

School Plan for Student Achievement Gateway High School



7/1/24-6/30/25

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Our parent involvement policy can
be found by clicking [here!](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gateway High School	10621171031004	May 20, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

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.

Within our SPSA we have created a plan that focuses on student achievement. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our Mathematics and English Language Arts achievement, increased graduation rates, and decreased suspension rates for the following subgroups: Hispanic students, English Learners, Foster Youth and students with disabilities which aligns with our CSI status and goals.

Educational Partner Involvement

How, when, and with whom did Gateway High 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

Our educational partners, including but not limited to our SSC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent SSC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:

*An increased focus on schoolwide intervention (academic, behavior, and SEL)

*Continue to provide students with opportunities to explore various college and career opportunities after high school

*Continued use of Teaching Fellows to support in ELA and Mathematics

*Continued mathematics intervention during the instructional day

Resource Inequities

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

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

Based on a review of quantitative data along with staff, student, and parent input, we found a resource inequity exists within our program in the area of suspension rates within our EL, Foster Youth, Hispanic, SPED, and SD subgroups. Our needs assessment and data analysis revealed these inequities and our site team will provide professional learning for staff around trauma informed practices, restorative justice approaches, and research-based practices that will allow us to close the suspension gap. Math, ELA information was gathered and analyzed by stakeholders to help target areas covered in CSI. Gateway High School is working closely with our department leads to create a specific intervention during the school day to support students in ELA and Mathematics. Suspensions are being monitored more closely and two intervention classes have been put into place to assist with counseling and working with students to help prevent suspensions. These intervention classes also assist in transitioning student returning from a suspension. The Teaching Fellows Program has also been utilized to help establish a strong rapport with students, so students have individuals to talk to closer to their age and are modeling appropriate behaviors. A behavior management flow chart has also been created and will be monitored closely as it relates to suspensions and in communicate existing suspension structures and procedures. Current structures will also be reviewed in relationship to what is working and what is not working and in need or revising. The dashboard indicators will constantly be monitored on a regular basis.

Gateway is a unique school as it is an alternative education campus and is one of our DASS schools. Many students who come to Gateway are placed there due to behavioral or academic concerns and may have higher needs than their peers who are attending comprehensive sites. This brings many challenges as students may need increased academic support or increased social-emotional support. Another challenge is due to the transiency of our student population. Students who start the year at Gateway have a goal of getting back to the comprehensive site and vice versa; making the tracking of data difficult as we are nearly never comparing the same student's data annually.

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.

*Overall Red Indicators include: Suspension Rates, English Language Arts, and Mathematics

*There are no overall indicators in orange

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.

The following subgroups have two or more indicators below the all student performance level in the following areas:

*There are no subgroups below the "all student" performance

Additionally, the following indicators are red on our dashboard for the following subgroups:

*Suspension Rates: English Learners, SED, SWD, Hispanic, and Foster Youth

*English Language Arts: SED

*Mathematics: SED

Other Needs

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

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

Mathematics:

*Continued use of IXL to provide support in areas where students have learning gaps

*Monitoring of D/F grades at grading periods

*Use of IXL diagnostic data

English Language Arts:

*Continued use of IXL to provide support in areas where students have learning gaps

*Monitoring of D/F. grades at grading period

*Use of IXL diagnostic data

Suspension Rates:

*Continued behavior intervention supports

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

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	62.3 points below standard	2022-2023	194 points below standard
2021-2022	33.8 points below standard	2021-2022	175.3 points below standard
2018-2019	63.8 points below standard	2018-2019	149.5 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	
EL		EL	
SED	83.8 points below standard	SED	207.4 points below standard
Hispanic	44.4 points below standard	Hispanic	196.3 points below standard
Asian		Asian	
AA		AA	
Two or More Races		Two or More Races	

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>As funds allow, categorical funds will support with the following strategies/activities listed to support the student performance and achievement goals in the area of English Language Arts and Mathematics:</p> <ol style="list-style-type: none"> 1. Gateway High School staff was able to hire and utilize Intervention supports for both math and ELA as well as purchase additional technology supports for our students. We were not able to implement PD specific to math and ELA. Supplemental instructional materials and subscriptions were purchased to assist in both ELA and Mathematics. 2. Technology is constantly being utilized in every classroom to enhance the educational opportunities of our students. Computers, projectors, screen beams, TV's, headphones and various accessories are purchased yearly to help enhance instruction in the classroom.

3. Professional development is offered to ensure best practices and to provide staff with new, innovative strategies that are researched based. Staff development opportunities are presented to staff throughout the school year and may include ELA, math, and science instruction as well as improve classroom management strategies, increase student motivation, reduce suspensions, raise attendance and keep up with the latest emerging technology.

