

# Single Plan for Student Achievement

Los Molinos Elementary School



**2018/2019**

# The Single Plan for Student Achievement

School: Los Molinos Elementary School

District: Los Molinos Unified School District

County-District School (CDS) Code:

Principal: Jennie Bachmeyer

Date of this revision: February 26, 2018

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:

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Position: Principal

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The District Governing Board approved this revision of the SPSA on 4/19/2018.



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## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: BOARD GOAL #5:** All Students, including English Language Learners, will become proficient in ELA and Math

**SCHOOL GOAL:** 1: Increase overall academic proficiency achievement, including academic proficiency achievement of English learner students, students with disabilities, and socio-economic disadvantaged students. All students will increase from Orange to Yellow according to the California Dashboard Math and ELA measures.

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>2017 Ca Dashboard</li></ul>	<ul style="list-style-type: none"><li>2017 SPED Proficiency: 20 students; 76.5 points below Level 3</li><li>2017 EL Student Proficiency: 59 students; 46.5 points below Level 3</li><li>2017 Socio-Economic Disadvantaged Student Proficiency: 133 students; 28.1 points below Level 3</li></ul>	<ul style="list-style-type: none"><li>Review the 2018 CDE CAASPP results.</li><li>Review the 2018 CAASPP results by sub-group.</li><li>Review monthly summative and formative assessment data by grade level.</li></ul>

### STRATEGIES:

1. Support students within the CORE curriculum by using strategies that support English Learners, SPED, and Socio-economic students to write and speak using academic language.
2. For the above sub-groups, implement methods to increase cognitive tasks, express thinking orally, inform text structure, and engage in social and academic conversations.
3. Review monthly curriculum or benchmark assessment data using an analysis tool and inform practice to better serve these students.
4. Create SMART (Specific Measurable Attainable Results Oriented, and Time Bound) goals for these sub-groups and monitor their growth by department.
5. Implement a math and ELA intervention plan to support students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use measurable formative and summative assessments utilizing data analysis to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2017/2018.	All Teachers and Administration	Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group. Release time will be provided to create assessments.	N/A
Implement RTI- Response to Intervention systems school-wide. 2017/2018.	Counseling staff, Admin, and teachers	Hold SST (Student Success Team) meetings for students that are struggling. Parents will be required to attend these meetings.	N/A
Use a data analysis tool to identify target learning goals and growth for target students 2017/2018.	Teachers and Admin	Review sub-group data by department and identify students that are struggling, review in-class strategies to support them, and work with PPS staff for RTI services.	N/A
Utilize Google Chrome books to provide 21 <sup>st</sup> Century Learning.	Teachers and Admin	Purchase one cart consisting of 25 chrome books to begin infusing technology. Math, ELA, Science, Social Science, and SPED	District Funded \$14,000
Implementation of EL teaching strategies and ELD CDE standards.	Teachers and Admin	Teachers will receive PD training and support to implement strategies.	District Funded \$1,000
Implement a Math and ELA Intervention Plan.	Admin and Assigned Teachers	Students will be selected to these RTI programs based on formative and summative assessment data results.	N/A
Continue to provide a one block ELD course for students at CELDT level 1-3 in middle school.	Support Teacher and Admin	Students will use current English 3D curriculum and Google Translate via Chrome books.	N/A

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to provide a one block of ELD for students at CELDT level 4-5 focusing on academic support.	ELD Teacher and Admin	Students will have individualized plans based on CELDT level needs to best support their reclassification and core academics.	N/A
Provide additional technology for the SDC/RSP program.	SDC/RSP Teacher and Admin	SDC students will receive daily technology blended learning.	N/A
SPED classrooms will receive and utilize Smart Boards to enhance visual learning and Google interaction.	SDC/RSP Teacher and Admin	Implementation of Smart Board programs.	Site Funded \$1,000
In class support (push-in) for SPED students.	RSP Teachers and Admin	SPED students that need extra re-teaching will be provided in class intervention support	SPED/RSP Paraprofessional Educators \$195,000 (Title I: \$152,715)
Continue using paraprofessional educators for small group instruction	Teachers and Admin	Assist students under the direction of classroom teachers to help perform small group instruction in ELA and Math	

**LEA GOAL: BOARD GOAL #5:** All Students, including English Language Learners, will become proficient in ELA

**SCHOOL GOAL:** 2: English Language Arts. For the 2017/2018 school year, the proficiency level on the CA State Smarter Balance Assessment Consortium examination will improve from the 2017 SBAC Met or Exceeded Standard of 40.22% to 46% school-wide.

