

Ernesto Galarza Elementary School	School Plan for Student Achievement (SPSA)	Elizabeth Brush
School Year: 2024-25		

San José Unified School District
Ernesto Galarza Elementary School

School Year: 2024-25

Title 1 Status	Schoolwide Title I Program
State Dashboard Status	Comprehensive Support and Improvement

<p>The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).</p> <p>The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.</p> <p>Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.</p>	About this School:		
	Grades Served:	Pre-K & TK-5th	
	Total Students:	354	
	Ethnic Breakdown:	White	6%
		Hispanic	81%
		Black	4%
		Other	9%
	Free lunch	55%	195
	Reduced lunch	13%	47
	Total FRPL	68%	242
	EL	43%	151
	EO	45%	159

Contact:	Elizabeth Brush	Foster Youth	0%	1
Position:	Principal			
CDS Code	43-69666-6049010	Special Education		
Telephone:	408-535-6671			
Email:	ebrush@sjusd.org			
Address:	1610 Bird Ave., San Jose, CA 95125			

Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffee. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also reflects on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals					
LANGUAGE ARTS:					
This year's overall ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.					
MATHEMATICS:					
This year's overall Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.					
ENGLISH LANGUAGE LEARNERS:					
45% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.					
SCHOOL CLIMATE:					
This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.					

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Site Based Resource Inequities

San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.

We will use our Supplemental FTE to fund an Intervention Specialist as well as all after and before school intervention provided by credentialed staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We had red indicators in 4 of the 5 areas on the 2023 Dashboard. We had high numbers of chronic absenteeism. We also had low scores in ELD, ELA, and math.

Prop 28 School Site Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.

Funds	We plan to buy supplies for our Arts Education teacher provided by the district and possibly use \$6000 to supplement our Supplemental Funds to pay for a third rotation for Starting Arts.
FTE	Credentialed Art Teacher

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan

If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.

Comprehensive Support and Improvement (CSI) for Low Performance.

Describe the consultation with educational partners and the impact the feedback had on the plan.

We will discuss the use of the additional funding at School Site meeting on 4/4/24 and the leadership meeting on 4/18/24. Then the School Site Council will discuss and approve on 5/9/24.

Goal #	Identify the specific research-based action	Identify the metric that will be affected by this action
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#1	Work with small groups of EL students and provide PD and feedback to teachers to improve practice.	English Learner Progress
#2	Provide coaching support and planning days for all teachers, as well as early literacy training for K-2nd grade teachers.	English Language Arts
#3	Provide coaching support and planning days for all teachers, as well as Visible math training for for 3rd-5th grade teachers.	Math
#4	Contract with a behaviorist to provide research-based behavior plans and train teachers to implement them. This will improve student attendance by creating more positive school experiences for our neediest students.	Chronic Attendance

Title I Needs Assessment

Describe the effectiveness of those strategies and any adjustments planned for the current school year to improve student outcomes.

Identify the use of Title I funds in the 2023-2024 school year		Impact these funds had on student achievement	Keep, Abandon, Adjust for 2024-2025 school year.
Professional Development	Yes	This year we used some Title I funds to provide Professional Development for teachers around supporting EL students. Through site walkthroughs we saw an increase in the use of sentence frames, student talk and visual scaffolds.	Keep
Positive Climate	No		
Extended Day or Year Intervention	No		
Purchase supplemental resources	Yes	We used some funds to purchase supplemental guided reading books for our Intervention Specialist. We observed that students were more engaged with the new books and improved reading levels.	Keep
Release for SST, Data Chats, PD	No		
Additional Learning Experiences	Yes	Through Title I funds we were also able to provide additional learning experiences such as Science Camp and field trips for all students. These enriched their lives and furthered their English language development. We were also able to drop chronic absenteeism by almost 20%.	Keep
Parent/ Community Engagement	Yes	We used our Parent/Community Engagement funds to provide 2 parenting classes, childcare for Back to School night and coffee and treats to attract people to the meetings. Our meeting attendance was much better when incentives were offered.	Keep

