

School Year: **2020-21**



# 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
Audubon Elementary School	41690396044812	September 30, 2019	

## 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

SSC meetings: 10/22/18, 3/12/2019, 4/19/2019, 5/13/2019, 10/26/2020  
Leadership Team Meetings: 4/20/2019, 5/22/2019  
Ed Services Meeting: 4/27/2019  
ELAC: 4/30/19  
PTA: 4/16/2019, 5/09/2019, 6/11/2019

# 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

Language and Literacy

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 1

Increase student achievement in language and literacy, as measured by CAASPP and local reading assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths:

On SBAC all students were 52.3 points above proficient and all students passed the expected outcome targets and rose 9.1 points.

SED students on SBAC are 15.4 points above standard.

EL students on SBAC grew 1.6 points

### Challenges:

SED students experienced a point decrease of 17.2.

SWD did not experience growth on SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	52.3 points above	10 points above proficient
SBAC ALL Students Growth	9.1 point increase	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	15.4 points above	0 points above proficient
SBAC SED Students Growth	-17.2 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	1.6 point increase	15 points rise in average distance from proficient
SBAC SwD Growth	-0.2 point decrease	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 3rd Grade Students Status	50.7 points above	10 points above proficient
SBAC 5th Grade Students Status	52.8 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Elementary: F&P All Students Status	84% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	80% met change	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	N/A	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

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 & Supporting Actions 1

### Strategy

Implement targeted and intensified support for reading and language arts with identified students

### Students to be Served by this Strategy

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

Students in Tier 1 needing additional reading & literacy Tier 2 & 3 interventions

Language and Literacy ToSA provides direction and guidance to students who are reading below grade level to support learning in class or through distance learning.	1.0 FTE Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	143,500
Language and Literacy ToSA supports	.5 FTE Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries	66,360

implementation of ELA/ELD standards and provides support in the classroom. Coordinates designated instruction for ELL. Analyzes ELPAC data to support best integrated and designated instruction. Facilitates ELD para-educator support. Presents at English Language Advisory Committee, ELAC meetings to support learning in class or through distance learning.		District LCFF Supplemental A	
Language and Literacy ToSA supports implementation of ELA/ELD standards and provides support in the classroom. Coordinates designated instruction for ELL. Analyzes ELPAC data to support best integrated and designated instruction. Facilitates ELD para-educator support. Presents at English Language Advisory Committee, ELAC meetings to support learning in class or through distance learning.	.2 FTE Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries PTA	39,840
Language and Literacy ToSA supports the implementation of language and literacy instruction working with small groups to support learning in class or through distance learning.	Language and Literacy ToSA expense captured above		
Language and Literacy ToSa supports teachers to integrate Rtl and PBIS in their classrooms.	Language and Literacy ToSA expense captured above		
MTSS Data Meetings: During data meetings our focus on integrating Response to Intervention Rtl and Positive Behavior Instruction and Intervention Supports, PBIS, to form a multi-tiered system of support, MTSS. In this work we utilize a variety of academic and behavior data to enhance the effectiveness of all systems	Release time for teachers by providing substitute teachers	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	5,000

to support learning in class or through distance learning.			
ELD Para-educator supports small group designated instruction for English Learners to support learning in class or through distance learning.	English Language Para-educator Classified (5 hours/day)	2000-2999: Classified Personnel Salaries PTA	40,650
Dividing students into PE/PMT groups which allows focus time for small group instruction	PE/PMT schedule supporting small group instruction		
Raz Kids, a supplemental computer based program, supports students in developing reading skills at his/her reading level to support learning in class or through distance learning.	RAZ kids licenses provide to all students.		
Starfall, a supplemental computer based program, teaches basic English reading and writing skills to support learning in class or through distance learning.	Starfall licenses for grades K-2		

## Strategy & Supporting Actions 2

### Strategy

Teachers will provide grade-level, standards aligned Tier 1 instruction, using the Benchmark curriculum, to all students.

### Students to be Served by this Strategy

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

All Students

Benchmark consultants provide training for teachers.	Substitute costs to release teachers for training (no cost to site; paid for by central)		
Teachers collaborate during Wednesday minimum days to analyze student work and assessments. Analysis data will be used in planning units and lessons to support learning in class or through distance learning.	Wednesday collaboration time (no additional expense)		

## Strategy & Supporting Actions 3

### Strategy

Teachers will provide ELD strategies in reading and literacy lessons.

