



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brewer Island Elementary School	41690396112650	January 6, 2021	

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Principal met with the stakeholders on the following dates for the planning process for the SPSA/Annual Review:

Staff Meeting-May 26, 2020
 SSC- June 16, 2020
 Staff- January 5, 2021
 SSC- January 6, 2021
 ELAC- January 8, 2021

School and Student Performance Data

Data Indicators and Targets

Brewer Island Elementary School							
Literacy							
Summative Indicators							
	17-18 Score [Baseline]	18-19 Score [Dec 2018]	18-19 SMFCSD School Expected Targets		18-19 Actual Performance	Met Target?	19-20 Target
Overall "Average Points From Standard"	52.7 points above standard	64.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	64.6 points above	Yes	10 points above
			CHANGE (PROGRESS EXPECTED)	4 point rise	11.9 point rise	Yes	4 point rise
SED "Average Points From Standard"	-5.1 points below standard	4.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	4.6 points above	Yes	0 points above
			CHANGE (PROGRESS EXPECTED)	15 point rise	9.7 point rise	No	15 point rise
EL "Average Points From Standard"	22.6 points above standard	32.3 points above standard	CHANGE (PROGRESS EXPECTED)	15 point rise	9.7 point rise	No	15 point rise
SwD "Average Points From Standard"	-108.1 points below standard	-63.1 points below standard	CHANGE (PROGRESS EXPECTED)	15 point rise	45 point rise	Yes	15 point rise
3rd Grade "Average Points From Standard"	37.9 points above standard	63.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	63.5 points above	Yes	10 points above
5th Grade "Average Points From Standard"	53.2 points above standard	69.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	69.4 points above	Yes	10 points above
8th Grade "Average Points From Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	CHANGE (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	78% Met Standard	78% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	78% Met	Yes	65 % Met
			CHANGE (Met Expected DL Score Change from Benchmark 1 to 2)	80 % Met Change	46% Met Change	No	80 % Met Change
F&P	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	78% Met	Yes	65 % Met
			CHANGE (PROGRESS EXPECTED)	80 % Met Change	70% Met Change	No	80 % Met Change

Mathematics							
Summative Indicators							
	17-18 Score [Baseline]	18-19 Score [Dec 2018]	18-19 SMFCSD School Expected Targets		18-19 Actual Performance	Met Target?	19-20 Target
Overall "Average Points From Standard"	56.5 points above standard	63.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	63.5 points above	Yes	10 points above
			CHANGE (PROGRESS EXPECTED)	3 point rise	7 point rise	Yes	3 point rise
SED "Average Points From Standard"	9.9 points above standard	-15.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-15.3 points below	No	0 points above
			CHANGE (PROGRESS EXPECTED)	15 point rise	-25.1 point decrease	No	15 point rise
EL "Average Points From Standard"	37.6 points above standard	54.6 points above standard	CHANGE (PROGRESS EXPECTED)	15 point rise	16.9 point rise	Yes	15 point rise
SwD "Average Points From Standard"	-81.7 points below standard	-45.6 points below standard	CHANGE (PROGRESS EXPECTED)	15 point rise	46 point rise	Yes	15 point rise
3rd Grade "Average Points From Standard"	51.5 points above standard	67.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	67.5 points above	Yes	10 points above
5th Grade "Average Points From Standard"	44.3 points above standard	46.6 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	46.6 points above	Yes	10 points above
8th Grade "Average Points From Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	74% Met Standard	75% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	75% Met	Yes	60 % Met
			CHANGE (Met Expected DL Score Change from Benchmark 1 to 2)	80 % Met Change	49% Met Change	No	80 % Met Change

