



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emblem Academy	19649986022669		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Emblem Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
N/A

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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.

None

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.

Chronically Absent: African American 10.8% (+8.2), Suspension: African American 2.7% and Students with Disabilities 1.9%
In the area of ELA, our Students With Disabilities student group remains two or more performance levels below the “all student” performance. In the area of Math, our English Learner student group remains two or more performance levels below the “all student” performance.

Other Needs

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

We will continue to focus on our EL student group due to the distance in achievement between EL and "ALL" student groups in Math. We will continue to focus on our SWD student group due to the distance in achievement between SWD and "ALL" student groups in ELA.
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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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Identified Need

A description of 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.

In ELA and Math, we are closing the gap but SWD, EL, SED, and Hispanic are still significantly below the ALL group.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard-ELA	2024-2025 ALL- Blue: + 60 DFS (+4.3) SWD- Yellow: -6.9 DFS (+10.4) EL- Green: +14.3 DFS (+12.4) SED-Green: +31.2 DFS (+9.2) Hispanic - Green: +36.3 DFS (+3)	2025-2026 ALL: +65 DFS SWD: +3.1 DFS EL: +24.3 DFS SED: +41.2 Hispanic : +46.3
iReady Reading (Mid-Year)	25-26 MID -All students 76% (-3%) reaching typical growth; 48% (-3%) reaching stretch growth Students with Disabilities 64% (-10%)reaching typical growth;41% (-3%) reaching stretch growth English Learners 70% (+3%) reaching typical growth; 30% (-3%) reaching stretch growth Socioeconomically Disadvantaged 85% (-15%)reaching typical growth; 49% (-9%) reaching stretch growth. Hispanic/Latino 70% (-1%) reaching typical growth; 30% (-2%) reaching stretch growth	26-27 MID -All students 79% reaching typical growth; 52% reaching stretch growth Students with Disabilities 70% reaching typical growth;47% reaching stretch growth English Learners 76% reaching typical growth; 36% reaching stretch growth Socioeconomically Disadvantaged 91%) reaching typical growth; 55% reaching stretch growth. Hispanic/Latino 76% reaching typical growth; 36% reaching stretch growth
CA Dashboard- Math	2024-2025 ALL- Blue: +38.2 DFS (+7.1) EL - Yellow: -6.9 DFS (-7.9) Hispanic - Green: +4.2 (-5.6)	2025-2026 ALL: +43.2 DFS EL: +3.1 DFS Hispanic: +14.2 DFS

	SWD- Green: -8.5 DFS (+24.1) SED-Green: + 10.2 DFS (+5.7)	SWD: +2.5 DFS SED: +20.2 DFS
iReady Math (Mid-Year)	25-26 MID-All students 58% (+8%) reaching typical growth; 40% (+6%)reaching stretch growth Students with Disabilities 61% (+13%)reaching typical growth;40% (+5%) reaching stretch growth English Learners 80% (+36%) reaching typical growth; 40% (+11%) reaching stretch growth Socioeconomically Disadvantaged 50% (+7%) reaching typical growth; 34% (+5%) reaching stretch growth. Hispanic/Latino 56% (+2%) reaching typical growth; 38% (+2%) reaching stretch growth	26-27 MID -All students 61% reaching typical growth; 51% reaching stretch growth Students with Disabilities 64% reaching typical growth;43% reaching stretch growth English Learners 83% reaching typical growth; 43% reaching stretch growth Socioeconomically Disadvantaged 56% reaching typical growth; 40% reaching stretch growth. Hispanic/Latino 62% reaching typical growth; 42% reaching stretch growth

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teacher/sAdmin collaboration 3 times annually	SWD, EL, SED, and Hispanic	7000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PLT Time with Admin
1.2	Classroom Support, Grades 4-6, Three 15 day cycles	SWD, EL, SED, and Hispanic	5400 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Duty
1.3	Classroom Support, Grade K, Two 15 day cycles	ALL	3600 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub Time
1.7			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2025-26 all planned activities were implemented. Metrics on the California Dashboard and in I-Ready increased.

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

There were no major differences in what was planned and what was implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To continue improving student achievement we are increasing professional collaboration time and providing intensive intervention for foundational skills in grades 4-6.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner Achievement

This goal focuses on increasing the academic achievement and language proficiency of our English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Identified Need

A description of 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.

