



QUARRY TRAIL ELEMENTARY SCHOOL

Rocklin Unified School District
School Plan for Student Achievement
2023-2024



School Mission

- The mission of Quarry Trail Elementary School, an innovative and inclusive leader in education, is to empower all students to be compassionate and successful global citizens through a system distinguished by academic excellence, dual language education, sociocultural competence, social-emotional learning, and strong family and community partnerships.
- Dual Language Education at Quarry Trail Elementary School will ensure all students have equitable access to educational excellence. We will provide rigorous, relevant, and culturally competent dual-language instruction in Spanish and English to ensure students reach high levels of academic achievement, bilingualism, biliteracy, and sociocultural competence. We are committed to the integration of rich opportunities for our students, families, staff, and community to experience and honor multilingualism and culture.

School Description

Quarry Trail Elementary School is one of eighteen schools in the Rocklin Unified School District. The school serves students in Transitional Kindergarten through sixth grade, with an enrollment of approximately 630. The school is located in Whitney Ranch in a new and supportive community that expresses its values toward education through a high level of parent participation. Quarry Trail Elementary School opened to students for the first time in 2022-2023 and is the newest school in the District. Mrs. Melanie Patterson is the Principal, Mrs. Katie Tweltridge is the Assistant Principal, Melinda Good is the Dual Language Coordinator and Mr. Roger Stock is the District Superintendent. The school staff strives to provide an exemplary learning environment. Academic achievement and Dual Language Education are certainly the primary focuses of the school, but the staff also operates on the principle that a caring environment fosters self-esteem and individual development and is the best road toward achieving a well-rounded education. At Quarry Trail, students are able to participate in educational excellence through dual language education in Spanish and English. This school year in Dual Language, we offer a Transitional Kindergarten class, two Kindergarten Dual Language classes, and two 1st grade classes. Each year one grade level will be added to the Dual Language offering until there are classes in grades TK-6.

Our school-wide Positive Behavioral Intervention and Supports (PBIS) model focuses on ensuring Broncos are respectful, responsible and ready! Quarry Trail Elementary School welcomes the direct involvement of the community in our efforts. By working together, parents and staff create a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem. Parents play very important roles in Quarry Trail Elementary School through their active participation and involvement in the School Site Council and the Parent Teacher Club (PTC). Parents and community members regularly volunteer their services in the classrooms and the library.

Comprehensive Needs Assessment

| Identified Needs | Relevant Data |
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| <ul style="list-style-type: none"> ● Increase student performance in ELA and Math for all students by 3% and for students with disabilities (SWD) and socio-economically disadvantaged (SED) student groups by 6%. ● For students receiving targeted intervention, increase the % meeting standards on the MAP assessment in ELA and Math by 6%. ● Increase the % of all students meeting annual growth targets in ELA and Math by 10%. | <p><u>Measures of Academic Progress: ELA and Math % meeting/exceeding standards:</u></p> <p>All Students: 3rd grade: ELA 78%, Math 80% 4th grade: ELA 66%, Math 60% 5th grade: ELA 80%, Math 83% 6th grade: ELA 80%, Math 76%</p> <p>SED: Math 54%, ELA 64% SWD: Math 48%, ELA 48%</p> <p>Students receiving targeted intervention: 3rd Grade: ELA 46% (28 students) 4th Grade: ELA 44% (27 students) 5th Grade: Math 44% (18 students) 6th Grade: Math 46% (13 students)</p> <p><u>Measures of Academic Progress: ELA and Math % meeting annual growth targets:</u></p> <p>All Students: 3rd Grade: ELA 35% Math 69% 4th Grade: ELA 23% Math 44% 5th Grade: ELA 42% Math 50% 6th Grade: ELA 56% Math 75%</p> |
| <ul style="list-style-type: none"> ● Increase the percentage of students meeting and exceeding standards by 5% for 1st grade students in Math and 3% for K and 1st grade students in SLA. | <p><u>ELA, SLA and Math % of DL Students meeting/exceeding standards as measured by the overall performance for Trimester 1 in 2023-2024:</u></p> <p>QTES Kindergarten: ELA 81%, SLA 52%, Math 85% (RUSD Kindergarten: ELA 75%, Math 94%) QTES 1st Grade: ELA 76%, SLA 41%, Math 74% (RUSD 1st Grade: ELA 73%, Math 81%)</p> |
| <ul style="list-style-type: none"> ● Increase the percentage of | <p>2022-2023 CHKS Results</p> |

