

School Plan for Student Achievement Cedarwood Elementary



7/1/24-6/30/25

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Our parent involvement
policy can be found here:

[Click 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
Cedarwood Elementary School	10-62117-6113575	May 14, 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 growth on local and state assessments. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of English Language Arts, Mathematics and Chronic Absenteeism for the following subgroups: Socioeconomically Disadvantaged, English Language Learners, Students with Disabilities, and students of two or more races. Our site is in ATSI for chronic absenteeism for our two or more races subgroup.

Educational Partner Involvement

How, when, and with whom did Cedarwood 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: continue to hire high quality intervention teachers/instructional assistants, allocate money for professional development, substitute teachers, and continue allocating money for supplemental supplies and technology.

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 parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and or Two or More Races subgroup. Our analysis illustrated for us that our parents, specifically from our two or more races and EL subgroups, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison. Our site is in ATSI this year for the area of chronic absences for our two or more races subgroup.

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.

*No overall indicators were in red

*Overall Orange Indicators include: Chronic Absenteeism for All Students.

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.

*Red Indicators include: Chronic Absenteeism for English Learners, Socioeconomically Disadvantaged Students, Asian Students, and Students of Two or More Races; Students with Disabilities in English Language Arts and Mathematics.

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:

*Absenteeism is our biggest area for growth across the indicators

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	28 points above standard	2022-2023	16.2 points above standard
2021-2022	25.2 points above standard	2021-2022	14.2 points above standard
2018-2019	54.7 points above standard	2018-2019	41.8 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	74.4 points below standard	SWD	102.3 points below standard
EL	0.3 points below standard	EL	10.1 points below standard
SED	0.1 points below standard	SED	21.4 points below standard
Hispanic	11.2 points above standard	Hispanic	2.6 points below standard
Asian	31.8 points above standard	Asian	15.5 points above standard
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>Services and strategies implemented to reach goal 1:</p> <ul style="list-style-type: none"> Continued Development on iReady Reading best practices and using data reports to progress monitor individual students. Small group instruction through the use of instructional assistants and/or credentialed teachers during guided reading will support implementation of differentiated instruction for all students. Providing instructional assistants professional development will increase classified staff's capacity to use effective reading and math strategies in their small group instruction. Instructional Assistants to assist with small group practice with Targeted Materials as funds were available. Substitute Teachers to allow Teacher release time for grade level planning and professional development as funds are available. Copy cost including scan-back, graphic arts, copier as funds allowed. 	

- Purchase technology items as funds allowed.
- Purchase teaching support items such as, but not limited to white-boards as funds allowed.
- Staff Development which included but was not limited to the attendance of conferences, Professional Development, In-services that were provided by a specialist providing targeted instructional strategies for mastery English Language Arts and math instruction, as well as other opportunities to increase and demonstrate knowledge of best practices for instruction across the curriculum as funds allowed.
- Extended learning opportunity for English learners & RFEP students will provide additional supports to students who were not yet proficient in English.
- PLC time.

Schoolwide results due to implementation of services and strategies:

*iReady Reading Growth was 89%

*iReady Math Growth was 93%

*CAASPP growth for ELA was 55%

*CAASPP growth for Mathematics was 46%

Subgroup:

English Learners:

ELPI rate was 56%, 1 student reclassified

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 and EL subgroups

*Continue PLC process

*Continue to provide intervention for students that are struggling

*Continue to utilize SST process

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
Goal # 1: It is expected that students demonstrate progress toward their expected	G1 A1: ELA:	Growth Data in the following areas:	*iReady Reading Growth was 89%	It is expected that students

