

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: Mattie Washburn School

District: Windsor Unified School District

County-District School (CDS) Code: 6110993

Principal: Benita Jones

Date of this revision: October 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:	Benita Jones
Position:	Principal
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The District Governing Board approved this revision of the SPSA on October 2017



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: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

SCHOOL GOAL: Increase the number of students meeting benchmark standards in English Language Arts by 10% of students at Level 3 from 59% to 69%. English Language Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments from 55% to 65% achieving a one level increase on benchmarks.

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?
2016-17 Trimester Benchmark data results and Individualized Education Plans..	Students are making good progress in decoding and writing. Penmanship and number writing is a concern as it is not covered in the curriculum. Students who use the Lexia program both at school and at home consistently show stronger growth.	Students will be administered ongoing assessment as a means to monitor progress of mastery of the CCSS. Assessment data will be entered into EADMS to track progress from grade to grade.

STRATEGY: Continue to work with renewed data and assessment management system with the capability of providing CCSS aligned common formative assessments and a means to monitor student progress. With on-going support from the DLT and the site grade level leads they will work with teachers to implement the new Language Arts curriculum.

1. First grade teachers administer beginning of the year assessment and kinder teachers use screening assessment to guide instructions and develop groupings.	Classroom Teachers	1. All first grade teachers administer the BPST and ReadyGen assessments to students the first few weeks of school. Using this information and the end of kinder assessment scores they are able to guide instruction and group accordingly. Kinder teachers use the information gathered by Kindergarten screening. August – September	None to site
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<p>2. Use common planning time on a regular basis to review students work and coordinate instruction.</p>	<p>Teachers, support staff, Common Planning Time Committee and Principal</p>	<p>2. The CPT Committee meets and plan the work sessions for the early dismissal days. Teachers meet regularly and review the pacing guides and assessments to assure all classes are on target. Ongoing</p>	<p>None to site</p>
<p>3. Analyze data and create groups for intervention support</p>	<p>Reading/Math Intervention Teacher</p>	<p>3. The Reading/Math Intervention teacher collects the data from teachers from the initial assessment. Using this data she is able to forms group for instruction. In kindergarten she uses kinder screening scores. August - September</p>	<p>None to site</p>
<p>4. Fully implement the new ReadyGen Language Arts program for all grades.</p>	<p>Teachers, support staff, principal and grade level reps</p>	<p>4. Teachers will implement the new ReadyGen materials for all K-1 classrooms and evaluate and administer the corresponding assessments. And TK teachers will use the related OWL (Opening the World of Learning) for Transitional Kindergarten classes.</p>	<p>None to site – district paid textbook money</p>
<p>5. Additional support provided to students not meeting proficiency levels by Reading Intervention Teacher</p>	<p>Reading Intervention Teacher</p>	<p>5. Using assessment data collected by the teachers, students who need extra support attend intervention classes four times a week for first grade or 2 times a week for 8-10 weeks.</p>	<p>Reading Intervention/ELD teacher – District Paid</p>

<p>6. Title 1 Reading Paraeducators provided support for students not meeting grade level benchmarks</p>	<p>Reading Para-Educators</p>	<p>6. Two Paraeducators paid for through Title I funds work with students in small groups.</p>	<p>Reading Paraeducators – Title 1 Part A - \$22,752.82</p>
<p>7. Provide the Lexia Software Program</p>	<p>Classroom teachers and parents</p>	<p>7. The classroom teachers train all their students in TK, kinder and first grade on the use of this software program. The Lexia program is leveled and students are given a log in to participate. The program tracks a child’s progress and is able to print out a detailed report for the teacher. They are also able to access this program at home.</p>	<p>Lexia Software- site license renewed in 2016 for 5 years for \$24,000.00 from Lottery Instructional Materials and State Lottery Funds.</p>
<p>8. Additional classroom support for Transitional Kindergarten Classes</p>	<p>KinderSkor Paraeducator</p>	<p>8. In order to provide some additional support for our youngest students, a part-time Paraeducator is shared between our three Transitional Kindergarten classes.</p>	<p>Classroom Assistant position – Title 1 Part A - \$12,226.58</p>
<p>9. English Learners participate in Accelerated English Classes in the Pull – Out Program or English Immersion Classes in</p>	<p>ELD Teacher Intervention Teacher and English Immersion Teachers</p>	<p>9. English Learners participate in the Accelerated English Program attending pull-out ELD classes with the ELD teacher or by placement in an English Immersion Class. At the TK/K level students receive support from the ELD teacher and some</p>	<p>Teachers working with the Accelerated English Program receive on-going training throughout the school year. They also</p>

