

School Plan for Student Achievement

Mountain View Elementary



7/1/24-6/30/25

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You can access the
Parent Involvement
Policy [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
Mountain View Elementary School	10-62117-6104624	May 13, 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 site goals aligned with LCAP goals. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our California areas of academic achievement and school culture for the following subgroups: English Learners, Socioeconomically Disadvantaged, and Hispanic.

Educational Partner Involvement

How, when, and with whom did Mountain View Elementary 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, ELAC, 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 and ELAC 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:

*Focused intervention groups based on iReady Data

*Alternatives to and interventions for suspendible behaviors.

*Direct instruction for English Language Learners

*Parent Resource library

- *Title 1 Parent Night
- *Teacher professional development opportunities
- *Monthly PBIS meetings with behavior analysis to be shared at monthly staff meetings
- *Weekly Positivity Project lessons in the classroom school wide
- *Second Step lessons weekly in classrooms
- *Quarterly PBIS Student Incentive assemblies/activities for meeting academic and behavior expectations
- *PBIS tickets
- *PBIS store regularly updated

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: N/A
- *Overall Orange Indicators include: Suspension Rates

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.

- We have no student groups that are two below our all student groups indicator on the CA dashboard. However, we have the following student groups in red:
- *English Learner Progress: English Learners
 - *Suspension Rates: SED and Hispanic

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:

- *Character education
- *Support when absent from school

2024 SART Parent Survey indicates improvement needs in the following areas:

- *Valuing ethnicity/culture
- *Communication/notification of school events

2024 CUSD Staff Climate Assessments indicates needs for improvement in the following areas:

- *PLC understanding and implementation
- *Staff acknowledgement

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	31 points above standard	2022-2023	0.9 points above standard
2021-2022	22.9 points above standard	2021-2022	5.6 points below standard
2018-2019	15.8 points above standard	2018-2019	9.1 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	42.7 points below standard	SWD	77 points below standard
EL	5.2 points above standard	EL	8.3 points above standard
SED	13.7 points above standard	SED	14.8 points below standard
Hispanic	14.2 points above standard	Hispanic	20.6 points below standard
Asian	40.5 points above standard	Asian	42.4 points above standard
AA	5.7 points above standard	AA	16.5 points below standard
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.
2022-2023 Goal 1: Tier 3 Pull-Out intervention was available for grades 1-6. Sports Lab for grades 4-6 Direct ELD instruction for grades K-6
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:

*Refine our instructional practices around writing in grades K-6 for all students with special considerations for our 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, SED, Hispanic and AA subgroups

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>Increase academic achievement in all grade levels as measured by District assessments for Grades TK through 2nd and by SBAC Expected Growth Targets and % met or exceeded for Grades 3 through 6.</p>	<p>G1 A1: Modify our MTSS model and increase intervention supports available for our lowest performing students.</p> <p>Strategies will include: *Intervention staffing *supplemental materials and resources *technology and/or technology devices *BIA support for our English Learners *supplemental materials for EL students</p>	<ol style="list-style-type: none"> 1. Common Formative Assessments as part of each instructional unit of study 2. Formative Assessments in each Intervention Cycle 3. Diagnostic data (iReady, STAR AR,, etc) quarterly 4. TGLE Data Dashboard - Monthly 5. PLC Notes/Strategies Employed 6. Intervention Rosters 7. Summative SBAC data 	<p>1. iReady ELA Spring (2024) CAASPP Projections: *Overall 53% of students will score Standard Met/Exceeded. 2. 2022-23 CAASPP Performance: *Overall- 63% students scored Standard Met/Exceeded. *Subgroups:</p> <ul style="list-style-type: none"> • Black/African American: 59% students scored Standard Met/Exc eeded 	<ol style="list-style-type: none"> 1. 2024 CAASPP ELA- *Overall 56% of students will score Standard Met/Exceeded. 2. 2022-23 CAASPP Performance: *Overall- 66% students scored Standard Met/Exceeded. *Subgroups: <ul style="list-style-type: none"> • Black/African American: 62% students scored Standard Met/Exceeded • Hispanic/Latin