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School Year: 2024-25					
Directions					
Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.					
Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous school year . Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.					
A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS					
LANGUAGE ARTS: Strategic Plan Alignment & Content Goals					
SMART Goal	This year's overall ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.				
	Did not meet previous year's goal				
Goal Analysis Previous Year SPSA <i>An analysis of how this goal was carried out in the previous school year.</i>					
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. <i>Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)</i>					
The 2023 dashboard declined by 11.5 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended. We feel the goal is reasonable, but the lack of steady leadership and interventions last year hurt our scores. We are hoping the increase in interventions this year, the additional ELD tutoring and the plans for the fall will help us reach our 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.					
We plan to add additional professional development and planning days for teachers, as well as adding additional personnel to support behavior so that teachers can better provide intervention in order to reach the goal. The funds will come from our CSI funds.					
Action Steps for the Current School Year				Owner	Timeline
#1	We will plan to hire additional part-time staff to support behavior so that teachers can focus on instruction.			Brush	8/24-5/25
#2	We plan to provide professional development and guided planning time for staff.			Brush	8/24-5/25
MATHEMATICS: Strategic Plan Alignment & Content Goals					
SMART Goal	This year's overall Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.				
	Did not meet previous year's goal				
Goal Analysis Previous Year SPSA <i>An analysis of how this goal was carried out in the previous school year.</i>					
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.					
The 2023 dashboard increased by 2.4 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended. We were not able to provide as much math intervention and support as we planned.					
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 goal will remain the same, but we will adjust our strategies/activities. For the 24-25 school year we plan to add Professional Development and training for 3rd to 5th grade teachers. We also plan to offer additional interventions both during and afterschool.					
Action Steps for the Current School Year				Owner	Timeline
#1	Bring in a math consultant to provide P.D. for teachers.			Brush	1/25-5/25
#2	Provide intervention in math for students from current staff.			Brush	9/24-5/25
ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals					
SMART Goal	45% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.				
	Did not meet previous year's goal				
Goal Analysis Previous Year SPSA <i>An analysis of how this goal was carried out in the previous school year.</i>					
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.					
The 2023 dashboard declined 19.8% from the 2022 dashboard, with 36.5% making progress. Currently on track to implement 2023-24 SPSA as intended.					
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 have been working with an additional ELD tutor all year and we plan to continue to provide small group instruction for our ELs next year. We also plan to continue leveling for ELD between 2-3 grade levels for 1st-5th grade.

Action Steps for the Current School Year		Owner	Timeline
#1	Provide tutoring in small groups for EL students.	Brush	8/24-5/25
#2	Leveled students into more accurate groups.	Brush	8/24-5/25

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL

CLIMATE: Strategic Plan Alignment & Content Goals

SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.		
	Did not meet previous year's goal		

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

The 2023 dashboard chronic absenteeism increased by 1.4% from the 2022 dashboard, and suspensions increased by .8%. Currently on track to implement 2023-24 SPSA as intended.

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 have already lowered chronic absenteeism by 20% for this school year. We plan to continue to decrease it in the coming year by continuing individual phone calls and classroom incentives..

Action Steps for the Current School Year		Owner	Timeline
#1	Our attendance team and counselor meet weekly to review absences and make phone calls.	Brush	8/25-5/25
#2	Our teachers reward classes for "perfect attendance" days.	Brush	8/25-5/25

LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC								
Grade Level / Subgroup	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							19%	20%
Grade 3							8%	8%
Grade 4							14%	16%
Grade 5							34%	31%
Hispanic							16%	16%
English Learners							5%	8%
Special Education							5%	9%
Socio economically Disadvantaged							18%	14%
Foster							0%	0%
Homeless							0%	0%

Spring 2023-24 Language Arts: CSA						
Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall					N/A	N/A
Grade 3					N/A	N/A
Grade 4					N/A	N/A
Grade 5					N/A	N/A
Hispanic					N/A	N/A
English Learners					N/A	N/A
Special Education					N/A	N/A
Socioeconomically Disadvantaged					N/A	N/A
Foster					N/A	N/A
Homeless					N/A	N/A

Winter 2023-24 English Language Arts: Istation (Level 5)								
Grade Level	TK	K	1	2	3	4	5	
2023-24 Winter % Stds Above Expectation	N/A	2%	7%	14%	13%	6%	8%	

SPRING 2023-24 English WPA								
Grade Level	TK	K	1	2	3	4	5	
2023-24 % Stds At/Above Grade Level: Spring	N/A	12%	42%	24%	10%	22%	35%	

