

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 Middle School | 31669510111385 | November 9, 2021 | 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).

Feedback is gathered informally from teachers, staff, and parents at least one per month. This may be in the form of meetings, conferences, or informal surveys via Google Docs. Avenues utilized include the Parent Teacher Club, School Site Council, Leadership Team (teachers) Associated Student Body, Professional Learning Communities, Office Meetings, and Special Education Meetings. Communication is also sent out via Parent Square. Parents have used this forum to communicate with admin with questions and suggestions.

Classroom Observations

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

The school principal, in conjunction with the assistant principal, conduct both informal and formal classroom observations. Probationary teachers are formally observed three times a year during their first two years of employment. Once permanent, teachers are formally observed every other year. Whether observed three times, or every other year, there is a Summary Evaluation at the end of the school year, which encompasses the entire school year and includes informal, formal, and overall performance.

TBMS administration has created a system in which all teachers are informally observed several times a year. Comprehensive feedback is given to all teachers being informally observed in the areas of classroom management, rigorous learning environment, effective lesson planning and student engagement. The goal is to offer continuous formative feedback.

Teachers are evaluated based on the California Standards for the Teaching Profession: Engaging and Supporting All Students in learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student for learning; and Developing as a Professional Educator.

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)

At the beginning of each school year, the prior Spring's Smarter Balanced Assessment Consortium (SBAC) summative exams are analyzed by administration and faculty to determine areas of needed growth or improvement. Additionally, Math and Language Arts data is utilized to determine the curriculum needs of students throughout the school year. Chapter and unit formative assessments provide further feedback to teachers to modify instruction and improve student achievement. We have been accessing SBAC data for several years now and are continually assessing student needs and developing appropriate strategies to ensure success for all students.

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

Teachers meet every Monday in content areas and/or grade levels for professional learning communities to analyze data and monitor student progress. Instruction is adjusted accordingly to reteach, review, or adjust instruction, as appropriate.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements and are highly qualified.

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

Teachers have access to state adopted instructional materials and participate in related professional development opportunities, as appropriate or needed.

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

Professional development opportunities offered by the school district and/Placer County Office of Education include: Common Core State Standards, GATE/Differentiation, Love and Logic, Special Education, Mental Health, Professional Learning Communities, Technology, and Positive Behavior Intervention Systems.

TBMS has been fortunate enough to begin investing in Project Lead the Way STEAM based curriculum for our emphasis on Science based electives. TBMS committed to being an AVID school a few years ago, and we also made the commitment to be a school who offers STEAM based electives.

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

Instructional assistance and support is provided through district Peer Coaches related to Common Core State Standards in the areas of English Language Arts and Mathematics.

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

The district provides Early Release Days every Monday for teacher collaboration. Teachers use this time to monitor student performance, evaluate current practices, create common assessments, and determine improvements for programs. There are times when this time is utilized across sites to increase articulation as a department, grade level, or vertically with elementary or high school.

Teaching and Learning

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

Curriculum and Materials are currently aligned to the Common core standards in the areas of Language Arts, mathematics, Social Science, Science, Physical Education, and Art. We are currently in a Science transition (Pilot Program) to adopt new curriculum aligned to the Next Generation Science standards.

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

Instructional minutes for Reading/Language Arts typically is 55 minutes per day as is Mathematics. Students also engage in reading and writing while in Social Science and Science.

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

Teachers in all content areas utilize a common pacing guide, which is reviewed from year to year. In addition, teachers create common assessments and revise annually, as appropriate. The intervention component is being addressed through the implementation of MTSS framework (multi-tier system of supports), which provides targeted support to struggling students.

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

Grade level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available through RSP (Resource Specialist Program) and SDC (Special Day Class)

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

All general education, intervention, and special education materials are standards-aligned and adopted based on the California Department of Education Criteria.

Opportunity and Equal Educational Access

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

Students who struggle in work completion or need additional support in Mathematics/Language Arts can attend after school tutoring and/or homework help. In addition, teachers are available before and/or after school for individual support as needed. If there are more intense needs, a teacher may refer a student for a Student Success Team Meeting (SST) to develop a more comprehensive plan. Student progress is monitored through our MTSS system.

Evidence-based educational practices to raise student achievement

Teachers participate in Professional Learning Communities, follow common pacing guides, and utilize common formative assessments. Teachers have attended training regarding PLCs, Intervention, and AVID strategies. We are focused on student centered learning and adopting current trends and practices, which will include, Social Emotional Learning (SEL), Youth Development (YDI), and cooperative learning strategies.

Parental Engagement

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

There are several resources available to support under-achieving students. There are Student Success Team meetings, which can be initiated by a parent, teacher, or administrator to develop a comprehensive plan to assist students with academic, behavioral, or emotional needs. Parent-Teacher Conferences are regularly scheduled to address concerns at the end of the first six weeks of the school year, then at the end of each quarter. Between conference windows, teachers are available to meet with parents. The school library is open before, during, and after school for students to access materials and/or computers as needed. Several teachers make themselves available after school to assist students with homework, assignments, exam corrections, etc. After school tutoring and/or homework help is available to support student under-achieving students.

