



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Tahoe School	22-609452	September 26, 2024	October 16, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by North Tahoe School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by North Tahoe School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Educational Partner Involvement

How, when, and with whom did North Tahoe 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

Educational Partners were engaged with the SPSA in the following manner:

Step 1: Educational Partners were provided an overview of the plan in a transparent and factual manner.

Step 2: Questions asked by the presenter were developed to engage Educational Partners with understanding plan elements, surfacing questions, concerns, and ideas for actions.

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall Educational Partners document. Other means of communication(email, in person, etc.) were also made available.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

Step 5: Actions were considered for the SPSA based on the following: alignment to the district & school vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates (see steps above):

9/10/24, 9/19/24, 9/26/24 School Site Council (SSC)

The site council supports the goals for ELA and Math as they relate to increased students meeting/exceeding standards. Additionally, the SSC supports the actions steps around implementing academic discourse strategies to improve learning as well as the workaround Standards Referenced Reporting with the use of proficiency scales and a new reporting system (JumpRope). Lastly, SSC supports the efforts around goal three, particularly continuing the steps to build a positive school culture.

9/16/24 English Language Learners Advisory Committee (ELAC)

9/19/24: Site Council

Administration reported out around the feedback given my ELAC parents. We did a final review including goal 4 that supports teacher development through the Plan, Do, Study Act and the budget. At the conclusion of the 9/26/24 SSC meeting, the North Tahoe School Site Council approved the School Plan for Student Achievement (SPSA) for the 24-25 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

EL students at NTS continue to perform below standard on CAASPP and ELPAC assessments. 4% of EL students are meeting/exceeding standards in ELA, and 7% of EL students are meeting/exceeding standards in Math. 14% of EL students fall in the Chronic Absenteeism category.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

By the end of the 2024-2025 school year, 46% of our students will grow a minimum of one level overall. In addition, 30% of our ELs will be reclassified.

By the end of the 2024-2025 school year, North Tahoe Middle School will increase the percentage of SED students meeting/exceeding standards by 5% points as measured by CAASPP: SBAC ELA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

This year, teachers are working towards a scope and sequence related to the critical concepts. In addition, grade-level teams will include precision partnering strategies to increase the opportunity for structured academic discourse. North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) with a specific emphasis on increasing effect academic discourse in all classrooms to increase student learning for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition, we are using Attention to Attendance to support our high chronic absenteeism. Lastly, we have several tier 1, 2, and 3 groups for our students and include restorative practices to decrease our suspension rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA

By the end of the 2024-2025 school year, North Tahoe Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC ELA.

Site Goal 1A (Target Student Group: EL): By the end of the 2024-2025 school year, 46% of our students will grow a minimum of one level overall. In addition, 30% of our ELs will be reclassified.

Site Goal 1B (Target Student Group: SED): By the end of the 2024-2025 school year, North Tahoe Middle School will increase the percentage of SED students meeting/exceeding standards by 5% points as measured by CAASPP: SBAC ELA.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2024 ALL: 54% Hispanic: 29% White: 71% EL: 4% RFEP: 45% SED: 16% SWD: 14%	CAASPP - SBAC ELA 2025 ALL: 59% Hispanic: 34% White: 76% EL: 9% RFEP: 49% SED: 21% SWD: 19%
ELPAC	ELPAC 2024 41% of students grew a minimum of one level (18n) 50% maintained same level (22n) 9% dropped at least one level (4n) 11 ELs scored an Overall 4 on the ELPAC in 2024.	ELPAC 2025: 46% of our students will grow a minimum of one level overall, and 30% of our ELs will be reclassified.

