School Year: **2021-22**

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	Local Board Approval Date
Twelve Bridges High School	31669510140541		December 21, 2021

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As a brand new school, no surveys of students nor parents have been used yet. However, as we continue to expand as a school, we will utilize surveys such as California Healthy Kids Survey and the California Tobacco Survey to gauge culture/climate/safety perceptions about the school. As we approach our first WASC review, we will also utilize in-house surveys to get more site-specific/targeted data to better inform our site about student, parent, and staff perceptions about culture/climate, physical plant, instruction/curriculum, access, and extra curricular programs on campus.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

An agreement with the Western Placer Teachers Association, all formal observations are based upon the California Standards of the Teaching Profession. All probationary teachers are observed three times a year, while permanent teachers are observed every other year. Any teacher who is being observed has conferences both before and after the observation, and there is also an end of year "summative" evaluation that is the most formal and comprehensive step of the evaluation process. In addition, both administrators perform approximately 20 informal "walkthrough" evaluations a week, which last about five minutes and provides administration the chance to see trends on
campus throughout the year, and provide targeted feedback when needed. Observations will have a new nuance this year, with teachers meeting the needs of both in-person and distance learners, and we will work with teachers so that the formal observation cycle and informal observations are the constructive, developmental tools they are meant to be. In addition, Classified staff are observed throughout the year, with probationary staff having three formal evaluations a year, and permanent staff having one formal evaluation each year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State assessment data, primarily the CAASPP, CAST, and ELPAC, have been of limited use the past two years due to COVID impacting the test being given, the amount of students who actually took the test, and the validity of an exam for students who had such a limited past educational year. However, the data we do have demonstrates that students have come to us with significant gaps. Teachers have used local diagnostic exams, some pre-fabricated through programs like Illuminate and some of the the department's own creation, to more accurately pinpoint these gaps. We have worked as a district to encourage teachers to not engage in pure remediation, but to continue progressing through the "at level" class, while scaffolding gaps with on the spot instruction when needed, so that students are losing as little ground as possible. We will have no state math/ELA data for our current high school students until spring/early summer of 2023, when the juniors of next year take their CAASPP exam. The most recent results we do have, from our current 9th grades who tested last spring, and from the 2018/2019 school year when our 10th graders were in 7th grade, and our 9th graders in 6th grade, demonstrates a relative strength in ELA on the SBAC, with both testing sessions showing greater than 70% of students meeting/exceeding the standards. However, in math, there was a noticeable drop off in scores from the 2018/19 to the 2020/2021 administration, where only 46% of our current 9th graders scored at the meets/exceeds standard. This is not particularly surprising, given the challenges of education in the COVID world, but it is an area of definite concern as we address math progress with our students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize frequent common formative assessments to determine student progress towards achievement standards and allows students to plan/deliver interventions as needed. Teachers share results of common assessments at weekly PLC meetings to determine entire cohort success percentages. Students who are not at level are provided interventions such as strategic groups in class during independent practice so that the teacher can focus reteaching/differentiation strategies to students who are below standard. Students are allowed to retake formative assessments to show progress as a result of interventions. Many, but not all, teachers are now allowing retakes even on more summative assessments. Teachers are using information on student performance to identify key standards from previous two years that need to be readdressed while progressing with current/grade level steandards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are teaching within their credentials, with a small handful teaching electives where local authorizations have been acquired based on the teacher's expertise within those electives. For instance, both of our AVID elective instructors have been to week-long trainings in the AVID program so that they may be knowledgeable in providing the structure and instruction critical to that being a successful class.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our FTE are filled by fully credentialed teachers. Teachers are provided quality professional development as needed. For instance, our math department started a new math adoption (Reveal Math) this year. Prior to this roll out, our teachers were able to work with the publishers to attend trainings on best uses of the materials within this adoption, and they were able to have extra PLC meetings to coordinate usage after having received this training. For example, our ELA department recently utilized several extra hours to better connect our Study Sync curriculum for grades 9 and 10 with a viable set of essential standards and create assessments that are targeting measuring success towards those standards. Our Social Science teachers went through an extensive training on our new (second year) TCI adoption prior to its introduction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Rather than one size fits all staff development, our site and our district frequently reach out via formal surveys or informal information gathering at PLCs to gain PD needs from departments. The district often tailors PD at our "District Day" professional development to the needs they see from these surveys, while as a site the administration works in tandem with departments to schedule/offer PD that is most needed/desired. In addition, site funds are budgeted towards continued professional development, especially for teachers who are looking to sharpen their abilities in working with students with disabilities, student who are working toward language acquisition, and supporting students with socio-emotional learning opportunities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

