

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra High School (Continuation)	38-3130077	September 30, 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 Sierra High School (Continuation) 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 Sierra High School (Continuation) 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 Sierra High School (Continuation) 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 stakeholders were engaged with the SPSA in the following manner:

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

Step 2: Interactive conversations were held with staff and stakeholders to complete the plan.

Step 3: Questions, concerns, and ideas were answered and accepted by those choosing to participate in the process.

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.

School Site Council: 9/30/2024

ELAC: : N/A-small school. District office does review our EL data, enrollment, and current EL status. The program/school works directly with the district's EL department/programs.

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.

N/A

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.

N/A

Other Needs

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

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 1

Title and Description of School Goal

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

ELA

All Students:

By the end of the 2024 - 2025 school year, 90% all students enrolled in a grade level English class will complete all of their English credit requirements as outlined in their Individual Graduation Plan Contract (IGPC).

By the end of the 2024 - 2025 school year, 90% of all students will demonstrate an increased positive response to reading and the understanding of metacognition by increasing the completion of books read prior to starting at SHS as measured by student survey.

By the end of the 2024 - 2025 school year, 100% of all students enrolled in a grade level English class will demonstrate successful use of metacognitive knowledge skills via a final class project.

By the end of the 2024-2025 school year, 100% of students taking a grade level English class will take the pre and post CAPTI test for reading.

English Language Development Students:

Throughout the 2024 - 2025, 100% of our EL students will receive both daily individualized designated and integrated ELD instruction.

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.

We are in need of significant improvements with our student attendance and tardies. A large percentage of our students arrive to SHS with low attendance and excessive absences/tardies. We meet with parents and students to review their attendance, with little improvement. We have started a student store to help as an incentive to increase attendance. We also make daily phone calls home for students who are absent. Student absences and tardies greatly impact their performance and grades for their English Language Arts classes.

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
Student transcripts/credits.	Over 95% of all students who attend SHS left their previous high school with significant credit deficiencies, which includes their English courses. This deficiency prevents students from graduating with their cohort and not being prepared for life after high school with their writing, reading and speaking skills.	90% of all students enrolled will complete all of their required credits for each term enrolled as outlined in their Independent Graduation Plan Contract (IGPC).
CAPTI pre and post test to be provided to all students taking an English class.	SHS students took the CAPTI during the 23-24 school year, but with a 70% completion rate.	By the end of the 2024 - 2025 school year, 100% of any/all students enrolled in an English class will take the pre and post CAPTI test in reading comprehension.
Student ELA survey questions: Number of novel books read at SHS vs. at previous school(s).	Over 50% of students newly enrolled at SHS report a lack of interest in reading and completing actual novels.	Maintain or increase above 90% of students will report a gain in the number of novels read compared to their previous high school upon exiting SHS.
ELD instructional time will be provided to students in both individualized designated and integrated manner.	<p>During the 23-24 school year, students received integrated ELD instruction.</p> <p>100% of students classified as LTEL took the ELPAC test.</p> <p>Of all students that took the ELPAC 2024 (4n):</p> <ul style="list-style-type: none"> 1 student scored an Overall Proficiency Level of 4 ("passed") 2 students maintained level 3 (1 increased score 13 points, 1 increased score 21 points) 1 student maintained level 3 (decreased score 36 points) 	There will be daily individualized designated and integrated ELD instruction offered. Students classified as LTEL will prepare and take the ELPAC test. All students taking the ELPAC, 100% of all students will either pass the test and/or make 15% or more growth from the previous test score.

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	ELD - ELD integrated and designated individualized instruction will be offered for every class for English Learners. Students identified as English Learners who have not been reclassified will work with the site ELD coordinator to prepare for the ELPAC test.	All Students, including students who are English Learners.	
1.2	All students will receive daily designated reading time to encourage and enhance their interest in reading.	All Students	
1.3	Students will engage in daily metacognitive activities in all classes, including English, for texts and books they have read.	All Students	

1.4	Students will review their transcript and their grad plan/contract with school staff three times per year, so they understand what credits they are missing and/or need to successfully graduate with a high school diploma.	All Students.	
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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.

For the 23-24 school year, our students fell slightly under the 90% expected outcome benchmark for completing their required credits as outlined in their IGPC. It was determined that our 12th grade students were over the 90% benchmark, but our 11th and 10th graders hovered around 85% completion for this benchmark, which brought our percentage to slightly under 90% overall. The reason for the lower percentage for our 10th and 11th graders was due to attendance and not turning in the required work.