<p>Kindergarten ,Transitional Kinder and First Grade Classrooms</p> <p>10. Record all assessment data in the EADMS program in order to track progress for all students.</p> <p>11. Create an ELLT to have TK-5 articulation and leading from the middle</p> <p>12. Begin to explore possible handwriting programs to support the proper number and letter writing.</p>	<p>Classroom teachers and EADMS lead teacher</p> <p>Grade level reps and selected teachers.</p> <p>Teachers, Grade Level Reps and Principal</p>	<p>students are included in our AE Foundational Class. At first grade some students are placed in our Academic AE Class which is the advanced level of our AE program. All ELD students are receiving 150 minutes of AE instruction four days a week.</p> <p>10. All ReadyGen assessments results will be entered into EADMS in order to monitor growth and guide instruction and groupings. Working closing with EADMS to input all ReadyGen assessments into the program for teacher use. The EADMS site leader will work closely with teachers on how to input data.</p> <p>11. The proposed ELLT works with two teachers from each grade level to lead from the middle and communicate the needs of our 1 Elementary School (on 3 campuses) and to accomplish the work that needs to be done to achieve greater Coherence.</p> <p>12. Explore different programs for possible recommendations for a K-5 handwriting program focusing on proper formation of letters and numbers.</p>	<p>receive support from a trained coach that works directly with teachers in the classrooms.</p> <p>EADMS program purchased and maintained by district. EADMS lead teacher stipend paid from district funds.</p> <p>Stipend support for participating teachers/ pending negotiations</p> <p>12. No cost at this time</p>
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LEA GOAL: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

SCHOOL GOAL: Increase the number of students meeting benchmark standards in math by increasing by 5% the number of students receiving level 3 on their assessments from 58% to 63%.

<p>What data did you use to form this goal?</p> <p>2016-17 Trimester Benchmark data results and Individualized Education Plans</p>	<p>What were the findings from the analysis of this data?</p> <p>Need to continue to fully implement the Bridges Math Curriculum and the assessments associated with the program.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Students will be administered ongoing assessment as a means to monitor progress of mastery of the CCSS. Assessment data will be entered into EADMS to track progress from grade to grade.</p>
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STRATEGY: During the 2017- 2018 school year we will continue to fully implement all components of the Bridges Math program including Number Corner and Work Places. We will also adapt and use the assessments associated with the Bridges Program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Common planning time to review student work and math assessments to fully implement the Bridges Math program.</p>	<p>Teachers, support staff, Common Planning Time Committee and Principal</p>	<p>1. The CPT Committee meets and plan the work sessions for the early dismissal days. Teachers meet regularly and review the pacing guides and assessments to assure all classes are on target. Ongoing</p>	<p>None for site</p>

2. Fully implement the Bridges Math Program and create materials needed for the program.	Teachers, support staff and grade level reps	2. Using the Bridges Math materials teachers will create the materials needed for the implementation of the program. They will also use the assessments associated with the program to monitor students' progress.	District purchased Bridges Math Curriculum
3. District employed Reading and Math Intervention teacher.	Reading and Math Intervention teacher	4. District paid Math Intervention teacher to provide additional support for students who need reinforcement on math skills.	District employed
4. Record all assessment data in the EADMS program in order to track progress for all students.	Grade level reps and selected teachers.	4. All Bridges assessment results will be entered into EADMS in order to monitor growth and guide instruction and groupings. Working closing with EADMS to input all Bridges assessments into the program for teacher use. The EADMS site leader will work closely with teachers on how to input data.	EADMS program purchased and maintained by district. EADMS lead teacher stipend paid from district funds.
5. Create an ELLT to have TK-5 articulation and leading from the middle	Grade Level Reps and Principal	5. The proposed ELLT works with teachers from each grade level to lead from the middle and communicate the needs of our 1 Elementary School (on 3 campuses) and to accomplish the work that needs to be done to achieve greater coherence.	No cost to site/ grade level stipend/ pending negotiations