While COVID has put a significant constraint on our ability to have outside experts/coaches support teachers and sited administration on instructional improvement, our district has a strong history of support in this area. Most recently, due to math scores being an area of concern/growth in our district, we utilized Carin Contreras as a math pedagogy expert to support math instruction at the high school level. Working as a team with the district math TOSA, site administration, and the district Math 1 team, we identified areas of gaps in our instruction (most notably in the area of "modeling," and created/practiced/debriefed lessons and assessments within this area for a rich data review.) District TOSAs exist for Math, English, and EL support, and they are routinely used to help coach our staff. Probationary teachers go through an induction program where they are linked with a veteran professional apart from the official evaluation process to support them in their growth in the profession.

The district offered nearly a month of professional development opportunities this summer, where teachers were paid to attend trainings to ensure that teachers were prepared to maintain high standards in the classroom - there was a focus on engagement strategies and social/emotional learning strategies. Our district recognizes that this kind of professional learning may be helpful year round, and so the summer PD will be relaunched over holiday breaks in order to provide real time/on time access. Site funds have been allocated towards collaborative time, special projects and professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have weekly collaboration time built into their workday on Mondays from 2-3PM. In addition, we authorize additional meeting time outside the school day when needed so that departments tackling larger PLC items, such as data review and assessment refinement, may do so. The groupings of these PLCs are usually grade and/or subject specific, but as needed, entire department, cross department, and even cross site PLCS take place. Teachers who have no person on site to have relevant PLC work, such as a Drama instructor, work with professional groups to share ideas and benefit from collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Twelve Bridges High School affords all of its students a comprehensive curriculum that is intended to teach the State Standards and is aligned to the State Frameworks. Pacing guides have been completed and implemented for the core curriculum, which are in line with our sister school, Lincoln High School. Formative/summative common assessments are now being used in the core curriculum. Materials in English Language Arts (Study Sync), Math(Reveal), and Sciences (MBER program) are all aligned to the CCSS and/or Next Generation standards to help teachers/PLC's create a program that is aligned with performance standards. Social Sciences adopted a new curriculum last year, TCI.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students in all classes have access to standards-based instructional materials appropriate for grades 9-12. Students have electronic access through their individual Chromebooks; students who have internet connectivity issues at home can be issued hotspots to increase access at home. When needed, we do offer print copies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

While there are no official SBE adoptions for grades 9-12, our Math and ELA classes are completely aligned with the standards of the California Common Core, and our base curriculum texts (Reveal for Math and Study Sync for ELA) earned very high scores in the Focus and Coherence category on the EdReports textbook evaluation rubric, indicating that they are firmly connected to the CCSS. In addition, our Biology curriculum is based upon Next Generation standards using the MBER curriculum units. While Social Science does not yet have a curriculum guide like CCSS nor Next Generation, literacy standards for CCSS are an integral part of the course.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All student receive guidance counseling upon entry to high school to create a four year plan that enables them to receive a four year education that prepares them for college and/or career entry. This plan is reviewed regularly, at least annually, to evaluate progress and, if needed, implement interventions. For students that are struggling, conferences with counselors, administration, teachers, parents, and students take place to evaluate intervention options. Intervention options are described later in this report. Students with disabilities are receiving the majority of their services in mainstream, co-taught classes, while our instructors utilize integrated EL supports within their differentiation to support students who are acquiring the language.

