

School Year: **2023-24**

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
Novato High School	21 65417 2132272	November 14, 2023	December 5, 2023

Educational Partner 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

The ongoing engagement of stakeholders is a key part of the SPSA development and monitoring process. The stakeholder groups share the experiences of students, families, and staff. In preparing for the SPSA. In addition to the School Site Council (SSC) and ELAC Committee, NHS staff is engaged in ongoing monitoring and adjustment of plan goals and actions based on needs.

ELAC Meeting

SSC Council
November 14, 2023

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	128	144	183	8.8	10.0	12.6
Fluent English Proficient (FEP)	431	451	439	30.1%	31.1%	30.1%
Reclassified Fluent English Proficient (RFEP)	398	384	383	2.8%	2.6%	2.6%

Conclusions based on this data:

1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B]).

The data above includes reclassified students, who at one time, in their education, were reclassified. So it may appear to be an annual total, but it includes any year they were reclassified. Adding a teacher leader to serve as EL Specialist in the 23/24 plan will help the school evaluate and monitor progress toward goals. Galileo Assessment will be administered three times during the school year for Literacy in all grade levels. School Site Data specialist and ELD coordinator will review benchmark assessment data to identify student needs and progress.

2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

The school will leverage teacher leaders in all content areas to set school-wide EL standards focus and complete cycles of inquiry to support the language proficiency needs of ELs. Students will receive direct support from our 2 new ELD teachers in courses such as Bridging, Fundamental ELD, Designated ELD, Emerging ELD, and Expanding ELD. We hired 2 new teachers in 20-21 to help students to reclassify with strategies such as Think Pair Share, Modules, Scaffolding and students showing understanding by making an Outline of the key points they know, rather than writing an entire essay.

Culture of Competence.

LCAP Goal: To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response by analyzing Galileo Map data, studying D/F list with Department Chairs monthly, having student tutor sessions after school for Math and Sciences, and ELD, and by inviting students to Saturday Academy for help with all of their teachers twice a month.

Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students. We will use a new COST program for support in counseling and work with our wellness staff to expand supports for ELL students and all students at Novato High.

Teachers will continue to integrate ELD standards in daily lessons as demonstrated by learning logs, office hours supports twice a week for a total of 80 minutes in two separate sessions, and all teachers are listing ELD standards on their white boards for all students daily. Other academic supports include SST's, 504's, and academic check ins with their counselors in the Counseling office, as well as student tutoring.

3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

Centralized District funds will pay for any release days for EL teachers to be trained off site during school hours or at MCOE and there is a stipend for EL specialist with the new LCAP budget for 21/22 which we hired for in 2023-24. We are implementing ELD 3D in our in our designated classes ELD courses. We use Language Launch, and English 3D for all 3 levels of our ELD classes with our two ELD teachers.

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

Culture of Caring

LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1

Build shared understanding of NHS Wellness rationale, model programs, and services including the integration of the Wellness Hub on campus. Develop self-awareness in students to help identify when Wellness services are needed, including receiving support with issues such as gender identity, sexual orientation, race identity issues, and gang identity issues.

Identified Need

Coordinate student supports for social-emotional needs through clear identification, navigation, assessment, and treatment using clear data and systems.

- Counselors will use the COST process developed coordinated approaches.
- The Wellness Team will increase access to Tier 1 wellness supports including marketing of resources and mental health tools available to all students.
- The Wellness team will increase supports available to students who experience anxiety on campus including check in/check out system.
- The addition of a Wellness Navigator will help increase the number of students seen by CBO partner clinicians using both 1:1 and group counseling track data on a student level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Data Response to question: When I'm feeling upset, stressed, or having problems, there are programs or services at my school that can help me.	2022-23 35% of all students agree/strongly agree	23-24: 80% of all students agree/strongly agree
Number of students referred, assessed, and seen by CBO partner clinicians	2022-23: 118 referrals = 8% of student population 118 referrals to school based counseling via NMCS 99 active or completed episode of care 7 referred to outside resources 13 waitlisted 52 bilingual/bicultural	23-24: 15%-20% student population assessed and seen by CBO partner clinicians (approximately 200 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2022-23 2.5% suspension rate	23-24: Suspension under 2.5% AND with alternative supports
Number of referrals to restorative practices including drug/alcohol counseling	No restorative practices were implemented during school year 2022-23.	23-24: Identify what restorative practices are and begin using with student. Ex: CICO.