LEA GOAL: Create and maintain optimum learning and working environments for students and staff.

SCHOOL GOAL: The district will continue to support the certificated staff in the identified social emotional learning approaches “Responsive Classroom” for grades TK,K and 1st. At Mattie, Morning Circle is used in 100% of the classrooms five days a week and the use of Closing Circle is used three days a week in 80% of the classrooms. Our goal is to increase the use of the “Closing Circle to 100% of the classrooms for three days a week, and to encourage the use of the “Chill Chair” as an appropriate way to help manage behaviors in a positive way, asking teachers to keep track of how often it is used for baseline data. The goal is to increase the use of the Chill Chair by 25%.

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?
LCAP Survey results, suspension and referral records and parent involvement in school programs.	92% of parent survey responses indicated that the school is providing a safe and positive learning environment and 82% of staff report that our schools support students who are struggling socially and emotionally.	SARC Report, suspension rates, counseling ratios and survey results will be reviewed and analyzed to measure progress.

STRATEGY: Using grade level meetings and faculty meetings staff will review and discuss different strategies for Responsive Classroom in order to help teachers implement and refine the program in the classrooms. We will also continue to refine the procedures and consequences for the playground to further the use of the program in all areas of the school. The support staff, site administrator and site psychologist will work in coordination with staff to help develop a seamless use of the program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. District Support for Child Aide for Primary Intervention Program for two hours per day.	Primary Intervention Program Child Aide	1. Mattie maintains the Primary Intervention Program in school fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement. The PIP Child Aide sees 10 students for a 10 week session. Ongoing	District Funds

<p>2. Teachers will continue to implement the Responsive Classroom Program in their rooms and on the playground.</p>	<p>Principal and Classroom Teachers</p>	<p>A. Teachers continue to use regularly the use of Morning Circle, Closing Circle and Chill Chair. Ongoing sharing at staff and grade level meetings helps teachers to gain additional knowledge. B. The staff continues to work on Common Playground Rules and Natural Consequences for implementation school – wide.</p>	<p>No new expenses</p>
<p>3. The district's maintenance department continues to remedy the findings in the FIT Report for Mattie Washburn.</p>	<p>Maintenance Department and Principal</p>	<p>3. The school will generate work orders in the online maintenance program to directly align with the FIT report findings.</p>	<p>District Provided</p>
<p>4. The ongoing support of a full time psychologist at Mattie improves services for students. She also serves as the school counselor and behavior specialist.</p>	<p>Site School Psychologist</p>	<p>4.. The school psychologist coordinates and implements services for students in the areas of behavior support, crisis support and risk assessment and building a framework for Rti social/ emotional program, thereby maintaining reduced suspension rates and promoting a positive learning environment.</p>	<p>District Provided</p>
<p>5. A consistent Student Success Team committee meets weekly to support student success.</p>	<p>SST Members</p>	<p>5. Teachers on the team meet weekly for two parent/teacher meetings on students who teachers have referred them for support. The team offers strategies for the parent and teacher to help the student in the area of academic and social behaviors. They also screen students who may be in need of additional testing.</p>	<p>District Provided – stipend for members of the SST Team</p>