The school district offers a Continuing Education program for parents, including GED Prep classes and English As a Second Language (ESL) classes. There is also a series of Love and Logic classes to assist parents at home with student behavior/interactions.

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)

The School Site Council is comprised of parents, teachers, other school personnel, and students. The purpose is to develop the Single Plan for Student Achievement, School Safety Plan, and School Academic Report Card. Participants inquire, suggest, and recommend in all areas of school improvement. Participants review data, budgets, and reports to ensure they are informed for decisions.

Funding

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

Homework help and Math tutoring is offered after school to support students in all curricular areas. Homework help, assignment completion, along with computer availability, printers, and textbooks are provided to support students. Dates, times, and the location of homework help/tutoring is communicated with staff, parents, and students.

Fiscal support (EPC)

TBMS receives additional LCFF supplemental funds to improve and enhance its services for low income students, Foster/Homeless Youth, and struggling students.

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

TBMS, in cooperation with the School Leadership team, students, and parents have reviewed, and approved the School Site plan on November 5, 2021. The Leadership team at TBMS meets to address ongoing concerns and systematic changes at TBMS. Upon reviewing the budget for this school year, all stakeholders were pleased that the school has the funds to implement some targeted interventions. In light of all the complications due to the COVID 19 pandemic, the need for intervention is very strong. We are committed to mitigating regression due to restrictions last school year associated with COVID 19. Tbms is also able to invest in our STEAM program by offering Project Lead The Way electives.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 1.25% | 1.2% | 1.0% | 10 | 10 | 8 |
| African American | 2.64% | 2.77% | 2.3% | 21 | 23 | 18 |
| Asian | 4.27% | 4.94% | 4.7% | 34 | 41 | 37 |
| Filipino | 3.89% | 4.34% | 3.3% | 31 | 36 | 26 |
| Hispanic/Latino | 17.34% | 17.23% | 15.7% | 138 | 143 | 124 |
| Pacific Islander | 1.00% | 0.72% | 0.5% | 8 | 6 | 4 |
| White | 67.34% | 65.9% | 69.2% | 536 | 547 | 547 |
| Multiple/No Response | % | 0.84% | 2.7% | | 17 | 21 |
| Total Enrollment | | | | 796 | 830 | 791 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Grade 6 | 269 | 280 | 240 |
| Grade 7 | 263 | 277 | 285 |
| Grade 8 | 264 | 273 | 266 |
| Total Enrollment | 796 | 830 | 791 |

Conclusions based on this data:

1. Though the percentage has been decreasing, the students of Hispanic origin continue to be our largest group of students identified by race/ethnicity.
2. White students enrolled at TBMS are the largest group of students identified by race/ethnicity and that percentage has been slowly increasing.

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

Mathematics: Increase academic achievement as measured by end of quarter progress reports, semester letter grades on report cards, which will lead to increased proficiency on state testing (SBAC). Teachers will be readdressing pacing guides and making necessary adjustments to curriculum being taught. It is the job of middle school to prepare students for high school and making adjustments to our curriculum is a solid strategy. We will use SBAC results, formative assessments, and other summative assessments which will show the need for curriculum adjustments which can be addressed through training in framework and feedback from our high schools.

Language Arts: Increase academic achievement as measured by end of quarter progress reports, semester letter grades on report cards, which will lead to increased proficiency on state testing (SBAC). All Language Arts teachers will continue to make adjustments to the Amplify curriculum as well as supplement with other resources needed to effectively address the myriad of Language Arts standards. Our 8th grade teachers are in contact with our high schools in an effort to coordinate curriculum and novel selection.

Science: Continue to build teacher background knowledge regarding the Next Generation Science Standards. Emphasize reading informational materials with accuracy, use text evidence and specific examples when writing a response. Continue current units of study and common assessments while continuing to work through an adoption year.

History: The History department has the goal to not only teach History through the use of their curriculum (TCI), but to also teach literacy skill designed to develop the whole student.

Identified Need

Understanding the need for competency in the use of technology in high school and beyond, TBMS needs to proficient with current forms of technology. TBMS also needs to strengthen the use of our AVID program through the informal observation and formal evaluation systems. TBMS is focusing on how AVID strategies can be utilized in all classrooms and admin will provide feedback to teachers through the informal walkthrough process and also through the formal evaluation process. We have hired an AVID coordinator who will be a liaison for our school site. The AVID coordinator will provide information on current training available, as well as offering site PD with regard to AVID classroom strategies. TBMS needs to stay current with STEAM electives and continue to offer courses that align with the CTE pathways at both of our high schools.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|-------------------------------|-------------------------------|
| SBAC scores in Mathematics | 45% proficiency for 2020/2021 | 50% proficiency for 2021/2022 |
| SBAC scores in Language Arts | 69% proficiency for 2020/2021 | 75% proficiency for 2021/2022 |

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

All teachers will be equipped with interactive whiteboards in the classroom.

