



**Laurel**  
Elementary School

# 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
Laurel Elementary School	41690396044945	06/14/2020	

## 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

Faculty Meeting, February 7, 2020, 3:20-4:20pm, Laurel Elementary, Principal and Certificated Staff  
Faculty Meeting, March 3, 2020, 3:20-4:20pm, Laurel Elementary, Principal and Certificated Staff  
Virtual School Site Council Meeting, June 11, 2020, 3:20-5:00pm, Laurel Elementary, Principal and School Site Council members (certificated, classified, and parents)  
ELAC Meeting, January 28, 2020, 6:00-7:30pm, Laurel Elementary, Principal and ELAC meeting participants (Principal and Laurel families)

# School and Student Performance Data

## Data Indicators and Targets

Laurel Elementary School							
	Literacy						
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	-30.3 points below standard	-23.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-23.4 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	6.9 point rise	No	8 point rise
SED "Average Points Above Standard"	-77.1 points below standard	-83.9 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-83.9 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-6.8 point decrease	No	15 point rise
EL "Average Points Above Standard"	-82.1 points below standard	-76.2 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	6 point rise	No	15 point rise
SwD "Average Points Above Standard"	-102.6 points below standard	-85.5 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	17.1 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	-35.2 points below standard	-34.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-34.8 points below	No	10 points above
5th Grade "Average Points Above Standard"	-35.9 points below standard	-14.9 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-14.9 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	49% Met Standard	46% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	46% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	46% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester					
F&P	44% Met Standard	52% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	52% Met	No	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	50% Met Growth	No	80 % Met Growth

			Mathematics				
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	-16.9 points below standard	-31.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-31.5 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	-14.6 point decrease	No	5 point rise
SED "Average Points Above Standard"	-57.4 points below standard	-82.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-82.6 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-25.1 point decrease	No	15 point rise
EL "Average Points Above Standard"	-58.9 points below standard	-71.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-12.3 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-71.2 points below standard	-77.6 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-6.4 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	-7.4 points below standard	-28.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-28.3 points below	No	10 points above
5th Grade "Average Points Above Standard"	-22 points below standard	-33 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-33 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	32% Met Standard	37% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	37% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	46% Met Growth	No	80 % Met Growth

### Data Statements: Strength

1. SwD ELA rise above target  
All Students and EL rise was positive and just short of targets  
5th grade ELA status higher than 3rd and All Students (suggesting students do better the longer they attend Laurel)

### Data Statements: Challenges

2. The ELA/Math status of All Students and SED students were well below targets  
SED, EL, and SwD Math growth declined  
5th grade Math status below target and below All Students






### Why are we getting these results?

3. More PD in Math across grade levels is needed  
Teachers need continued collaboration on Benchmark best practices with professional guidance

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Data Statement: Strengths

1. Suspension rates are low (green).  
Chronic absenteeism is low (yellow)

#### Data Statement: Challenges

2. Performance in Mathematics instruction is low (orange).

#### Why are we getting these results?

3. More professional development is required in mathematics.

# 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.

Continue to strengthen language & literacy daily block in order to increase rigor and outcomes for all student groups.

## 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	-17.9 points below	10 points above proficient
SBAC ALL Students Growth	5.3 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-63.8 point below	0 points above proficient
SBAC SED Students Growth	16.5 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	10.4 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	14.1 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-22.5 points below	10 points above proficient
SBAC 5th Grade Students Status	-14.6 points below	10 points above proficient
SBAC 8th Grade Students Status	NA	10 points above 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>
Elementary: F&P All Students Status	52% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	50% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline in 2019-2020	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

Elementary school students will receive Benchmark curriculum and small group with the use of F&P data.

### Students to be Served by this Strategy

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

All Students

Teachers will meet virtually in grade level teams to collaborate and design lessons.	To pay for substitute teachers to release teachers.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	4,000
Teachers will receive professional development during regularly scheduled staff meetings and Wednesday PDs.	No additional cost to site.		
Reading Specialist will provide individual and team collaboration on using Benchmark and making effective use of F&P data. RS will also organize small group instruction for support across grade levels.	1.0 FTE Reading Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	122,198

Teachers will attend a multi-day strand of PD by Benchmark trainers.	No additional cost to site.	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Teachers will get release time to observe colleagues implementing Benchmark virtually.	To pay for substitute teachers to release teachers.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	2,000
In collaboration with Reading Specialist, Principal will observe classrooms and provide feedback based on Benchmark implementation and best practices.	No additional cost to site.		
Teachers will implement Lexia Core 5 online program to help solidify foundational literacy skills for lower grades and comprehension practice for upper grades.	Funded by Laurel's PTA	PTA	11,900
Teachers will implement a Distance Teaching and Learning plan designed to mirror classroom supports in literary, instruction via Google Classroom, and interventions via adaptive learning programs in the event of a Shelter in Place due to COVID-19.	No addition cost to site.		