4. Materials have been purchased to assist our EL students acquire English as a second language.

5. Intervention instructional aides help the teachers in articulating curriculum to the students. Students are pulled from PD and provided with additional support in ELA and mathematics. They support student learning; help run small group instruction and assist in engaging students with their class work.

6. The Teaching Fellows Program are young college age adults who assist students in making appropriate decisions and keep students engaged in learning the curriculum. This will ultimately help lower suspensions and keep students in school by developing positive relationships with our students. The Teaching Fellows Program provides positive role models and assist in connecting students with school.

Identified Need(s)

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Continue using paraprofessionals and teaching fellows
 Continue using IXL as an intervention tool
 Continue, walk-through observations
 Continue grade level PLC
 Continue SEL Blocks (CSI, Drug Ed., Outreach program)
 Refine our instructional practices around writing with special considerations for our SED, SWD and EL subgroups
 Increase academic supports in language acquisition for our English Language Learners
 Increase academic supports in math for all students, with special consideration for our SWD and EL subgroups
 Increase the levels of tier 2 and tier 3 academic and SEL supports each week by building in intervention time every Thursday

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Gateway High School will exceed overall scores in English Language Arts and Mathematics by 3% compared	G1 A1: Increase opportunities for all students to participate in ELA and Math intervention along with intervention necessary for success	1. Use of CFAs and coursework completion 2. IXL diagnostics in ELA and Math 3. District assessment results	1. All teachers will participate in intervention or	1. Continue to have 100% of our teachers will participate in

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
to like schools with special consideration for EL and SED students.	<p>in all classes on a six-week basis. Additionally, every six weeks, students who are passing all classes will be provided with enrichment opportunities of their choice. SED students will be provided with additional intervention opportunities during the school day.</p> <p>Strategies will also include: *Supplemental staffing / stipends / teaching fellows' staff to provide interventions *Supplemental intervention materials/supplies *Supplemental materials / supports for EL students *Supplemental technology supports *Parent workshops and Parent involvement opportunities</p>	4. Growth on CA Dashboard in ELA and Math with a focus on EL, Hispanic, and SED students.	<p>enrichment instruction</p> <p>2. IXL data was used by math teachers and one ELA teacher in 2023-2024</p> <p>3. SED students were 83.8 points below standard and declined 34 points on the 2023 CAASP.</p> <p>4. Subgroup data on CA Dashboard not available</p>	<p>intervention or enrichment instruction</p> <p>2. IXL data usage will be implemented across core academic subject areas in 2024-2025</p> <p>3. SED students will increase 5% on 2024 CAASP</p> <p>4. Gateway will reclassify 25% of EL students</p>
	G1 A2: Utilization of Online resources: ELA and Math will utilize online diagnostic tools to identify individual student strengths and areas for improvement.	<p>1. Pre and post assessment data in ELA and Mathematics using IXL</p> <p>2. Attendance data will be collected for lunchtime intervention</p> <p>3. IXL diagnostic assessments administered in ELA and Math every Thursday to inform instruction</p> <p>4. Review class and individual student reports to identify common areas of difficulty and adjust lesson plans accordingly.</p>	1-4. Baseline IXL data in ELA and Math will be collected every 6 weeks for each individual student	<p>1. Score increase between pre and post assessment data</p> <p>2. Students who require intervention will attend at least 80% of the</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
				<p>intervention Thursdays</p> <p>3. Individual student IXL diagnostic data will increase throughout the year in the area that intervention is provided</p>
	<p>G1 A3: PLC teams will utilize identified essential standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.</p>	<p>1. PLC Agendas will include standards and data evaluated 2. Intervention data collection and analysis using IXL diagnostics every 6 weeks 3. Classroom walk-throughs and observations looking for common assessment use, IXL and standards based instruction</p>	<p>1-4 PLC attendance by admin in ELA and Math</p>	<p>1-4 Consistent implementation of IXL intervention tool and CFAs for student data analysis</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>Additional supports will be provided for our SED populations as indicated in the actions above. Additionally, our transitions team supports our EL, SED, and FY students by providing supports around goal setting, organization, etc.</p>	<p>Our lowest performing subgroup is our SED student group who we provide with additional interventions.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Increase opportunities for all students to participate in ELA and Math intervention along with intervention necessary for success in all classes on a six-week basis. Additionally, every six weeks, students who are passing all classes will be provided with enrichment opportunities of their choice. SED students will be provided with additional intervention opportunities during the school day.</p> <p>Strategies will also include: *Supplemental staffing / stipends / teaching fellows' staff to provide interventions *Supplemental intervention materials/supplies *Supplemental materials / supports for EL students *Supplemental technology supports *Parent workshops and Parent involvement opportunities</p>	<p>*All Students *EL Students * SWD * SED</p>	<p>156,931.35 ESSA: School Improvement</p> <p>2,333.47 Title III English Learner</p> <p>112,133.15 LCAP SEC INTERV STIPENDS</p>
<p>G1 A2: Utilization of Online resources: ELA and Math will utilize online diagnostic tools to identify individual student strengths and areas for improvement.</p>	<p>*All Students *EL students *SWD *SED</p>	<p>64591.62 Title I</p>
<p>G1 A3: PLC teams will utilize identified essential standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.</p>	<p>*All students</p>	<p>23,398.75 LCAP Supplemental</p>

