

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
		June 2021	June 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

This School Plan describes a Schoolwide Program that includes strategies, actions, and services.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

LCAP Goal 1: ALL STUDENTS WILL RECEIVE HIGH QUALITY INSTRUCTION - All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

LCAP Goal 2: PARENT AND COMMUNITY ENGAGEMENT - Parents and students will take an active role in the school learning community by participating in decision making that promotes student achievement, school safety, excellent student attendance, excellent graduation rates, and promotes pathways to post-secondary plans.

LCAP Goal 3: BROAD AND SUPPORTIVE EDUCATIONAL EXPERIENCE - IUSD is committed to providing students with an educational experience in which students receive instruction from fully credentialed appropriately assigned teachers, have access to standards-aligned instructional materials, post-secondary pathways which include college and career options, and are housed in well maintained school facilities.

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

This SPSA was developed with significant stakeholder input, including members of the School Site Council, the English Learner Advisory Committee, other staff and community members all providing suggestions and/or feedback on plan elements.

The Plan focuses on three primary areas: academic achievement, parent involvement & educational experience:

1. ALL STUDENTS WILL RECEIVE HIGH QUALITY SUPPORT
2. PARENT AND COMMUNITY ENGAGEMENT
3. BROAD AND SUPPORTIVE EDUCATIONAL EXPERIENCE

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

English Language Arts & Math

LEA/LCAP Goal

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Goal 1

ALL STUDENTS WILL RECEIVE HIGH QUALITY INSTRUCTION

Identified Need

Students' performance on SBAC ELA scores in the subgroups were below expectations, indicating a need for more support for struggling students.

English Learners, Low Income, and Hispanic students remain far below school wide results in ELA and math, reflecting a need for additional supports for teachers and students. This is also the case, in a greater degree, to Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: Academic Indicator, ELA & MATH Distance from Standard	NO SPRING 2020 SCORES DUE TO COVID - NO TESTING IN SPRING 2019	NO SPRING 2020 SCORES DUE TO COVID - NO TESTING IN SPRING 2019
CAASPP - SBAC Scores	<p>SPRING 2021 DATA WILL BE REVIEWED IN THE 2021-2022 FALL SPSA.</p> <p>DASHBOARD - ELA ACTUAL SCORES 2018-2019/Spring 2019 All Students: 6.8 above the standard. We maintained 2.7 (YELLOW) Hispanic: 4.9 above standard/3.8 increased. (GREEN) SED: .6 above the standard/10.8 increased. (GREEN) SWD: 93.4 below standard/1 pt. maintained. (RED)</p>	<p>Spring 2020 Expected Outcome CAASPP Testing did not occur due to COVID 19/School Closure</p> <p>Spring 2019 Expected Outcome Mean distance from Standard will improve to: All: 7.8 points above standard (G) Goal to increase by 4 points EL: 8.8 points below (Yellow) Goal to increase 3 pts. Low Income: 4.5 points below (Y) Goal to increase 6 pts.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>EL: 7.3 below standard/4.3 increased. (YELLOW) White: 23.1 above standard/2.7 maintained (GREEN)</p> <p>CAASPP All Students 53.94% Met or Exceeded</p> <p>DASHBOARD BASELINE SCORES 2017 - 2018/Spring 2018 All: 3.8 points above standard EL: 11.8 points below standard (Y) Low Income: 10.5 points below standard (Y) Hispanic: .8 points above standard (G) White: 20.4 points above standard (G) Students w/Disabilities: 87.4 points below standard (RED)</p> <p>CAASPP All Students 51.38% Met or Exceed</p> <p>DASHBOARD - MATH ACTUAL SCORES 2018-2019/Spring 2019 All Students: 11.4 below standard/1.5 maintained. (YELLOW) Hispanic: 14.2 below standard/-1.7 maintained (YELLOW) SED: 17.2 below standard/2.1 maintained (YELLOW) SWD: 95.5 below standard/8.5 increased (ORANGE) EL: 19.8 below standard/- .5 maintained (YELLOW) White: 8.1 above standard/1.7 maintained (GREEN)</p> <p>CAASPP</p>	<p>Hispanic: 5 points above standard (G) Goal to increase 5 points below White: 26.4 points above (G) Goal to increase by 6 points Students w/Disabilities: 84.4 points below (Red) Goal to increase 3 pts</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Students 42.58% Met or Exceeded DASHBOARD ACTUAL SCORES 2017-2018/Spring 2018 All Students: 10.2 points below standard (Y) Hispanic: 12.6 points below (Y) SED: 19.5 points below (Y) SWD: 95.4 points below standard (RED) EL: 19.7 points below standard (Y) White: 6.4 points above standard (G) CAASPP All Students 45.27%	