## Strategy & Supporting Actions 2

### Strategy

Students will receive Tier 2 and Tier 3 in the classroom intervention instruction by Reading Specialists.

### Students to be Served by this Strategy

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

Tier 2 and Tier 3 students

Reading Specialist will help identify and provide Tier 2 and Tier 3 services to students.	1.0 FTE Reading Specialist (see cost expenditure above in Strategy 1)		
Para-educator will provide Tier 2 services outside the classroom.	2.5 hours per day Classified support	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	36,454

# 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

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

## Goal 2

Increase student achievement in mathematics, as measured by local 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.

Students need exposure and mastery of Mathematical Practices to think and behave in a mathematical fashion.

Teachers need to offer math talks as a way to provide explicit direct instruction while providing students and teacher to practice mathematical concepts.

## 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	-24 points below	10 points above proficient
SBAC ALL Students Growth	8.1 point increase	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-67.3 points below	0 points above proficient
SBAC SED Students Growth	13.2 point increase	15 points rise in average distance from proficient
SBAC EL Students Growth	9.2 point increase	15 points rise in average distance from proficient
SBAC SwD Growth	22 point increase	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-1.9 points below	10 points above proficient
SBAC 5th Grade Students Status	-40.1 points below	10 points above 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 8th Grade Students Status	NA	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 teach math standards within the district adopted curriculum through integrated whole-group and strategic small group lessons using differentiation and best practices in ELD and Inclusion.

### Students to be Served by this Strategy

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

All students, with a focus on English Learners and Students with disabilities.

Professional development in counting collections for new teachers including 3rd grade teachers.	Pay teachers to attend training.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	
Math TOSA to coach teachers, provide PD onsite at staff meetings, facilitate peer observations, and support teacher/grade level PLC's once a month.	Math TOSA 0.5	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	70,682
Teachers to attend Math PLC and engage in a cycle of inquiry based on data analysis of student work.	Pay for substitutes to release teachers to attend coaching cycles.	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	23,772
Implement a tool for observation to collect information to guide teaching practice, Math TOSA will support with pre/post conferencing with teachers.	No additional cost to site.		
Collaborate with Abbott Complex school and Math TOSAs to host a Math Night at Abbott Middle School in order to promote mathematical thinking, enhance growth mindset, and engage/educate families.	No additional cost to site.		

Teachers will implement a Distance Teaching and Learning plan designed to mirror classroom supports in mathematics, instruction via Google Classroom, and interventions via adaptive learning programs in the event of a Shelter in Place due to COVID-19.	No additional cost to site.		
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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

Student Wellness

## LEA/LCAP Goal

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

## Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

## Identified Need

Adding Tier 2 & Tier 3 support through counseling services to better improve our MTSS as we continue to strengthen our Tier 1 system (PBIS).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism	8.7% are chronically absent	We would like to see a decrease in absenteeism.
Suspension data	0.7% suspended at least once	We would like to see the use of restorative justice practices to help decrease suspensions.
CHKS School connectedness (5th grade)	71% of 5th grade students feel connected to school 89% of 5th graders feel academically motivated	Increase across grade levels

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

Continued implementation of PBIS systems with SEL best practices, positive socio-emotional relationships with adults, and high levels of school engagement.

### Students to be Served by this Strategy

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

All students, specifically English Learners and Socio-economically disadvantaged students.

Continue to develop school-wide PBIS systems for adults to implement consistent, common language on best practices.	Leadership and materials; subs	4000-4999: Books And Supplies Site LCFF Supplemental C	1,000
Implement Project Cornerstone to engage students and families on PBIS beliefs.	Fees and materials	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	5,000
School Counselor will provide Tier 1 whole-group demonstrations on socio-emotional learning as well as support students individually.	1.0 FTE counselor	1000-1999: Certificated Personnel Salaries Measure V	120,000
Half-time Inclusion TOSA will engage staff with inclusion best practices to provide all with supports ranging from small group work, providing professional development to classified SPED staff, and guiding teachers in a variety of settings.	0.5 Inclusion TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	60,000
Teachers will implement a Distance Teaching and Learning plan designed to mirror classroom supports in socio-emotional learning, instruction via Google Classroom, and interventions via school counselor lessons in the event of a Shelter in Place due to COVID-19.	No additional cost to site.		
Increase support personnel time on campus to ensure the health and safety of students and staff during the COVID-19 pandemic.	Increased time for classified members	2000-2999: Classified Personnel Salaries Title IV	16,400

## Strategy & Supporting Actions 2

### Strategy

Students receive Tier 2 and Tier 3 counseling services.