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| <p>students who indicate QTES is an anti-bullying climate</p> <ul style="list-style-type: none"> • Decrease the percentage of students who indicate being called bad names or being a target of mean jokes at school • Decrease the percentage of students who stay up late | <p>70% of 5th grade students and 62% of 6th grade students indicated an anti-bullying climate, which were both lower than the district average.</p> <p>43% of 5th grade students and 50% of 6th grade students indicated they were called bad names or were the target of mean jokes, which were both lower than the district average.</p> <p>38% of 6th grade students indicated they had a late bedtime (at 10 pm or later)</p> |
| <ul style="list-style-type: none"> • Continue to maintain the suspension rate for all students below 1% | <p>During the 2022-2023 school year, QTES suspension rate was 0.1%.</p> |
| <ul style="list-style-type: none"> • Maintain the % of students who are chronically absent at less than 3% and decrease the % of SED students to 3% | <p>All Students: 1.7% SED: 5.5%</p> |
| <ul style="list-style-type: none"> • Maintain the PBIS Tiered Fidelity Inventory (TFI) for Tier I and Tier II Systems: Increase the TFI percentages to 90% or higher | <p>QTES Tiered Fidelity Inventory results: Fall 2023 Tier I: 97 % Tier II: 92%</p> |
| <ul style="list-style-type: none"> • Maintain the percentage of students with Office Discipline Records for minor and major incidents to less than 10% for multiple ODRs | <p>At the end of the 2022-2023 school year, the percentage of QTES students with Office Discipline Records was: 0 ODRs = 88.91% 0-1 ODRs = 7.16% 6+ OCRs = less than 3.94%</p> <p>For the 2023-2024 school year as of 10/9/2023, the percentage of QTES students with Office Discipline Records was: 0 ODRs = 96.83% 0-1 ODRs = 2.85% 6+ OCRs = less than 0.32%</p> |

Stakeholder Involvement

Stakeholder Involvement

Quarry Trail Elementary School values the involvement of students, families, teachers, and school staff in the development of their goals for students. Classroom teachers, school staff, and parents/guardians provided input in the creation of this school plan in a variety of ways including site committees, staff meetings, and the School Site Council. The leadership team, a representative team of Quarry Trail's larger staff, regularly analyzes survey results and student achievement data in order to make informed recommendations to the staff and school site council regarding areas of focus for the 2023-2024 school year. In addition, all certificated staff serve on one of the following committees: leadership, PBIS Tier I, PBIS Tier II, MTSS Academic/Social-Emotional, and Dual Language Education. Each committee uses a process of data-based decision-making to determine actions to increase student performance at Quarry Trail.

SITE GOAL 1 - *(Academic)*

District Goal

| District Goal(s) | Aligned Actions |
|---|---|
| <p>RUSD Strategic Plan Strategy 1: We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.</p> | <p>Action 1.1: Student learning, with a foundation of literacy and numeracy, will result in the acquisition of enduring skills (collaboration, communication, creativity, critical thinking, and global awareness) to ensure post-graduate success.</p> |
| <p>RUSD Strategic Plan Strategy 2: We will provide a system of academic and social-emotional support in a culture of acceptance for all students to be respectful, self-aware, resilient, and high-functioning individuals.</p> | <p>Action 2.4: Fully implement the Multi-Tier System of Support (MTSS) model in the academic, behavioral, and social-emotional domains.</p> <p>Action 2.5: Leverage resources to create more opportunities for personalized and differentiated learning, both at school and beyond the classroom.</p> |
| <p>Local Control Accountability Plan (LCAP) Goal 1: RUSD will promote the mathematics achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness, by engaging in continuous improvement to identify high-leverage practices that improve student outcomes.</p> | <p>LCAP Goal 1 Actions:</p> <ul style="list-style-type: none"> ● Multi-Tiered System of Supports (MTSS) in Mathematics, including Learning Recovery teachers ● Common diagnostic assessment TK-6 & common essential skills 7-12 ● Professional development on a district-wide data analytics tool ● Targeted tutoring services for unduplicated students ● Professional development on specific linguistic-based approaches to target and support the success of English Learners ● Communication about intervention and extension programs |