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

1.1 Continue evaluating and improving student achievement for ELA and Math. Provide time for teachers to evaluate instructional delivery methods and assessment materials that align to the State Standards.

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.

1,000

Title I
 1000-1999: Certificated Personnel Salaries
 Training and conferences outside of the district.
 Training cost & substitute cost.

1,000

Title I
 1000-1999: Certificated Personnel Salaries

Teacher Professional Learning Communities (PLC). Data team meeting. Substitutes needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student - specifically students who need intervention or who are at-risk

Strategy/Activity

1.2 Provide students and staff web resources that will support student learning and student cyber safety. Continue to support TK-3 class size reduction in order to maintain sizes under the District negotiated class size of 32. Continue to fund English support classes at middle school. Supplemental ELA and Math support tutoring will be offered before school, during lunch break, and or after school, and summer school. Priority will be given to EL, Foster, and underperforming students.-

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.

1,000

District Funded
2000-2999: Classified Personnel Salaries
Use instructional assistants to provide support through tutoring services. (Enrichment, Extended Day, etc)

3,000

District Funded
1000-1999: Certificated Personnel Salaries
Use teachers to provide support through tutoring services. (Enrichment, Extended Day, etc.)

3,454

Title I
4000-4999: Books And Supplies
Purchase Teachers Pay Teachers resources (web based educational supplementary support materials to support instruction for students to use at school and at home.

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

1.3 Supplemental ELA and Math support services will be offered during summer school. Provide computers w/G4 access for students w/o internet access at home. Priority will be given to EL, Foster, and underperforming students. Comply with EL program State mandates, including assessments,

committees, and program components.

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.

2,000

District Funded
1000-1999: Certificated Personnel Salaries
Teachers hired for summer school

1,000

District Funded
2000-2999: Classified Personnel Salaries
Classified staff hired for summer school

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

1.4 Provide students and staff with print and web resources that will support student learning in special education classes. Add staff in specified areas to address student needs and provide increased services.

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.

60,000

District Funded
2000-2999: Classified Personnel Salaries
Use instructional assistants to provide instructional support to students.
(RTI/ExCEL/Small Group)

Annual Review

SPSA Year Reviewed: 2019-20

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.

DUE TO THE PHYSICAL CLOSURE OF THE SCHOOL MANY OF THE STRATEGIES/ACTIVITIES HAVE BEEN A CHALLENGE TO IMPLEMENT, AND TO MONITOR

THE OVERALL EFFECTIVENESS OF THE GOAL. OUR SCHOOL SITE PHYSICALLY OPENED FOR STUDENTS IN FEBRUARY WITH ALLOWING STUDENTS WITH DISABILITIES TO ATTEND FIRST. IN MARCH ALL STUDENTS WERE INVITED BACK TO CAMPUS. HOWEVER, MANY FAMILIES/PARENTS DECIDED TO KEEP THEIR CHILDREN AT HOME AND TO CONTINUE WITH DISTANCE LEARNING. SUMMER SCHOOL WILL BE OFFERED TO EL STUDENTS AND STUDENTS WHO ARE AT-RISK.