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
			<ul style="list-style-type: none"> • Hispanic/Latino : 60% students scored Standard Met/Exceeded • SED: 53% students scored Standard Met/Exceeded • ELL: 24% students scored Standard Met/Exceeded • SWD- 15% students scored Standard 	<ul style="list-style-type: none"> o: 63% students scored Standard Met/Exceeded • SED: 56% students scored Standard Met/Exceeded • ELL: 27% students scored Standard Met/Exceeded • SWD- 18% students scored Standard Met/Exceeded

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>Met/Exceeded</p> <p>3. iReady Math Spring (2024) CAASPP Projections: *Overall 40% of students will score Standard Met/Exceeded.</p> <p>4. 2022-23 CAASPP Performance: *Overall- 55% students scored Standard Met/Exceeded. *Subgroups:</p> <ul style="list-style-type: none"> • Black/African American: 50% students scored Standard Met/Exceeded • Hispanic/Latino: 48% student 	<p>2. 2024 CAASPP Math- *Overall 43% of students will score Standard Met/Exceeded.</p> <p>4. 2022-23 CAASPP Performance: *Overall- 58% students scored Standard Met/Exceeded. *Subgroups:</p> <ul style="list-style-type: none"> • Black/African American: 53% students scored Standard Met/Exceeded • Hispanic/Latino: 51% students scored Standard

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
			<ul style="list-style-type: none"> • s scored Standard Met/Exceeded • SED: 48% students scored Standard Met/Exceeded • SWD: 15% students scored Standard Met/Exceeded 	<ul style="list-style-type: none"> • Met/Exceeded • SED: 51% students scored Standard Met/Exceeded • SWD: 18% students scored Standard Met/Exceeded
	G1 A2: Tier 3 Intervention offered to students to support student achievement in the classroom.	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in reading and math 	Baseline data in all 3 areas will be collected in the fall for each individual student	<ol style="list-style-type: none"> 1. Increase between pre and post assessment data 2. Students will attend at least

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>80% of the intervention days</p> <p>3.iReady diagnostic data will increase throughout the year in the area that intervention was provided</p>
	<p>G1 A3: After school Academic Lab is offered to students 3 days a week to work on homework and missing assignments.</p> <p>Strategies may include: *staffing stipends or intervention staffing *supplemental materials and resources</p>	<p>1.Attendance at intervention. 2. Report card grade progress. 3. Number of missing assignments 4. iReady Diagnostics in reading and math</p>	<p>Baseline data in all 4 areas will be collected quarterly for each student enrolled.</p>	<p>1. Students will attend a minimum of 80% of their assigned days. 2. Increase in report card grades. 3. Number of missing assignments will decrease. 4. iReady diagnostic data will increase throughout the year</p>
	<p>G1 A4: Sports lab is required two days a week for students enrolled in co-curriculars with GPAs below 2.0.</p>	<p>1.Attendance at intervention. 2. Report card grade progress. 3. Number of missing assignments 4. iReady Diagnostics in reading and math</p>	<p>Baseline data in all 4 areas will be collected seasonally for</p>	<p>1. Students will attend a minimum of 80% of their assigned days.</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
			each student enrolled.	2. Increase in report card grades. 3. Number of missing assignments will decrease. 4. iReady diagnostic data will increase throughout the year
English Learner students will demonstrate one year of growth on the ELPAC Summative Assessment and 20% of our English Learners will reclassify.	G2 A1: Provide direct intervention supports for our English Learners. Strategy includes: *supplemental materials *staffing *translation as needed	1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in reading and math 4. Summative ELPAC data	Baseline data in all 4 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3. iReady diagnostic data will increase throughout the year in the area that intervention was provided 4. Students will move one level