### Students to be Served by this Strategy

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

Identified students

Counselor & art therapist provides individual and small group pull-out counseling services.	see counselor expenditure above in Strategy 1 Part time art therapist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
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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

Strengthen school-home connections through volunteer opportunities and increase engagement at school events with bilingual supports.

## Identified Need

Increase parent engagement, with a focus on families of English Learners and Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation/Rosters for virtual attendance meetings	Will determine baseline in 2019-2020 by consistently gather parent attendance	

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

Build and sustain school-home communication systems that support learning and promote student achievement by increasing healthy partnerships between staff and families.

### Students to be Served by this Strategy

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

All students, with particular focus on English Learners and Students with Disabilities.

Offer parent education nights to provide opportunities to complete Parent Portal and provide training on technology.	Provide child care and materials costs	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	2,000
Community Outreach Worker provides support to English Learner families with home-	2 hours per day para-education support	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	15,397.42

to-school communication and ensure virtual attendance to ELAC meetings.			
Teachers will implement a Distance Teaching and Learning plan designed to mirror classroom supports through family engagement via Google Classroom and offer access to technology in the event of a Shelter in Place due to COVID-19.	No addition cost to site.		

# 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	\$490,803.42

## 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 (\$)
Title IV	\$16,400.00

Subtotal of additional federal funds included for this school: \$16,400.00

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 (\$)
District LCFF Supplemental A	\$137,595.42
District LCFF Supplemental C	\$60,000.00
Low Performing Student Block Grant	\$94,454.00
Measure V	\$120,000.00
PTA	\$11,900.00
Site LCFF Supplemental A	\$42,454.00
Site LCFF Supplemental C	\$8,000.00

Subtotal of state or local funds included for this school: \$474,403.42

Total of federal, state, and/or local funds for this school: \$490,803.42



# 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

## Expenditures by Funding Source

Funding Source	Amount
District LCFF Supplemental A	137,595.42
District LCFF Supplemental C	60,000.00
Low Performing Student Block Grant	94,454.00
Measure V	120,000.00
PTA	11,900.00
Site LCFF Supplemental A	42,454.00
Site LCFF Supplemental C	8,000.00
Title IV	16,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
	11,900.00
1000-1999: Certificated Personnel Salaries	402,652.00
2000-2999: Classified Personnel Salaries	68,251.42
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	District LCFF Supplemental A	122,198.00
2000-2999: Classified Personnel Salaries	District LCFF Supplemental A	15,397.42
1000-1999: Certificated Personnel Salaries	District LCFF Supplemental C	60,000.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	94,454.00
1000-1999: Certificated Personnel Salaries	Measure V	120,000.00
	PTA	11,900.00
1000-1999: Certificated Personnel Salaries	Site LCFF Supplemental A	6,000.00
2000-2999: Classified Personnel Salaries	Site LCFF Supplemental A	36,454.00
4000-4999: Books And Supplies	Site LCFF Supplemental C	1,000.00
5000-5999: Services And Other Operating Expenditures	Site LCFF Supplemental C	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site LCFF Supplemental C	5,000.00
2000-2999: Classified Personnel Salaries	Title IV	16,400.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,552.00
Goal 2	94,454.00
Goal 3	202,400.00
Goal 4	17,397.42

# 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
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Christian J. Rubalcaba	Principal
Kathleen Petrilla	Classroom Teacher
Anna Lazar	Classroom Teacher
Angela Quillen	Classroom Teacher
Gisele Lennox	Other School Staff
Debbie Pacini	Other School Staff
Michelle Pauling	Parent or Community Member
Elyethe Martinez	Parent or Community Member
Aileen Snodgrass	Other School Staff 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 06/11/2020.

Attested:



Principal, Christian J. Rubalcaba on 06/11/2020



SSC Chairperson, Michelle Pauling on 06/11/2020