



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
Borel Middle School	41690396044853	5/14/24	06/27/24

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

As part of the planning process for this SPSA annual review and update, the following stakeholder groups participated in SPSA engagement meetings to provide input on causes based on data (achievement & climate results) and actions on how to effectively meet the needs of all students, including specific student subgroups (SED, EL, etc.).

- School Site Council 5/14/24
- PTA 5/7/24
- instructional Leadership Team (ILT) 4/16/24
- Staff Meeting 5/13/24
- ELAC 5/9/24

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	1.02%	0.54%	0.86%	10	5	8
Asian	12.26%	12.85%	13.06%	120	119	122
Filipino	3.37%	3.02%	3.10%	33	28	29
Hispanic/Latino	46.37%	47.62%	49.89%	454	441	466
Pacific Islander	1.12%	0.97%	1.28%	11	9	12
White	24.92%	23.33%	20.24%	244	216	189
Multiple/No Response	9.70%	10.48%	9.74%	95	97	91
	Total Enrollment			979	926	934

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	328	295	295
Grade 7	300	329	305
Grade 8	351	302	334
Total Enrollment	979	926	934

Data Statements: Strength

1. Our school is diverse with about 50% Latinx students, 20 % white students and 13% Asian as our top three subgroups. We learn from and with each other from our diverse perspectives.

Data Statements: Challenges

2. Enrollment has declined from 979 students to 930 in two years with an increase in Latinx students. We need to create opportunities to connect & communicate with our Spanish speaking students and families as well as make sure our curriculum reflects our current students' identity and experience.

Why are we getting these results?

3. Due to the cost of living in the Peninsula, families are moving out of the area causing 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	190	201	215	19.4%	21.7%	23.0%
Fluent English Proficient (FEP)			244			26.1%
Reclassified Fluent English Proficient (RFEP)	246	224		25.1%	24.2%	

Conclusions based on this data:

1. The percentage of ELs from 21-22 to 23-24 has increased about 4% or 25 students.
2. More students coming into the school now need English language support as only 25 this school year came in as FEP.
3. Focus on researched based English language support curriculum and strategies needs to be a key focus to supporting our current students.

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	55.10%				5 percentage	60%
8 th	51.91%				5 percentage	57%
All English Learner/Multilingual Students	5.14%				10 percentage points	15%
Special Education	15.96%				10 percentage points	26%
Socio-Economically Disadvantaged	24.52%				10 percentage points	34%
Asian	90.84%				5 percentage	96%
Black/AA						
2+ more	78.09%				5 percentage	83%
Filipino	85.19%				10	95%
Hispanic/Latino	28.51%				10	39%
Native Hawaiian						
White	74.18%				5 percentage	79%
English Learner	5.14%				10	15%
RFEP	54.67%				5 percentage	60%

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	42.12%				5 percentage	47%
8 th	35.61%				5 percentage	41%
All English Learner/Multilingual Students	3.19%				10 percentage points	13%
Special Education	8.52%				10 percentage points	19%
Socio-Economically Disadvantaged	13.84%				10 percentage points	24%
Asian	85.84%				5 percentage	91%
Black/AA						
2+ more	62.03%				5 percentage	67%
Filipino	66.66%				10	77%
Hispanic/Latino	14.88%				10	25%
Native Hawaiian						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
White	61.03%				5 percentage	67%
English Learner	3.19%				10	13%
RFEP	35.56%				5 percentage	41%

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	38.31%					
8 th	38.31%					
All English Learner/Multilingual Students					10 percentage points	
Special Education	7.89%				10 percentage points	18%
Socio-Economically Disadvantaged	19.27%				10 percentage points	29%
Asian	84.38%				5 percentage	89%
Black/AA						
2+ more	57.14%				5 percentage	62%
Filipino					10	
Hispanic/Latino	15.11%				10	25%
Native Hawaiian						
White	51.32%				5 percentage	56%
English Learner					10	
RFEP	32.90%				5 percentage	38%