Evidence-based educational practices to raise student achievement

We are committed to top quality first instruction. Through practices such as Explicit Direct Instruction and TESS Brain-Based math, using fast framework in combination with our focus on the California Standards of the Teaching Profession, teachers strive to provide quality instruction with clear learning objectives that are based on the CCSS (where appropriate). Walkthrough and formal evaluation procedures are strongly based on observance of these practices, and all administration in the district went through a year-long workshop on how to effectively hold evaluation cycles with instructors to raise effectiveness and student achievement. Frequent checks for understanding and formative assessments are a hallmark of what we are striving for within our classrooms, so that both student and teacher are aware of the current level of achievement, and what needs to be done to increase achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have many resources available to help support all students on our campus. They include AVID, a program to help students who do not come from a background with a strong college experience background be successful on a college-bound path. We have peer tutoring support twice a week, free of charge, for students to get targeted support on homework, test prep, and more. There is virtual tutoring support available for students who are not able to remain here beyond the school day. Our College and Career center offers college entry test prep and application support as well as career exploration and investigation, and even job hunting support for students who feel the need to get a job while in high school. Students who are struggling and have failed classes have access to a summer school program, and to a built-in credit recovery program called Cyber High, that allows for students to recoup credits during their normal school day. Our Schoology Learning Management System allows for students and parents to always be up to date on student grades and allows for online access to posted assignments, recorded lesson, test retakes, and a host of other services. Our Advisory class, which take place once a week, offers Socio-Emotional support that strengthens relationships between students, staff, and the school community through the "Character Strong" Curriculum. This list, far from exhaustive, gives a glimpse of the supports we have in place to empower our students to be successful.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, staff, students, and other community members are encouraged to be involved in our school through various means. Our School Site Council is made up of students, teachers, classified employees, parents administration, and our School Resource Officer. This group meets at least quarterly and has significant input on both the plan and the budget for our Single Plan for School Achievement and our WASC report when on a WASC cycle. Parents are encouraged to be on the DELAC group through invitations from the district and site. Our newly-formed TBHS Booster Club was open to any and all community members, and our initial meetings have had nearly 20 members participating. Many local businesses support our school through donations.   Our most recent district Healthy Kids show that, while student perception of school connectedness and motivation is fairly strong, with 60-70% of our students identifying that they feel strong connection, motivation, their perception of meaningful participation in the school environment is low, and tends to drop as they get older. The parent participation perspective on this same survey identified about 50% of our responses showing a positive perception of the school's promotion of parental involvement. Thus, increasing the meaningful participation of students and parents in our school and its decision making is an area that we need to focus upon in our first WASC self study.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

> The largest two services that our categorical funds support are the AVID program, and our Peer Tutoring/Homework center program. Categorical funds support AVID by providing in-depth training opportunities for teachers who want to increase their expertise in implementing AVID strategies. We also use such funds to increase the college going mindset of AVID students by funding access to field trips to college campuses. For peer tutoring, we are able to use categorical funds to support all students, especially those referred to peer tutoring by their teacher or counselor due to a lack of achievement, by providing free tutoring in-person twice a week after school, and virtually four times a week. The virtual access we found to be a key aspect, as many students who are at risk have home obligations that make staying at school difficult or impossible.

Fiscal support (EPC)

> Twelve Bridges High School receives funds from the district LCFF/LCAP to specifically address the needs of under-achieving students, based on the number of students who qualify for free/reduced lunch, are EL, or are foster students. In addition, TBHS receives CTEIG funds, COVID/Learning Loss Funds, an allocation of general funds for administrative discretionary spending, funding to open up the multiple extra curricular, and other programs required to start a new school. We are also expecting an A-G grant fund allocation later this year, which will allow us to even further bolster some of our supports.

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

> Our School Site Council met for the first time on October 20, 2021, and hide a diverse representation including two students, two administrators, four parents, one classified staff member, one teacher, and our school resource officer. The SPSA, especially the SPSA budget, was discussed at length, and approved by all in attendance, with the SSC President (a parent chosen at this meeting) signing the document on November 5, 2021. SSC notified that small changes to the contents make take place, and that any changes to the budget actuals would be discussed at our regular quarterly meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

All students will be exposed to a rigorous academic environment that provides them with the information, supports, and tools needed to be ready for college and/or career when they graduate TBHS.

Identified Need

While, as a brand new high school, we do not have great sets of data to determine needs, we do know that we have robust goals for our students to be A-G eligible and/or have completed a CTE pathway upon graduation. In addition, students continue to need support in their academic classes as the impact of the end of 2020 and the 2020/2021 academic years is still evident in student achievement grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test Scores in ELA and Math	Unknown or unreliable data based on no test two years ago and limited testing last year.	70% ELA Meets/Exceeds standard and 50% Math Meets/Exceeds standard when students test as juniors next year.
A-G Completion Rate	Unknown, no graduates as of yet	65% A-G Rate for the class of 2024 (This year's sophomores)
CTE Pathway Complete Route	Unknown, no graduates as of yet	60% of students who start a pathway complete it prior to graduations for the class of 2024 (this year's sophomores)
Report Card Grades	7% of students had 2/more F's at end of Q1	less than 5% of students will be failing 2 or more classes at end of S2.

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

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

All Students

Strategy/Activity

Peer Tutoring/Homework Center - Students will have access to in-person peer tutoring twice a week, and virtual peer tutoring four times a week.