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

DUE TO COVID CLOSURE OF THE SCHOOL AND DISTANCE LEARNING BEING THE PRIMARY MEANS OF INSTRUCTION, TUTORING WAS NOT ABLE TO TAKE PLACE. SUMMER SCHOOL WILL BE OFFERED TO EL STUDENTS AND AT-RISK STUDENTS. TRANSPORTATION IS NOT PROVIDED WHICH DOES POSE A PROBLEM TO SOME PARENTS. INTERIM ASSESSMENTS WERE NOT GIVEN TO ALL STUDENTS THIS YEAR DUE TO TIME CONSTRAINTS WITH ONLY HAVING 2 HOURS OF INSTRUCTIONAL MINUTES VIA ZOOM.

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.

NONE AT THIS TIME.

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

English Language Arts & Math

LEA/LCAP Goal

Parents and students will take an active role in the school learning community by participating in decision making that promotes student achievement, school safety, excellent student attendance, excellent graduation rates, and promotes pathways to post-secondary plans.

Goal 2

PARENT AND COMMUNITY ENGAGEMENT

Identified Need

Research has shown that students who are absent from school have a higher risk of not being successful in school, and possibly not graduating from high school. Targeted students will be those who receive attendance letters for absences, tardies or truancy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports generated at the district office.	<p>For the past two years the annual average attendance for Ben Hulse has been:</p> <p>2020-2021: 99.26 (as of 2/12/2021) * Not completely accurate due to COVID/Zoom</p> <p>2019-2020: 96.68% (as of 2/14/2020)</p> <p>2018/2019: 96.66%</p> <p>2017/2018: 96.51%</p> <p>2016/2017: 96.75%</p>	Attendance rates will increase from 96% to 98% and the number of tardies will decrease.

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

2.1 Continue to support counseling and mental health services, monitor and assess student emotional needs, monitor and evaluate character building and transition programs for all sites. Continue to support student activities. Provide emergency training, acquire response system, review site Safety Plans, and Implement Safety Drills.

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.

500.00	Title I 4000-4999: Books And Supplies Continue with the 20 day (monthly) Attendance Challenge. Student Recognition for student attendance.
500.00	Title I 4000-4999: Books And Supplies Develop an End of the Year Assembly for Perfect Attendance. Organize details for a rewards program for attendance.
	District Funded 1000-1999: Certificated Personnel Salaries Student Assistant Representative to support Social Emotional Needs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and parents

Strategy/Activity

2.2 Continue to support activities that will actively engaged pupils (ASB, Fine Arts, clubs, CTE & Sports), online programs that will enrich, blend, and provide flexibility or independent option. Explore implementation of a Positive Intervention Program. Review suspension and expulsion administrative procedures.

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.

500.00	Title I 4000-4999: Books And Supplies Promote an afterschool Biliteracy Program for our parents to teach Spanish to our students.
750.00	Title I 4000-4999: Books And Supplies

	Family Nights to educate parents on the CCSS's and the school's technology programs.
1,152	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Classified staff to supervise children, snacks and other materials need for Parent Trainings.

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

2.3 Continue to promote increased participation in District advisory committees, including, but not limited to English Learner, Special Education, School Site Councils, Career Technology Education, and committees. Continue the distribution of School newsletters in electronic or written form, support Synergy online registration, promote increased participation in District advisory committees, and continue to improve District communication infrastructure.

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.

500.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Administration and office communication with parents will include: newsletters, monthly calendars, automated phone calls, electronic marquee messages and the school's website.
500.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Teacher communication with parents will include: Back to School Night, Parent Nights, Parent/Teacher Conferences, ParentVUE/Parent Portal, newsletters via Class Dojo, Remind, etc.

Annual Review

SPSA Year Reviewed: 2019-20

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.