SED Goal Metric	2024 SED: 16% met or exceeded in ELA standards.	2025 SED: 21% meet or exceed standards.
SWD Goal Metric	2024 SWD: 14% met or exceeded in ELA standards.	2025 SWD: 19% meet or exceed standard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) with a specific emphasis (District-Wide Goal) of increasing effective academic discourse in all classrooms to increase student learning for all students.	All students	
1.2	The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and CAPTI reading assessments.	Students far below grade-level reading	61,700 Title I 1000-1999: Certificated Personnel Salaries The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and STAR reading assessments.
1.3	English Language Arts teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning. We will also utilize a new standards referenced grading platform (JumpRope) to allow students, teachers and parents to monitor academic progress in ELA.	All Students	
1.4			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each grade level completed multiple PDSA cycles focusing on academic discourse, and students increased their speaking and listening involvement in each classroom. This increased equity of talk around a task for all students and increased student engagement. In addition, we completed the second year of AVID implementation via each grade-level AVID elective course to increase student learning for our SED students enrolled in AVID. The North Tahoe Middle School Reading intervention teacher used the Rewards and 6 Minutes Solution reading materials to improve student

reading accuracy/fluency and reading comprehension as measured by DIBELS and CAPTI reading assessments. English Language Arts teachers met regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning. Despite our school-wide efforts to implement academic discourse, our overall ELA CAASPP scores decreased. This is a result of our learning opportunities as a result of increasing our PDSA cycles.

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.

This year, teachers are working towards a scope and sequence related to the critical concepts. In addition, grade-level teams will include precision partnering strategies to increase to opportunity to have structured academic discourse.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

By the end of the 2024-2025 school year, North Tahoe Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2024 ALL: 45% Hispanic: 25% White: 60% EL: 7% RFEP: 31% SED: 16% SWD: 12%	Expected Outcome by June 2025 ALL: 49% Hispanic: 30% White: 65% EL: 12% RFEP: 36% SED: 21% SWD: 17%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) with a specific emphasis on increasing effect academic discourse in all classrooms to increase student learning for all students.	All students	0
2.2	North Tahoe Middle School Mathematics teachers will meet regularly to implement Standards	All students	

	Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning. We will be implementing a new Standards Referenced grading platform (JumpRope) to communicate academic progress for students, teachers and parents.		
2.3	Math Intervention will be provided for students below grade-level standards in math.	North Tahoe Middle School students scoring below grade level in mathematics on the SBAC math.	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

North Tahoe Middle School engaged in several Plan, Do, Study, Act (PDSA) cycles as well as the implementing AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading). The strategies and activities were implemented; however, we did not reach our goal. North Tahoe Middle School Mathematics teachers met to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning. Despite our implementation, our CAASPP math scores stayed the same at 45% meeting/exceeding. In addition, our EL students increased from 4% to 7% in addition to our SWD students increased by 3%.

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.

This year, our formal adoption and having a better understanding of the new curriculum and on-going training will support the work around the scope and sequence with the critical concepts.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Supportive, and Collaborative

By the end of the 2024-2025 school year, North Tahoe Middle School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:

1. 1% point decrease in suspension
2. 4% point decrease in chronic absenteeism

By the end of the 2024-2025 school year, North Tahoe School will continue to make gains in being a safe, responsible, and respectful campus supportive of high levels of learning for all students as measured by an increase in our social-emotional learning survey increase.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 2024: ALL: 3% Hispanic: 2% White: 4% EL: 0% SED: 3% SWD: 7%	Suspension Rate: 2025 ALL: 1% Hispanic: 0% White: 2% EL: 0% SED: 1% SWD: 5%
Chronic Absenteeism	Chronic Absenteeism 2024: ALL: 14% Hispanic: 17%	Chronic Absenteeism: 2025 ALL: 14%

