

Single Plan for Student Achievement

# Baker Elementary School



Baker Valley Unified School District  
*Creating Excellence, Whatever It Takes.*

2017-2018

## Single Plan for Student Achievement

School: Baker High School

District: Baker Valley Unified School District

County-District School (CDS) Code: 36-73858-6035273

Principal: Ronda Tremblay

Date of this revision: October 11, 2017

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 11/16/17.



## Table of Contents

### Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance-----	4
Goal #1: Student Performance and Progress in ELA-----	4
Goal #2: Student Performance and Progress in Math-----	8
Goal #3: EL Performance and Progress-----	11
Form B: Centralized Services for Planned Improvements in Student Performance-	12
Form C: Programs Included in This Plan-----	13
Form D: School Site Council Membership-----	16
Form E: Recommendations and Assurances-----	17

**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:

**Goal #1: English Language Arts**

**LCAP GOAL:** 1) Support and enhance student achievement and educational opportunities for all students, including ELs. 3) Build literacy skills for all students and enhance pupil literacy appreciation. 11) Successful implementation of State Standards.

**SCHOOL GOAL #1:** English Language Arts. An increase of 7% of the students meeting or exceeding the ELA standards as measured by 2017 CAASPP test results.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<ul style="list-style-type: none"> <li>CAASPP Data, including EAP data</li> <li>CELDT data</li> </ul>	<p>On the 2017 CAASPP test 16% of the student met or exceeded the standard.</p> <p>ELA 3rd grade: 8% met or exceeded the standard</p> <p>ELA 4th grade: 0% met or exceeded the standard</p> <p>5th grade: 26% met or exceeded the standard</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><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

**Strategy:** During the 2018-2018 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.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Source</b>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Source
<b>August 2017-May 2018</b>  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.	Teachers and Supt./Principal	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers Principal Trainers	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers Principal	<ul style="list-style-type: none"> <li>Identify and align instruction to CCSS and areas of specific instructional focus resulting in school coherence and consistency. (Throughout the year)</li> </ul>	None
	Trainers	<ul style="list-style-type: none"> <li>Train teachers in Common Core State Standards (CCSS) (Throughout the year)</li> </ul>	\$4000 LCFF
	Trainers	<ul style="list-style-type: none"> <li>Provide professional development for any new teachers or teachers new to a grade level. (Throughout the year)</li> </ul>	None
	Teachers Principal Webmaster	<ul style="list-style-type: none"> <li>Provide parents with information on grade level standards in reading language arts and expectations for learning in parent's preferred language. (Throughout the year)</li> </ul>	None
	Principal	<ul style="list-style-type: none"> <li>Hire 100 percent Highly Qualified Teachers (HQTs) teachers. (Throughout the year)</li> </ul>	None
	Site Leads	<ul style="list-style-type: none"> <li>Support new teachers (less than two years experience) through the Center for Teacher Induction (CTI) program support available to Baker teachers. (Throughout the year)</li> </ul>	None
	Teachers	<ul style="list-style-type: none"> <li>Involve parents in the education of their child (ren) with parent training</li> </ul>	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
	Teachers	<p>events designed to help parents support their child's learning in reading language arts. (i.e. Game Night, Literacy Night) (Throughout the year)</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers Office Staff	<ul style="list-style-type: none"> <li>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 year)</li> </ul>	None
	SSC Chair	<ul style="list-style-type: none"> <li>Hold regularly scheduled SSC meetings to provide parents with a forum to contribute to the planning and analysis of student learning. (Throughout the year)</li> </ul>	None
<b>August 2017-May 2018</b>  Daily strategic intervention in reading/language arts	Teachers Trainers	<ul style="list-style-type: none"> <li>Provide <i>Differentiated Instruction</i> training including strategies to support SWDs. (Throughout the year)</li> </ul>	\$4000 LCFF
	Teachers	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers	<ul style="list-style-type: none"> <li>Provide on-going monitoring and support of the instructional program with periodic classroom visits by the supt. /prin. using an observation tool</li> </ul>	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
	Principal	designed to monitor high quality RLA instruction for SWDs. (Throughout the year)	None
	Teachers	<ul style="list-style-type: none"> <li>Implement an inclusion model so that students 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 student's IEP. (Throughout the year)</li> </ul>	None
	Principal	<ul style="list-style-type: none"> <li>Provide students with disabilities additional interventions as identified on their IEPs. (Throughout the year)</li> </ul>	None
	RSP Teacher	<ul style="list-style-type: none"> <li>Continue to provide professional development for any new teachers or teachers new to a grade level. (Throughout the year)</li> </ul>	None
	RSP Aid		
	Trainers		
<b>August 2017-May 2018</b>	Trainers	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
Implement a program of rigorous instruction for English Learners that includes daily ELD instruction.	Trainers	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers	<ul style="list-style-type: none"> <li>Hold regularly scheduled ELAC meetings to provide parents with a forum to contribute to the planning and analysis of student learning. (Throughout the year)</li> </ul>	None
	Office Staff	<ul style="list-style-type: none"> <li>Provide on-going monitoring and support of the instructional program with periodic classroom visits by the supt. /prin. using an observation tool designed to monitor high quality RLA instructional support for ELL students. (Throughout the year)</li> </ul>	None
	ELAC Chair		
	Principal		