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)

30,000

Source(s)

LCFF-Supplemental (Site Fund)
6000-6999: Capital Outlay
Purchasing Promethean Boards to increase student achievement through the use of technology in the classroom

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement STEAM electives through Project Lead the Way

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)

4200.00

Source(s)

LCFF-Supplemental (Site Fund)

4000-4999: Books And Supplies
Our commitment to STEAM related electives provides TBMS students an opportunity to explore CTE Pathways prior to high school.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Language Arts teachers will be given "release days" to calibrate essay scoring.

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)

2000.00

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
The calibration of essays is in alignment with the expectations of our high schools

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

After school homework help/tutoring will be offered on campus with TBMS teachers and virtually by Lincoln High School

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)

3948.00

Source(s)

LCFF-Supplemental (Site Fund)
5000-5999: Services And Other Operating Expenditures
To offer MTSS Tier 2 interventions, TBMS utilizes the resources at Lincoln High School for Homework help and tutoring

1100.00

LCFF-Base (Site Fund)
1000-1999: Certificated Personnel Salaries

To offer MTSS Tier 2 interventions, TBMS utilizes teachers for Homework help and tutoring

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.

On the heels of the first Covid year of adjustments, TBMS realized the importance of being technologically current as well as being ready to implement synchronous/asynchronous learning when needed. An interactive whiteboard allows teachers to project an image from a laptop or a computer, as well as interact with the board through touch or specialized pens. Interactive whiteboards can replicate anything that can be done on a computer screen with much higher quality than

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

Fortunately we have been able to budget for interactive whiteboard and will be involved in training and best practices to full implementation.

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

No changes will be made to this goal.

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

We will increase the level of involvement of staff, parents, and community members to extend the level of support for the academic achievement and development of students.

Identified Need

We will need accurate data in order to implement an effective SST/504 system, and/or other areas of targeted support for struggling students, as identified through grades and SBAC scores.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| MTSS Data Spreadsheet to help identify struggling students early and often. | The previous year we have had struggling students who have not had the benefit of the SST process. These students need to be identified early in the school year. This is a new school procedure and will act as our baseline year as a data point. | Increased proficiency on SBAC testing, as well as improved grades/attendance for the students identified on the MTSS spreadsheet. Through our new MTSS data team we will identify students earlier and provide early intervention to increase student achievement. |

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

Teachers will populate a spreadsheet monthly and the data will be reviewed by the site Leadership Team and Avid Site Team. Our Leadership/Avid team will make decisions on how to implement best first instruction based on needs identified from studying the spreadsheet data. TBMS will also

offer an orientation program to our incoming 6th grade students which would help with that all important transition to middle school.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Incoming 6th grade students

Strategy/Activity

Our Summer Bridge program offers an compacted immersion into the life of a typical middle school student. Participants engage in classes targeting the use of our current technology, Avid notetaking strategies, as well as learn to navigate Schoology. Students partake in Youth Development activities, campus tours, receipt of schedules, agendas, and chromebooks and participate in SEL activities.

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)

4000.00

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
This Summer Bridge program has proven to be a highly effective program for a smoother transition from 5th to 6th grade.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

TBMS will have teachers serve as coordinators to promote growth mindset, SEL activities in and out of the classroom, Avid, and the MTSS spreadsheet data

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)

5600.

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
Teachers are the most logical and effective source of schoolwide growth in all areas, in and out of the classroom.

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.

Our Summer Bridge program has been very successful with the transition of 5th to 6th grade students. The MTSS spreadsheet with corresponding strategies related to the data are in the beginning stage as are the different coordinators.

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

No differences

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.

No changes

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) | 49,748 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-------------------------------|-----------|
| LCFF-Base (Site Fund) | 1,100.00 |
| LCFF-Supplemental (Site Fund) | 49,748.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 8,700.00 |
| 4000-4999: Books And Supplies | 8,200.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,948.00 |
| 6000-6999: Capital Outlay | 30,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF-Base (Site Fund) | 1,100.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-Supplemental (Site Fund) | 7,600.00 |
| 4000-4999: Books And Supplies | LCFF-Supplemental (Site Fund) | 8,200.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF-Supplemental (Site Fund) | 3,948.00 |
| 6000-6999: Capital Outlay | LCFF-Supplemental (Site Fund) | 30,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 41,248.00 |
| Goal 2 | 9,600.00 |

School Site Council Membership

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

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

Name of Members

Role

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 November 5, 2021.

Attested:



Principal, Randy Woods on 11-9-21



SSC Chairperson, Evangel Garcia on 11-9-21