Goal 1 - *(Academic)*

| Site Goal 1 |
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| <p>By June 2024, QTES will increase the percentage of students meeting/exceeding standards and meeting annual growth targets in ELA and Math as measured by MAP assessment data in Spring 2024.</p> |

Goal 1/Outcomes

| Metric <i>What data will you use to measure this goal?</i> | Baseline <i>What is the current state of this metric related to the goal?</i> | Expected Outcome <i>What is your expected outcome aligned with the goal?</i> | Actual Outcome/ Evidence <i>(To be completed after related activities are accomplished.)</i> |
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| Measures of Academic Progress: ELA and Math % meeting/exceeding standards for all students (increase by 3%) Cohort Data | 3rd grade: ELA 78%, Math 80% 4th grade: ELA 66%, Math 60% 5th grade: ELA 80%, Math 83% 6th grade: ELA 80%, Math 76% | Cohort Data: 3rd grade: ELA 80%, Math 80% 4th grade: ELA 81%, Math 83% 5th grade: ELA 69%, Math 63% 6th grade: ELA 83%, Math 86% | |
| Measures of Academic Progress: ELA and Math % meeting annual growth targets for all students (increase by 10%) | 3rd Grade: ELA 35% Math 69% 4th Grade: ELA 23% Math 44% 5th Grade: ELA 42% Math 50% 6th Grade: ELA 56% Math 75% | Cohort Data: 3rd Grade: ELA 50% Math 50% 4th Grade: ELA 45% Math 79% 5th Grade: ELA 33% Math 54% 6th Grade: ELA 52% Math 60% | |
| Measures of Academic Progress: Increase ELA and Math % meeting/exceeding standards for SED and SWD by 6% | SED: Math 54%, ELA 64% SWD: Math 48%, ELA 48% | SED: Math 60%, ELA 70% SWD: Math 54%, ELA 54% | |
| Measures of Academic Progress ELA and Math: Increase the % of students receiving targeted intervention who are meeting standards by 6% | 3rd Grade: ELA 46% (28 students) 4th Grade: ELA 44% (27 students) 5th Grade: Math 44% (18 students) 6th Grade: Math 46% (13 students) | 3rd Grade: ELA 52% 4th Grade: ELA 50% 5th Grade: Math 50% 6th Grade: Math 52% | |
| Chronic Absenteeism Rate: Maintain the % of students who are chronically absent at less than 3% and decrease the % of SED students to 3%. | All Students: 1.7% SED: 5.5% | All Students: less than 3% SED: less than 3% | |

Goal 1/Activities & Related Actions

| Activity <i>What activities will you accomplish to make progress towards your goal?</i> | Budget/ Funding Source | Steps to accomplish activity Evidence instead of Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i> |
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| Implementation with integrity and fidelity of Benchmark/Springboard and Bridges/CPM curriculum | RUSD Base Funds and RUSD Professional Development Funds | <ol style="list-style-type: none"> 1. Continue to meet as grade-level teams to plan and implement curriculum to fidelity 2. Participate in district-provided training opportunities focusing on Math instruction during PD Days and RUSDLeans, including Building Fact Fluency and Building Thinking Classrooms for instruction. 3. Analyze assessment data and identify priority standards of focus and units of focus during RUSDLeans and Professional Learning Community (PLC) articulation time. |
| Implement Dual Language Education to fidelity and continue preparations for the expansion of DL in second grade during the 2023-2024 school year | District Funded Staffing, Educator Effectiveness, Rocklin Educational Excellence Foundation (REEF) Grant Funds | <ol style="list-style-type: none"> 1. With the support of a half-time Dual Language Coordinator and bilingual staff (teachers, aides, support staff), ensure high academic achievement in Spanish, English, Mathematics, and all other subject areas. 2. Assessment measurements will be reevaluated to match curriculum pacing to ensure accurate data. 3. Provide intensive Spanish intervention using Estrellita Accelerated Spanish Reading Curriculum. 4. Provide professional learning opportunities for staff on best practices for language acquisition and dual language education 5. Ensure parent engagement, collaboration, and communication through in-person meetings, newsletters, and teacher communications as well as Spanish speaking volunteers for language models in the classroom. |
| Provide data-based targeted intervention for literacy and numeracy | Site Supplemental Funds \$12,000 | <ol style="list-style-type: none"> 1. Develop a master schedule with staffing to utilize all resources as effectively and efficiently as possible (funds are used to pay extra time for instructional aides to support intervention small groups) 2. Conduct PD for staff, including instructional aides, with materials, including Leveled Literacy Intervention (LLI), Building Fact Fluency, and other intervention curricula. 3. Provide time for grade-level teams to analyze data and plan for |