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students receive school-wide supports and learn about mental health programs, services, and strategies through coordination of school wide and targeted services and programs (see specifics below)

Strategy/Activity

Leverage restructured Wellness Team, staff and community partnerships (North Marin Community Services, Behavioral Health, Spahr Center & YLI) to promote supports available to all students including -

- Weekly wellness video announcements created by a wide stakeholder team including students
- School-wide approach toward handling stress and anxiety "Wellness Campus 1-2-3-4" protocol posted in all classrooms and athletic team venues
- Quarterly lunchtime wellness activities including Wellness Fairs, Finals Stress Less Week and Spring Wellness Week
- Updated resources that support health and wellness on NHS website and posted around campus
- Access to Wellness Hub space on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	Centralized District Funds - Wellness Specialist - Healthy Novato Initiative
	District Funded

	Centralized District Funds - Wellness Navigator - BHRS Grant
6,600	Other Producing Wellness Announcements for y school wide messaging to all students and supplies
9180	Title II Part A: Improving Teacher Quality Restorative Practice Training, Racial Consciences Training, SPHAR training
10,000	Title II Part A: Improving Teacher Quality Marin Promise- Success Network Training to develop COST and FAST further. Begin a Success Network systems analysis team with CBOs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students referred for counseling services (10-20% of all students) or in need of special social support services.

Strategy/Activity

Increase access to CBO clinicians (1.0 FTE/5 days a week) in order to meet the needs of all students referred for school based mental health services including:

- Small group (weekly for 8 weeks)
- 1:1 counseling (weekly and biweekly)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Centralized District Funds - North Marin Community Services counselors - LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students AND students who are identified for behavioral/discipline and/or social-emotional tier 2 support

Strategy/Activity

Create COST with a CICO Committee to implement tier 2 social-emotional and behavioral supports to:

- Study the Positive Behavioral Interventions and Supports (PBIS)/restorative practices program to implement school wide
- Increase stakeholder engagement and understanding of the evidence-based tier 2 and 3 framework for supporting students behavioral, academic, social, emotional, and mental health
- Create positive, predictable, equitable, and safe learning environments schoolwide
- Establish a plan to clarify Tier I behavioral expectations for classroom teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Unrestricted

Substitutes

District Funded

Centralized District Funds - PBIS Professional Development - BHRS and Educator Effectiveness Grant

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During 2021-22, the implementation of PBIS/restorative practices and MTSS supported wellness on campus and continued the development of a culture that is responsive to diverse stakeholder groups and fosters a “culture of caring” for all. Furthermore, a restorative coordinator addressed behavioral incidents and oversaw Tier I wellness activities but did not stay employed through the remainder of the year or into the following school year.

While wellness supports increased, staff input during professional development sessions, stakeholder groups, and Youth Truth Survey results indicated a need for more precise behavioral expectations and accountability to create a safe school environment with high expectations for all students. The development of a CICO committee and integration of tier 2 supports into the COST, provided for a systematized use of Wellness and CBO supports for more students.

Still relevant in 23-24, the NHS staff worked to create shared values that embraced balancing social emotional and academic needs of students. The School Equity Audit for NHS, published by Dr. Anthony Muhammed, indicated that there is a philosophical polarization among staff members concerning race, income and student language. Furthermore, non-instructional staff and teachers have a significant gap in perception regarding student advocacy. Some of this began to be addressed in the fall of 2023 as the staff explored values, culture, and aspirations for the next five years. Equity was mentioned and addressed in the early stages of the work.

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

There is a commitment to build teacher capacity in restorative practices and develop our skills in using data to develop systems for improvement in 2023-24.

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.

Based on need and strategic planning, NHS has planned for significant restructuring of wellness initiatives for 2023-24. Two new full time Wellness staff members were hired and there was a shifting of roles and responsibilities. Funding was increased to renovate our East Annex to align to Wellness Hub district and county wide standards. The deepening of Wellness into the systems of the school, such as COST and CICO, are two areas of improved growth for the Wellness initiative.

Wellness Hub

Integrate Wellness Hub into campus and broaden scope of work to allow more students to interact with Wellness staff.

Development of CBO support for students through Wellness, Counseling, and Administrative teams through COST.

Use of counseling services from North Marin Counseling

Use of Gang-identity resource group from Turn for students who express concerns in this area.

Weekly Wellness Videos

The Wellness Videos are produced each week and shown in all classes during 4th period on Thursdays. Response of the staff will be taken to see effectiveness.