Proposed Expenditures for this Strategy/Activity
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)
4500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Peer Tutor Hourly costs
2500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Peer Tutor Supervisor costs
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplies for Tutoring

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

SED Primarily

Strategy/Activity

AVID Implementation campus wide to expose students in AVID electives, and even those who are not, to a college-going mindset, so that students are knowledgeable about college level study habits, how to apply to get in to universities, how to help fund college education, and what to expect in college.

Proposed Expenditures for this Strategy/Activity
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	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID shirt support
3403	LCFF-Supplemental (Site Fund) 0001-0999: Unrestricted: Locally Defined Field Trip Cost/Scholarship support

Strategy/Activity 3
Students to be Served by this Strategy/Activity

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

SWD/SPED students and EL Students

Strategy/Activity

Provide training opportunities for teachers to increase their differentiation skills with students who are SPED and/or EL.

Proposed Expenditures for this Strategy/Activity
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)
2000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

N/A- First year of school's existence

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

N/A - First year of school's existence

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.

N/A- First year of school's existence; However, possible change coming up this year, should funds allow, will be to fund additional hours for our College and Career Tech to allow for more time on campus when students have free time, such as lunch.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

Students, staff, parents, and the greater community will feel that TBHS is a welcoming and safe environment that is responsive to need and provides involvement opportunities for all.

Identified Need

With students and families being unable to be as involved with their schools during COVID, and with our own school culture being a blank slate, a robust attention to culture, climate, and what it means to be a Rhino is needed in our inaugural school year, with opportunities for students, staff, families, and the community to interact with our school in a positive fashion. Helping students to remain engaged even when on quarantine/IS due to COVID issues is equally important.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	N/A	Less than 5% suspension rate for 2021/2022 year.
Attendance Rate	Approx. 95% through the end of September	Maintain at least 95% overall attendance rate
Independent Study Completion Rate	NA	75% completion of IS contracts for 2021/2022 year
School Site Council Participation	NA	Have members from students, parents, classified, and certificated groups represented on SSC.

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

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

All

Strategy/Activity

Opening Day Activities - First two days of school non-academic in nature to create relationships, develop school pride, and introduce the school community to one another.

Proposed Expenditures for this Strategy/Activity
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)
6400	LCFF-Supplemental (Site Fund) 0001-0999: Unrestricted: Locally Defined School Pride shirts for all students
3000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Motivational Guest Speaker/Keynote address

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

EL Students

Strategy/Activity

Document/Phone Translation to increase access for families who speak another language

Proposed Expenditures for this Strategy/Activity
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	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Document Translation Services/Phone translation services for parent meetings

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

All

Strategy/Activity

Teachers provided support, instruction, and professional development on Socio-Emotional learning activities and School Safety (including emotional safety and mental wellbeing).

Proposed Expenditures for this Strategy/Activity

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)
2000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures SEL Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Rhino Strong Positive Behavior Reinforcements to acknowledge students who demonstrate our value actions. This includes branding and promotion of our Rhino Value Actions.

Proposed Expenditures for this Strategy/Activity

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)
1150	LCFF-Supplemental (Site Fund) 0001-0999: Unrestricted: Locally Defined Rhino Strong Reinforcement Rewards and Promotion

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Closing Day Assembly/Activities- Guest Speaker; Providing a positive closure to the school year, celebrating accomplishments and providing a transition to the next year, year two of TBHS!

Proposed Expenditures for this Strategy/Activity

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)
2000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures

	Closing Day Assembly and Activities

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

N/A- First year of school's existence

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

N/A- First year of school's existence

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.

N/A- First year of school's existence

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 (Site Fund)	30,453	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	30,453.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	10,953.00
1000-1999: Certificated Personnel Salaries	2,500.00
2000-2999: Classified Personnel Salaries	4,500.00
4000-4999: Books And Supplies	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF-Supplemental (Site Fund)	10,953.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	2,500.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	4,500.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,903.00
Goal 2	15,550.00

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:

2 School Principal

2 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Michael Maul	Principal
Heather Pierce	Principal
Ersula Bombard	Classroom Teacher
Erik Yergensen	Classroom Teacher
Nora Davis	Other School Staff
Daniel Searle	Other School Staff
Corinne Lowell	Parent or Community Member
Allison Hurtado	Parent or Community Member
Aubrey Tenney	Parent or Community Member
Charlene Westbrook	Parent or Community Member
Kelsey Kurland	Secondary Student
Kylie Linthicum	Secondary Student

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

Recommendations and Assurances

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

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

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

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

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 10/20/21.

Attested:

Principal, Michael Maul on 11/4/21

SSC Chairperson, Corinne Lowell on 11/5/21