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| | | <p>interventions/extensions</p> <ol style="list-style-type: none"> 4. Monitor the progress of interventions in literacy and numeracy 5. Adjust as needed to ensure student progress |
| Implement a schoolwide focus on effective first instruction in mathematics with Building Fact Fluency (BFF) in grades 2-5 | | <ol style="list-style-type: none"> 1. Provide professional learning for teachers and intervention staff 2. Embed the use of Building Fact Fluency (BFF) into the school day 3. Monitor student data for effectiveness |
| Plan and implement after-school math and reading programs in collaboration with WHS students | District allocated site funds for after-school programs \$2000 and \$2000 Site Supplemental Funds | <ol style="list-style-type: none"> 1. Collaborate and coordinate with WHS to recruit and train high school students 2. Recruit and hire staff advisors 3. Plan and implement the program 4. Monitor program fidelity and student progress |
| Provide extension instruction for students meeting and exceeding standards using supplemental curriculum such as Bridges Extension for Math | Site Restricted Lottery Funding \$600 | <ol style="list-style-type: none"> 1. Collaborate with 2nd-5th grade level teams to determine materials needed. 2. Provide time for training and planning for implementation 3. Utilize Bridges Extension during WIN time for students meeting/exceeding standards in Math. |
| Plan and implement Science lessons in the Innovation Station (Library Lab) | PTC funding for consumable materials and District Start Up Funding | <ol style="list-style-type: none"> 1. Identify and order materials needed for lessons 2. Implement lessons during the hour scheduled for each class as planned in the master schedule. 3. Participate in the district Science Adoption process to determine new Science curriculum |
| Implement attendance protocols that are personal and proactive that include an attendance success plan | Cost included in staffing | <ol style="list-style-type: none"> 1. Monitor attendance at weekly office staff meetings 2. Communicate with families in person or over the phone 3. Send required letters 4. Conduct in-person team meetings to complete Attendance Success Plan and implement interventions such as Attendance Check-Ins 5. Follow up with families 6. Refer to the counselor for community resources/needs 7. Refer to the Placer County Student Attendance Review Board (SARB) |

SITE GOAL 2 - (Behavioral)

| District Goal(s) | Aligned Actions |
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| <p>LCAP Goal 2: RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.</p> | <p>LCAP Goal 2 Actions:</p> <ul style="list-style-type: none"> • Positive Behavior Interventions and Supports (PBIS) • Social-emotional and behavioral referral process, including communication about available resources |

Goal 2

| Site Goal 2 |
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| <p>Provide a safe and inclusive school environment through a tiered support system for behavior with a minimum of 80% fidelity, specifically focusing on strengthening Tier 1 and 2 and building Tier 3 of Positive Behavior Interventions and Supports (PBIS), as measured by the Tiered Fidelity Inventory (TFI) by spring 2022.</p> |

Goal 2/Outcomes

| Metric <i>What data will you use to measure this goal?</i> | Baseline <i>What is the current state of this metric related to the goal?</i> | Expected Outcome <i>What is your expected outcome aligned with the goal?</i> | Actual Outcome <i>(To be completed after related activities are accomplished.)</i> |
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| <p>PBIS Tier 1 and Tier 2 Implementation Inventory (TFI Results)</p> | <p>QTES Tiered Fidelity Inventory results: Fall 2023 Tier I: 97 % Tier II: 92%</p> | <p>Maintain above 90% fidelity.</p> | |
| <p>SWIS Office Referrals (Triangle Report)</p> | <p>At the end of the 2022-2023 school year, the percentage of QTES students with Office Discipline Records was:</p> | <p>Decrease the percentage of students with Office Discipline Records for minor and major incidents to less than 10% for multiple ODRs</p> | |