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>growth on year-end local and/or state assessments in English Language Arts and Mathematics.</p>	<ul style="list-style-type: none"> *Instructional Assistants to assist with small group practice with Targeted Materials as funds are available *Substitute Teachers to allow teacher release time for grade level planning and professional development as funds are available *Copy cost including scan-back, graphic arts, and site-based copies *Fund instructional support supplies as funds allow *Technology support supplies as funds allow *Various high interest supplemental reading materials to demonstrate student reading beyond the core curriculum *Staff Development/Training, which includes but is not limited to, the attendance of conferences, Professional Development In-services provided by specialist providing targeted instructional strategies for English Language Arts as well as other opportunities to increase and demonstrate knowledge of best practices for ELA and ELD instruction across the curriculum. Additionally, staff will participate in training and/or workshops related to the implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes as funds 	<ul style="list-style-type: none"> *Common Formative Assessment results including diagnostics *State and Local EOY assessment results *Growth on the ELPI indicator *EL Reclassification data and ELPAC data *ELD Instruction and Assessment 	<ul style="list-style-type: none"> *CAASPP growth for ELA was 55% *CAASPP ELA proficiency was 64% Subgroup: English Learners: *ELPI was 56%, 1 student reclassified 	<p>demonstrate that they increase their expected typical growth, with a focus on exceeding typical growth on their year-end iReady English Language Arts diagnostic assessment and/or SBAC assessments.</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>allow.</p> <ul style="list-style-type: none"> *Utilize an instructional aide to support our English Learners. *Utilize translation services as funds allow. *Purchase supplemental English Learner Materials. *Work SPED student small group scheduling around first best instruction so students are not missing core lessons in general education. 			
	<p>G1 A2: Mathematics:</p> <ul style="list-style-type: none"> *Instructional Assistants to assist with small group practice with Targeted Materials as funds are available *Substitute Teachers to allow Teacher release time for grade level planning and professional development as funds are available *Copy cost including scan-back, graphic arts, copier as funds allow *Purchase technology items as funds allow *Purchase teaching support items such as, but not limited to white-boards as funds allow *Staff Development which includes but is not limited to the attendance of conferences, Professional Development In-services that are provided by a specialist providing 	<p>Growth data in the following areas:</p> <ul style="list-style-type: none"> *Pre and post assessment data from intervention *Attendance at intervention *Common Formative Assessment results including diagnostics *State and Local EOY assessment results 	<ul style="list-style-type: none"> *iReady Math Growth was 93% *CAASPP Math proficiency was 60% *CAASPP growth for Mathematics was 46% 	<p>It is expected that students demonstrate that they increase their expected typical growth, with a focus on exceeding typical growth on their year-end iReady Math diagnostic assessment and/or SBAC assessments.</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>targeted instructional strategies for mastery math instruction as well as other opportunities to increase and demonstrate knowledge of best practices for instruction across the curriculum as funds allow.</p> <p>*Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.</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 EL and SWD populations as indicated in the actions above.</p>	<p>Our SWD student group was the lowest performing in math and ELA, so while we will provide the strategies listed above, we also plan to work more intentionally with our RSP team to ensure appropriate placement, modifications, and accommodations are in place. Additionally, we plan to prioritize pull out scheduling in such a way that students will not be pulled from core instruction whenever possible.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: ELA:</p> <ul style="list-style-type: none"> *Instructional Assistants to assist with small group practice with Targeted Materials as funds are available *Substitute Teachers to allow teacher release time for grade level planning and professional development as funds are available *Copy cost including scan-back, graphic arts, and site-based copies *Fund instructional support supplies as funds allow *Technology support supplies as funds allow *Various high interest supplemental reading materials to demonstrate student reading beyond the core curriculum *Staff Development/Training, which includes but is not limited to, the attendance of conferences, Professional Development In-services provided by specialist providing targeted instructional strategies for English Language Arts as well as other opportunities to increase and demonstrate knowledge of best practices for ELA and ELD instruction across the curriculum. Additionally, staff will participate in training and/or workshops related to the implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes as funds allow. *Utilize an instructional aide to support our English Learners. *Utilize translation services as funds allow. *Purchase supplemental English Learner Materials. *Work SPED student small group scheduling around first best instruction so students are not missing core lessons in general education. 	<ul style="list-style-type: none"> *All Students *EL Students *SWD 	<p>6106.11 LCAP Intervention</p> <p>15580.68 LCAP Supplemental</p> <p>2651.67 Title III English Learner</p>
<p>G1 A2: Mathematics:</p> <ul style="list-style-type: none"> *Instructional Assistants to assist with small group practice with Targeted Materials as funds are available *Substitute Teachers to allow Teacher release time for grade level planning and professional development as funds are available *Copy cost including scan-back, graphic arts, copier as funds allow *Purchase technology items as funds allow *Purchase teaching support items such as, but not limited to white-boards as funds allow *Staff Development which includes but is not limited to the attendance of conferences, Professional Development In-services that are provided by a specialist providing targeted instructional strategies for mastery math instruction as well as other opportunities to increase and demonstrate knowledge of best practices for instruction across the curriculum as funds allow. 	<ul style="list-style-type: none"> *All Students *EL students *SWD 	<p>6106.10 LCAP Intervention</p> <p>15580.69 LCAP Supplemental</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.		

