024



SSC Chairperson, Sara Kelly on May 31, 2024