English Learners are making adequate progress in their language proficiency and there continues to be a significant gap in academic achievement in ELA and math compared to "all students" - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - English Language Arts (ELA)	2024-2025 ALL - Blue: +60 DFS (+4.3) EL - Green: +14.3 DFS (+12.4)	2025-2026 ALL: +65 DFS EL : +24.3 DFS
2026 i-Ready ELA (Mid Year)	2025-2026 (Mid Year) ALL - 70% meeting/exceeding grade-level standards (-6%) EL - 28% meeting/exceeding grade-level standards (maintained)	2026-2027 (Mid Year) ALL: 75% meeting/exceeding grade level standard EL - 38% meeting/exceeding grade level standard
CA Dashboard - Math	2024-2025 ALL - Blue: +38.2 DFS (+7.1) EL - Yellow: -6.9 DFS (-7.9)	2025-2026 ALL: +43.2 DFS EL: +3.1 DFS
2026 i-Ready Math	2025-2026 (Mid Year) ALL - 70% meeting/exceeding grade-level standards (down 6%) EL - 28% meeting/exceeding grade-level standards (maintained)	2026-2027 (Mid Year) ALL: 75% meeting/exceeding grade-level standard EL: 38% Meeting or exceeding grade level standard
CA Dashboard - English Learner Progress Indicator	2024-2025 57.7 % of English Learners made progress towards English language proficiency (+ 7.6 - Increased from orange to green)	2025-2026 61% of English Learners to make progress towards English language proficiency
CA Dashboard-Summative ELPAC	2024-2025 58.6% (+14.5%) Increased one ELPI level 31% (-0.6 %) Maintained their ELPI level	2025-2026 62% of Students Increase at least one ELPI Level

	10.3% (-7.3%) Decreased One ELPI Level	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Road to Reclassification Meeting	EL	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Road to Reclassification Meetings
2.2	Parent Literacy Workshops	ALL	500 LCFF - Supplemental 4000-4999: Books And Supplies
2.3	EL Academy	EL	2500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 36 hours
2.4		EL	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers calibrated and tested their own students with initial and Summative ELPAC and Students Achievement increased.
Goals were developed with all students.

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

We did not have any parent education nights. We had an ELPAC Academy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide parent education nights. Continue ELPAC Academy.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

This goal focuses on increasing engagement for students to feel connected to school and learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3- Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Identified Need

A description of 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.

Decrease Chronic Absenteeism for all students,

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026 CA Dashboard- Chronic Absenteeism	2024-2025 ALL: 2.8% chronically absent (-1.3%) African American: 0% chronically absent (-10.8%) SWD: 1% chronically absent (-7%) SED: 1% chronically absent (-8%) EL Students: 0% chronically absent (-7%)	2025-2026 ALL: Stay under 2% chronic absenteeism
2026 LCAP Student Survey question:	Students in my class behave so teachers can teach. ALL- 51% agree/strongly agree (+13%) African American- 50% agree/strongly agree (+7%)	Students in my class behave so teachers can teach. ALL- 55% agree/strongly agree African American- 54% agree/strongly agree
2026 LCAP Student Survey question:	Students treat each other well at my school. ALL- 52% agree/strongly agree (+8%) African American- 36% agree/strongly agree (-3%)	Students treat each other well at my school. ALL- 56% agree/strongly agree African American- 46% agree/strongly agree
2026 LCAP Student Survey question:	My school has clear rules and expectations for behavior. ALL- 92% agree/strongly agree (+2%) African American- 86% agree/strongly agree (-6%)	My school has clear rules and expectations for behavior. ALL- 96% agree/strongly agree African American- 96% agree/strongly agree

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Capturing Kids Hearts Year 2 - Professional Development for ALL Staff	All	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3.2	Weekly PBIS Meetings for Implementation of Tiers 1, 2 and 3	All	0 LCFF - Supplemental None Specified
3.3	Student Leadership Teams/Opportunities	All	250 LCFF - Supplemental 4000-4999: Books And Supplies t-shirts
3.4	Expectation Assemblies 3x a year	All	250 LCFF - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We focused on creating relationships and safe spaces for students to help them want to come to school and feel safe while here to learn. Students felt expectations were clear, but not all students followed the expectations. The students do feel that students are treating each other well.

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

There were no major differences from our intended implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be training all staff in Capturing Kids Hearts, Year 2. New SEL curriculum will be implemented. We will have regular attendance meetings with families.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family Engagement

This goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #4 - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Identified Need

A description of 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.