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

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023		2022-2023	24.3% suspended at least one day
2021-2022		2021-2022	22% suspended at least one day
2018-2019		2018-2019	26.8
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	35.3% suspended at least one day
EL		EL	13.6% suspended at least one day
SED		SED	26.4% suspended at least one day
Hispanic		Hispanic	24.3% suspended at least one day
Asian		Asian	14.7% suspended at least one day
AA		AA	40.9% suspended at least one day
Two or More Races		Two or More Races	15.4% suspended at least one day

Annual Review	
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.	
Our site team and specifically our leadership team, have been diligent in the implementation of a number of behavior interventions throughout the year. The team has also been closely monitoring student behavior data to make needed adjustments in behavior interventions to meet the needs of students.	
Identified Need(s)	
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.	
Based on our data analysis and needs assessment, we need to:	

*Increase behavior supports for students who have a high suspension rate with special considerations for our EL, Foster, Hispanic, SED, and SWD.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
<p>Decrease suspension rates from 24.3% to 20.3% in our All-Student group.</p> <p>Decrease SWD, EL, Foster, Hispanic, and SED suspension rates by at least 1% each.</p>	<p>G1 A1: Increase behavior reviews with students every two weeks. Utilize our Home School Liaison and other translation supports to increase communication to our EL parents.</p> <ul style="list-style-type: none"> * Increase the support of our Transition SRL's to assist in preventative measures for our foster youth and SED students. *Allow students opportunities to earn PBIS for positive behavior. *Provide ongoing professional development to staff to support behavioral needs. *Provide opportunities for parents to attend evening workshops related to the major behavioral issues we are seeing on campus. 	<ul style="list-style-type: none"> *Behavior reports from Q * Suspension Data * Suite 360 Data * PBIS Reward Data 	<p>Percent of students suspended at least one day: 24.3%</p>	<p>Percent of students suspended at least one day: 20.3%</p>
	<p>G1 A2: Continued implementation of PBIS Rewards and Suite 360. Promote positive student behavior through celebrations, behavior expectation reminders, and intentional classroom conversations during our homeroom period.</p>	<ul style="list-style-type: none"> *Behavior reports from Q * Suspension Data * Suite 360 Data * PBIS Reward Data 	<p>Percent of students suspended at least one day: 24.3%</p>	<p>Percent of students suspended at least one day: 20.3%</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Decrease the number of students who are chronically absent by 10% across our campus. Specifically for our SED and SWD subgroups.	G2 A1: Increase communication and awareness to families around absences and importance of school attendance.	*Monthly Instant Connect announcements sent out to families regarding the importance of attendance. *Personal phone calls to all students who have unexcused absences.	Data to be collected this year establish baseline data	Decrease the overall chronic absenteeism rate by 10%
	G2 A2: Hire a Home School Liaison/Mentor to support with family engagement, home visits, and to provide supplemental support to our area Student Attendance Officer	*Weekly attendance reports *On-going attendance data reviewed weekly	Data to be collected this year establish baseline data	Decrease the overall chronic absenteeism rate by 10%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transition team and SRL's provide additional SEL supports for EL, SED, and FY students.	Our students with the highest suspension rates are our AA subgroup. They are included in the actions above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Increase behavior reviews with students every two weeks. Utilize our Home School Liaison and other translation supports to increase communication to our EL parents. * Increase the support of our Transition SRL's to assist in preventative measures for our foster youth and SED students. *Allow students opportunities to earn PBIS for positive behavior. *Provide ongoing professional development to staff to support behavioral needs. *Provide opportunities for parents to attend evening workshops related to the major behavioral issues we are seeing on campus.	All Students SWD Hispanic EL SED AA Foster Youth	10,000 LCAP SEC INTERV STIPENDS

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A2: Continued implementation of PBIS Rewards and Suite 360. Promote positive student behavior through celebrations, behavior expectation reminders, and intentional classroom conversations during our homeroom period.	All Students SWD Hispanic EL SED AA Foster Youth	20,000 Title I
G2 A1: Increase communication and awareness to families around absences and importance of school attendance.	All Students	2,412.15 Title I Part A: Parent Involvement
G2 A2: Hire a Home School Liaison/Mentor to support with family engagement, home visits, and to provide supplemental support to our area Student Attendance Officer	All Students	85,000 Title I