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					10 percentage points	73.43%
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	68.21%	66.55%	67.02%		5 percentage	72%
8 th	64.56%	70.16%	71.58%		5 percentage	69%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students						
Special Education	30.43%	39.00%	34.48%		10 percentage points	43%
Socio-Economically Disadvantaged	42.23%	47.32%	46.51%		10 percentage points	52%
Asian	90.97%	82.43%	84.67%		5 percentage	95%
Black/AA						
Filipino						
Hispanic/Latino	45.89%	42.86%	38.98%		10	55%
Native Hawaiian						
White	89.89%	87.89%	90.58%		5 percentage	94%
English Learner	18.68%	15.68%	11.48%		10	23%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		66.72%	78.43%		80%	
6 th		56.77%	67.38%		80%	
7 th		75.22%	84.87%		80%	
8 th		66.67%	82.39%		80%	
English Learner/Multilingual Students		30.85%	43.59%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)						
Special Education		56.63%	72.50%		80%	
Socio-Economically Disadvantaged		50.27%	65.31%		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)						

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)					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	18.75%	14.97%	15.97%		50%	9.50%
All English Learner/Multilingual Students	36.77%	22.22%	30.80%		50% reduction	18%
Special Education	26.21%	25.00%	27.68%		50%	13%
Socio-Economically Disadvantaged	31.10%	21.93%	24.57%		50% reduction	15.9%
Asian	3.33%	6.72%	5.74%		50%	1.50%
Black/AA	40.00%	22.22%	14.29%			
2+ more	8.51%	11.49%	10.00%		50%	4.25%
Filipino		8.00%	10.71%		50%	
Hispanic/Latino	27.98%	20.92%	24.31%		50%	14%%
Native Hawaiian	70.00%	8.33%	25.00%			
White	10.70%	10.58%	7.02%		50%	5%
English Learner	36.77%	22.22%	30.80%		50%	18%
RFEP	18.75%				50%	9%

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	4.3%	1.70%			50%	2.2%
All English Learner/Multilingual Students	5.5%	1.94%			50% reduction	4.1%
Special Education	6.7%				50% reduction	6.1%
Socio-Economically Disadvantaged	6.8%				50% reduction	3.3%
Asian	0%				50%	
Black/AA						
2+ more		2%			50%	
Filipino	3.6%	7%			50%	4.4%
Hispanic/Latino	6.1%	2%			50%	3.6%
Native Hawaiian		8%				
White	3.2%				50%	1%
English Learner	5.5%	1.94%			50%	4.1%
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						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
6 th	67%			68%	5 percentage	73%
7 th	48%			60%	5 percentage	65%
8 th	53%			52%	5 percentage	57%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd						
6 th	72%			76%	5 percentage	81%
7 th	61%			66%	5 percentage	71%
8 th	58%			60%	5 percentage	65%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd						
6 th	60%			69%	5 percentage	74%
7 th	41%			57%	5 percentage	62%
8 th	50%			49%	5 percentage	54%

Data Statements: Strength

- ELA:**
Overall, more than half of our students (55.10%) have met or exceeded standard in ELA
Our Asian students have met or exceeded standard in ELA at 91%.
Our Filipino and 2 or more races students met or exceeded standard in ELA 85% (which has increased by 2% points) and 78% respectively
Our EL students have improved 3% points on ELA from last year to this year.

Math:
Our Asian students have met or exceeded standard in Math at 85.84% which is a 3% increase from last year
Our white, Filipino and 2 or more races sub groups have met or exceeded in more at 61% or higher
We have seen significant improvements (more than 10% increase) in district math from the beginning of the year to the middle of the year snapshots.

Science:
Over half of our students or more in these subgroups have met or exceeded in Science: Asian (84%), 2 or more Races (57%) & White (51%)

Attendance:
We have seen a decrease in chronic absenteeism by 3% overall; with a 7% decrease in students who are socio-economically disadvantaged, 7% decrease in EL, and 26% decrease in Black/African American chronic absenteeism

Suspension:
We have seen almost a 3% decrease in our suspension rates overall with almost a 6% decrease in our ELs.