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
				on their ELPAC scores.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting.	Goal 2 is dedicated to our EL subgroup which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Modify our MTSS model and increase intervention supports available for our lowest performing students. Strategies will include: *Intervention staffing *supplemental materials and resources *technology and/or technology devices *BIA support for our English Learners *supplemental materials for EL students	*All Students *ELL Students	62,258.24 Title I
G1 A2: Tier 3 Intervention offered to students to support student achievement in the classroom.	*All Students *ELL students *SWD	19702.11 LCAP Supplemental 122,925.08 Title I 1171.43 Title I Part A: Parent Involvement

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
		6788.29 Title III English Learner
G1 A3: After school Academic Lab is offered to students 3 days a week to work on homework and missing assignments. Strategies may include: *staffing stipends or intervention staffing *supplemental materials and resources	*All 4th-6th grade students	0 District Funded
G1 A4: Sports lab is required two days a week for students enrolled in co-curriculars with GPAs below 2.0.	*All 4th-6th grade students	
G2 A1: Provide direct intervention supports for our English Learners. Strategy includes: *supplemental materials *staffing *translation as needed	*ELL Students	20885.30 LCAP Supplemental

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	20.8% Chronically Absent	2022-2023	4.8% suspended at least one day
2021-2022	32.1% Chronically Absent	2021-2022	3.1% suspended at least one day
2018-2019	8.4	2018-2019	2.2
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	34.6% Chronically Absent	SWD	3.8% suspended at least one day
EL	14.7% Chronically Absent	EL	2.6% suspended at least one day
SED	25.3% Chronically Absent	SED	6.2% suspended at least one day
Hispanic	20.8% Chronically Absent	Hispanic	6.9% suspended at least one day
Asian	9.2% Chronically Absent	Asian	0.9% suspended at least one day
AA	30.6% Chronically Absent	AA	10% suspended at least one day
Two or More Races	39.1% Chronically Absent	Two or More Races	3.8% 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.
This is a new goal for Mountain View Elementary.
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.
*Our suspension rates for Socioeconomically Disadvantaged and Hispanic students are both indicated in red and therefore, must be addressed to improve.
*It has been noted that students are not differentiating school behaviors from home behaviors--they talk and problem solve at school the way they do with siblings/friends at home by using inappropriate language and physical force rather than working toward polite and peaceful solutions or

seeking adult help. This is evidenced by Mountain View's 2023-24 student LCAP responses to questions about how students feel other students treat adults and each other.

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>1. Decrease suspension rates for ALL students.</p>	<p>G2 A1: Provide Parent Nights/Resources that address specific areas of development including adapting behaviors to your social environment (home vs. school);</p> <p>This will utilize purchased curriculum and district personnel; Also, we will utilize CIA to help develop staff strategies through professional development site.</p>	<p>*Student LCAP Survey *Parent LCAP Survey *Attendance rates *Suspension rates *MTSS</p>	<p>2023-24 suspension rate as of 5/7/24 is 2.98% (a decrease of 1.29%)</p>	<p>2024-25 suspension rate to decrease to 1.69%</p>
	<p>G2 A2: Provide daily social/emotional lessons in the classrooms.</p>	<p>*Student LCAP Survey *Parent LCAP Survey *Attendance rates *Suspension rates *MTSS</p>	<p>*30% of classroom teachers implement daily social/emotional lessons in the classroom. *On the 2023-24 Student LCAP Survey, 50% of students reported that "students in my school care about each other."</p>	<p>*100% of classrooms will be implementing daily social/emotional lesson. *2024-25 Student LCAP Survey, 80% of students will report that "students in my school care about each other."</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
	G2 A3: Provide character building and multicultural books selections in our school library.	*Student LCAP Survey and Comments	*On the 2023-24 Student LCAP Survey, 50% of students reported that "students in my school care about each other." *76% of students feel that teachers connect class lessons with real life. *2023-24 LCAP Student Survey comments indicated students want updated books in the library and items related to taking care of each other and their environment.	*2024-25 Student LCAP Survey, 80% of students will report that "students in my school care about each other." *2024-25 Student LCAP Survey comments will indicate availability of updated library books focused on social/emotional and character building.
	G2 A4: Provide Student Relations Liaison to support students social/emotionally and behaviorally and to provide social/emotional lessons.	*Student LCAP Survey *Parent LCAP Survey *Parent SART Survey *Suspension rates	2023-24 suspension rate as of 5/7/24 is 2.98% (a decrease of 1.29%) *On the 2023-24 Student LCAP	2024-25 suspension rate to decrease to 1.69% *2024-25 Student LCAP Survey, 80% of students will