California Healthy Kids Survey			
	Percentage	Percentage	
Categories	2018-2019	2019-2020	
School Engagement and Supports			Change
School connectedness	74	79	5
Academic Motivation	91	93	2
Caring adults in school	71	72	1
High expectations- adults in school	82	84	2
Facilities upkeep	69	62	7
Fairness		78	
Parent involvement in schooling	72	76	4
Positive Student Behavior		97	
Anti-bullying climate	79	63	16
School Safety			
Feel safe at school	78	86	8
Safe to and from school		84	
Been hit or pushed	57	50	7
Mean rumors spread about you	40	69	29
Called bad names or target of mean jokes	55	59	4
Saw a weapon at school	18	3	15
School Disciplinary Environment			
Students well behaved	57	39	18
Clarity of rules		81	
Students treated fairly when break rules	59	67	
Students treated with respect	90	89	
Substance Use and Mental Health			
Bedtime after 10pm		17	
Alcohol or drug use	22	17	
Marijuana Use	0	0	
Cigarette Use	0	0	
E-cigarette use	2	0	
Experienced sadness	12	19	7

Data Statements: Strength

- Overall, our student groups that are large enough to be measured are performing at the high/very high level in ELA and Math. Gains over the previous year increased overall by 3.9 in both ELA and Math.
In ELA: A significant increase in performance change occurred in the Hispanic or Latino and SwD categories, as well as overall in Grade 3.
In Math: A significant increase in performance change occurred in the SwD category, with a 20.29 change, as well as overall in Grade 3.

Wellness: Students feel academically motivated and that teachers predominantly have high expectations and believe in them.

Overall, the majority of students feel safe and supported at school.

Increases noted by the students in this grade level were in the areas of school connectedness, parent involvement in schooling, and feeling safe at school, with slight increases in the areas of academic motivation, caring adults at school, and high expectations by adults in school; less instances of being hit or pushed, significant decrease in seeing a weapon at school.

Significant increase from the previous year in students feeling that they are treated fairly when they break rules. Clarity of rules scored an 81.

Data Statements: Challenges

- In ELA: While there was a substantial increase in change in the EL and SED categories, the target of a 15 point rise was not met (9.7 rise in both categories). This indicates a continued need for focused support and targeted instruction. Change in growth targets in Galileo and F&P data were not met.

In Math: A substantial decrease in expected achievement level and growth of progress in the SED category. A continued focus area in achievement remains for the EL category.






Wellness: Students do not feel that students are well behaved, with an 18 point drop, along with an increase in concern about bullying due to mean rumors. A slight increase noted in students in this grade level experiencing sadness.

Why are we getting these results?

3. Overall, students come to school ready to learn. More teachers are teaching reading through small group targeted instruction in the classroom, and identifying and targeting instruction and strategies per individual students' needs and challenge areas in both math and ELA.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Red</div>		

Data Statement: Strengths

1. See previous section

Data Statement: Challenges

2. See previous section

Why are we getting these results?

3. See previous section

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement and growth in ELA as measured by district assessment data.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Overall, students are performing very high however; we continue to need to focus on supporting academic growth for our EL and SED students. We will continue to increase progress and performance for all students, including sustained gains for SwD. Overall increase in growth for all students. 8% increase in F&P performance overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	64.6 point above	10 points above proficient
SBAC ALL Students Growth	11.9 point increase	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	4.6 point above	0 points above proficient
SBAC SED Students Growth	9.7 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	9.7 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	45 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	63.5 points above	10 points above proficient
SBAC 5th Grade Students Status	69.4 points above	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
Elementary: F&P All Students Status	78%	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	78%	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	No data	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will continue to use a balanced literacy approach to support students in making progress towards the common core state standards. Teachers will provide targeted small group or individual instruction to meet the identified differentiated needs. Due to Covid 19; teachers and students moved to online resources via Benchmark slides in addition to various online learning tools for students.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Staff Data Meetings; on hold for 20-21 due to Covid 19	substitute costs for data meetings	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	6500.00
PD in staff meetings and teacher collaboration	no cost		
Teacher support time for Fountas & Pinnell assessments; on hold for 20-21 due to Covid 19	Substitute costs for 3, full-day release time for 22 classroom teachers (K-5)	1000-1999: Certificated Personnel Salaries PTA	10,350.00
Literacy and Language Specialist provides intense reading instruction for students who are reading far below grade level and	Literacy and Language Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	98,166.00