### Students to be Served by this Strategy

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

English Learners

Language and Literacy ToSA supports implementation of ELD standards by providing professional development opportunities for teachers to support learning in class or through distance learning.	Language and Literacy ToSA/Staff meetings (expense captured above)		
Language and Literacy ToSA collaborates with teachers in developing ELD lessons and provides support in classroom to support learning in class or through distance learning.	Language and Literacy ToSA/Wednesday collaboration meetings (expense captured above)		
Supplemental computer-based BrainPop EL program to support English Learners with English Language Acquisition to support learning in class or through distance learning.	BrainPop EL license for English Learners		

### Strategy & Supporting Actions 4

#### Strategy

Teachers and staff will participate in professional development with a focus on equity

### Students to be Served by this Strategy

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

All students

Teachers will deepen their understanding around equity, analyze current practices and collaborate to promote equitable access to learning and improve outcomes for all students.	Provide funding for an equity expert to provide professional development for staff during selected staff meetings and/or a professional development day.		2,500
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# 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

Mathematics

## LEA/LCAP Goal

Increase student achievement in mathematics, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

## Goal 2

Our school personnel will use multi-level instructional strategies for math to include all students with various needs in the general education classroom and coursework.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Regarding CAASPP Math data:

Strengths:

- Overall students are performing 50.1 points at or above proficiency on SBAC
- ELs experienced a 3.9 point increase on SBAC

Challenges:

- Socioeconomically disadvantaged students are performing below 30.8 points below standard and this is a 23.8 point drop.
- English learners are performing below proficiency
- Students with disabilities had a 37.1 point decrease

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	50.1 points above	10 points above proficient
SBAC ALL Students Growth	2.8 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-30.8 points below	0 points above proficient
SBAC SED Students Growth	-23.8 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	3.9 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-37.1 point decrease	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 3rd Grade Students Status	74.5points above	10 points above proficient
SBAC 5th Grade Students Status	16.8 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient

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 & Supporting Actions 1

### Strategy

Teachers will provide grade-level, common core mathematics standards aligned to Tier 1 instruction, using the Zearn curriculum as the primary resource. Teachers will supplement additional resources to provide scaffolding and challenge students, including using technology.

### Students to be Served by this Strategy

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

All students

MTSS Data Meetings: During data meetings our focus on integrating Response to Intervention Rtl and Positive Behavior Instruction and Intervention Supports, PBIS, to form a multi-tiered system of support, MTSS. In this work we utilize a variety of academic and behavior data to enhance the effectiveness of all systems.	Release time for teachers by providing substitute teachers. (Expense captured in Goal 1)		
Teachers collaborate during Wednesday collaboration days to analyze student work and assessments. Analysis data will be used in planning units and lessons to support learning in class or through distance learning.	Wednesday collaboration days		
Dividing students into PE/PMT groups which allows focus time for small group instruction	PE/PMT schedule supporting small group instruction		



Teachers will use Zearn math curriculum online and in the classroom to support learning in class or through distance learning.			
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## Strategy & Supporting Actions 2

### Strategy

Teachers will provide Integrated ELD strategies in math lessons.

### Students to be Served by this Strategy

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

English Learners

Language and Literacy ToSA supports implementation of integrated ELD standards through mathematics by providing professional development opportunities for teachers.	Language and Literacy ToSA /Staff Meetings (expense captured in Goal 1)		
Language and Literacy ToSA collaborates with teachers in developing integrated ELD lessons and provides support in classrooms.	Language and Literacy ToSA /Wednesday collaboration meetings (expense captured in Goal 1)		

## Strategy & Supporting Actions 3

### Strategy

Implement targeted and intensified support for mathematics with identified students.