Families indicated that they do not all feel a sense of belonging or that they are not provided opportunities to be involved in their student's learning. Students with disabilities, EL, and African American student groups are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 LCAP Family Survey Question:	89% of families indicated that they feel like an important part of the school community. (0 %)	94% of families indicated that they feel like an important part of the school community.
2024 LCAP Family Survey Question:	91% of families indicated that good behavior is noticed at their child's school. (+ 1%)	95% of families indicated that good behavior is noticed at their child's school.
2024 LCAP Family Survey Question:	80% of families indicated that they see their family's culture represented in the school and academic content taught. (+ 3%)	85% of families indicated that they see their family's culture represented in the school and academic content taught.
2024 LCAP Student Survey Question:	82% of students feel that their family is involved in their learning. (+ 5%)	87% of students feel that their family is involved in their learning.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional development for teachers focused on Family Engagement	All	1273 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty/Extra Pay
4.2	Parent Engagement Meetings-Monthly	All	1050

			LCFF - Supplemental 4000-4999: Books And Supplies Coffee & Snacks
4.3	100 day plan including teacher/admin communication with parents within the first 30 days	All	100 LCFF - Supplemental 4000-4999: Books And Supplies Celebrations
4.4	Volunteer Tea	All	100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We held many events to engage our families such as monthly Coffee with the Principal, PTA events, Site Council, ELAC & Wellness Committee, Multi-Cultural Night, Science Fair Night to name a few. Our Connectedness Survey Questions went up significantly in most areas.

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

Very little funding was spent on food as most parents have indicated a preference to hybrid or all virtual meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year the focus will be on families feeling they hold an important place in our schools through positive recognitions of students and cultural events to celebrate our multicultural school community.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Inclusivity and Diversity

This goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5: Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

Identified Need

A description of 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.

Families and students indicated that they do not all feel a sense of a cultural belonging and an important part of our school. Students with Disabilities, English learners, and African American student groups are struggling to increase academic achievement in Math and/or ELA compared to the ALL student group.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026 LCAP Student Survey Question:	58% students indicated that they feel they are an important part of the school community. (+1%)	65% students indicated that they feel they are an important part of the school community.
2026 LCAP Student Survey Question:	50% students indicated that they see their family's culture represented in the school learning. (+ 11%) ELs: 88% agree/strongly agree (+34%) African American: 50% agree/strongly agree (+11%)	60% students indicated that they see their family's culture represented in the school and academic content taught. ELs: 93% agree/strongly agree African American: 60% agree/strongly agree
2026 LCAP Family Survey Question:	80% of families indicated that they see their family's culture represented in the school and the academic content. (+ 3%)	85% of families indicated that they see their family's culture represented in the school and the academic content.
2026 LCAP Family Survey Question:	89% of families indicated that they feel like their family is an important part of the school community. (0%)	94% of families indicated that they feel like their family is an important part of the school community.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Family Cultural Celebrations x 4	All	1000 LCFF - Supplemental

			4000-4999: Books And Supplies
5.2	Cultural Celebrations using VAPA experiences for students	All	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
5.3	Create a task force	All	0 LCFF - Supplemental
5.5			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Culturally relevant / historical dates were recognized and celebrated on campus and shared out to the community. Our overall results were up 11%. We did have a multi-cultural night which many participated.

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

There were not many assemblies/performances centered around this topic, we had one multicultural assembly during Black History Month.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be more inclusive of our families with feedback opportunities and a task force to increase the celebration of diversity both at the student level and the family level.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,023.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$25,023.00

Subtotal of state or local funds included for this school: \$25,023.00

Total of federal, state, and/or local funds for this school: \$25,023.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	25,023.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	25,023.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	15,473.00
2000-2999: Classified Personnel Salaries	5,400.00
4000-4999: Books And Supplies	3,150.00
5000-5999: Services And Other Operating Expenditures	1,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,473.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,150.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000.00
None Specified	LCFF - Supplemental	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,000.00

Goal 2	4,000.00
Goal 3	500.00
Goal 4	2,523.00
Goal 5	2,000.00

School Site Council Membership

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

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

Name of Members	Role
Jora Amirkhanian	Parent or Community Member
Marni Aston	Parent or Community Member
Pamela Villasenor-Parliamentarian	Parent or Community Member
Beldevina Pinedo	Parent or Community Member
Christine Preciado	Parent or Community Member
Lori Brink	Classroom Teacher
Katelyn Larsen	Classroom Teacher
Catherine Maness	Classroom Teacher
Jeneique Johnston	Other School Staff
Samantha Ford	Principal
Christine Ivey	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Wendy Herrera

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2025.

Attested:

Samantha Ford

Principal, Samantha Ford on May 29, 2025

SSC Chairperson, Lori Brink on May 29, 2025