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
			Survey, 50% of students reported that "students in my school care about each other." *76% of students feel that teachers connect class lessons with real life. *2023-24 LCAP Student Survey comments indicated students want updated books in the library and items related to taking care of each other and their environment.	report that "students in my school care about each other." *2024-25 Student LCAP Survey comments will indicate availability of updated library books focused on social/emotional and character building.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
*Provide information to families translated to their home language whenever possible. *Multicultural Week activities, Abilities Awareness Week activities, Kindness Week *Include Social/Emotional lessons and messages in morning announcements.	SED and Hispanic students as previously mentioned, but suspension rates overall are on the higher end.

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Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G2 A1: Provide Parent Nights/Resources that address specific areas of development including adapting behaviors to your social environment (home vs. school);</p> <p>This will utilize purchased curriculum and district personnel; Also, we will utilize CIA to help develop staff strategies through professional development site.</p>	<p>*All students *SED *SWD *Hispanic</p>	<p>1428.72 Title I Part A: Parent Involvement</p>
<p>G2 A2: Provide daily social/emotional lessons in the classrooms.</p>	<p>*All students *SED *SWD *Hispanic</p>	<p>12212.21 LCAP Intervention</p> <p>2090.88 Title I Part A: Parent Involvement</p>
<p>G2 A3: Provide character building and multicultural books selections in our school library.</p>	<p>*All students *SED *SWD *Hispanic</p>	<p>10,000 Title I</p>
<p>G2 A4: Provide Student Relations Liaison to support students social/emotionally and behaviorally and to provide social/emotional lessons.</p>	<p>*All students *SED *SWD *Hispanic</p>	<p>78561.92 Title I</p>

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	\$285,224.56
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$338,024.18
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$40,587.41	0.00
Title III English Learner	6788.29	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$273,745.24	0.00
Title I Part A: Parent Involvement	\$4,691.03	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	\$273,745.24
Title I Part A: Parent Involvement	\$4,691.03
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$278,436.27

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 (\$)
District Funded	\$0.00
LCAP Intervention	\$12,212.21
LCAP Supplemental	\$40,587.41
Title III English Learner	\$6,788.29

Subtotal of state or local funds included for this school: \$59,587.91

Total of federal, state, and/or local funds for this school: \$338,024.18

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
Tom Wright	Principal
Jessica Hatamaria	Teacher
Amy Byrom	Teacher
Arianna Salazar	Teacher
Ashley Hall	Other Staff Member
Carlee Xayoudum, PAC Representative	Parent Member
Angelo Noriega	Parent Member
Preston VanCamp	Parent Member
Melissa Pelton	Parent Member or Secondary Student
Mirna Villareal	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:

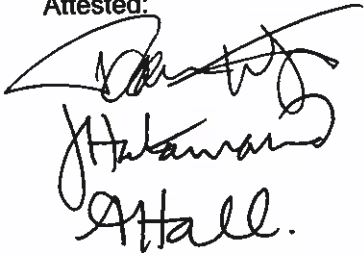
- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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 5/13/24.

Attested:



Handwritten signatures of Tom Wright, Arianna Salazar, and Ashley Hall.

Principal, Tom Wright on 5/13/24

SSC Chairperson, Arianna Salazar on 5/13/24

Other Committee Member (optional), Ashley Hall on 5/13/24