	White: 10% EL: 14% SED: 15% SWD: 23%	Hispanic: 17% White: 10% EL: 14% SED: 15% SWD: 23%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All North Tahoe School students will know how to "Live Like a Laker" by 1) Following directions the first time given, 2) Practice Active Listening, 3) Use respectful tone and language, 4) Be your best self and do your best.	The North Tahoe School culture team meets once a month to continue the positive school culture through SEL activities, practices, actions, and student input.	
3.2	Advisory class implemented in our daily schedule. During Advisory students and staff learn and practice, social emotional learning through the 2nd step/In Control curriculum, mindfulness, and restorative practices as supported by our school counselors.	All	
3.3	Positive behavior interventions such as a student of the month, student council, second-year implementation of our AVID program, WEB, and Wellness programming.	All students	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our suspension rate decreased by 2% exceeding our target goal. In addition, our chronic absenteeism rate decreased by 11%, exceeding our goal. This is due to our focus on social-emotional learning, school-wide positive behavior interventions, and our tier two and three interventions. These interventions directly relate to our school culture, when students feel safe, supported, and welcomed on campus, they attend more regularly. In addition, our tier-one positive behavior interventions help support our students in understanding our rules and school behavior expectations.

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

All strategies were implemented in addition to success in our Wellness Center programming and therapist for our students in greatest need. In addition, we are working with a company to increase our understanding of unconscious bias and equity through the SEL lens.

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 work with Circle-Up to increase SEL work throughout the school day, increasing student engagement and desire to succeed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Implement effective Professional Learning Communities to improve student learning.

By the end of the 2024-2025 school year, North Tahoe School will use effective cycles of inquiry to increase academic discourse and implement Standards Referenced Reporting systems by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All stakeholder survey data for progress monitoring through Jumprope.	2023 Baseline North Tahoe School increased academic discourse through AVID strategies in all classrooms and improved Standards Referenced Reporting to monitor progress.	Teacher teams will use effective cycles of inquiry to increase academic discourse using AVID strategies and implement Standards Referenced Reporting systems by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	By the end of the 2024-2025 school year, North Tahoe School will have increased the use of AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, and Reading) and improved	All students	0 None Specified None Specified See Budget Summary

standards-referenced reporting with the use of our new Standards Referenced grading system (JumpRope), which will increase communication of academic progress for students, teachers and parents.		
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each grade level completed multiple PDSA cycles with a focus on academic discourse, and students increased their speaking and listening involvement in each classroom. This increased equity of talk around a task for all students and increased student engagement. In addition, each grade level implemented an AVID elective course. Students in this class learned about college career opportunities, went on a field trip to an Oakland A's game and college/career fair, and had two parent AVID education nights. This year, due to the popularity of our AVID classes and our focus on college and career, we've increased our AVID elective classes by two enrichment classes. This is a celebration for our school and support for our SED students to increase the opportunity gap. In addition, we increased the amount of PDSA cycles with an academic discourse requirement. Although we saw some success with the increase of quality and quantity of discourse, we learned from the challenges that increasing the amount of PDSA cycles and their fidelity.

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.

We will continue to work on our academic discourse focus through AVID strategies. The PDSA's will focus on precision partnering to increase opportunities for students to do the heavy lifting in the academic tasks related to the standards and critical concepts. In addition, grade-level PDSA time has increased in our professional development time so that we can continue the work without interruption.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$61,687
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$61,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$61,700.00

Subtotal of additional federal funds included for this school: \$61,700.00

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 (\$)
	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$61,700.00

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
	0.00
None Specified	0.00
Title I	61,700.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	61,700.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	61,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,700.00
Goal 2	0.00
Goal 4	0.00

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

Name of Members	Role
Chad Lindeen	Principal
Betsy Pillsbury	Other School Staff
Tara Morrissey	Parent or Community Member
Cindy Agudelo	Parent or Community Member
Cecilia Aceti	Parent or Community Member
Jessica Catt	Parent or Community Member
Laurie Climenhaga	Parent or Community Member
Heidi Bushway-Verkler	Classroom Teacher
Danielle Karwowski	Classroom Teacher
Robin Vontristern	Classroom Teacher
Elizabeth Gibeaut	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:

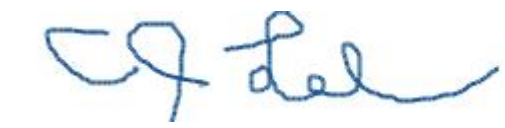

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 10/25/22.

Attested:

	Principal, Chad Lindeen on 10/2/2024
	SSC Chairperson, Cindy Agudelo Arnold on 9/30/2024