

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement Template

School: Baker Elementary School

District: Baker Valley Unified School District

County-District School (CDS) Code: 36-73858-3630076

Principal: Ronda Tremblay

Date of this revision: 04/01/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ronda Tremblay

Position: Superintendent/Principal

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The District Governing Board approved this revision of the SPSA on Enter Date.



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Form A: Planned Improvements in Student Performance

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 failing to meet academic performance index and adequate yearly progress growth targets. 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:

LEA GOAL: Support and enhance student achievement and educational opportunities for all students, including ELs

SCHOOL GOAL: English Language Arts. An increase of 7% of the students meeting or exceeding the ELA standards as measured by 2017 CAASPP test results.

| | | |
|--|---|--|
| <p>What data did you use to form this goal?</p> <p>CAASPP test results from 2015-16</p> | <p>What were the findings from the analysis of this data?</p> <p>On the 2015-16 CAASPP test, 26% of the students scored proficient or above. Individual grade results were as follows:</p> <p>ELA 3rd grade: 27% scored standard not met; 27% scored standard nearly met; 36% scored standard met; 9% scored standard exceeded.</p> <p>ELA 4th grade: 56% scored standard not met; 25% scored standard nearly met; 13% scored standard met; 6% scored standard exceeded.</p> <p>ELA 5th grade: 67% scored standard not met; 17% scored standard nearly met; 50% scored standard met; 8% scored standard exceeded.</p> | <p>How will the school evaluate the progress of this goal?</p> <p><i>Wonders End of Selection</i> and common formative assessments will be analyzed by Data Teams through Professional Learning Communities for individual students, by class, and across grade levels for academic gains in reading/language arts.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form F - Attached</p> |
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STRATEGY: During the 2016-2017 academic year, teachers will use a variety of tools and resources to increase the number of students meeting or exceeding the concept standards tested on the annual state assessment.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|-----------------------------------|--|---|
| <p>August 2016-May 2017</p> <p>Provide full implementation of state-standards with at least 60 minutes of uninterrupted ELA time in K, 2.5 hours in grades 1-3 and 2 hours in grades 4-5 daily.</p> | Teachers and Supt./Principal | <ul style="list-style-type: none"> Ensure instruction of grade level standards in reading language arts and the full implementation of the reading language arts adopted program, MacMillan/McGraw-Hill <i>Wonders</i> with ELD (2015), with the use of the knowledge and skills gained in materials-based training by SBCSS through Supt./Principal classroom walk-throughs, observations, and analysis of curriculum-embedded assessment results. (Throughout the year) | LCFF \$34,000 Title I \$5,200 |
| | Teachers Principal Trainers | <ul style="list-style-type: none"> Provide training in PLCs and data analysis for all teachers to ensure that students are provided instruction that will ensure their mastery of grade level standards. Online PLC trainings are provided by district and SBCSS on specific student data for staff as needed. (Throughout the year) | None |
| | Teachers Principal | <ul style="list-style-type: none"> Identify and align instruction to CCSS and areas of specific instructional focus resulting in school coherence and consistency. (Throughout the year) | None |
| | Trainers Trainers | <ul style="list-style-type: none"> Train teachers in Common Core State Standards (CCSS) (Throughout the year) Provide professional development for any new teachers or teachers new to a grade level. (Throughout the year) | Title I \$1,300 |

| | | | |
|--|---|--|-------------|
| | <p>Teachers Principal Webmaster</p> | <ul style="list-style-type: none"> • Provide parents with information on grade level standards in reading language arts and expectations for learning in parent's preferred language. (Throughout the year) | <p>None</p> |
| | <p>Supt/Principal</p> | <ul style="list-style-type: none"> • Hire 100 percent Highly Qualified Teachers (HQTs) teachers. (Throughout the year) | |
| | <p>Site Leads</p> | <ul style="list-style-type: none"> • Support new teachers (less than two years experience) through the Center for Teacher Induction (CTI) program support available to Baker teachers. (Throughout the year) | <p>None</p> |
| | <p>Teachers</p> | <ul style="list-style-type: none"> • Involve parents in the education of their child (ren) with parent training events designed to help parents support their child's learning in reading language arts. (i.e. Game Night, Literacy Night) (Throughout the year) | <p>None</p> |
| | <p>Teachers</p> | <ul style="list-style-type: none"> • Use the MacMillan/McGraw-Hill <i>Wonders</i> District Benchmark assessments, End of Unit Assessments, Renaissance Learning Universal Screening assessment and local benchmarks to monitor student progress in reading/language arts throughout the year per the assessment calendar. (Throughout the year) | |
| | <p>Teachers Office Staff</p> | <ul style="list-style-type: none"> • Send home student assessment results in a timely manner including the CAASPP test results, report cards and ongoing assessment results in parent's preferred language and in a format that is easily understood by parents. (Throughout the | |