### Students to be Served by this Strategy

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

Students in Tier 1 needing additional mathematics Tier 2 interventions

IXL, a computer-based supplemental program, promotes the development of math skills in grades K-5 to enhance learning in class or through distance learning.	IXL licenses		
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## Strategy & Supporting Actions 4

### Strategy

Teachers and staff will participate in professional development with a focus on equity

### Students to be Served by this Strategy

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

## All Students

Teachers will deepen their understanding around equity, analyze current practices and collaborate to promote equitable access to learning and improve outcomes for all students.	Provide funding for an equity expert to provide professional development for staff during selected staff meetings and/or a professional development day. (captured in goal 1)		
Teachers will build knowledge and capacity in implementing the newly adopted Math curriculum, Zearn.	District provide professional development during staff meeting and Wednesday morning trainings.		

# 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

Student Wellness

## LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

## Goal 3

All school personnel in instructional and other roles will share in responsibility to educate all students in our school and employ culturally appropriate and sustaining practices to promote a positive and strong school culture.

## Identified Need

Students need to develop emotional regulation and conflict management techniques through direct instruction, common vocabulary and positive support from our teachers and staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Grade 5	71% of 5th grade students report feeling connected to school "most of the time" or "all of the time"	area of growth
California Healthy Kids Survey Grade 5	82% of 5th grade students report feeling the adults at school have high expectations "most of the time" or "all of the time"	area of growth
California Health Kids Survey Grade 5	79% of 5th grade students report feeling safe at school "most of the time" or "all of the time"	area of growth
California Healthy Kids Survey Grade 5	91% of 5th grade students report feeling academically motivated "most of the time" or "all of the time"	area met
California Healthy Kids Survey Grade 5	68% of 5th grade students report feeling the school has an anti-bullying climate "most of the time" or "all of the time"	area of growth
California Healthy Kids Survey Grade 5	77% of students feel the school offers social emotional learning	area of growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	supports "most of the time" or "all of the time"	
SWIS Suite- office managed referral tracking system	Office managed referrals school-wide average 0.42 per day.	area of growth
SWIS Suite- office managed referral tracking system	37.6% of office managed referrals school-wide cite physical aggression as the problem behavior	area of growth
SWIS Suite- office managed referral tracking system	43.5% of office managed referrals school-wide cite the playground as the location for the problem behavior.	area of growth

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 & Supporting Actions 1

### Strategy

School-wide implementation of Soul Shoppe

### Students to be Served by this Strategy

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

All students

Teachers teach conflict resolution and emotional regulation skills by utilizing Soul Shoppe vocabulary and instructional tools. Teachers and staff will build their social emotional toolkit through Soul Shoppe assemblies and classroom visits to use with students.	Soul Shoppe assemblies, lesson materials and parent information.	5800: Professional/Consulting Services And Operating Expenditures	5200
Counselor supports teachers with implementing Soul Shoppe lessons. The lessons will support students with emotional regulation and conflict resolution through Soul Shoppe common language and tools.	1.0 FTE, Counselor no additional cost to site, centrally funded	1000-1999: Certificated Personnel Salaries	100,000

## Strategy & Supporting Actions 2

### Strategy

## School-wide Implementation of Positive Behavior Intervention and Support (PBIS)

### Students to be Served by this Strategy

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

All students

Teachers and staff teach expected routines and behaviors in classrooms and across school settings.	Taught to students in classrooms and across school settings. no cost to site		
Site admin will hold 3 PBIS assemblies throughout the year to cultivating a community committed to our Four Pillars of Excellence- Respect, Responsibility, Safety and Engagement.	Asst. Principal will plan and facilitate PBIS assemblies. no cost to site		
Establish a PBIS team to meet monthly to review/analyze SWIS data, report findings to staff and identify ways to support positive behavior.	Funding to support PBIS meeting time for team members. no cost to site		
Provide two days for PBIS team to evaluate our current implementation of PBIS and plan next steps in strengthening the program.	Provide 12 substitutes for two planning day (6 substitutes for each planning day)		

### Strategy & Supporting Actions 3

#### Strategy

Teachers, counselors and staff will support students by teaching and reinforcing strategies to promote conflict resolution, emotional self-regulation and positive character traits.

### Students to be Served by this Strategy

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

All students

The school counselor will teach character lessons through the Second Step curriculum, Restorative Practices and Soul Shoppe Strategies.	Expense captured above		
Site Admin and school counselor will lead a Kindness Campaign.	Establish meeting time, no cost to site		
Art Therapy Intern to support students with emotional regulation through Soul	Art Therapy Intern, no cost to site.		