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| | <p>0-1 ODRs = 88.91% 2-5 ODRs = 7.16% 6+ ODRs = less than 3.94%</p> <p>For the 2023-2024 school year as of 10/9/2023, the percentage of QTES students with Office Discipline Records was: 0-1 ODRs = 96.83% 2-5 ODRs = 2.85% 6+ ODRs = less than 0.32%</p> | | |
| <p>Increase the percentage of students who indicate QTES is an anti-bullying climate by 3%</p> <p>Decrease the percentage of students who indicate being called bad names or being a target of mean jokes at school by 3%</p> | <p>70% of 5th grade students and 62% of 6th grade students indicated an anti-bullying climate, which were both lower than the district average.</p> <p>43% of 5th grade students and 50% of 6th grade students indicated they were called bad names or were the target of mean jokes, which were both lower than the district average.</p> | <p>73% of 5th grade students and 65% of 6th grade students</p> <p>40% of 5th grade students and 47% of 6th grade students</p> | |
| Suspension Rate | For the 2022-2023 school year, QTES suspension rate was 0.1%. | Continue to maintain a low rate of suspensions with no recidivism and establish the performance level on the California School Dashboard of Green or Higher. | |

Goal 2/Activities & Related Actions

| Activity <i>What activities will you accomplish to make progress towards your goal?</i> | Budget/ Funding Source | Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i> |
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| Implement trauma-informed equity practices | RUSD PD Funds | <ol style="list-style-type: none"> 1. Continue facilitating professional learning opportunities with modules for staff. 2. Use equity reports with student discipline data to identify and address inequities |
| Develop a system of positive behavioral interventions and supports. | District Supplemental Funds \$3000 PTC Funds | <ol style="list-style-type: none"> 1. Implement data-based decision-making and practices schoolwide to fidelity 2. Provide student, family, and staff training as well as the Toolbox skills training. 3. Incorporate Toolbox skills into the schoolwide expectations, teach and use the Toolbox skills 4. Continue to utilize student self-reflections as a restorative measure when expectations are not followed. |
| Implement QTES Safety Lessons and Protocols | Costs included in staffing/time | <ol style="list-style-type: none"> 1. Provide staff training on QTES safety protocols throughout the school year. 2. All classes teach the safety lessons by August 25th and reteach each lesson prior to safety drills throughout the school year. 3. Communicate with families regarding protocols to ensure student safety |
| Implement PBIS Bully Prevention curriculum and reteach throughout the school year. | Costs included in staffing/time Curriculum is free | <ol style="list-style-type: none"> 1. All classes plan and implement lessons by September 30 each year. 2. Lessons are retaught and reinforced throughout the school year by all staff |
| Implement Digital Citizenship curriculum and reinforce throughout the school year for internet safety | Costs included in staffing/time Curriculum is free | <ol style="list-style-type: none"> 1. All classes plan and implement lessons by November 1 each year. 2. Lessons are retaught and reinforced throughout the school year by all staff 3. Plan and implement parent education opportunities. Including a session on how to utilize parental controls on student devices. |
| Provide initial and refresher training for staff in de-escalation strategies for effective behavior management | Time during staff meetings | <ol style="list-style-type: none"> 1. Schedule and implement training for staff throughout the school year |