CHKS:

We have an increase in students feeling connected with the school- 6th grade (1% increase), 7th grade (12 percent increase!!)

Caring adult increased in all 3 grade levels! 7th grade by 5%!

Feeling safe at school increase in 6th and 7th grade. 9% increase for 6th grade and 16% increase in 7th grade

Data Statements: Challenges

2. ELA, Math & Science

While we have improved by 3%, only 5.14% of our English learners met or exceeded standard on their ELA state test.

While we have improved by 2%, only 3.19% of our EL have met or exceeded standard in math.

Only 8% of students in SpEd have met or exceeded in Science in 8th grade

Attendance:

SPED chronic absenteeism increased by 1% from last year to middle of this year

While we have seen great growth, we still have 30.80 chronic absenteeism for our EL and 27% among our SPED subgroups.

Suspension: While we have seen an overall decrease, suspensions for our Filipino students is at 7.7%

CHKS: Our 8th grade students dropped 1 percent in the feeling strongly connected to the school category and are just at 52%. Our 8th graders decreased in feeling safe at school by 1% point down to 49%

Planning Statements

3. We will continue math coaching and strategic after school homework club targeting our subgroups who need the most support.

We will continue teacher led professional development focused on academic discourse and creating a sense of community.

We will continue our RJ work that includes community building and restorative conversations.

We have organized monthly staff meetings into Committees aligned with the strategic plan and focused on using our data placemat on Hispanic language learners. Each committee is charged with collaborating on 1-2 action items that will be implemented and communicated to students, staff and families

We will continue our Care Team to identify and strategize about Tier II and III supports and interventions.

We will continue to keep open access to our robust electives to all students including English Learners and students with Learning Differences. We're opening up our award winning music program even more with intro classes for all.

We continue our attendance improvement incentive system with teachers leading the work to support students with a focus on Students with Disabilities and English Learners.

We will continue to have Listening Sessions with students, staff and families to understand better why students may not feel safe and connected at school and develop a plan based on their feedback. This includes a great ELAC team and Spanish speaking office staff

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL 6th 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 • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Assign middle school teacher lead for ELA instruction, who facilitate ELA teacher inquiry and planning to support ELA instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Lead R. Codianne	1000-1999: Certificated Personnel Salaries District Central funding	21,447
Culturally relevant reading materials	Lottery	4000-4999: Books And Supplies Site Lottery	11,154
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation of ALAC classes.	District-provided materials and resources	None Specified Other	
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	2.0 FTE Para educators TBD	2000-2999: Classified Personnel Salaries District Central funding	93,593
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided .5 Title 3 & .5 General) Newcomer Teacher A. Villarreal	1000-1999: Certificated Personnel Salaries District Central funding	78,980
MTSS, Tier 1: Implement the NWEA reading assessment	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	District-provided materials and resources		

activities outside the school day (e.g., Literacy Boost) Targeting specifically student groups ML & SWD			
MTSS, Tier 2 & 3: reduce ELD class sizes to maximize designated english language instruction for students in the four different leveled classes	10 total sections of ELD	1000-1999: Certificated Personnel Salaries District Central funding	88,000
Homework Club focused on EL & SWD staffing and program materials		1000-1999: Certificated Personnel Salaries District Central funding	25,000
STRATEGY: Middle School Block Schedule			
MTSS, Tier 1: Support staff to participate in on-going professional development and planning to adjust curriculum and instruction for the new block schedule. Focused summer PD on new staff	District-provided materials and resources		
MTSS, Tier 2: Implement extended day programming to provide academic supports to targeted struggling students.	Site-identified additional teachers extra-time plus snack for students	1000-1999: Certificated Personnel Salaries Site Supplemental	20,000
MTSS, Tier 1: Library open every day before school, during school and lunch. Librarian assistants support students needs so that librarian can collaborative and lead literacy instruction with students.	Site-identified additional classified to extend day: Nelson & Barnett	2000-2999: Classified Personnel Salaries Site Supplemental	9,420
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support math teachers to participate in professional development to implement core SMFC math programs.	District-provided materials and resources		
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 1 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	114,361
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring,	District-provided resource.		

