School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Top of the World Elementary School	30-66555-6028922	February 24, 2021

School Vision and Mission

Top of the World Elementary School's mission is to provide our students with a rigorous 21st Century learning environment which focuses on the uniqueness of each child, promoting a growth mindset, a community perspective, and developing the skills needed to become lifelong learners. Our teachers and support staff work together with our parents to ensure all of our students reach their potential and are prepared to make positive contributions to the world.

School Profile

Established in 1967, TOW is located on a hilltop in Laguna Beach California with stunning views of the Saddleback Valley. TOW is a California Distinguished School with over 592 students and an outstanding heritage of teachers dedicated to effective instruction. TOW is known for its community involvement, strong academic performance, and shared values that recognize the need to educate the "whole child." We embody the belief that all students can succeed. The community shows its support through robust parent participation. This is evident not only in the classroom but throughout the campus, with over 34,000 donated hours last year alone. Academics are enhanced through the school's Multi-Tiered Systems of Support (MTSS), as well as weekly Professional Learning Communities (PLC) where teachers work collaboratively to improve student learning. TOW recognizes its responsibility to meet student's learning needs beyond the core curriculum. This is achieved through quality physical education programming, Art Masters, music instruction as well as a wide range of after-school offerings. TOW believes in celebrating kindness and compassion through initiatives such as Rachel's Challenge and its Peer Assistance and Leadership (PALs). The TOW family emphasizes a strong commitment to the Common Core State Standards (CCSS) and is proud to maintain its hometown feel while instilling a sense of global interconnectedness within every student

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: No Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Due to Covid 19 and no state testing, we were not able to gather enough data to determine if we met this goal or not.
Performance Goal #2: No Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Due to Covid 19 and no state testing, we were not able to gather enough data to determine if we met this goal or not.
Performance Goal #3: Yes Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
74% of students in grades 4 and 5 reported they were excited to go to school on most days as indicated on the LCAP/Climate survey in Fall of 2019. Goal setting conferences were introduced and carried out school wide in Fall of 2019. COntinued instruction of Second Step and Growth mindset concepts and lessons by teachers and counselors.
Performance Goal #4: Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Performance Goal #5: Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Performance Goal #6: Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Stakeholder Involvement

How, when, and with whom did the 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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. Student data was also shared and/or reviewed with the staff and the school leadership team. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.17%	0.17%		1	1
African American	0.50%	0.52%	0.34%	3	3	2
Asian	4.19%	3.13%	2.41%	25	18	14
Filipino	0.84%	1.04%	1.03%	5	6	6
Hispanic/Latino	8.05%	9.04%	11.03%	48	52	64
Pacific Islander	%	%	0%			0
White	74.66%	72.87%	71.03%	445	419	412
Multiple/No Response	1.34%	1.39%	11.72%	8	8	13
			Total Enrollment	596	575	580

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	77	78	81
Grade 1	90	85	91
Grade 2	88	90	93
Grade3	116	94	91
Grade 4	112	117	105
Grade 5	113	111	119
Total Enrollment	596	575	580

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	14	14	13	2.3%	2.4%	2.2%
Fluent English Proficient (FEP)	17	20	26	2.9%	3.5%	4.5%
Reclassified Fluent English Proficient (RFEP)	2	2	5	14.3%	14.3%	35.7%

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement and social emotional strength through collaboration, critical thinking, creativity, and communication

School Goal 1

Teachers will identify learning outcomes in English Language Arts (ELA) and match formative and summative assessments to measure specific learning outcomes for Tier I instruction. Data from assessments will be analyzed through grade level Professional Learning Communities (PLC). Targeted interventions (Tier II & Tier III) will be given to students who do not meet essential learning outcomes.

Identified Need

Due to the COVID-19 Pandemic, staff identified a higher than usual number of students who are not meeting grade level essential learning outcomes and/or are identified in the tier II and tier III levels of support requiring targeted interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dibels DORF	At the beginning of the 2020/2021 school year students in grade K-3 scored in the 58-65% for at or above benchmark in Dibels measures for Fluency.	80% of students will be at or above benchmark in Dibel Measures for Fluency
iready	59% of students are at Tier I; 35% of students are at Tier II; 6% of students are at Tier III.	80% of students will be identified at Tier I; 15% will be identified at Tier II; 5 % will be at Tier III.
Common Formative Assessment (CFA)	Teachers are in the process of creating CFAs and matching them to ELOs.	Each grade level will identify at least 1 CFA for each ELO with 80% of students meeting or exceeding each ELO.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

By June 2021 teachers will have have identified ELO's in English Language Arts, and also created at least one CFA linked to each ELA Essential Learning Outcome

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 2
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

Classified staff members providing RTI support will be trained in OG and Sonday interventions

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

2,500   General Fund - Site Discretionary

Action/Service 3
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

PLC teams will use CFA and summative data to target Tier II (provided by teacher) and Tier III (provided by RtI team) interventions

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 4
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

Students in Tier II and III interventions will be frequently monitored and assessed with the use of CFAs and Summative Assessments to move fluidly throughout interventions until mastery of ELOs is identified

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 5
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers will collaborate in planning, teaching, and reviewing assessment results from Common Formative Assessments during weekly PLC, Grade Level Meetings and CAST.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 6
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

Action/Service

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

School Goal 2

By June 2021, the percentage of students scoring in the above standard range for Problem Solving and Modeling Data will increase from an overall school score of 57% to 65%, as measured by the Spring 2021 assessment results.