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

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Graduation Rate		College/Career Report	
2022-2023	77.4% graduated	2022-2023	7.7 Prepared
2021-2022	73.1% graduated	2021-2022	
2018-2019	73.5	2018-2019	2.4
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
EL	72.7% graduated	EL	0 Prepared
SED	78.7% graduated	SED	5.4 Prepared
Hispanic	83.6% graduated	Hispanic	6.8 Prepared
Asian		Asian	
Two or More Races		Two or More Races	

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>*Gateway has hired an intervention teacher to provide additional support for students throughout the school day. The intervention teacher is pulling students out 2 days a week and is focusing on math and ELA.</p> <p>*Gateway has continued to utilize Engenuity for credit recovery to help students graduate who are behind in credit and we have seen increased success with this.</p>
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Students will graduate ready and prepared for their individual post secondary experience - college or career.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
			Baseline Data	Expected Outcome
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase the graduation rate	G1 A1: Increase the rate of graduation by monitoring students to be sure they are meeting all graduation requirements. *College Career Indicators (CCI) will be reviewed with students and included as part of their one-on-one meetings with counselors.	*Academic counselors will meet with individual students to set goals and create plans to meet credit requirements. Counselors will document conferences with students.	Baseline data will be collected during the 24-25 school year	Increase in the number of students graduating
	G1 A2: Provide intentional intervention for those students at risk of not graduating	*Students at risk of not graduating will be provided with additional support and time in Engenuity during structured intervention time.	Baseline data will be collected during the 24-25 school year	Increase in the number of students graduating

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our SWD, EL, and SED students. Transitions will also provide additional opportunities for our EL, SED, and FY students.	Our lowest subgroup for CCI is our EL subgroup, so we plan to provide additional resources and information to EL students around college and career readiness and options for college or career.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Increase the rate of graduation by monitoring students to be sure they are meeting all graduation requirements. *College Career Indicators (CCI) will be reviewed with students and included as part of their one-on-one meetings with counselors.	All Students	
G1 A2: Provide intentional intervention for those students at risk of not graduating	All Students	part of goal 1

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	\$\$174,337.24
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$476,800.49
Total Federal Funds Provided to the School from the LEA for CSI	\$156,931.35

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$23,398.75	0.00
Title III English Learner	\$2,333.47	0.00
LCAP SEC INTERV STIPENDS	\$122,133.15	0.00
Title I	\$169,591.62	0.00
Title I Part A: Parent Involvement	\$2,412.15	0.00
ESSA: School Improvement	\$156,931.35	0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$169,591.62
Title I Part A: Parent Involvement	\$2,412.15

rCalc_TotbyFSGrpFederal_50_FundSrc}	\$
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Subtotal of additional federal funds included for this school: \$172,003.77

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 (\$)
ESSA: School Improvement	\$156,931.35
LCAP SEC INTERV STIPENDS	\$122,133.15
LCAP Supplemental	\$23,398.75
Title III English Learner	\$2,333.47

Subtotal of state or local funds included for this school: \$304,796.72

Total of federal, state, and/or local funds for this school: \$476,800.49

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:

Name of Members	Role
Steve Pagani	Principal
Ruth Jones	Teacher
Jenny Mammen	Teacher
Michele Niehoff	Teacher
Chris Fisher	Other Staff Member
Lena Patendis	Parent Member
Laurie Bordwine	Parent Member
Deborah Bohannan	Parent Member
Ace Keller	Parent Member or Secondary Student
Aaron Santibanez	Parent Member or Secondary Student

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:

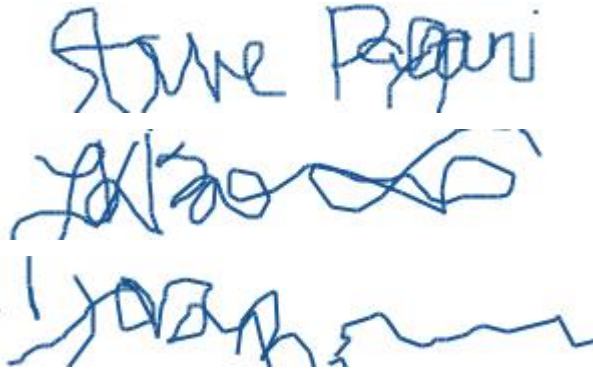
- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

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 5/20/2024.

Attested:



Principal, Steve Pagani on 5/20/2024

SSC Chairperson, Laurie Bordwine on 5/20/2024

Other Committee Member (optional), Debra Bohannan on 5/20/24