DUE TO COVID CLOSURE OF THE SCHOOL THE ACTUAL "ATTENDANCE" NUMBERS DO NOT REFLECT WHO ATTENDED ALL INSTRUCTIONAL MINUTES SINCE SOME STUDENTS WOULD LOG OFF OF ZOOM. DATA FROM THE 2020-2021 SCHOOL YEAR WILL NOT BE A TRUE INDICATOR OF ATTENDANCE.

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

ANY IN-PERSON CLUBS, ASSEMBLIES/PRESENTATIONS, OR CLASSES WERE NOT OFFERED, SUCH AS OUR SPANISH CLUB AND FAMILY NIGHTS. STUDENT INCENTIVES FOR ATTENDANCE AND CHARACTER COUNTS WERE NOT DISTRIBUTED DUE TO THE SCHOOL'S CLOSURE.

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.

NONE AT THIS TIME.

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

English Language Arts & Math

LEA/LCAP Goal

IUSD is committed to providing students with an educational experience in which students receive instruction from fully credentialed appropriately assigned teachers, have access to standards-aligned instructional materials, post-secondary pathways which include college and career options, and are housed in well maintained school facilities.

Goal 3

BROAD AND SUPPORTIVE EDUCATIONAL EXPERIENCE

Identified Need

Students' performance on SBAC ELA scores in the subgroups were below expectations, indicating a need for more support for struggling students. English Learners, Low Income, and Hispanic students remain far below school wide results in ELA and math, reflecting a need for additional supports for teachers and students. This is also the case, in a greater degree, to Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

3.2 Develop a plan to expand the course of study of all schools to include courses such as foreign languages, career technical education, success skills, technology, performing arts and GATE/Honors/Advanced Placement. Establish and support a partnership with Imperial Valley College to expand school offerings to students through the concurrent and or dual enrollment. Continue supporting CTE programs. Seek additional funding opportunities and partnerships to enhance and expand CTE programs.

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.

3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Walkthrough Presentation (4th & 5th) CALIFORNIA WEEKLY EXPLORER
500	Title I 4000-4999: Books And Supplies Science Discovery Day, hands-on supplies for Science experiements.
9,300	Title I 5800: Professional/Consulting Services And Operating Expenditures Art Classes - Unwind & Design Services
5,000	Title I 4000-4999: Books And Supplies Supplies for Art Classes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3.4 Train and support staff in using technology for student instruction and communication. Use the Synergy grade book program so all parents may access up-to-date academic information on the Parent Portal. Maintain wireless infrastructure for wireless internet at all sites. Continue to acquire additional enduser products.

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.

4,000	Title I 1000-1999: Certificated Personnel Salaries Ed. Tech Coach for site
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Annual Review

SPSA Year Reviewed: 2019-20

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.

FOURTH GRADE STUDENTS PARTICIPATED IN THE WALKTHROUGH CALIFORNIA, VIRTUALLY. THE ED. TECH COACH ASSISTED WITH ANY NEEDS THAT TEACHERS HAD DURING THE DISTANCE LEARNING YEAR.

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

FIFTH GRADE TEACHERS CHOSE NOT TO PARTICIPATE SINCE IT COULD ONLY BE VIRTUAL. THE ART CLASS WAS NOT ABLE TO BE IMPLEMENTED DUE TO SCHEDULE CONFLICTS AND TIME RESTRAINTS OF DISTANCE LEARNING.

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.

NONE AT THIS TIME.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

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 (\$)
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Subtotal of state or local funds included for this school: \$

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

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

Name of Members	Role
Traci Gibbs	Principal
Christina Labunog	Classroom Teacher
Jackie Sanchez	Classroom Teacher
Cindy Navarro Rodriguez	Other School Staff
Dulce Duenas	Parent or Community Member
Casey Marrs	Parent or Community Member
Aurora Varela Serrano	Parent or Community Member
Marlene Cruz	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 June 2021.

Attested:



Principal, Traci Gibbs on June 2021



SSC Chairperson, Cindy Navarro Rodriguez on June 2021