

# Single Plan for Student Achievement

Jamestown Elementary School



A Resource for the School Site Council

# The Single Plan for Student Achievement

School: Jamestown Elementary

District: Jamestown School District

County-District School (CDS) Code: 55723636054902

Principal: Bart Taylor

Date of this revision: 12/19/17

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 Consolidated Application (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:

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The District Governing Board approved this revision of the SPSA on January 10, 2018



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## Planned Improvements in Student Performance

### SCHOOL GOAL #1

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 student performance 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:

<p><b>LEA GOAL:</b> Demonstrate significant achievement growth for all students in English-language arts (ELA) and mathematics. All students will increase proficiency in both ELA and mathematics for the 2017-18 school year.</p> <p><b>SCHOOL GOAL: #1</b> By the end of the 2017-18 school year, student performance on end of year summative assessments in language arts and mathematics will improve by at least 3% over the previous year.</p>
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<p><b>What data did you use to form this goal?</b></p> <p>Based on data from the 2016-17 CAASPP assessment results in both language arts and mathematics.</p> <p>DIBELS assessment data for fall 2017</p> <p>Houghton Mifflin assessments</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The summative testing results show 2.51% decrease in ELA and a 0.73% increase in math for those students meeting or exceeding standards. The results inform us that there is a need for district instructional norms and a more frequent use of formative assessments to guide instruction. For math, the results inform us that we need a more specific progress monitoring system, which allows students the opportunity for frequent practice of skills, timely feedback and intervention within a formative assessment process.</p> <p>The 2016-17 results show that 65.44% of the students are nearly meeting, meeting or exceeding standards in ELA, an increase of 5.44%, and 55.49% are nearly meeting, meeting or exceeding standards in math, an increase in 4.49%.</p> <p>DIBELS data showed that 50% scored in the Core area.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Multiple measures will be used to determine progress: 1) Fidelity to the administration of monthly STAR Reading and Math assessments to monitor student growth and adjust instruction; 2) new ELA curriculum assessments and the use of the digital dashboard for language arts student progress monitoring;</p> <p>In addition, Accelerated Reader, Accelerated Math, DIBELS, Fast Forward, and Front Row will be used as supplemental assessment programs.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Expenditures are embedded within the Local Control Accountability Plan (LCAP) in goals 1.1, 1.2, 1.3, 1.5, and 7.1.</p>
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<p><b>STRATEGY:</b> During the 2017-18 school year, the school will implement Common Core aligned curriculum and materials, provide intervention support for ELA and Mathematics, and provide appropriate professional development to support and guide curriculum and instruction to increase overall student achievement.</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. (August 2017-June 2018) Research combo class curriculum and professional development</p>	<p>School Staff District Office Principal</p>	<p>Based on the fact that we have had, and will most likely continue to have, a large number of combination classes, a combo class curriculum is needed.  Consult our state adopted curriculum publishers to identify curriculum and instruction along with targeted professional development.</p>	<p>\$0</p>
<p>2. (August 2017) Purchased K-5 Envision Mathematics curriculum.</p>	<p>School Staff</p>	<p>K-5 school staff is implementing Envision Mathematics curriculum.  Sixth through eighth grades are piloting mathematics materials for the 2017-2018 school year.</p>	<p>\$70,000 (1.1) Supplemental/Concentration  Lottery \$10,000</p>
<p>4. (August 2017-June 2018) Provide professional development, training, and collaboration time to align common core standards to instruction and to learn how to effectively implement the new mathematics textbook adoption curriculum and materials.</p>	<p>Consultants Trainers Leadership Team School Staff Principal</p>	<p>The principal along with the Leadership Team will develop a calendar of dates and trainings to be administered over the course of the school year.  Staff will be provided training on the newly adopted mathematics textbooks and curriculum.  Staff will be provided opportunities for grade level and grade cluster collaboration.</p>	<p>\$12,500 (1.2) Supplemental/Concentration  \$16,089 Title 2</p>

<p>5 (August 2017-June 2018)  Maintain licensing and research-based software for intervention.</p>	<p>School staff  Reading Specialist  Technology Specialist  District Office</p>	<p>Continue to identify through <i>What Works Clearinghouse</i> programs that are researched-based that provide high levels of increased student achievement.   Evaluate the student growth results, along with teacher fidelity of use, through data analysis and determine appropriate programs and level of need.</p>	<p>\$13,000 (Total 1.3)  Supplemental/Concentration</p>
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**Planned Improvements in Student Performance**