provides support at staff meetings, data meetings and teacher collaboration time.			
Para-educator to provide small group support.	classified employee for 4.8 hours per day	2000-2999: Classified Personnel Salaries PTA	9,150.78
		2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	
		1000-1999: Certificated Personnel Salaries Donations	
Provide professional learning opportunities with Benchmark. On hold 20-21 due to Covid 19- opportunities for teachers to observe and collaborate at sites across the district.	professional learning costs, substitute time for release days	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	13,000.00

Strategy & Supporting Actions 2

Strategy

Teachers will teach designated and/or integrated ELD lessons to all English Learners per identified student needs.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All EL students

PD in staff meetings and teacher collaboration days	no cost		0
Data Meetings; on hold 20-21 due to change of data sources	substitute cost for data meetings-cost already included above		0
Literacy and Language Specialist provides support at staff meetings, data meetings and teacher collaboration time.	Literacy and Language Specialist-cost already included above		0
Literacy and Language Specialist to provide support for ELL needs (determined by ELPAC data) and pull-out support when appropriate per identified student needs.	Literacy and Language Specialist-cost already included above		0

Strategy & Supporting Actions 3

Strategy

Teachers teach phonemic and phonological awareness to students throughout the primary grades.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

PD in staff meetings and teacher collaboration days	No cost		0
Data meetings; on hold 20-21 due to change of data sources	substitute costs for data meetings-cost already included above		0
Literacy and Language Specialist provides support at staff meetings,data meetings and teacher collaboration time	Literacy and Language Specialist-cost already included above		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement and growth in Math as measured by district assessment data.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Overall, students are performing very high however we are seeing declines in student performance and growth in the following areas: SED students. High gains in SwD growth; moderate gains in EL growth; high gains in Grade 3 status; slight gain in Grade 5 status.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	63.5 points above	10 points above proficient
SBAC ALL Students Growth	7 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-15.3 points below	0 points above proficient
SBAC SED Students Growth	-25.1 points below	15 points rise in average distance from proficient
SBAC EL Students Growth	16.9 points rise	15 points rise in average distance from proficient
SBAC SwD Growth	46 points rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	67.5 above	10 points above proficient
SBAC 5th Grade Students Status	46.6 above	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will teach Zearn Math via online curriculum due to Covid 19, supplementing with a variety of strategies.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

PD in district meetings and teacher collaboration days	No cost		0
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Strategy & Supporting Actions 2

Strategy

Teachers will teach all students the math-related academic language necessary for grade-level math with targeted focus on EI, SWD and SED.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

PD in district meetings and teacher collaboration days	no cost		0
Professional Development in District PD Meetings	substitute cost for data meetings-cost already included in goal 1		0

Strategy & Supporting Actions 3

Strategy

Teachers will provide support for students struggling with new mathematical concepts using a variety of strategies including small group instruction.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

PD in district PD meetings and teacher collaboration days	no cost		0
Professional development on district PD days	no cost		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will engage in positive school engagement and social-emotional relationships with students and adults through interactive discussions, sharing of ideas and opinions, and learning mindfulness techniques.

Identified Need

Students are educated in a safe and positive learning environment where building relationships is of utmost importance and a continued area of focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	<p>Students feel academically motivated and that teachers predominantly have high expectations and believe in them</p> <p>Overall majority of students feel safe and supported at school</p> <p>Students feel they are treated with respect and noted an increase of support when rules are broken</p> <p>Increase in student to adult connectiveness</p> <p>Increase in academic motivation</p>	<p>All students will engage in learning SEL skills via the new SEL curriculum, Second Step</p> <p>All students will feel included in school choices (learning decisions)</p> <p>Students will be welcomed by the classroom teacher and shown respect by building relationships and getting to know all students on a personal level.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will implement the components of Morning Meeting into their classrooms which will support students' social and emotional needs and create a positive classroom environment. The components intentionally provide regular community building activities that help nurture a positive learning environment where all members feel safe and valued. Teachers include SEL activities in their morning meetings to support student connectiveness.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

