

School Year: **2022-23**



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	October 18, 2022

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 students’ 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. The TOW family emphasizes a strong commitment to the state standards 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: By the end of the 2021-2022 school year, 90% of students will be proficient in meeting grade level standards in ELA as measured by iReady, DIBELS, and grade level CFAs taken from End of Year data
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.

NO, goal was met in regards to fluency through Dibels measure, but not the 90% mark for iready measure. The main barrier was the intensive needs in Tier 2 & 3 were more extensive then initially predicted and therefore the growth factor of reaching 90% was attainable.

Performance Goal #2: By the end of the 2021-2022 school year, 90% of students will be proficient in meeting grade level standards in math as measured by iReady data and grade level CFAs.
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.

NO, biggest barrier in not meeting the 90% goal is believed to be that with it being our first year implementing Math Intervention Program we had to create logistics, identify students , try different scheduling times and implement a teacher created program, took more time to establish than originally thought.

Performance Goal #3: Using our Multi Tiered Systems of support we will address ways to support students and staff in increasing their Self Efficacy in 2021-2022 school year.
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.

YES, 85% of students were identified in Tire 1 in all 3 SEL areas by the end of the year. Focus on the school's A B C's character program and positive reinforcement strategies such as the dolphin cards and school-wide rewards increased wanted student behaviors and actions. Overall referrals for behaviors and counseling also decreased.

Educational Partner 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 in need of additional targeted intervention. The SSC met on September 21, 2022, and October 18, 2022 to analyze student outcomes and help develop the SPSA. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.17%	0.2%	0.38%	1	1	2
African American	0.34%	0.8%	0.38%	2	4	2
Asian	2.41%	2.6%	2.45%	14	13	13
Filipino	1.03%	1.0%	0.94%	6	5	5
Hispanic/Latino	11.03%	10.4%	10.94%	64	53	58
Pacific Islander	0%	%	%	0		
White	71.03%	70.5%	68.68%	412	359	364
Multiple/No Response	11.72%	11.8%	11.51%	68	60	61
	Total Enrollment			580	509	530

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	81	60	80
Grade 1	91	82	77
Grade 2	93	89	97
Grade3	91	87	93
Grade 4	105	88	95
Grade 5	119	103	88
Total Enrollment	580	509	530

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

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

By Spring 2023 the percentage of students in Tier 3 will decrease from 9% to 5% and Tier 2 will decrease from 41% to 20% or less, as reported in the i-Ready ELA diagnostic end of year benchmark.

Identified Need

Beginning of the year i-Ready benchmark diagnostic revealed 50% of our student population was not at grade level in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-ready District Assessment	51% of students are reported at grade level for BOY i-Ready diagnostic	80% of students will perform at or above grade level on the i-Ready ELA diagnostic at the end of the year.

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

Provide differentiated learning opportunities during core instruction and WIN (Whatever I Need) time.

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

Provide targeted academic support and intervention based on data analysis of benchmark and CFAs during in-class Tier 2 instruction and pull-out intensive Tier 2+ and Tier 3 instruction.

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)

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 MTSS 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)

ALL

Action/Service

Provide professional learning opportunities for staff that support best first instruction, personalized learning, and targeted intervention.

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 7

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

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 2

By Spring 2023 the percentage of Tier 3 will decrease from 9% to 5% and Tier 2 will decrease from 58% to 25% or less, as reported in the i-Ready math diagnostic end of year benchmark for K-5.

Identified Need

Beginning of the year i-Ready benchmark diagnostic revealed 64% of our student population was not at grade level in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Math Diagnostic Screener	37% of the students performed at/above grade level on the math BOY diagnostic	We expect to see 80% at or above grade level by EOY i-ready administration.

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 progress of ELO's

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)

SOME - Students in Tier II and Tier III Interventions

Action/Service

Math Intervention will be offered in grades k-5 during the school day to support designated Tier II & III 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 5

Students to be Served by this Action/Service

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

ALL

Action/Service

Provide professional learning opportunities for staff that support best first instruction, personalized learning, and targeted intervention.

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)

10,000

Source(s)

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

Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 3

During the 2022-2023 school year students will demonstrate an 20% increase in resilient behaviors and independent/collaborative problem solving both in and out of the classroom as measured by SRSS and Kelvin Pulse Data as well as through the teacher-student self-efficacy survey.

Identified Need

We continue to see a need for students to develop independent/collaborative problem-solving in order to support positive behaviors in less structured times like Recess and Lunch, and Encore classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff will complete a pre/post student screening identifying students in Tiers 1, 2 or 3 in the areas of independent/collaborative problem-solving and resilient behaviors	TBD	85% of students will be identified in Tier 1 for independent/collaborative problem-solving and resilient behaviors
Kelvin Pulse student survey questions connected to resilience and problem solving	58% of 4th and 5th graders reported ALWAYS/FREQUENTLY for the question "when I have a problem I can come up with lots of ways to solve it." (Fall 2021)	Number of students reporting confidence in solving problems at school shall be 78% by end of year Kelvin Pusle.
SRSS	2022 data indicates 97% of students were low risk for exhibiting externalizing behaviors	Number of students exhibiting low risk externalizing behaviors will be at or above 97%,
SRSS	2022 data indicates 97% of students were low risk for exhibiting internalizing behaviors	Number of students exhibiting low risk internalizing behaviors will be at or above 97%,

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 2022 which measures 4th and 5th grade feelings of resiliency

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 and Thrively as a reinforcement of Positive Attitudes and Social Emotional 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 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. Utilize PALs and Student Council to Provide peer examples of expected Behaviors at school via monthly 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)

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)

ALL

Action/Service

Focus on setting explicit expectations around ABC/PBIS traits through Dolphin Card reinforcement 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)
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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

Redesign CAST process to include a MTSS referral sheet that teachers and staff have immediate access to submit.

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)

ALL

Action/Service

PBIS team to meet to discuss and set up restorative practices and behavior expectations for students while on campus and in class.

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)

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

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

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 to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Proficiency	Districtwide 23% (ELA) and 33% (Math) are not grade level proficient. The largest achievement gap exists with students who are English learners or who have IEPs.	Lower percent of students not achieving at grade level based on the CAASPP. Decrease in achievement gap between English learners and students with IEPs 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)
185,269	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)

46,537

Source(s)

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)

10,165

Source(s)

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
- 5 Parent or Community Members

Name of Members	Role
Meghan Schooler	Principal
Danica Mitchell	Classroom Teacher
Darcy Nagby	Classroom Teacher
Marianne Bynum	Classroom Teacher
Margaret Warder	Other School Staff
Amber Jenkins	Parent or Community Member
Nicole Rosa	Parent or Community Member
Erika Rahall	Parent or Community Member
Jenna Offeld	Parent or Community Member
Valiha Strecker	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 10/18/2022.

Attested:



Principal, Meghan Schooler on 10-26-22



SSC Chairperson, Marianne Bynum on 10-26-22