Wellness Team

A wellness team comprised of students and teachers will refine strategies and activities to increase the sense of shared responsibility and leadership as well as address site challenges. Ongoing into 23-24.

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

Culture of Competence

LEA/LCAP Goal

To support closing the opportunity gap for English Learners, Socioeconomically Disadvantaged Students, students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Implement multi-tiered levels of support to increase student success by identifying targeted students based on attendance, grade, and assessment data and providing wrap around academic and social emotional supports throughout the day.

Identified Need

Currently, the the following issues exist:

- Need to increase school wide attendance ongoing throughout the year
- 52.4% of Hispanic students received a non-passing grade in HS has seen an increase in disengaged Hispanic students as the percentage of Hispanic students has increased over the last six years
- Need to increase the rate of identified English learners to be reclassified as fluent in English
- Need to increase proactive interventions and progress monitoring for target students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance - school wide	2022-23 94.4%	96%
% of Latino/a students passing English and Math classes	73%	Increase by 10%
% of EL students who reclassify from EL/LTEL to RFEP	2022-23 5%	15% reclassification

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/Activity 1

Students to be Served by this Strategy/Activity

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

Targeted 9th grade students, cohort of 10th grade students from 22-23, and all EL students

Strategy/Activity

Targeted 9th grade students will receive additional academic and social emotional supports through required freshmen courses:

- Advisory support course
- Administer universal screener DESSA (an empirical, standardized social and emotional competence (SEC) areas) to all 9th grade students
- Counselors will use DESSA data when sharing information for Student Study Teams (SSTs), 504's and IEPs, and Tier 2 & 3 supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Increase EL supports in both designated and integrated classes with a school-wide context including:

- Data Specialist (TOSA) will collect, analyze, and share formative and summative local assessment (Galileo) and ELPAC data with teachers during teacher professional development sessions and department meetings regarding English learners
- Pilot increased wrap around supports for English learners including addition of electives for language acquisition, bilingual support for instruction in math and CCR to increase speaking, listening experiences and integrate AVID EL instructional strategies.
- Development of EL Newcomer Bridge Summer program for over 40 students to orient them to school before the school year.
- Integration of an EL Coordinator to monitor student progress after baseline ELPAC reports and provide services for students as needed.
- Reduction of EL workshop class size to 1:15 by 2024-25.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Data Specialist TOSA - Centralized District Funds - LCFF Supplemental
9,180	Lottery: Instructional Materials

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Attendance

- In 2022-23, there began a structured intervention approach to attendance that was monitored for areas of strength and improvement- as this was the first year since COVID, attendance is more regular.
- The use of more disciplined approaches to attendance was brought back into practice to help support students with chronic attendance issues. (SARB)

English Learners

- Teachers addressed EL needs in their classrooms. Two teachers were assigned to EL classes specifically.
- A summer bridge program was used to help integrate newcomer students into the school.
- An academy was created for students to take content level courses as a transition between EL course work and being fully mainstreamed.
- The hiring of a new EL Coordinator has helped provide the direct support needed for each EL student.

9th grade student team

- The development and continued commitment of the 9th grade study team has provided a number of successful interventions for certain sectors of the ninth grade.
- Ongoing use of data is helpful to determine what is working and what is needed.
- A more structural approach to developing interventions from the data studies will be implement in the spring of 2024 through partnership with Marin Promise. The focus will be on developing equity initiatives from data studies with critical members of the school community.

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

In the 2022-23 school year, funds were spent as budgeted.

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.

- Changes in Goal 2 will include:
- Additional funding to broaden the scope to support all 9th grade students and the increasing Newcomer population.
- Centralized district funds will allow NHS to hire one Data Specialist (TOSA) to analyze and share data with staff. Additionally, the TOSA will provide direct services to students as a way to pilot new systems of academic intervention.
- An increase of 1.0 FTE for sections dedicated to designated English language acquisition classes will address the needs of students arriving in the US.
- A study of Algebra course work and supports to allow students to receive "in-time" learning for gaps in learning.
- A focus on meeting established metrics for 9th grade students, is an investment in reducing the predictability of outcomes for students based on race and home language.

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

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

Novato High School will increase the development of Proficiency Based Education (PBE) in all content areas by using essential standards, proficiency scales and grading based on student proficiency. Utilizing TLT leaders trained in PBE practices will support the establishment of shared understanding among teaching staff, and help new personnel to understand PBE.