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 between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the 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 provide weekly designated ELD instruction for our English Learners. We plan to implement attendance reviews to help support our student attendance, in order to increase our percentage of credit completion as outlined in the student's IGPC.

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, 90% of all students enrolled in a grade level math class will complete all of their math credits requirements as outlined in their Individual Graduation Plan Contract (IGPC).

By the end of the 2024-2025 school year, 90% of all students enrolled in a grade level math class will demonstrate an increase in positive response to mathematics compared to their previous high school as measured by student survey.

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.

Students arrive to SHS with a dislike for math and challenging school attendance. This impacts their performance and completion of the math requirements. We are implementing school attendance reviews in hopes to increase attendance and therefore improve math output/completion. Our math teacher also attended multiple math trainings to help support students with the new math curriculum.

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
Math credit completion rate	Over 90% of our students arrive to SHS with credit deficiencies in mathematics.	90% of our students will successfully complete the required mathematic credits as outlined in their IGPC.

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	Students will be offered credit recovery classes for mathematics for zero and fifth periods.	All students needing credit recovery.	
2.2	Math instruction will include hands-on activities and real life application lessons that capture students interests and increases their motivation to complete the necessary math requirements.	All students enrolled in math courses.	
2.3	Create individualized graduation plan/contract to include mathematics graduation requirements to outline what math credits are needed for each student to graduate with a high school diploma.	All students enrolled in a math course(s)	

2.4	Students will have the opportunity to take Integrated Math 1 in two sections (IM1A and IM1B).	All students.	
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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.

We offered credit recovery classes during the 23-24 to support students in need of math credits. Student attendance and the dislike for math really impacted students credit recovery and completing the necessary credit requirements.

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 between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the 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 are implementing a new math curriculum and math course in hopes to help students meet the Algebra and math requirements.

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 school and class environments

By the end of the 2024-2025 school year, Sierra Continuation High School will be a safe and respectful campus that supports high levels of learning for all students as measured by a:

1. 25% decrease in suspension
2. 15% decrease in chronic absenteeism

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.

Students still are tempted to vape in the restroom, which is our biggest school discipline violation. We have locked the doors to restroom and as a result we saw improvements. We are still trying to provide opportunities for students to make smart decisions independent of adult supervision by not locking the restroom door. We provide school lessons to promote positive student behavior, including making safe and healthy choices. We also offer substance abuse/use classes with the counselor to address addiction and substance use. Student attendance is also another identified area needing improvements. We will continue to make daily calls home and schedule meetings between students/parents to address attendance and tardies.

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: 0% 2023 - 2024 School Year	Suspension Rate: Under 2.5% for the 2024 - 2025 school year.
Discipline Referrals earned by infraction type	30% drop in discipline referrals	Maintain and/or reduce the percentage of discipline referrals.
Chronic Absenteeism	Chronic Absenteeism: 58.3% (20-21), 56.1% (21-22), 61.9% (22-23), 92% (23-24)	Chronic Absenteeism: Decrease by 15%

Student Survey: What caused the most absences	Illness - 35%, Too tired - 20%, Feelings - 15%	Illness - Under 34%, Too tired - Under 24%, Feelings - Under 17%
Student Survey: I feel safe at school	93% for the 23-24 school year.	Maintain above 90%
Student Survey: Hopeful about the future	82% for the 23-24 school year.	Maintain above 80%

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	<p>Strategy: Provide counseling resources, trauma-informed approaches, social/emotional learning opportunities, school-wide incentives, and removing barriers to support students with their social, emotional, academic, and learning success.</p> <p>Rationale: The reason for these strategies is to help improve attendance, positive behavior and overall school performance.</p>	All students	
3.2	<p>Strategy: Uphold the cell phone policy, which includes no cell phones during the school day.</p> <p>Rationale: Our cell phone policy of, "No phones in school during instructional times," continues to be successful. All students turn in their cell phones at the front door and rely on their Chromebooks for one-to-one technology. Students continue to report that more school work is completed as they can concentrate on the school day and not the moment-to-moment happenings outside of the classroom.</p>	All students	
3.3	<p>Strategy: Involve students and staff in the ongoing monitoring and use of our Creed Coin positive behavior incentive program, which includes our student store.</p> <p>Rationale: Creed coins are offered for positive student behavior, work completion, attendance, and random acts of kindness.</p>	All students	
3.4	<p>Strategy: All students will complete a survey at the end of the school year that covers social/emotional well-being, connectedness, school culture/climate, school experiences, attendance, credit earning and preparation for life after high school.</p> <p>Rationale: The data collected and gathered at the end of each school year helps drive our school social/emotional programs and helps in the development of our SPSA and other district/state required plans.</p>	All Students	
3.5	<p>Strategy: All students enrolled will given an Independent Graduation Plan Contract (IGPC) to</p>	All Students	

