School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glenshire Elementary	27-6113062	September 24, 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 Glenshire Elementary 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 Glenshire Elementary 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 Glenshire Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Glenshire Elementary School Site Council (SSC) has met to review our SPSA, and the following dates and descriptions outline our collaborative consultation with our SPSA:

September 4, 2024: Principal and Assistant Principal presented a working draft of revised 2024-2025 SPSA goals to the Glenshire Elementary Instructional team, which consists of all certificated teachers including, grade-level classroom teachers TK through fifth grade, special education teachers and staff, enrichment teachers, counselor, wellness center specialist, principal, and assistant principal. Feedback was received on the goals stating that the goals were attainable and rigorous. PLCs work with PDSA cycles to support goals.

September 10, 2024: SSC reviewed the 2024-2025 SPSA goals to determine if they needed to be revised due to end of year Data from 2023-2024.
SSC Feedback: "No real feedback except to say I agree with keeping expectations high, and I hope we can meet these goals for all our students!" "Goals all look great" "Great goal - I hope we exceed it." "I very much hope so! Attendance may skew this, and I know the administration and teachers do so much to keep school fun and inviting. Hopefully the "Perfect Attendance" rallies coming back this year will help with this goal." "Great goal. The "Perfect Attendance" rallies should drive some of this goal."

September 19, 2024: Principal presented a working draft of 2024-2025 SPSA goals to the Glenshire Elementary English Language Advisory Committee (ELAC), which includes parents of English Language Learners, our ELD Coordinator, assistant principal, and community liaison. This presentation emphasized our work with English Learners. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included celebration of student results, and that the goals are appropriate, attainable, and rigorous. ELAC approved the draft goals with number of students to be reclassified in Goal 1a.
ELAC Feedback:
* Parents agree with the goal of reclassifying three students in our ELD program by the Spring 2025
* Parents agree with the goals of 75 percent of students meeting and exceeding standard in ELA and Math on the CAASPP
Feedback at the meeting included: "Were all 5th graders reclassified last year?" - Yes!, "Can students bring their chromebooks home to practice Lexia?" - Yes. "Are the kindles with audiobooks and ebooks still available for our ELD students to check out?" - Yes! Families would like to have more chapter books written in Spanish to be able to check out from the library to read with their children at home to make the 30 minutes everyday of reading. Parents would like their students to check out a book on Monday and be required to read it each day and take and pass an AR test within two weeks to help them support reading at home. If they know the book is assigned and is sent home each day, they will have their students read it. In regards to the math goal: "sounds perfect!" Parents shared that the attendance goal is "good!"

September 24, 2023: Principal presented the final draft of the 2024-2025 SPSA to SSC for final approval. The team agreed that the goals are appropriate, attainable and rigorous. The plan was signed by the SSC.

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.

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.

Other Needs

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

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, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 6% points as measured by CAASPP: SBAC ELA to 75% meeting or exceeding standard.

Site Goal 1A (Target Student Group: SED):
By the end of the 2024-2025 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the SED student group to 42% (16 out of 38 students) as measured by CAASPP: SBAC ELA Spring 2025.

Site Goal 1B (Target Student Group: EL):
On the spring 2025 ELPAC, all Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.

3 of the 16 Glenshire Elementary School English Language Learners will be reclassified by Spring of 2025.

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	Overall 2024 ELA CAASPP Results All: 69% Hispanic: 41% White: 72% EL: 0* RFEP: 33% SED:38% SWD: 33%	Expected Outcome by June 2025 ALL: 75% Hispanic: 75% White: 78% EL: 12%* RFEP: N/A* SED: 42%* SWD: 35%
English Learners	ELPAC 2024 18 students took Summative ELPAC	All 16 English Language Learners to show growth in minimum of one of the

	8/18 showed growth in at least one domain 4/18 showed growth in at least one domain and decreased in at least one domain 1/18 maintained the same score in all domains 5/18 maintained the same score in some domains and decreased in at least one domain Note: 10/18 increased in Overall PL 10/18 increased in Oral Composite 7/18 increased in Written Composite 8/17 English Learners were Reclassified Fluent English Proficient	testing domains (listening, speaking, reading and writing) 3 of the 16 English Language Learners will be reclassified in the Spring of 2025.