<p>6. Consistent monitoring on student attendance and tardies will be recorded and letters sent to inform parents of issues</p>	<p>Principal, teachers and school secretary</p>	<p>6. Parents will receive the first truancy letter if their child has 3 or more unexcused absences or tardies over 30 minutes, a second letter and third letter is sent. On the second letter a meeting with the parent and principal is held. If the attendance does not improve, the student is referred for a SARB Hearing at the district level.</p>	<p>No additional financial support needed but once the child reaches the SARB level the district holds the SARB meetings for school sites.</p>
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LEA GOAL: Build effective and relevant family partnerships to increase students achievement and engagement in school

SCHOOL GOAL: Attendance tracking for program and events will be used to monitor the participation of parents in these events in order to establish a baseline for monitoring. Increase the number of parents who volunteer in the classrooms including parents of second language learners. Also, monitor the number of parents who attend parent/teacher conference to ensure that parents are keeping informed on their students' progress.

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?
Parent surveys and program and event attendance logs and volunteer sign in sheets for classroom assistance.	92% of parents responding to surveys indicate that the schools regularly seek parent input and participation.	The parent surveys, (including survey results from English learners, low income, foster youth and students with disabilities), program and event attendance logs will be reviewed and analyzed annually to measure progress.

STRATEGY: With the support of the Volunteer Coordinator, Bilingual Liaison and other site personnel will help to maintain a strong connection with parents and the school. The on-site Volunteer Daycare and volunteer trainings provided by the Volunteer Coordinator gives parents the support they need to volunteer in the classrooms and at Site Activities. Bimonthly DELAC and Site Council Meetings will give staff a chance to interact with parents and seek their input.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Maintain the Bilingual Community Liaison position for eight hours per day at the school site	Bilingual Liaison	1. The Bilingual Liaison works eight hours a day at Mattie Washburn to support Second Language families and to help teachers with phone calls, conferences and written translations for classes. This service provides a bridge between Spanish	No cost to site – District provided.

		speaking parents and English speaking staff.	
2. Volunteer Coordinator position maintained	Volunteer Coordinator	2. Using Site Funds, district funds and fundraising monies Mattie employs a part-time Volunteer Coordinator to help coordinate all Volunteer activities and classroom help. She also organizes and runs all fundraising activities.	General Site Funds, District Funds and Fundraising Monies
3. Continue Volunteer `Childcare for parents volunteering in the classrooms and at special events.	Child Care Workers and Volunteer Coordinator	3. Mattie provides an on-site child care for siblings of students while their parents are volunteering in the classroom. Ongoing each week	Site Windsor Educational Foundation funds: \$2,500.00
4. ELAC meetings will continue to be scheduled at the site which will include agenda items, as well as items of interest to the parents.	EL Site Coordinators and Principal	4. In conjunction with the other school sites schedule on-going ELAC/DELAC meetings to meet the needs of parents of English Learners	No cost to site
5. AERIES AIR annual subscription fee continues to allow parents to update contact information and complete registration information on line, as well as access to their student's attendance information.	Office Staff	5. Parents are able to stay informed about their child and provide updated information as needed.	District provided no cost to the site.

<p>6. Provide family education nights to help parents understand and support the curriculum that their child is using at school.</p>	<p>Teachers, support staff and Principal</p>	<p>6. Look at outside resources to support Family Engagement activities that help parents better understand the curriculum and other parts of their child's learning.</p>	<p>Grants and Non-profit support for money or supplies</p>
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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 school wide 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), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

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 school wide 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"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools		<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$	<input type="checkbox"/>

<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"/>
<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"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<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)	\$ 34,979.40	<input type="checkbox"/>
<input 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).	\$	<input type="checkbox"/>
<input 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)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input 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 ¹
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input 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	\$	

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

¹ 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.² 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
Benita Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucine Luna	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alisa Dockter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Hansen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jen Grady	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pam Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Dunbar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desiree Loughmiller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evan Kubota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicollette Weinzveg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erica Boyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicole Gross	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	<input type="checkbox"/>

² 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: October 2, 2017.

Attested:

Benita Jones

Typed name of School Principal

Signature of School Principal

October 6, 2017

Date

Evan Kubota

Typed name of SSC Chairperson

Signature of SSC Chairperson

October 30, 2017

Date