**SCHOOL GOAL #2**

<p><b>LEA GOAL:</b> English-language arts (ELA) and mathematics. All students will increase proficiency in ELA and mathematics by the end of year 2017-18.</p>		
<p><b>SCHOOL GOAL #2:</b> For the 2017-18 school year, regular monthly assessments will be administered and data analyzed in order to adjust instruction and increase overall student achievement in math and reading. The Response to Intervention (RtI) model will continue to be implemented and monitored every 8-10 weeks to provide necessary interventions to students whose achievement is significantly below grade level.</p>		
<p><b>What data did you use to form this goal?</b></p> <p>CAASPP ELA /Math data from 2016-17            STAR Reading and Math Assessments            DIBELS            CELDT results            REFLEX Math            Accelerated Math and Accelerated Reader            Progress Results</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>34.57% of students are not meeting standards in ELA and 44.51% are not meeting standards in math.</p> <p>There is a need for more frequent monitoring of student progress and academic growth, and an increase in intervention services and strategies. In addition, classroom teachers will more regularly use formative assessments to drive instruction and increase overall student achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>The use of district approved benchmark assessments. Regular monthly assessments and more frequent monitoring of growth</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>The budget is embedded in the LCAP 1.1, 1.2, 1.3, 1.5, and 7.1 through an instructional coach, intervention software, curriculum materials, and interventions specialists.</p>
<p><b>STRATEGY:</b> During 2017-18, the school will identify and implement instructional norms to facilitate consistent effective teaching practices and to optimize student learning. Classroom teachers will increase the use of formative assessments, effective feedback, and monthly assessments along with school-wide intervention programs to address both reading fluency and comprehension needs of struggling readers and English learners as well as to significantly improve overall math fluency and proficiency.</p>		

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. (Oct 2017-June 2018) Identify students that are below grade level in reading and/ or math and continue to use a multi-tiered response to intervention (RtI) plan and record and analyze assessment data to support student academic growth.</p>	<p>RtI Team: Reading Specialist Principal Teachers</p>	<p>Collect and analyze district-and school-level data and formative and summative ELA, mathematics and English learner data; Using DIBELS data, students will be identified from each grade level for reading interventions and their specific academic needs.</p> <p>The RtI team will meet at least once a trimester to select and Implement intervention programs and strategies to specifically target the individual learning needs of each identified student and regularly monitor and evaluate academic growth.</p>	<p>\$500 (1.2) Supplemental/ Concentration \$300 MTSS Grant</p>
<p>2. (August 2017-June 2018) Continue the development, implementation and support for a reading intervention program</p>	<p>Reading Specialist</p>	<p>Select and/or develop reading intervention materials and resources; purchase site licenses for researched- based software program.</p>	<p>\$5,775 (2.4) Supplemental/Concentration \$9,922 Title 1 (Books and Supplies) \$0</p>
<p>3. (August 2017-June 2018) Provide regular math practice that includes data collections, progress monitoring and regular immediate feedback.</p>	<p>Reading Specialist Principal Leadership Team</p>	<p>Review and evaluate district approved reading intervention programs and benchmark assessments.</p>	<p>\$2,610 (1.3) Supplemental/Concentration</p>
<p>4. (August 2017-June 2018) Continue license renewal and conduct monthly assessments to monitor student achievement using STAR Reading and STAR Math, as well as Front Row Reports</p>	<p>District Principal Teachers</p>	<p>Purchase the software program Front Row Math for grades 2-8. Provide training for new staff on implementation. Continue to use the software program Front Row to improve math fluency.</p> <p>Use the district selected formative and summative assessments and approved software programs such as STAR Reading and STAR Math and record and analyze data to drive instruction and identify instructional gaps.</p>	<p>\$5,285 (1.3) Supplemental/Concentration</p>



