

Single Plan for Student Achievement

Chinese Camp Elementary School



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Chinese Camp Science Academy

District: Jamestown School District

County-District School (CDS) Code: 55723636054852

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



Table of Contents

Single Plan for Student Achievement

Planned Improvements in Student Performance	1
School Goal #1	1
School Goal #2	4
School Goal #3	6
Centralized Services for Planned Improvements in Student Performance	8
Programs and Allocations Included in This Plan	9
School Site Council Membership	12
Recommendations and Assurances	13

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>LEA GOAL: 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>SCHOOL GOAL: #1 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>	<table border="1"> <tr> <td data-bbox="571 1365 1409 1978"> <p>What data did you use to form this goal?</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> </td> <td data-bbox="571 703 1409 1365"> <p>What were the findings from the analysis of this data?</p> <p>The summative testing results show a 21.17% increase in students meeting and exceeding standards in ELA. In mathematics, there was a 24.17% increase in students meeting or exceeding standards. The results inform us that the rigorous thematic instruction and the increase in project based learning with the emphasis on STEM has made a significant impact on student achievement success. There needs to be continued use of effective instructional strategies, Emphasis on STEM, frequent progress monitoring, frequent skills practice, and hands on learning to continue to see this significant growth.</p> <p>The 2016-17 results show that 82.76% of the students are nearly meeting, meeting or exceeding standards in ELA which is a 6.76% increase from the previous year, and 79.31% are nearly meeting, meeting or exceeding standards in math which is a 2.31% increase. DIBELS data showed that 47% scored in the Core area.</p> </td> <td data-bbox="571 75 1409 703"> <p>How will the school evaluate the progress of this goal?</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; 3) the utilization of the CAASPP interim assessment blocks (IABs) to be delivered within the first two trimesters; and 4) a summative assessment administered as an end of year assessment administered during the testing window.</p> <p>In addition, Accelerated Reader, Accelerated Math, DIBELS, Fast Forward for tier 2 students, and Front Row will be used as supplemental assessment programs.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Expenditures are embedded within the Local Control Accountability Plan (LCAP) in goals 1.1, 1.2, 1.3, 1.5, 6.1 and 7.1.</p> </td> </tr> </table>	<p>What data did you use to form this goal?</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>What were the findings from the analysis of this data?</p> <p>The summative testing results show a 21.17% increase in students meeting and exceeding standards in ELA. In mathematics, there was a 24.17% increase in students meeting or exceeding standards. The results inform us that the rigorous thematic instruction and the increase in project based learning with the emphasis on STEM has made a significant impact on student achievement success. There needs to be continued use of effective instructional strategies, Emphasis on STEM, frequent progress monitoring, frequent skills practice, and hands on learning to continue to see this significant growth.</p> <p>The 2016-17 results show that 82.76% of the students are nearly meeting, meeting or exceeding standards in ELA which is a 6.76% increase from the previous year, and 79.31% are nearly meeting, meeting or exceeding standards in math which is a 2.31% increase. DIBELS data showed that 47% scored in the Core area.</p>	<p>How will the school evaluate the progress of this goal?</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; 3) the utilization of the CAASPP interim assessment blocks (IABs) to be delivered within the first two trimesters; and 4) a summative assessment administered as an end of year assessment administered during the testing window.</p> <p>In addition, Accelerated Reader, Accelerated Math, DIBELS, Fast Forward for tier 2 students, and Front Row will be used as supplemental assessment programs.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Expenditures are embedded within the Local Control Accountability Plan (LCAP) in goals 1.1, 1.2, 1.3, 1.5, 6.1 and 7.1.</p>
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STRATEGY: During the 2017-2018 school year, the school will purchase and implement Common Core aligned curriculum and materials, provide intervention support in ELA, and provide appropriate professional development to support and guide curriculum and instruction to increase overall student achievement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. (August 2017) Purchased K-5 Envision Mathematics Curriculum. (August 2017-June 2018) Sixth grade will pilot mathematics curriculum.</p>	<p>School Staff District Office</p>	<p>3-5 school staff is implementing Envision Mathematics Curriculum. Sixth grade is piloting mathematics materials for the 2017-2018 school year.</p>	<p>\$70,000 (1.1) Supplemental/Concentration Lottery \$10,000</p>
<p>2. (August 2017-June 2018) Provide before school tutoring/intervention for students requiring extra support in reading</p>	<p>School Staff</p>	<p>Staff will provide intervention services to identified students in need of extra support both during structured intervention periods during the school day as well as before school.</p>	<p>\$6,820 (1.5) Supplemental/ Concentration</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>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>LEA GOAL: English-language arts (ELA) and mathematics. All students will increase proficiency in ELA and mathematics by the end of year 2017-2018.</p> <p>SCHOOL GOAL #2: 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>What data did you use to form this goal?</p> <p>CAASPP ELA /Math data from 2016-2017 STAR Reading and Math DIBELS CELDT results REFLEX Math Accelerated Math and Accelerated Reader Progress Results</p>	<p>What were the findings from the analysis of this data?</p> <p>17.24% of students are not meeting standards in ELA and 20.69% are not meeting standards in mathematics.</p> <p>This is a significant growth increase moving toward proficiency. We will continue to frequently monitor of student progress and academic growth. Chinese Camp Science Academy utilizes more project based learning, hands on learning and investigative processes which seem to be an indicator in increasing student achievement, Classroom teachers will continue to regularly use formative assessments to drive instruction and move the nearly met students toward meeting and exceeding standards and increase overall student achievement.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The use of district approved benchmark assessments. Regular monthly assessments and more frequent monitoring of growth</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>The budget is embedded in the LCAP 1.1, 1.2, 1.3, 1.5, 6.1 and 7.1 through an MTSS coordinator, intervention software, curriculum materials, and interventions specialists.</p>