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	Continue universal screening using the DIBELS assessment for all grades, K-5 as outlined by the district assessment calendar; and continue with STAR for grades 2 - 5. And new for 2024-2025, implement the CAPTI assessment for diagnostic and progress monitoring for grades 3-5 as outlined by the district assessment calendar	All students	
1.2	Continue to provide professional development in the science of reading using the LETRS materials.	All students	
1.3	Continue using the SIPPS program for students in intervention who are identified as below benchmark for phonics and phonemic awareness skills, Read Naturally Live for students identified as below benchmark for oral reading fluency and comprehension skills, and the Leveled Literacy Intervention program for students identified as below benchmark in comprehension skills.	SED, RFEP, Hispanic and White	
1.4	Continue Glenshire Elementary daily tutoring program after school for EL and SED students, per ELAC input.	EL and SED	
1.5	Teachers will continue to choose at least one focus student from each of their class rosters who is in one or more of the following categories: nearly met standard for ELA on SBAC ELA and local assessments, is an English Language Learner, and/or is designated as SED to progress monitor for effective instruction as part of their PDSA cycles and progress monitoring in the PLCs.	SED/Hispanic/EL	
1.6	Continue to use Accelerated Reader to promote and monitor student volume of reading good fit books.	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.

1.1 Universal Screener: fully implemented. This strategy was effective at monitoring student performance, growth and areas of need throughout the year. STAR prediction of student achievement on SBAC was accurate and helped us provide supports needed for specific students prior to the end of the year.

1.2 Science of Reading Professional Development using LETRS Training: Fully implemented. All staff completed the full LETRS training units 1 - 8. Staff identified and committed to predominant literacy strategies in the areas of phonemic awareness, phonics, and vocabulary. Staff implemented strategies for Comprehension and Writing to prepare for adopting predominant literacy strategies. This strategy was effective for our kindergarten through 3rd grade teachers as evidenced by our DIBELS and CAASPP scores in those grade levels.

1.3 SIPPS intervention program: fully implemented. This strategy was effective as all identified students showed some growth on DIBELS assessments.

1.3 Read Naturally Live intervention Program: fully implemented. This strategy was effective for some students and not effective for other students as evidenced by DIBELS fluency scores.

1.3 LLI Intervention Program: fully implemented. This strategy was effective as all identified students showed some growth on DIBELS assessments.

1.4 Afterschool Homework Club and Tutoring: fully implemented. This strategy was effective to support Homework completion.

1.5 Focus Students: fully implemented. This strategy was effective as all identified students showed growth on DIBELS and STAR assessments.

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

There were no major differences to the intended implementation and the actual implementation of each strategy.

Cost for RenLearn and AR is $7,953.60

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.

n/a

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, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points to meet 75% 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	OVERALL 2024 Math CAASPP Results ALL: 70% Hispanic: 45% White: 74% EL: 0%* RFEP: 33%* SED: 47% SWD: 30% *data suppressed student group =< 10 students	2025 Math CAASPP Expected Outcomes ALL: 75% Hispanic: 50% White: 78% EL: * RFEP: 40% SED: * SWD: 40%

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	Use Eureka Math assessments to screen and monitor student progress in math.	All students.	
2.2	Commit to our academic discourse predominant strategies to support students explaining their understanding of math.	All students.	
2.3	Expand the use of differentiated skill building applications to scaffold math instruction.	All students	

| 2.4 | Implement a new math intervention specialist focusing on grades 3-5 to support students with gaps in their foundational math skills. | 3rd-5th grade 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.

2.1 Use of a Universal Screener: This strategy was fully implemented. All students took the STAR Math assessment. The results of the assessment did not accurately represent students level of math knowledge, so the the effectiveness of the screener was not as high as we had hoped.
2.2 Academic Discourse: This strategy was fully implemented. All teachers engaged in utilizing enhanced pair shares and stronger and clearer strategies to support math understanding. This strategy was effective as evidenced by the CAASPP math scores.
2.3 Differentiated Skill Building Apps: This strategy was fully implemented. All teachers used one of the designated math applications to support math learning. These applications were effective as evidenced by CAASPP math scores.

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

There were no differences between the intended implementation and the budgeted expenditures.

The cost for IXL differentiated Skill Building Application is $4295.00

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.

n/a

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 Culture**
> By the end of the 2024-2025 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing chronic absenteeism to less than 3% and maintaining a suspension rate of <3%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 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.