| | | | |
|---|-------------------|---|-----------------|
| | SSC Chair | <p>year)</p> <p>Hold regularly scheduled SSC meetings to provide parents with a forum to contribute to the planning and analysis of student learning. (Throughout the year)</p> | |
| <p>August 2016-May 2017</p> <p>Daily strategic intervention in reading/language arts</p> | Teachers Trainers | <ul style="list-style-type: none"> • Provide <i>Differentiated Instruction</i> training including strategies to support SWDs. (Throughout the year) | Title I \$2,000 |
| | Teachers | <ul style="list-style-type: none"> • Provide BLAST training to ensure that teachers support all students including student's with disabilities (Throughout the year) | Title I \$1,300 |
| | Teachers | <ul style="list-style-type: none"> • Provide daily additional instructional time for intensive intervention for students who are not proficient and are two or more grade levels below. (Throughout the year) | None |
| | Teachers | <ul style="list-style-type: none"> • Develop a Response to Intervention (RtI) Intervention Action Plan in RLA to ensure a school wide systematic response to all students who need additional in class, strategic or intensive support to meet grade level CCSS in ELA including students with disabilities. (Throughout the year) | None |
| | Principal | <ul style="list-style-type: none"> • Provide on-going monitoring and support of the instructional program with periodical classroom visits by the supt. /prin. using an observation tool designed to monitor high quality RLA instruction for SWDs. (Throughout the year) | None |
| | Teachers | <ul style="list-style-type: none"> • Implement an inclusion model so that | |

| | | | |
|---|--------------------------|---|-----------------|
| | Principal RSP Teacher | student's with disabilities will receive instruction in general education classrooms with the support of special education teacher or staff as appropriate to the student's instructional needs identified on the students IEP. (Throughout the year) | |
| | RSP Aid | <ul style="list-style-type: none"> • Provide student's with disabilities additional interventions as identified on their IEPs. (Throughout the year) | Title I \$6,000 |
| | Trainers | <ul style="list-style-type: none"> • Continue to provide professional development for any new teachers or teachers new to a grade level. (Throughout the year) | |
| August 2016-May 2017 | Trainers | <ul style="list-style-type: none"> • Provide <i>Differentiated Instruction</i> strategies to support English learners (content and language objectives, academic language, structured academic language practice) to increase the effective instruction provided during ELD instruction time (Throughout the year) | |
| Implement a program of rigorous instruction for English Learners that includes daily ELD instruction. | Trainers | <ul style="list-style-type: none"> • Provide BLAST training to ensure that teachers support ELL students (Throughout the year) | Title I \$1,300 |
| | Teachers Office Staff | <ul style="list-style-type: none"> • Send home student assessment results in a timely manner including the SBAC test results, report cards and ongoing assessment results in parent's preferred language and in a format that is easily understood by parents. (Throughout the year) | None |
| | ELAC Chair | <ul style="list-style-type: none"> • Hold regularly scheduled ELAC meetings to | None |

| | | | |
|--|-----------|--|------|
| | Principal | <p>provide parents with a forum to contribute to the planning and analysis of student learning. (Throughout the year)</p> <ul style="list-style-type: none"> • Provide on-going monitoring and support of the instructional program with periodical classroom visits by the supt. /prin. using an observation tool designed to monitor high quality RLA instructional support for ELL students. (Throughout the year) | None |
|--|-----------|--|------|

LEA GOAL: Support and enhance student achievement and educational opportunities for all students, including ELs