<p>5. (August 2017-June 2018) Development, implementation and support of ELL programs to increase student achievement in this subgroup</p>	<p>Bilingual Aide Reading Specialist Dual Immersion Teachers Principal CELDT Coordinator District Office</p>	<p>Maintain Scientific Learning (Fast ForWord) and Reading Assistant software licenses. Expand and continue implementation of a Dual Immersion Program (K, 1, and 2-3 combination classes). Implement the Estrellita program for Spanish language acquisition. Provide additional professional development for ELD curriculum and instruction. Purchase and train appropriate staff in Escalante Program. Purchase and use Calico Spanish for grades 1,2,3.</p>	<p>\$800 (1.2) \$2808 (1.3) \$1000 (1.4) \$255,419 (1.4) Supplemental/Concentration  \$4,707 Lottery  \$9361 Title I</p>
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**Planned Improvements in Student Performance**

**SCHOOL GOAL #3**

**LEA GOAL:** All Students in the Jamestown Elementary School District will be educated in a safe and respectful learning community.

**SCHOOL GOAL:** Understanding the importance and need for social emotional learning and the development of skills, school staff will continue the process and training to become a Trauma Informed School. These universal approaches will be implemented and incorporated within our school environment to help foster and maintain a positive school culture.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>▪ 2016-2017 Discipline Data</li> <li>▪ Foster and Homeless Youth data</li> <li>▪ Biannual Healthy Kids School Climate Survey (Completed in 2015)</li> <li>▪ Site Parent Survey</li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <ul style="list-style-type: none"> <li>▪ 2016-2017 data shows that we had a decrease from the previous year in the overall amount of discipline referrals by 10%, but an increase in dis-regulation infractions.</li> <li>▪ 2016-2017 data shows that we had a decrease from the previous year in the number of suspensions by 12%.</li> <li>▪ We have a high percentage of foster and homeless youth.</li> </ul>	<p><b>How will the school evaluate the progress of this goal?</b></p> <ul style="list-style-type: none"> <li>▪ This school goal will be evaluated on a biannual basis as part of the School Climate Survey.</li> <li>▪ Discipline data will be monitored and analyzed monthly.</li> <li>▪ Annual parent survey</li> </ul>
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**STRATEGIES:** There will be a focus and implementation of Trauma Informed Approaches with an emphasis on social emotional learning to provide a foundation for safe, positive learning. Continue to build communication and connection between home and school to support student success and to improve campus climate in order to impact student/parent connectedness to school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. (August 2017-June 2018) Continue to implement positive behavior intervention support strategies (PBIS) MTSS, PBIS Group established and will meet to prepare improvements and modifications Counselor supports and services</p>	<p>Staff Principal Counselor MTSS, PBIS Group</p>	<ul style="list-style-type: none"> <li>▪ Structured recess</li> <li>▪ Trauma Informed Approaches such as use of Mindfulness, regulation centers within the classroom, and scaling systems</li> <li>▪ Weekly Panther Pride Recognition</li> <li>▪ Flag Friday (whole school gathering)</li> <li>▪ Character/Citizenship assemblies and recognition and look into character education materials using <i>What Works Clearinghouse</i></li> <li>▪ Creation of a multi-tiered system of support for behavior that is data driven</li> <li>▪ Development of social skills training and curriculum</li> <li>▪ Increase Tier 1 and 2 strategies and supports</li> <li>▪ Provide more staff professional development</li> </ul>	<p>\$5,500 Supplemental/Concentration</p> <p>\$ 9,935 MTSS Grant Year1</p>
<p>2. (August 2017-June 2018) Continue to refine the Reflection Room to provide a focus for emotional regulation. Provide Reflection Room staff training in 'Calm Room' strategies and techniques.</p>	<p>Staff Principal Counselor Reflection Room Coordinator</p>	<ul style="list-style-type: none"> <li>▪ Use the previous restructure of the physical environment to promote regulation</li> <li>▪ Encourage use of the labyrinth outside of the Reflection Room for calming movement.</li> <li>▪ Follow 'Calm Room' strategies and techniques</li> <li>▪ Teach calming and reflective practices in class and in the Reflection Room</li> </ul>	<p>\$4,341 (3.2) Supplemental/Concentration</p> <p>\$200 MTSS Grant</p>
<p>3. (June 2017- June 2018) Train a Trauma Informed Team and begin the process of providing ongoing professional development for all staff in Trauma Informed Approaches. MTSS, Trauma Informed Group will lead staff training and research effective classroom techniques.</p>	<p>Foster and Homeless Youth Liaison Principal Counselor Trauma Informed Team Staff Behavior Consultant</p>	<ul style="list-style-type: none"> <li>▪ Implement trauma informed practices within the classroom</li> <li>▪ Teachers will provide regulation corners within the classroom and/or implement Mindfulness Practices</li> <li>▪ Teachers will explicitly teach coping skills</li> <li>▪ Staff will utilize the Reflection Room as a place for student regulation</li> <li>▪ Hire a behavior specialist to coach primary classrooms (grades 1-3), staff, and administration, in trauma informed and behavioral modifications</li> </ul>	<p>\$3,882 (7.2) Supplemental/Concentration</p> <p>\$3,000 Mental Health Grant (Portion)</p> <p>\$2,380 MTSS Grant</p>