## Goal #2: Mathematics

**LCAP GOAL:** 1) Support and enhance student achievement and educational opportunities for all students, including ELs. 11) Successful implementation of State Standards.

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

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>CAASPP Data, including EAP data</li> <li>CELDT data</li> </ul>	<ul style="list-style-type: none"> <li>On the 2017 CAASPP 8% of the students scored proficient or above. Individuals grade results were as follows:</li> <li>3rd grade: 6% scored standards met; 0% scored standard exceeded.</li> <li>4th grade: 33% scored standard met; 0% scored standard exceeded.</li> <li>5th grade: 0% scored standard met; 0% scored standard standard exceeded.</li> </ul>	<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> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

**Strategy:** The students will recognize mathematical concepts in the real world and be able to model with mathematics to solve real life situations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
<b>September 2017</b> Purchase GoMath! curricula for grades K-5.	Principal, Business Manager	Contact HMH to inquire and order GoMath! curricula, including teacher and student materials, for grade K-5.	\$8001.34 LCFF
<b>Aug 2017 – May 2018</b> Provide full implementation of state content standards with at least 60 minutes of uninterrupted math time	Teachers Trainers  Teachers Principal	<ul style="list-style-type: none"> <li>Provide full implementation of state mathematics content standards using GoMath! K-5 through staff development on content standards and strategies through training of teachers in the adopted program by SBCSS. (Throughout the year)</li> <li>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)</li> </ul>	None   None



Action/Date	Person(s) Responsible	Task/Date	Cost and Source
	Principal	<ul style="list-style-type: none"> <li>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. (Throughout the year)</li> </ul>	None
	Teachers	<ul style="list-style-type: none"> <li>Hold once monthly PLC teacher led meeting time for teachers and tied to math assessments, lesson planning and delivery of instruction. (Throughout the year)</li> </ul>	None
	Principal Trainers	<ul style="list-style-type: none"> <li>Provide 40 hour materials-based professional development in GoMath for any new teachers or teachers new to a grade level. (Throughout the year)</li> </ul>	None
	Superintendent/ Principal Trainers	<ul style="list-style-type: none"> <li>Hire 100% HQT teachers. (Throughout the year)</li> <li>Provide training for teachers in Differentiated Instruction (Throughout the year)</li> </ul>	None
	Principal Site Lead	<ul style="list-style-type: none"> <li>Support new teachers (less than two years experience) through the Center for Teacher Induction (CTI) Program support available to Baker teachers (Throughout the year)</li> </ul>	None
	Teachers Office Staff	<ul style="list-style-type: none"> <li>Provide parents with information on grade level standards in math and expectations for learning in parent's preferred language. (Throughout the year)</li> </ul>	None
	Teachers	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	Teachers Office Staff	<ul style="list-style-type: none"> <li>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)</li> </ul>	None
	SSC/ELAC Chairs	<ul style="list-style-type: none"> <li>Hold regularly scheduled SSC/ELAC meetings to provide parents with a forum to contribute to the planning and analysis of student learning.</li> </ul>	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
	Teachers	(Throughout the year) <ul style="list-style-type: none"> <li>Teachers hold two Common Core State Standards workshops to assist parents in understanding the new standards.</li> </ul>	None
	Teachers	(Throughout the year) <ul style="list-style-type: none"> <li>Use local standards-aligned mathematics Benchmarks given in grades K-5 every trimester, GoMath! benchmark and Math Facts in a Flash.</li> </ul>	None
	Teachers Principal	(Throughout the year) <ul style="list-style-type: none"> <li>Monitor gr. 4-5 students using the Renaissance Learning Math Facts in a Flash Universal Screening.</li> </ul>	None
	Principal	(Throughout the year) <ul style="list-style-type: none"> <li>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 students with disabilities.</li> </ul>	None
<b>Aug 2017 – May 2018</b>  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.	Teachers  Principal Teachers	<ul style="list-style-type: none"> <li>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)</li> <li>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 students with disabilities (Throughout the year)</li> </ul>	None  None