Winter 2023-24 Spanish Language Arts: Istation (Level 5)								
Grade Level	TK	K	1	2	3	4	5	
2023-24 Winter % Stds Above Expectation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SPRING 2023-24 Spanish WPA								
Grade Level	TK	K	1	2	3	4	5	
2023-24 % Stds At/Above Grade Level: Spring	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall							8%	6%
Grade 3							12%	4%
Grade 4							2%	9%
Grade 5							9%	6%
Hispanic							3%	3%
English Learners							0%	2%
Special Education							5%	5%
Socio economically Disadvantaged							6%	4%
Foster							0%	0%
Homeless							0%	0%

Winter 2023-24 Math NWEA			
Grade Level	3	4	5
2023-24 % Students Predicted to Score 3 or 4 on SBAC	15%	8%	4%

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learner Enrollment								
Grade Level	TK	K	1	2	3	4	5	
Number (#) of EL students	19	37	21	20	22	27	23	

2023-24 ELPAC Performance Levels by Grade							
Proficiency Level	TK	K	1	2	3	4	5
Level 1							
Level 2							
Level 3							
Level 4							

Reclassification Rates					
2023-24					
Grade Level	1	2	3	4	5
% Students	0%	5%	0%	7%	23%

ELPAC: 3 Year No Performance Level Growth					
Grade Level	K	1	2	3	5
Number of students					
% of Students					

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School Year: 2024-25	*	

CLIMATE GOAL
<i>This data provides the most recent information about climate, discipline, and attendance.</i>

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)			
Climate Survey Constructs	3	4	5
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		

2023-24 Parent Involvement			
	Agree		
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		
<i>* Parents take this survey for the youngest SJUSD student in the family</i>			

2023-24 SUSPENSIONS AND EXPULSIONS							
Grade Level	TK	K	1	2	3	4	5
Suspension -Students As # Overall							
Suspension - Hispanic Students As # Overall							

2023-24 Chronic Absenteeism							
Student Group	TK	K	1	2	3	4	5
School Total							
Hispanic							
English Learners							
Special Education							
Socioeconomically Disadvantaged							
Foster							
Homeless							

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPISA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.	School Operations/Supplies: We will allocate money towards office operating expenses; paper,ink, etc. We will also buy classroom supplies for teachers and SEL items such as fidgets.	All		Site Flex	Books and Supplies	\$ 9,376.90
2	Professional Development	Student Support and Planning Meetings: We will allocate money towards hiring substitutes due to a need to give teachers and staff time to participate in coach led planning days to develop and determine best strategies and practices to support student academic success.	Mathematics	Language Arts	Title 1 CSI	Certificated Subs	\$ 10,849.42
		Professional Development: Certificated staff will be paid for additional participation in professional development, training, providing additional intervention, and site projects.	Language Arts	English Language Development	Title 1 CSI	Certificated Extra Duty	\$ 2,000.00
3	Purchase books and other instructional materials	Instructional Materials: We will provide additional instructional materials to support Guided Reading lessons and NEWSELA to support non fiction text.	Language Arts	English Language Development	Title 1 CSI	Books and Supplies	\$ 10,000.00
4	Provide release days or hours outside of the work calendar/schedule for staff to participate in collaboration and professional learning.						
5	Provide extended day intervention and support for students	Certificated Teachers will provide before or after school tutoring	Language Arts	Mathematics	Title 1 CSI	Certificated Extra Duty	\$ 12,000.00
		Certificated Teachers will provide before or after school tutoring	Language Arts	Mathematics	Supplemental	Certificated Extra Duty	\$ 6,000.00