Identified Need

There is a need to Increase student success rate by transitioning from a traditional approach to developing student's skills to Proficiency Based Education. Currently, NHS teachers are at different levels of implementing PBE with fidelity, and there need for consistent PBE practices schoolwide. The staff will reconnect with PBE with identifying the "why" we believe in a proficiency based approach to classroom structures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Social Studies teachers implementing PBE	70% of Social Studies teachers used PBE at the end of the 22/23 school year	100% of Social Studies teachers will be implementing PBE by the end of 23/24 school year.
% Math teachers implementing PBE	50% of Math teachers used PBE at the end of the 22-23 school year	80% of Math teachers will be implementing PBE in the 23/24 school year
% ELA teachers implementing PBE	40% of ELA teachers used PBE at the end of the 22-23 school year	50% of English teachers will be implementing PBE in the 23/24 school year
% Science teachers implementing PBE	50% of Science teachers used PBE at the end of the 22-23 school year	80% of the Science teachers will implement PBE in the 23/24 school year

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Create strong agendas in the School Leadership Team (SLT) to increase the quality and consistency of departmental PBE practices including unit guides, rubrics, and alternative assessments through monthly PLC meetings.
- The Teacher Leader Team will plan and implement two groups - one for more advanced PBE practitioners and one for new staff and emerging PBE teachers.
- Department Chairs will address PBE practices in department meetings to increase the use of site created PBE scales and rubrics.
- For departments who have not yet fully implemented PBE, compensated time outside of regular work dat will be offered to accelerate implementation.
- PBE resources will be offered to new staff members to support implementation of PBE schoolwide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title II Part A: Improving Teacher Quality
Professional Development

District Funded
Teacher Leader Team supported PD -
Centralized District Funds - CSLA and Teacher Effectiveness Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Voice
Increase student input regarding PBE, The Data Specialist and TLT leaders will create student surveys, analyze results and share findings with staff to help support implementation of PBE schoolwide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Given the difficult transition back from pandemic learning restrictions and what our Equity Audit described as subversive resistance to school wide change efforts to support the success of all students, TLT decided to invest time in establishing a school wide grading philosophy with input from all teachers and staff members. This teacher led effort took a lot of time and effort but was effective in talking through some of the philosophical differences that resulted in different levels of rigor, support, and grading practices. Arriving at consensus on a school-wide values increased our communication with students and families and laid the foundation for growth this year in more consistent classroom practices. The development of PBE through the Teacher Leaders is inconsistent given the lack of department leads for all department. The development of a school leadership team, that infuses the department chairs and Teacher Leaders allow for information to be shared and plans developed with all department stakeholders included. The implementation of strong PBE practices are inconsistent based on the leader and development of the Teacher Leader organization.

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

No major differences.

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.

For 2023-24 -

- NHS will create department professional learning to further the development of PBE school wide. The School Leadership Team will coordinate and share professional learning across the departments and school-wide.
- New teachers will receive support from TLT members to learn all aspects of PBE.
- Student voice (by way of student surveys) will also be considered in planning how to implement PBE with fidelity.
- Preparing workshops to address the larger implications of PBE in classroom/instructional/assessment practices will be considered to compliment the ongoing focus on grading.

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	\$34,180
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,960.00

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 (\$)
Title II Part A: Improving Teacher Quality	\$34,180.00

Subtotal of additional federal funds included for this school: **\$34,180.00**

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

State or Local Programs	Allocation (\$)
General Fund	\$3,000.00
Lottery: Instructional Materials	\$9,180.00
Other	\$6,600.00
Unrestricted	\$5,000.00

Subtotal of state or local funds included for this school: **\$23,780.00**

Total of federal, state, and/or local funds for this school: **\$57,960.00**

School Site Council Membership

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

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

Name of Members	Role
Michelle Cortez (Designee)	Principal
Oscar Galdamez	Other School Staff
Laura Roberts	Classroom Teacher
Nicole Slavin	Classroom Teacher
Shannon Morgan Miller	Other School Staff
Alysha Lee	Secondary Student
Magnes Hodges	Secondary Student
Molly Hodges	Parent or Community Member
Lisa Devora	Parent or Community Member
Sarah Donaldson	Parent or Community Member
Janelle Mitnick	Classroom Teacher

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
<i>Sandra Ramirez</i>	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 28, 2022.

Attested:



Laura Roberts

Principal, on November 14, 2023

SSC Chairperson, on November 14, 2023