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	16.8% Chronically Absent	2022-2023	0.6% suspended at least one day
2021-2022	14.6% Chronically Absent	2021-2022	0.6% suspended at least one day
2018-2019	5.4	2018-2019	0.9
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	24.1% Chronically Absent	SWD	1.1% suspended at least one day
EL	24.2% Chronically Absent	EL	0% suspended at least one day
SED	26.8% Chronically Absent	SED	1% suspended at least one day
Hispanic	20.1% Chronically Absent	Hispanic	0% suspended at least one day
Asian	25% Chronically Absent	Asian	0% suspended at least one day
AA	23.5% Chronically Absent	AA	5.9% suspended at least one day
Two or More Races	25.7% Chronically Absent	Two or More Races	2.7% 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.
<p>Services and Actions Implemented to reach Goal 2: We sent out proactive communication to families that provided information including the importance of attendance, the repercussions of lack of attendance and supports available to families. We provided communication to our Two or More Races families, either through written or oral translation, regarding their student's attendance to ensure more effective and efficient communication. We need to continue these actions in an attempt to decrease our absentee rates.</p> <p>At our site, our Two or More Races subgroup continued to have a high percentage of students who were considered chronically absent. This is a continued goal for Cedarwood based on our California Data Dashboard data. Our Chronic Absentee Rate has increased from the rate of 14.6% in 2021-2022 to 16.8% in 2022-2023.</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.

Based on our data analysis and needs assessment, we need to:

- Provide Professional Development on site around foundational research-based practices to prevent absenteeism for all students.
- Utilize support staff to pull and analyze absentee data to collaborate on strategies as a school site to improve attendance for all students, including our subgroups.
- Communicate the importance of good attendance, and offer support to families as needed.
- Find Incentive System to increase attendance for all students, including subgroups.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All Students including English Learners, Socioeconomically Disadvantaged, Asian, and our Two or More Races subgroups .

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
Goal #2: Decrease the number of students who are chronically absent across our campus, including the following subgroups: EL, SED, Asian, and Two or More races.	*Professional Development Activities: *Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students. *Appropriate staff will be trained in pulling and analyzing absentee data.	California Data Dashboard Chronic Absentee Rates	In 22-23, 16.8% of our students were considered chronically absent.	In 23-24, we expect there to be a decline of the overall number of students who are chronically absent by 5%.
	*Increase communication and awareness to families. Activities: *We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of lack of attendance and supports available to	California Data Dashboard Chronic Absentee Rates	In 22-23, 25.7% of our Two or More Races subgroup were considered chronically absent.	In 23-24, we expect there to be a decline of students in our EL subgroup who are chronically absent by 5%.

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
	families. *We will provide communication specific to our specific subgroups.			

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Communication for our EL students will be done in home language as needed.	<p>Our ultimate goal is to increase attendance rates in all subgroups, but we realize that we have an equity gap with our students who are in our 2 or more races subgroup; thus we need to focus on strategies that will support that specific group of students. As mentioned above, we will increase communication with our families, specifically those in this subgroup. We also plan to collaborate with the district to provide additional health support for students with chronic absences.</p> <p>Utilize the Fresno County Mobile Health Unit to provide additional health services to families that do not have a medical provider.</p> <p>Provide education to families about the newly released CDPH Symptomatic Student Guidance - When to Keep Your Child Home from School.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>*Professional Development Activities: *Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students. *Appropriate staff will be trained in pulling and analyzing absentee data.</p>	All Students including English Learners, Socioeconomically Disadvantaged, Asian, and our Two or More Races subgroups .	0 District Funded

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>*Increase communication and awareness to families. Activities: *We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of lack of attendance and supports available to families. *We will provide communication specific to our specific subgroups.</p>	<p>All Students including English Learners, Socioeconomically Disadvantaged, Asian, and our Two or More Races subgroups .</p>	<p>0 District Funded</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	\$2,651.67
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,025.25
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	\$31,161.37	0.00
Title III English Learner	\$2,651.67	0.00
LCAP Intervention	\$12,212.21	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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)

District Funded	\$0.00
LCAP Intervention	\$12,212.21
LCAP Supplemental	\$31,161.37
Title III English Learner	\$2,651.67

Subtotal of state or local funds included for this school: \$46,025.25

Total of federal, state, and/or local funds for this school: \$46,025.25

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
Amanda Howes	Principal
Courtney Wicks	Teacher
Candace Taylor	Teacher
Alyssa Barker	Teacher
Brittaney Preciado	Other Staff Member
Ben Bergthold	Parent Member
Luis Parrales	Parent Member
Mandy Silviera	Parent Member
Janelle Henry	Parent Member or Secondary Student
Manpreet Kaur	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 May 14, 2024.

Attested:



Principal, Amanda Howes on May 14, 2024

SSC Chairperson, Luis Parrales on May 14, 2024