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 for 2023-2024 ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%	2024-2025 Suspension Rate Outcomes: ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism for 2023-2024 ALL: 4% Hispanic: 10% White: 2% EL: 24% SED: 12% SWD: 6% (not calculated in CALPADS)	2024-2025 Chronic Absenteeism Outcomes: ALL: 3% Hispanic: 9% White: 1% EL: 20% SED: 10% SWD: 5%

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	Continue implementing the safe, caring adult survey at the beginning of the year and end of the year.	All students.	
3.2	Continue to administer the DESSA as a social emotional screener to identify at risk students and provide support as needed.	All students.	
3.3	Re-instating monthly perfect attendance celebrations where students earn prizes and are publicly recognized for attending each day in each the month of school.	All	
3.4	Positive Behavior Support practices including explicitly explaining and reminding school expectations and procedures in each classroom beginning and middle of the year, and upholding students following these expectations using school-wide Eagle Tickets to recognize positive behavior at a rate of 5 to 1.	All	
3.5	Continue the use of restorative practices for completing discipline process with admin, staff and students.	All	
3.6	Increasing certainty at the start of the school day where all students begin their day in their homeroom classroom every single day.	All	
3.7	Rearranging the lunch schedule and lunch seating for a calm environment where older students are paired with younger students ex: 5th grade with Kindergarten and TK. students are arranged in class families. Older students role model the values and expectations of the lunchroom and school for the younger students. Student leaders facilitate the lunch line for the younger students to make a faster lunch line transition.	All	
3.8	Using Attend to systematically send truancy and excessive absence letters.	All	

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.

3.1 Safe Caring Adult Survey: This strategy was fully implemented. Every student took the safe, caring adult survey and we were able to connect students to their adult in all situations.
3.2 DESSA: This strategy was fully implemented. Teachers complete the mini-dessa for every student then complete the full dessa for students that show a need. Our counselor then met with all students with high need. This was effective as evidenced by the counseling sessions held for each identified student.
3.3 Monthly Perfect Attendance Celebrations: This strategy was fully implemented. This strategy was effective as evidenced by the significant decrease in chronic absenteeism.

3.4 Positive Behavior Supports: This strategy was fully implemented. The PBIS strategies at Glenshire are effective as evidenced by our low suspension rates.
3.5 Restorative Practices: This strategy was fully implemented. The counselor held restorative conversations with small and large groups of students. These conversations were effective as evidenced by our low suspension rates as well as our low chronic absenteeism rates.
3.6 Start in Homeroom: This strategy was fully implemented. This was an effective strategy as evidenced by our decrease in chronic absenteeism.
3.7 Lunch Schedule: This strategy was fully implemented. This was an effective strategy as evidenced by our low suspension rates.
3.8 Attention 2 Attendance: This strategy was fully implemented. This was an effective strategy as evidenced by our decrease in chronic absenteeism.

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

There were no differences between the intended implementation and the budgeted expenditures.

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.

n/a

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.

Social Emotional Support
By the end of the 2023-2024 school year, the number of students in the "needs instruction" category will have decreased from 20 students to 5 students as measured by the Devereux Student Strengths Assessment (DESSA)-mini and DESSA social emotional screener.

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.

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
DESSA	DESSA Baseline Data (Fall 2023) Percent of all students in following areas: Strength: 29% Typical: 67% Need: 4% (20 students)	Decrease number of students in the "needs instruction" area as assess by DESSA EOY in the Spring of 2025 from 4% (20 students) to 1% (5 students) of the total population.

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	Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture (through DESSA), Second Step, and the Nurtured Heart Approach.	All students	
4.2	Continue and refine professional development for systematic implementation of the Nurtured Heart Approach 3 times per year at staff collaborations.	All students.	

4.3	Continue and refine professional development on restorative practices and circles.	All	
4.4	Opportunity for staff-wide book study of "Help for Billy" by Heather Forbes and staff development around Classroom 180 Strategies to support trauma informed teaching school wide.	All	

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.

4.1 Continued professional development for DESSA fully implemented, but only partially effective as we only reduced our number of students in the needs category by 6 students instead of 15.
4.2 Continued professional development for Nurtured Heart fully implemented, but only partially effective as we only reduced our number of students in the needs category by 6 students instead of 15.
4.3 Continued professional development for restorative practices and circles fully implemented, but only partially effective as we only reduced our number of students in the needs category by 6 students instead of 15.
4.4 Staff-wide book study of "Help for Billy" and "Classroom 180" partially implemented as only some staff chose to participate in the book study, and only partially effective as we only reduced our number of students in the needs category by 6 students instead of 15.

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

No differences between intended implementation and/or budget expenditures.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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.

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 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	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
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 ($)

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 ($)

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

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

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

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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

4 Parent or Community Members

Name of Members	Role
Rachael Kuttel	Principal
Darin Velliquette, Ken Rae, Jane Miller	Classroom Teacher
Teresa Ketron	Other School Staff
Jamie Rahimian, Amanda Helm, Nick Martin, Debbie Collette, Rachel Pringle	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 24, 2024.

Attested:

Signature	
	Principal, Rachael Kuttel on 9-24-2024
	SSC Chairperson, Jamie Rahimian on 9-24-2024