### Goal #3: English Language Development

**LCAP GOAL:** 1) Support and enhance student achievement and educational opportunities for all students, including ELs. 3) Build literacy skills for all students and enhance pupil literacy appreciation. 11) Successful implementation of State Standards.

**SCHOOL GOAL #3:** English Language Learners: All EL students will meet the following Annual Measurable Objectives (AMO) in English language development and in ELA and Math:

- AMO 1: EL students will make a 4.5% point gain in their overall score on CELDT against the previous year.
- AMO 2: By the conclusion of the 2017-18 school year, 85% of the EL students will receive a satisfactory grade, or better, in citizenship.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>• CAASPP Data, California English Language</li> <li>• Development Test (CELDT), and district Math and ELA local assessments.</li> </ul>	<p>Scores reflected are from the 2016-2017 test cycle.</p> <ul style="list-style-type: none"> <li>• CELDT scores indicate that 26% of the ELD students were at the Early Advanced or higher.</li> <li>• CAASPP scores indicate that 14% met or exceeded proficiency in ELA, and 7% in math.</li> </ul>	<ul style="list-style-type: none"> <li>• Language development will be monitored and evaluated using results from CELDT testing.</li> <li>• Math and ELA progress will be monitored and evaluated using local formative and summative assessments.</li> </ul> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

**Strategy:** The students will make progress in their English development as measured by state testing.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
<b>September 2017-May 2018</b> Exposure to English language in a variety of contexts and subjects.	Teachers	<b>September 2017-May 2018</b> Provide daily assignments using academic language and emphasis on proper use of interpersonal communication skills.	None
Focused language/vocabulary instruction .	Teachers	Continue using ELD- specific materials in Wonders ELA program. Create visual aids and worksheets to provide further practice.	None

**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.

**All School Goals**

<b>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost &amp; (Funding Source)</b>	<b>Applicable Goal</b>
Purchase GoMath! Curriculum for Grades K-5	Sept. 2017	Purchase teacher and student resources for the GoMath! curriculum for grades K-5 for a five year contract.	\$8001.34 (LCFF)	2,3
Professional Development Contract with SBCSS and other.	S: August 2017 E: May 2018	ELA and Math Teacher ongoing trainings. History/Science teacher trainings on support CCSS.	\$4,000 (LCFF)	1, 2, 3
After school tutoring to support student learning, achievement and performance.	Weekly Sep. 2017 through May 2018	Teacher salaries at \$30 per hour per person	\$334 (LCFF)	1,2,3

**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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> 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"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>

<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$	
<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (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).	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> 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
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (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		\$12,335.34	

**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. The current makeup 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"/>
Alan Acosta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jay Michalsky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Clifford	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paul Bachman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rocio Farias	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luz Teresa Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angel Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alex Munoz	<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"/>
Numbers of members in each category	1	5	1	3	3



**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)**:

Signature/Date

☐ State Compensatory Education Advisory Committee

☒ English Learner Advisory Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee (secondary)

☐ Other committees established by the school or district (list)

☐ Other committees established by the school or district (list)

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: 10/24/17.

Attested:

Ronda Tremblay

School Principal



Principal Signature

10/24/17

Date

Alan Acosta

SSC Chairman



SSC Chairman Signature

10/24/17

Date