Identified Need

Student achievement in this area decreased as measured on the Spring 2019 CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who achieve above standard on the 2021 SBAC Problem Solving and Modeling Data Claim.	Above Standard = 57%	Above Standard = 65%

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers and staff are implementing CA CCSS Math Standards that pertain to their grade through the use of Houghton Mifflin Harcourt Expressions curriculum as well as Cognitively Guided Instruction (CGI) practices in the classroom. Most teachers have been trained in CGI and are using the methodology during instruction throughout the week. The principal will reinforce these implementations during informal and formal observations on a monthly basis.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 2
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers will assess students on a monthly basis using Common Formative Assessments which measure Problem Solving Strategies

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 3
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers will collaborate in planning, teaching, and reviewing assessment results from Problem Solving Strategies during weekly PLC, Grade Level Meetings and CAST.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

3,000   General Fund - Site Discretionary

Action/Service 4
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Professional Development will be offered to teachers in the area of Problem Solving Strategies and appropriate assessments during the 2021-2022 school years.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 5

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

SOME - Students in Tier II and Tier III Interventions

Action/Service

Math Intervention will be offered in grades 3-5 to support At-Risk students in the areas of Problem Solving and ELOs during the school day.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 6

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

FEW - Students in Tier II and Tier III Interventions

Action/Service

Students who have not mastered the skills assessed on the Common Formative Assessments in math will attend After School Math Intervention- 2-3 week for intensive support. Money will be set aside for teachers/classified to teach After School.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

10,000   General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

School Goal 3

By Winter of 2022 the percentage of students reporting positive school connectedness will increase as indicated by the covitality survey, LCAP,SRSS and participation in school wide initiatives and activities.

Identified Need

The Covid-19 pandemic and the requirement for mandatory distance learning for Spring 2020, as well as students opting to enroll in Virtual Learning for the 2020-2021 school year has directly impacted school connectedness and students isolation levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance in aeries		
Covitality student survey question grades 4/5	74% of 4th and 5th grade students are excited to go to school on most days	80% of 4th and 5th grade students are excited to go to school on most days
SRSS	2019 data indicates 91% of students were low risk for exhibiting externalizing behaviors	Number of students exhibiting low risk externalizing behaviors will be at or above 90%,
SRSS	2019 data indicates 88% percent of students were low risk for exhibiting externalizing behaviors	Number of students exhibiting low risk internalizing behaviors will be at or above 90%,

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

A standard assessment, provided by the district will be given in the Fall of 2021 which measures 4th and 5th grade feelings of attending school.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 2
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Students will participate in a yearly goal setting conference to take ownership of their learning.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 3
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers will implement 2nd Step as a reinforcement of Positive Attitudes.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 4
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

PALS- The Peer Assist Leadership group will develop youth leaders who connect with their peers to create a caring, safe, and supportive school environment for all. Money will be set aside for PALS.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	General Fund - Site Discretionary

Action/Service 5
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

Small Group Counseling Groups will be provided by the school counselor to support social skills, positive attitudes, and confidence for students.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Action/Service 6
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

School wide PBIS system using dolphin cards to reinforce positive behaviors and attitudes, students can use earned dolphin cards to enter prizes in opportunity drawings weekly

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	General Fund - Site Discretionary
1,000	Donations (School Power/PTA)

Action/Service 7
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Student council will run community philanthropic school wide events like food drives, clothing drives, etc. Student council will also help plan school wide spirit days

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	General Fund - Site Discretionary

Action/Service 8
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

In person students will participate in a pen pal letter writing program with the students in virtual academy

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 9
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

College and Career online assembly/presentations will be planned for students to attend together via Zoom

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 10
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

monthly online character counts and growth mindset assemblies via zoom with the principal for virtual assemblies

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 11
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Grade level mask decorating contest

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

1000   Donations (School Power/PTA)

Action/Service 12
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

Fridays with friends lunch group run by school counselor via zoom between the in person students and VA students

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 13
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

Weekly Lunch Garden Club with Board member Kelly Osborne

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

District Goal 1

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals, will be performed as a centralized service, and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Proficiency	Districtwide 18% (ELA) and 22% (Math) are not grade level proficient (2019). The largest achievement gap exists with English learners.	Lower percent of students not achieving at grade level based on the CAASPP. Decrease in achievement gap between English learners and districtwide average.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Provide centralized ELD program coordination.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
144,000	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Provide target interventions, including after school support and additional resources.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,000	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Parent meetings and staff training for professional learning, conferences, and workshops.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,500	Categorical (Federal) - Title I (At-Risk/Low Income)

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

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Dr. Julie Hatcel	Principal
Jacquie Cohn	Classroom Teacher
Cory Day	Classroom Teacher
Marianne Bynum	Classroom Teacher Other School Staff
Lauren Styskal	Other School Staff
Amber Jenkins	Parent or Community Member
Nicole Rosa	Parent or Community Member
Amanda Brown	Parent or Community Member
Cathy Adair	Parent or Community Member
	Parent or Community Member

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

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 .

Attested:

[signature]	Principal, Julie Hatchel, Ed.D. on 2/24/21
[signature]	SSC Chairperson, Marianne Bynum on 2-10-2021