SCHOOL GOAL #2: Math. An increase of 7% of the students meeting or exceeding the Math standards as measured by 2017 CAASPP test results.

| | | |
|--|---|---|
| <p>What data did you use to form this goal?</p> <p>CAASPP test results from 2015-16</p> | <p>What were the findings from the analysis of this data?</p> <p>On the 2015-16 CAASPP test, 23% of the students scored proficient or above. Individual grade results were as follows:</p> <p>MATH 3rd grade: 27% scored standard not met; 27% scored standard nearly met; 36% scored standard met; 8% scored standard exceeded.</p> <p>MATH 4th grade: 56% scored standard not met; 25% scored standard nearly met; 13% scored standard met; 6% scored standard exceeded.</p> <p>MATH 5th grade: 67% scored standard not met; 17% scored standard nearly met; 8%</p> | <p>How will the school evaluate the progress of this goal?</p> <p>District benchmark and common formative assessments will be analyzed by data teams through Professional Learning Communities (PLC) meetings conducted two times per month for individual students, by class, for academic gains in math.</p> |
|--|---|---|

scored standard met; 8% scored standard exceeded.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|-------------------------------|--|--|
| <p>Aug 2016 – May 2017 Provide full implementation of state content standards with at least 60 minutes of uninterrupted math time</p> | <p>Teachers Trainers</p> | <ul style="list-style-type: none"> • Provide full implementation of state mathematics content standards using Engage NY K-5 through staff development on content standards and strategies through training of teachers in the adopted program by SBCSS. (Throughout the year) | <p>None</p> |
| | <p>Teachers Principal</p> | <ul style="list-style-type: none"> • Provide at least 60 minutes of daily, uninterrupted math instructional time in grades 1-5 (30 minutes at K) in core mathematics adoption. (Throughout the year) | <p>None</p> |
| | <p>Principal</p> | <ul style="list-style-type: none"> • Ensure full implementation of the math program and instruction of the grade level CCSS through classroom walk-throughs, and analysis of local math Benchmark and curriculum-embedded assessment results by Supt./Principal. | <p>None</p> |

| | | | |
|--|------------------------------|---|-----------------|
| | Teachers | (Throughout the year) | None |
| | Principal Trainers | <ul style="list-style-type: none"> ● Hold twice monthly PLC teacher led meeting time for teachers and tied to math assessments, lesson planning and delivery of instruction. (Throughout the year) | None |
| | Superintendent/ Principal | <ul style="list-style-type: none"> ● Provide 40 hour materials-based professional development in Engage NY for any new teachers or teachers new to a grade level. (Throughout the year) | None |
| | Trainers | <ul style="list-style-type: none"> ● Hire 100% HQT teachers. (Throughout the year) | Title I \$1,300 |
| | Principal Site Lead | <ul style="list-style-type: none"> ● Provide training for teachers in Differentiated Instruction (Throughout the year) ● Support new teachers (less than two years experience) through the Center for Teacher Induction (CTI) Program support available to Baker teachers (Throughout the year) | None |

| | | | |
|--|--------------------------|---|------|
| | Teachers Office Staff | <ul style="list-style-type: none"> ● Provide parents with information on grade level standards in math and expectations for learning in parent's preferred language. (Throughout the year) | None |
| | Teachers | <ul style="list-style-type: none"> ● Involve parents in the education of their child(ren) with parent training events designed to help parents support their child's learning in math. (Throughout the year) | None |
| | Teachers Office Staff | <ul style="list-style-type: none"> ● Send home student assessment results in a timely manner including the CAASPP test results, report cards and ongoing assessment results in parent's language and in a format that is easily understood by parents. (Throughout the year) | None |
| | SSC/ELAC Chairs | <ul style="list-style-type: none"> ● Hold regularly scheduled SSC/ELAC meetings to provide parents with a forum to contribute to the planning and analysis of student learning. (Throughout the year) | None |
| | Teachers | <ul style="list-style-type: none"> ● Teachers hold two | None |