analysis, and instructional reengagement.			
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: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective"	1.0 fte CCE teacher provided by district and materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	141,712
STRATEGY: STRATEGY: Expand Visual and Performing Arts Programming			
Implement additional VAPA enrichment opportunities such as music/cultural experiences, field trips, supplies, tutors and Art Grant funding by providing supplies for visual and scholarships for student experiences.	Using the Prop 28 Arts money	None Specified Other	124,753
STRATEGY: Instructional Leadership Team			
Monthly Instructional Leadership Team & Teacher Observation Roving Subs		1000-1999: Certificated Personnel Salaries Site Supplemental	6000
		0001-0999: Unrestricted: Locally Defined	

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 <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Family Engagement			
Implement school site night time 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 DELAC provided resources	2000-2999: Classified Personnel Salaries Site Supplemental	4000
Utilize 4th counselor as a Wellness Counselor to provide Tier I & III services to students as well as be the M/T point person for our Newcomers	Site-identified staff 1 FTE multilingual counselor	1000-1999: Certificated Personnel Salaries District Central funding	134,715
		None Specified Site Supplemental	
		2000-2999: Classified Personnel Salaries Site Supplemental	
STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.			
MTSS, Tier 1 & 2: Implement AVID Electives	District-provided .34 FTE for AVID elective teachers	1000-1999: Certificated Personnel Salaries District Central funding	55,156
MTSS, Tier 1 & 2: Support teachers to participate in professional development, support student field trips, tutors, and supplies for the class	District-provided resources	5000-5999: Services And Other Operating Expenditures District Central funding	34,163
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		

		1000-1999: Certificated Personnel Salaries Site Supplemental	
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources		
Provide opportunities for all students, regardless of wealth, to participate in the field trips by providing scholarship help		0001-0999: Unrestricted: Locally Defined Site Supplemental	9000

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 4 FTE of Counselors to provide individual and group wellness support.	District-provided 3 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	403,714
Connect with PTA & Community Partners to stock a pantry of supplies to support student academic success & well being	clothing, food, materials, etc, Project Pantry Club organization & Office Pantry	0000: Unrestricted Site PTA	
MTSS, Tier 1 & 2: Implement calibrated* (common form, templates, agendas) Student Study Team (SST) and 504, Restorative agreements and Safety plan structures and tools.	District-provided materials and resources Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and 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. 	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, restorative practices, and progressive discipline framework.	District-provided materials and resources		
Student connection during lunch & brunch	Pay for staff for running additional clubs & connections		2000
Expand Restorative Practices with a Restorative Practices TOSA who will work with students and staff to build community and peaceful communication skills	1.0 fte ToSA	1000-1999: Certificated Personnel Salaries District Central funding	150,000
Support student wellness through academic support, social & emotional support, key resource for foster youth & students with compromised housing with a Student Services TOSA	1.0 fte ToSA	1000-1999: Certificated Personnel Salaries District Central funding	143,489
STRATEGY: Strategy: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff will attend additional meetings to support students with our highest needs including our students who are homeless/foster Youth	Staff timecards to attend after school meetings	1000-1999: Certificated Personnel Salaries Site Supplemental	600
		2000-2999: Classified Personnel Salaries Site Supplemental	
		1000-1999: Certificated Personnel Salaries Site Supplemental	
STRATEGY: Strategy: Reducing Chronic Absenteeism			
Restorative Justice materials and improvement recognition materials- for programs such as Attendance Champion Program	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	4000
		1000-1999: Certificated Personnel Salaries Site Supplemental	

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.