	<p>outline their graduation track, courses required, credits needed, and their quarterly schedule.</p> <p>Rationale: IGPCs (Independent Graduation Plan Contracts) are designed for each student to track courses needed, how many credits and their flexible class schedules. This tool is imperative to track our revolving door of students and get them to the graduation stage. Because of this tool that was piloted in 2016, the staff, students, and parents continue to report clarity, goal orientation, and an easy way to “see it all” on one page. The school uses IGPCs during parent meetings, IEP meetings with our Special Education Department, Workability meetings, staff meetings, one on one meetings with staff, and students ask for them frequently to track their success and plans to graduate.</p>		
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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.

We offered regular SEL supports for our students, which included whole school social skills groups, individual counseling and wellness days. We attribute our positive behavior due to these supports.

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

We did not notice any significant difference between our intended implementation and our budget expenditures to meet the 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 added a student store for our school wide positive behavior. Our hope is this will increase school attendance and maintain positive behavior.

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.

Increase interest, acceptance, and access to post-secondary career and educational options.

By the end of the 2024 - 2025 school year, all students will prepare for life after high school by completing the post-secondary plan and participating in post-secondary activities with the career technician and school counselor under the following areas...

- Job skills inventory;
- Identify, tour, and apply to college, university, and/or career technical education schools;
- Participate in Sierra College classes (when applicable) while enrolled at SHS;
- Create resume and cover letter;
- Apply for scholarships and FAFSA (seniors only);
- Complete the required life after high school planning document;
- Successfully complete interview skills session(s).

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.

All students have access to all of the following post-secondary activities, but students are often reluctant to participate. We have not identified a specific reason, but a culmination of various reasons that interferes with students participating. We have surveyed and spoken with students about ways to increase involvement/participation in the post-secondary participation. We plan to implement strategies and supports based on feedback to increase student participation in these activities.

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
Graduation Rate	92% graduation rate.	100% graduation rate.
Dual Enrollment at Sierra College	Approximately 13% of students were dually enrolled at Sierra College.	15% of students dually enrolled at Sierra College classes.

Students completing the SHS post-secondary plan	80% of our students participated in planning.	90% of all students will complete the plan under the guidance of the Career Technician.
Parent attendance rate at Credit Update nights Fall/Spring	Slightly over 90% for the 23-24 school year.	95% of parents will participate in the Fall and Spring credit report nights.

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	All students will be provided in person and/or virtual tours for colleges, universities and/or career technical education programs.	All students	
4.2	Students complete the post-secondary plan under the guidance/direction of the Career Technician. This plan will help guide the student on how to prepare for life after high school.	All Students	
4.3	Students will complete a job skills inventory.	All students	
4.4	Students will participate with community organizations and programs (Sierra College, Gateway, Markerspace, Chill Program, etc.) to educate students on life skills, job skills, and social/emotional well-being.	All students	
4.5	Increase involvement from parents with their child's educational needs and preparing for life after high school. This will be conducted through credit report nights two times per year.	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.

Overall, we had all students participate in post-secondary planning activities. The activities we provided were an effective means of gathering information for students to prepare for life after high school.

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 be reported.

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 offer more field/study trip opportunities for students to trade schools and post-secondary vocational programs. We also plan to adjust survey questions to gather new and fresh ideas related to post-secondary interests and planning.

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	\$12,315
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 (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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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
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Jeff Santos	Principal
Jill Zapata	Classroom Teacher
Kristen Hurley	Other School Staff
Delilah Karnes	Secondary Student
Gene Karnes	Parent or Community Member
Kim Veliquette	Other School Staff
Harj Basi	Classroom Teacher
Cindy Maciel	Other School Staff
Jennifer Lopez	Parent or Community Member
Debbie Collette	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

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 .

Attested:

Principal, Jeff Santos on 9/30/2024

SSC Chairperson, Kristen Hurley on 9/30/2024