<p>4. (August 2017-June 2018) Continue to support counseling services, Anti-bullying education and programs, social skills education and supports, assemblies, class meetings, and Panther Pride slips</p>	<p>Counselor Principal</p>	<ul style="list-style-type: none"> <li>▪ Peer Mediators</li> <li>▪ Peer Mentors/Campus Ambassadors</li> <li>▪ Student led activities: Unity Day, Kindness Day, No Name Calling Day</li> <li>▪ Personal counseling</li> <li>▪ Academic counseling for upper grades</li> <li>▪ Social Skills Groups</li> <li>▪ Panther Pride Drawings</li> <li>▪ Classroom presentations on coping skills</li> <li>▪ Classroom presentations of Second Step</li> </ul>	<p>\$74,920 (3.1) Supplemental/Concentration</p>
<p>5. (August 2017-June 2018) Continue a campaign to increase school attendance and chronic absenteeism awareness, post flyers, place notices in parent bulletin, make phone calls and meetings with Chronic Absentee students and parents, Kindergarten Pledge signed by parents for 'Under Five' absences</p>	<p>School Office Principal Homeless Liaison</p>	<ul style="list-style-type: none"> <li>▪ Develop and send letters with attendance information; make personal phone calls</li> <li>▪ Educate kindergarten parents on the importance of school attendance</li> <li>▪ Continue to provide Saturday School</li> <li>▪ Home visits</li> <li>▪ Trimester attendance reward celebrations</li> <li>▪ Conduct weekly attendance meetings to monitor at risk students for chronic absenteeism and truancy</li> <li>▪ Reward Saturday School attendance</li> </ul>	<p>\$1,500 (3.1) \$16,656 (3.3) Supplemental/Concentration \$1,123 General Fund</p>

## 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 this section must be aligned with the Consolidated Application.

### School Goals #1-3

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
After School Program	8/22/17 6/7/18	\$151,120	\$151,120	ASES Grant
Summer School Program	6/11/18 6/29/18	\$11,363	\$11,363	ASES Grant
English Language Coordinator	8/22/17 6/7/18	\$24,367	\$24,367	Supplemental/Concentration (1.4)
Multi-Tiered System of Support	8/22/17 6/7/18	\$19,868	\$19,868	MTSS Grant SUMS Initiative

## Programs and Allocations Included in this Plan

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	\$0	<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	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<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	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>

<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$500	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$500	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$150,611	<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).	\$0	<input type="checkbox"/>
<input checked="" 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)	\$18,810	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$16,089	<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	\$0	Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input checked="" type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$7,000	<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		\$192,510	
Total amount of state and federal categorical funds allocated to this school ( <i>Other state and federal revenue</i> )		\$193,010	
Total amount of LCAP funding		\$651,572	



## School Site Council Membership

School Site Council Membership California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bart Taylor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Nickols	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Miotti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheri Betz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samantha Huebner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Fulton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tanya Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tiffany LaMendola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joy Haley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eloisa Gallegos	<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 type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

**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: January 3, 2018

Attested:

<u><b>Bart Taylor</b></u> Typed name of School Principal	 Signature of School Principal	<u>1/3/18</u> Date
<u><b>Tiffany LaMendola</b></u> Typed name of SSC Chairperson	 Signature of SSC Chairperson	<u>1-3-18</u> Date