PD in staff meetings and teacher collaboration days	no cost		
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Strategy & Supporting Actions 2

Strategy

The counselor will teach mindfulness, reinforced by teachers, to develop students' abilities to regulate their emotions. The school counselor will share resources to support teacher learning.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

PD in staff meetings and teacher collaboration days	no cost		
Mindful lessons in the classroom	Classroom teachers and Counselor will provide support for teacher learning		

Strategy & Supporting Actions 3

Strategy

Staff will use strategies and common expectations during instructional time and lunch/recess, based on the Positive Behavior Intervention and Support systems established by the staff, led by the PBIS team, and supported through the creation of a student council that encourages student voice, to continue to develop positive student behaviors and respectful interactions in multiple ways.

Additional Strategy: Implement and use a Student Wellness Team to support individual student behavioral needs as part of the RtI (Response to Intervention) MTSS (Multi-Tiered Systems of

Support) process. Development of the SWT is on hold during the 20-21 school year due to Covid 19 and focused implementation of the Second Step program school-wide.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

PD in staff meetings and teacher collaboration days	no cost		0
PBIS team will meet monthly for continuous improvement process	sub costs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	2,000.00

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

Continue to build and strengthen school-home relationships to support students' academic and social emotional growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers communicate with students' parents/guardians through scheduled teacher/parent/guardian conferences using evidence of student work and assessment performance for discussion, detailing the progress on student report cards.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Planning and aligning protocol for Student Progress Meetings in Grade Level Teams	no cost		0
Language and Literacy Specialist supports grade level teams.	Language and Literacy Specialist-cost provided in goal 1		0

Strategy & Supporting Actions 2

Strategy

Continue to support family participation via meaningful and engaging opportunities for parent/guardian participation and volunteerism in support of school programs and events.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Engage families in the implementation of the school-wide SEL and/or character education program by developing common understanding of the expectations and skills taught to the students. SEL activities are built into Morning and Closing Meetings.	TBD, based on the cost of the selected program		
Parent survey on school/students' needs via the work of the district Labor Management Initiative.	None		
Utilize information from the California Healthy Kids Survey to guide decision-making.	None		
Families have increased access to teachers via online office hours, visibility into the classroom setting, and access to the learning platforms like Google Classroom and Seesaw.	None		

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,166.78

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
District LCFF Supplemental A	\$104,666.00
District LCFF Supplemental C	\$13,000.00
PTA	\$19,500.78
Site LCFF Supplemental C	\$2,000.00

Subtotal of state or local funds included for this school: \$139,166.78

Total of federal, state, and/or local funds for this school: \$139,166.78

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
	0.00
District LCFF Supplemental A	104,666.00
District LCFF Supplemental C	13,000.00
PTA	19,500.78
Site LCFF Supplemental C	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,016.00
2000-2999: Classified Personnel Salaries	9,150.78

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District LCFF Supplemental A	104,666.00
1000-1999: Certificated Personnel Salaries	District LCFF Supplemental C	13,000.00
1000-1999: Certificated Personnel Salaries	PTA	10,350.00
2000-2999: Classified Personnel Salaries	PTA	9,150.78
1000-1999: Certificated Personnel Salaries	Site LCFF Supplemental C	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	137,166.78
Goal 2	0.00
Goal 3	2,000.00
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
- 2 Classroom Teachers
- 0 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Becky Stephan	Principal
Cynthia Aarons	Classroom Teacher
Jennifer Sandmeyer	Classroom Teacher
Mayra Saldana	Parent or Community Member
Alen Martin	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: PTA

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 6/16/20.

Attested:

	Principal, Becky Stephan, Ed.D. on 1/22/21
	SSC Chairperson, Alen Martin on 1/22/21