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
6	Additional learning experiences	Starting Arts (\$7,720) and Hi-5 (\$24,650) : We will provide enrichment classes to all students TK-5 and Recess and PE support from Hi-5. To support culture, positive climate, and student success via different learning modalities.	School Climate	English Language Development	Supplemental	Service Agreements	\$ 32,370.00
		Field trips and Assemblies: We will offer students additional access to learning experiences outside of the classroom, including Science Camp and transportation. This is to provide students authentic experiences to develop their English language skills, science knowledge, and SEL competencies. It also builds positive climate and helps students want to attend school, improving our attendance.	School Climate		Title I Instruction	Service Agreements	\$ 30,946.83
7	Parent and community engagement	Home-School Partnerships: We will maintain/increase home-school communication and opportunities for engagement/participation. Incentives will be included.	School Climate	English Language Development	Title I Parent Education	Other	\$ 1,237.87
8	Positive Climate	Awards and Incentives: We will allocate money for items which will be used in our classroom ROSE stores to support our PBIS token economy system.	School Climate		Supplemental	Books and Supplies	\$ 1,468.58
		Provide behavior support for the school on a regular basis so that teachers can spend their time on math and language arts instruction.	School Climate		Title 1 CSI	Service Agreements	\$ 72,000.00
9	Prop 28 Arts and Music in Schools	Buy art and music supplies and curriculum for our district art teacher.	School Climate	English Language Development	Arts and Music	Equipment	\$ 7,211.88
		Pay for one rotation of Starting Arts	School Climate	English Language Development	Arts and Music	Service Agreements	\$ 6,000.00
		Certificated staffing to provide arts and music education	School Climate	English Language Development	Arts and Music	Certificated Personnel (FTE)	\$ 43,113.76

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. An elementary school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.

School Site Council (SSC) Officers

Ashley Fregoso	Chair
Yasmin Ochoa	Vice-Chair
Natalie Culine	Secretary

Classroom Teachers

Natalie Culine
Tamra Alexander
Kelly Salles-Cunha
Other School Personnel
Mariza Juarez

Principal

Elizabeth Brush
Parents/Community Members
Franca Ajoku
Yasmin Ochoa
Maria McFarland
Poornima Vijayashanker
Ashley Fregoso

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers

Other School Personnel

Principal

Elizabeth Brush
Parents/Community Members
Sara Portillo
Martha Perez
Justina Rios
Noemi Flores
Anahi Mejia
Ramiro Urena

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers

Sara Portillo	President
Martha Perez	Vice President
Justina Rios	Secretary

The SELAC has voted to give governance to the SSC on this date

09/08/23

The name of the parent SELAC representative to the SSC is:

Sara Portillo

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following.

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply)

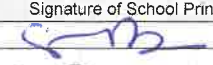
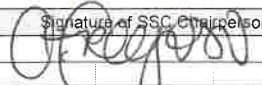
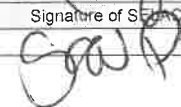
- English Learner Advisory Committee
- Other (list)

- The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan
- This plan 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 plan was adopted by the School Site Council at a public meeting on

5/9/24

School Principal Name	Elizabeth Brush
SSC Chairperson Name	Ashley Fregoso
SELAC Chairperson Name	Sara Portillo

Signature of School Principal	
Signature of SSC Chairperson	
Signature of SELAC Chairperson	

Date	5/17/24
Date	5/17/24
Date	05/17/24

SCHOOL SITE COUNCIL (SSC) MEMBERS
<i>EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. An elementary school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.</i>

School Site Council (SSC) Officers	
Ashley Fregoso	Chair
Yasmin Ochoa	Vice-Chair
Natalie Culine	Secretary

Classroom Teachers	Principal
Natalie Culine	Elizabeth Brush
Tamra Alexander	Parents/Community Members
Kelly Salles-Cunha	Franca Ajoku
Other School Personnel	Yasmin Ochoa
Mariza Juarez	Maria Mcfarland
	Poornima Vijayashanker
	Ashley Fregoso

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)
<i>A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.</i>

Classroom Teachers	Principal
	Elizabeth Brush
	Parents/Community Members
	Sara Portillo
	Martha Perez
	Justina Rios
Other School Personnel	Noemi Flores
	Anahi Mejia
	Ramiro Urena

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
Sara Portillo	President
Martha Perez	Vice President
Justina Rios	Secretary

The SELAC has voted to give governance to the SSC on this date:	09/08/23
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The name of the parent SELAC representative to the SSC is:	Sara Portillo
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School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

<input checked="" type="checkbox"/>	English Learner Advisory Committee
<input checked="" type="checkbox"/>	Other (list)

- The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
- This plan 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 plan was adopted by the School Site Council at a public meeting on: **5/9/24**

School Principal Name	Signature of School Principal	Date
Elizabeth Brush		
SSC Chairperson Name	Signature of SSC Chairperson	Date
Ashley Fregoso		
SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Sara Portillo		