| | | | |
|--|--|--|-------------|
| | <p>Teachers</p> <p>Teachers</p> <p>Principal</p> | <p>Common Core State Standards workshops to assist parents in understanding the new standards. (Throughout the year)</p> <ul style="list-style-type: none"> ● Use local standards-aligned mathematics Benchmarks given in grades K-5 every trimester, Engage NY benchmark and Math Facts in a Flash. (Throughout the year) ● Monitor gr. 4-5 students using the Renaissance Learning Math Facts in a Flash Universal Screening. (Throughout the year) ● Provide on-going monitoring of the instructional program with twice periodically classroom visits by the Supt./Principal using an observation tool designed by both teachers and the Superintendent to monitor high quality math instruction of all students including ELs and student's with disabilities. | <p>None</p> |
|--|--|--|-------------|

| | | (Throughout the year) | |
|---|---|---|-------------------------|
| <p>Aug 2016 – May 2017</p> <p>Daily additional math instructional time for strategic intervention in mathematics using core and ancillary materials for students who are not proficient but within two grade levels.</p> | <p>Teachers</p> <p>Principal Teachers</p> | <ul style="list-style-type: none"> • Provide daily small group targeted instruction by grade level based on student's instructional need during math <i>intervention</i> time for 15-30 minutes daily. (Throughout the year) • Develop an Intervention Action Plan in math to ensure a school wide systematic response to all students who need additional support in class (strategic or intensive) meet grade-level standards in math including ELs and student's with disabilities (Throughout the year) | <p>None</p> <p>None</p> |
| <p>Aug 2016 – May 2017</p> <p>Daily additional math instructional time for strategic intervention in mathematics using core and ancillary materials for students who are not proficient but within two grade levels.</p> | <p>Teachers</p> <p>Principal Teachers</p> | <ul style="list-style-type: none"> • Provide daily small group targeted instruction by grade level based on student's instructional need during math <i>intervention</i> time for 15-30 minutes daily. (Throughout the year) • Develop an Intervention Action Plan in math to ensure a school wide | <p>None</p> <p>None</p> |

| | | | |
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| | | systematic response to all students who need additional support in class (strategic or intensive) meet grade-level standards in math including ELs and student's with disabilities (Throughout the year) | |
|--|--|--|--|

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1 and 2

| Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date ² Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|--|--|---|---|---|
| Purchase of MacMillan/McGraw-Hill <i>Wonders</i> | August 2016 | Purchase of ELA curricula <i>Wonders</i> from MacMillan/McGraw-Hill Teacher Training | \$34,000 \$5,200 | LCFF, Unrestricted General Title I |
| RSP Aid | August 2016-May 2017 | Teacher training on providing SWD's with interventions and supports per their IEP's. | \$6,000 | Title I |
| After School Tutoring | August 2016-May 2017 | Teacher salaries at \$30 per hour per person | \$15,000 total for district: ~\$5000 for school | Unrestricted General |
| Professional Development Contract with SBCSS and other | Aug. 2016 - May 2017 | Differentiated Instruction, BLAST | \$10,000 total for district ~\$3,333 for school | Unrestricted General |

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

| State Programs | Allocation | Consolidated in the SWP |
|---|------------|--------------------------|
| <input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring | \$ | <input type="checkbox"/> |

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| | | | |
|--|--|-------------------|-------------------------------------|
| <input type="checkbox"/> | Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | \$ | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$ | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$17,408 | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$0 | <input checked="" type="checkbox"/> |

| | | | | |
|--|--|----------|--|---|
| <input checked="" type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$3998 | | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$3209 | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ | | Title III funds may not be consolidated as part of a SWP ³ |
| <input checked="" type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | \$4482 | | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | \$ | | |
| Total amount of state and federal categorical funds allocated to this school | | \$29,097 | | |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁴ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Ronda Tremblay | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krystal Macias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Elizabeth Sanchez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Margarita Sanchez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Brandi Packer | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kristy Chambers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tina Delgadillo | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eric Gold | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mari Munoz | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alyssa Bowman | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Keyla Macias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Justin Bracken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Numbers of members in each category | 1 | 4 | 0 | 4 | 3 |

⁴ EC Section 52852

Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:12/04/16.

Attested:

Ronda Tremblay
School Principal

R Tremblay
Principal Signature

12-4-16
Date

Eric Gold
SSC Chairman

E Gold
SSC Chairman Signature

12/4/16
Date