SITE GOAL 3 - (Social-Emotional-Cultural)

| District Goal(s) | Aligned Actions |
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| <p>RUSD Strategic Plan Strategy 2: We will provide a system of academic and social-emotional supports in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals.</p> | <p>Action 2.1: Promote a culture of wellness with open dialogue that supports the mental and social-emotional health of students and staff.</p> <p>Action 2.2: Create the systemic use of data across all domains (academic, behavioral, and social-emotional) to inform and drive instruction and interventions.</p> <p>Action 2.3: Establish an inclusive culture where diversity and individual differences are valued and celebrated.</p> <p>Action 2.4: Fully implement the Multi-Tier System of Supports (MTSS) model in the academic, behavioral, and social-emotional domains.</p> |
| <p>LCAP Goal 2: RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high-functioning individuals.</p> | <p>LCAP Goal 2 Actions:</p> <ul style="list-style-type: none"> ● Common social-emotional learning curriculum TK-12 ● Counseling services TK-12 ● Social-emotional and behavioral referral process, including communication about available resources ● Substance Abuse Prevention |

Goal

| Site Goal 3 |
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| <p>Provide social-emotional learning opportunities, student and family mental health support, and an inclusive school climate in which students feel connected and part of the school.</p> |

Goal 3/Outcomes

| Metric <i>What data will you use to measure this goal?</i> | Baseline <i>What is the current state of this metric related to the goal?</i> | Expected Outcome <i>What is your expected outcome aligned with the goal?</i> | Actual Outcome <i>(To be completed after related activities are accomplished.)</i> |
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| California Healthy Kids Survey Increase the percentage of students indicating they feel connected to school by 3% | 2022-2023 CHKS Results 78% of 5th grade students and 74% of 6th grade students indicated school connectedness | 81% of 5th grade students and 77% of 6th grade students | |
| California Healthy Kids Survey Decrease the percentage of students who stay up late by 5% | 38% of 6th grade students indicated they had a late bedtime (at 10 pm or later) | 33% of 6th grade students | |

Goal 3/Activities & Related Actions

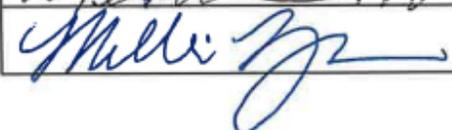
| Activity <i>What activities will you accomplish to make progress towards your goal?</i> | Budget/ Funding Source | Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i> |
|---|---------------------------------------|---|
| Create an inclusive multicultural environment | Costs included in staffing/time | <ol style="list-style-type: none"> 1. The leadership team will plan and implement an equity action plan at QTES 2. All staff under the leadership of the Coordinator of Dual Language will plan and establish cultural traditions and cultural competencies at QTES |

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| Provide research-based social-emotional learning for all students | Costs included in staffing/time | <ol style="list-style-type: none"> 1. Utilize best practices outlined in the SEL ToolKit to ensure students, families, and staff have a high level of wellness and are able to access academics 2. Implement the RUSD SEL curriculum (Purposeful People and Character Strong) and the Toolbox Project 3. Communicate Purposeful People trait of the month and Toolbox skills with families to increase home-to-school connection/alignment 4. Provide professional learning and follow up to implement the SEL curricula |
| Implement school connectedness approaches | Costs included in staffing/time | <ol style="list-style-type: none"> 1. Student Council will focus on student-student connections 2. Buddy connections with students on campus and students at home 3. Use the 2 x 10 strategies to connect with students |
| Conduct lessons for students on the importance of sleep and other healthy behaviors and provide resources to families | Costs included in staffing/time | <ol style="list-style-type: none"> 1. Collaborate with teachers on developing approaches/lessons to promote sleep and other healthy behaviors and implement these approaches/lessons 2. Send communication via Parent Square to families regarding the importance of sleep, an early bedtime, and other healthy behaviors at least once per month. |
| Provide targeted small group social-emotional skills training | Costs included in staffing/time | <ol style="list-style-type: none"> 1. Utilize a research-based curriculum (Strong Kids) and identify students for small-group instruction. 2. Facilitate social-emotional groups 3. Monitor student progress and effectiveness of interventions |
| Provide school-based counseling and outside service referrals | District funded services | <ol style="list-style-type: none"> 1. Maintain systems of support through the PBIS Tier II team and Counselor 2. Maintain referral system for Care Solace in which students, families, and staff receive support in connecting with mental health and substance abuse services within the community. |

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.
- 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.

| Signature | Name, Role | Date |
|---|------------------------------|-----------|
|  | Melanie Patterson, Principal | 12-4-23 |
|  | Millie Yan, Parent | 12/7/2023 |