Shoppe common language and tools.			
Daily morning words of wisdom shared with students and staff during morning meetings.	Words of wisdom prerecorded and uploaded to Google Classrooms and SeeSaw classrooms daily.		

## Strategy & Supporting Actions 4

### Strategy

Teachers and staff will participate in professional development with a focus on equity

### Students to be Served by this Strategy

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

All Students

Teachers will deepen their understanding around equity, analyze current practices and collaborate to promote equitable access to learning and improve outcomes for all students.	Provide funding for an equity expert to provide professional development for staff during selected staff meetings and/or a professional development day. (Captured in Goal 1)		
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# 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

Family Engagement

## LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

## Goal 4

Our school personnel understands the importance of building positive relationships with their students and students' families and provides families and students with resources to participate in school decisions.

## Identified Need

To strengthen systems of family communication and participation

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Parent Survey	95% of parents "strongly agree" or "agree" feeling welcome to participate at school	area met
California School Parent Survey	89% of parents reported they attended a school or class event	area met
California School Parent Survey	57% of parents reported attending a parent-teacher organization or association meeting	area of growth
California School Parent Survey	93% of parents "strongly agree" or "agree" school keeps them well-informed about school activities	area met

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 & Supporting Actions 1

### Strategy

Provide a variety of school communications

**Students to be Served by this Strategy**

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

all students

Site administrators offer informal opportunities for parents to meet with them through Coffee with the PrincipALS	Establish and communicate Coffee with the Principal meeting times with provided coffee and snacks		
Provide weekly communications to families through Wednesday Envelopes	Establish a Wednesday Envelope team to coordinate information to send to families		
Site admin and website team will maintain and update school website	Establish meeting times for website team to update school events, communications and pictures on the school website		
Monthly principal updates through newsletter and School Messenger.	Establish dates for newsletters to go home and to be posted on school website		
Site Admin and ELD Specialist will hold four English Learner Advisory Committee (ELAC) Meetings	Establish and communicate ELAC meetings	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	500
Through a Back-to-School night for parents share school-wide and class-room information to parents about academics, communications, parent engagement opportunities, school culture, etc.	Communicate Back-to-School night to families through the school website and Wednesday envelope		
Site Admin and School Site Council (SSC) Chair will hold 5 SSC meetings	Establish and communicate SSC meetings		

**Strategy & Supporting Actions 2****Strategy**

To strengthen systematic procedures to gather feedback and input from families and students

**Students to be Served by this Strategy**

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

All students

Establish informal opportunities for parents to	Coffee with Principal		
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meet with administrators through Coffee Chats with the PrinciPALs to share information about school programs and student supports as well as gather input from families.			
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### Strategy & Supporting Actions 3

#### Strategy

Provide opportunities for families and staff to engage in various school events

#### Students to be Served by this Strategy

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

All students

Frequent teacher communications	Teachers will share with families the method and frequency to expect communications from the classroom		
Provide Parent-Teacher Conferences two times a year.	Establish and communicate Parent-Teacher Conference dates		
Audubon PTA will host a School Socials	Parents, students, and staff engage in fun activities after school and get to know each other.		
Virtual Back to School Night	Staff will welcome families and review the outlook for the school year.		

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$403,550.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$107,700.00
District LCFF Supplemental A	\$209,860.00
PTA	\$80,490.00
Site LCFF Supplemental A	\$5,000.00
Site LCFF Supplemental C	\$500.00

Subtotal of state or local funds included for this school: \$403,550.00

Total of federal, state, and/or local funds for this school: \$403,550.00

# 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:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Doug Garriss	Principal
Irene Wang	Parent or Community Member
Doris Yoon	Classroom Teacher
Debanu Das	Parent or Community Member
Mayumi Oiwa	Classroom Teacher
Tanya Lalwani	Parent or Community Member
Nelson Hunter	Other School Staff
Ketan Gokarn	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**



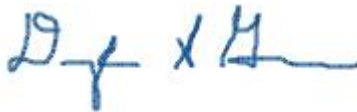
English Learner Advisory Committee

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 9-30-19.

Attested:



Principal, Douglas Garriss on 10.28.2020



SSC Chairperson, Irene Wang on 10.28.2020