STRATEGY: 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 mathematics fluency and proficiency.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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.	RtI Team: Reading Specialist Principal Teachers	Collect and analyze district-and school-level data and formative and summative ELA, math and English learner data; Using DIBELS data, students will be identified from each grade level for reading interventions and their specific academic needs. 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	\$500 (1.2) Supplemental/ Concentration \$300 MTSS Grant
2. (August 2017-June 2018) Continue the development, implementation and support for a reading intervention program	Reading Specialist	Select and/or develop reading intervention materials and resources; purchase site licenses for researched- based software program such as Fast Forward.	\$5,775 (2.4) Supplemental/Concentration \$9,922 Title 1 (Books and Supplies) \$0
3. (August 2017-June 2018) Provide regular math practice that includes data collections, progress monitoring and regular immediate feedback.	Reading Specialist Principal Leadership Team	Review and evaluate district approved reading intervention programs and benchmark assessments.	
3. (August 2017-June 2018) Provide regular math practice that includes data collections, progress monitoring and regular immediate feedback.	Leadership Team Principal District Office	Purchase the software program Front Row. Provide training for new staff on implementation. Use the software program Front Row to improve math fluency.	\$2,610 (1.3) Supplemental/Concentration
3. (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	District Principal Teachers	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.	\$5,285 (1.3) Supplemental/Concentration
4. (August 2017-June 2018) Development, implementation and support of ELL programs to increase student achievement in this subgroup	Bilingual Aide Reading Specialist Principal CELDT coordinator District Office	Maintain Scientific Learning (Fast ForWord) and Reading Assistant software licenses Provide additional professional development for ELD curriculum and instruction.	\$800 (1.2) \$2808 (1.3) Supplemental/Concentration \$9361 Title I

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 #3: 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.

What data did you use to form this goal?

- 2016-17 Discipline Data
- Foster and Homeless Youth data
- Biannual Healthy Kids School Climate Survey
- Parent Survey

What were the findings from the analysis of this data?

- As a district 2016-17 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.
- As a district 2016-2017 data shows that we had a decrease from the previous year in the number of suspensions by 12%. There were 0% suspensions or expulsions at Chinese Camp
- We have a high percentage of foster and homeless youth.

How will the school evaluate the progress of this goal?

- This school goal will be evaluated on an biannual basis as part of the School Climate Survey.
- Discipline data will be monitored and analyzed monthly.
- Annual parent survey

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)</p> <p>MTSS, PBIS Group established and will meet to prepare improvements and modifications</p> <p>Counselor supports and services</p>	<p>Staff Principal Counselor</p>	<ul style="list-style-type: none"> ▪ Creation of a multi-tiered system of support for behavior that is data driven. ▪ Trauma Informed Approaches such as use of Mindfulness, regulation centers within the classroom, and scaling systems. ▪ Continue Character Education and look into character education materials using <i>What Works Clearinghouse</i> ▪ Continue Dragon Pride cards. • Increase Tier 1 and 2 strategies and supports. • Provide more staff professional development 	<p>\$5,500 Supplemental/Concentration</p> <p>\$ 9,935 MTSS Grant Year1</p>
<p>2. (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</p>	<ul style="list-style-type: none"> ▪ Implement trauma informed practices within the classroom. ▪ Teachers will provide regulation corners within the classroom and/or implement Mindfulness Practices. ▪ Teachers will explicitly teach coping skills. 	<p>\$3,882 (7.2) Supplemental/Concentration</p> <p>\$3,000 Mental Health Grant (Portion)</p>
<p>3. (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</p>	<p>School Office Principal Homeless Liaison</p>	<ul style="list-style-type: none"> ▪ Develop and send letters with attendance information; make personal phone calls. ▪ Continue to provide Saturday School. ▪ Make Home visits. ▪ Continue Trimester attendance reward celebrations. ▪ Conduct weekly attendance meetings to monitor at risk students for chronic absenteeism and truancy. 	<p>\$1,500 (3.1) \$16,656 (3.3) Supplemental/Concentration</p> <p>\$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 ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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 (MTSS)	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"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	<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	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<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	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Pu rpose: Improve library and other school programs	\$0	<input type="checkbox"/>

<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$500	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$500	
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)	\$150,611	<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).	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$18,810	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$16,089	<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	\$0	Title III funds may not be consolidated as part of a SWP ³
<input checked="" type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$7,000	<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		\$192,510	
Total amount of state and federal categorical funds allocated to this school		\$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"/>
Tonya 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:

Bart Taylor

Typed name of School Principal



Signature of School Principal

1/3/18

Date

Tiffany LaMendola

Typed name of SSC Chairperson



Signature of SSC Chairperson

1-3-18

Date