Our targeted HW Club was effective with helping students connect to our school, staff and learn academic and executive functioning strategies to improve student performance and well being. Both the summer PD and math coaches promoted an environment of teacher collaboration. Students benefited from this team approach to lesson planning informed by student data. It has been very successful to have library assistants focus on helping ensure all students have a working 1:1 chromebook. This has led to our librarian being able to focus on leading literacy lessons instead of tech support which has helped students grow in their love of literacy. Students love our new CCE elective, it is one of our most popular elective choices. We have been able to bring cultural experiences to our school through the Arts block grant. Students have raved about what they learned and saw during these performances.

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

Major differences include spending less on HW Club that originally allocated. Unfortunately, we were not able to fulfil the Newcomer para educator until recently.

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.

Change the allotment of money towards HW Club. Next year we won't have SS leads. I will continue to advocate for an increase in our para bilingual district pay rate.

GOAL 2 ANALYSIS

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

We have seen in our CHKS data how students and families are feeling more connected to the school and seeing staff as caring adults. Having a bilingual front office specialist has been fantastic to connect and communicate with our families.

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

We learned this year that our multilingual families prefer to meet at night so we need to increase that budget to provide dinner.

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 funding to provide dinner at our nighttime ELAC meetings. We have hired a bilingual front office specialist.

GOAL 3 ANALYSIS

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

Our home grown attendance improvement plan has shown tremendous success in reducing chronic absenteeism. We will continue to connect teachers with students to support their attendance growth. Partnering with the district to use Skip Hop to transport students in need has been very helpful to increase attendance as well.

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

We intended to utilize our 4th counselor to support students who preferred a Spanish speaking counselor, but the caseload got to be too big.

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.

Next year we will utilize our 4th counselor as a Wellness Counselor for Tier 2&3 with a referral system.

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	\$1,675,257.00

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 (\$)
	\$2,000.00
District Central funding	\$1,488,330.00
Other	\$124,753.00
Site Lottery	\$11,154.00
Site Supplemental	\$49,020.00

Subtotal of state or local funds included for this school: \$1,675,257.00

Total of federal, state, and/or local funds for this school: \$1,675,257.00

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
	2,000.00
District Central funding	1,488,330.00
Other	124,753.00
Site Lottery	11,154.00
Site Supplemental	49,020.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	9,000.00
1000-1999: Certificated Personnel Salaries	1,387,174.00
2000-2999: Classified Personnel Salaries	107,013.00
4000-4999: Books And Supplies	11,154.00
5000-5999: Services And Other Operating Expenditures	34,163.00
None Specified	124,753.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		2,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	1,360,574.00
2000-2999: Classified Personnel Salaries	District Central funding	93,593.00

5000-5999: Services And Other Operating Expenditures	District Central funding	34,163.00
None Specified	Other	124,753.00
4000-4999: Books And Supplies	Site Lottery	11,154.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	26,600.00
2000-2999: Classified Personnel Salaries	Site Supplemental	13,420.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	734,420.00
Goal 2	237,034.00
Goal 3	703,803.00

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
- 5 Secondary Students

Name of Members	Role
Jessica Notte	Principal
Brooke Carlisle	Secondary Student
Iniya Dheeban	Secondary Student
Scarlet Fabry	Secondary Student
Celeste Loaiza	Secondary Student
Ewan McDonald	Secondary Student
Oliver Melchor	Classroom Teacher Secondary Student
Mira Metzger	Classroom Teacher Secondary Student
Kelly Koser	Classroom Teacher
Julie Costantino	Parent or Community Member
Stephanie Sheridan	Parent or Community Member
Queenie Hua	Parent or Community Member
Julienne Nakano	Other School Staff

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
	Departmental Advisory Committee
	Other: 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 5-14-24.

Attested:

	Principal, Jessica Notte on 5.14.24
	SSC Chairperson, Brooke Carlise on 5.14.24