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>• 2017 CAASPP results</li><li>• 2017 Ca Dashboard</li></ul>	<ul style="list-style-type: none"><li>• 2017 Overall Exceeds Standards: 7.82%</li><li>• 2017 Overall Met Standards: 32.40%</li><li>• 2017 Overall Nearly Met Standards: 27.37%</li><li>• 2017 Overall Not Met Standards: 32.40%</li></ul>	<ul style="list-style-type: none"><li>• Review the 2018 CDE CAASPP results.</li><li>• Review the 2018 CAASPP results by sub-group.</li><li>• Review monthly summative and formative assessment data by grade level.</li></ul>

#### **STRATEGIES:**

1. Utilize Google Chromebooks and other technology to differentiate lessons.
2. Use the PLC collaboration time to review student academic achievement data and inform instruction.
3. Integrate EL strategies to support the implementation of ELD standards across all courses.
4. Implement monthly summative assessments utilizing an analysis tool.
5. Continue to infuse common core lesson components to enrich existing curriculum.
6. Implement an intervention plan to support target students.
7. Purchase Common Core ELA curriculum as needed to support the transition.
8. Utilize EL strategies to support low performing sub-groups.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to implement an ELA intervention plan for students that need more support.	Teacher/Admin	Utilize curriculum (English 3D, Intervention Materials for Core ELA, Vocabulary Development) to support academic language and writing.	
Continue with Common Core Unit design creation and implementation.	Teachers and Admin	Teachers desiring this opportunity will be granted 3 days summer pay to create units.	Site Funded \$750
Conduct Teacher to Teacher visitations.	Teachers and Admin	Teachers will be participating in colleague classroom visitations to support one another in the implementation of Common Core and Technology. Subs will be secured.	Sub cost (District Funded) \$2500
Implement the PLC model to weekly collaboration time.	Teachers and Admin	Teachers will participate in a PLC training to further enhance their knowledge of implementation.	N/A
Utilize chrome books to support 21 <sup>st</sup> century and common core.	Teachers and Admin	Purchase one chrome book cart for 2017/2018 to assist in one-to-one movement.	District Funded \$1200
Training and integration of EL strategies.	Teachers	Provide EL Strategies training to teachers to support implementation of those strategies in the classroom. Holly Harding, Region Title III Coordinator, will provide ELD standards training to all teachers.	N/A
Use measurable formative and summative assessments utilizing data analysis programs-Illuminate/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2014/2015.	Teachers	Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group. Release time will be provided to create assessments.	N/A
Offer opportunities for students needing extra support in ELA through after school academy.	Teachers and Admin	Teachers will create a plan of intervention with target students and baseline analysis to provide re-teaching and small group intervention support for students below proficient in ELA.	District Funded \$13,000



**LEA GOAL: BOARD GOAL #5:** All Students, including English Language Learners, will become proficient in Math.

**SCHOOL GOAL 3:** (Math) For the 2017/2018 school year, the proficiency level on the new CA State Smarter Balance Assessment Consortium examination will improve from the 2017 SBAC Met or Exceeded Standard of 26.96 % to 35% school-wide.

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>• 2017 CAASPP results</li><li>• 2017 Ca Dashboard</li></ul>	<ul style="list-style-type: none"><li>• 2017 Overall Exceeds Standards: 4.49%</li><li>• 2017 Overall Met Standards: 22.47%</li><li>• 2017 Overall Nearly Met Standards: 35.39%</li><li>• 2017 Overall Not Met Standards: 37.64%</li></ul>	<ul style="list-style-type: none"><li>• Review the 2018 CDE CAASPP results.</li><li>• Review the 2018 CAASPP results by sub-group.</li><li>• Review monthly summative and formative assessment data by grade level.</li></ul>

**STRATEGIES:**

1. Utilize Google Chromebooks and other technology to differentiate lessons.
2. Use the PLC collaboration time to review student academic achievement data and inform instruction.
3. Transition to the integration of Common Core pathways.
4. Implement monthly summative assessments utilizing an analysis tool.
5. Continue to infuse common core lesson components to enrich existing curriculum.
6. Implement a Math After-School Academy to support struggling students.
7. Purchase Common Core math curriculum as needed to support the transition.
8. Utilize EL strategies to support low performing sub-groups.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use measurable formative and summative assessments utilizing data analysis programs-Illuminate/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2017/2018	All Teachers and Administration	Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group	N/A
Enhance 21 <sup>st</sup> Century Learning by implementing the Google platform and Chromebooks.	Teachers	Purchase one chrome book cart for 2017/2018 to incorporate on a rotating basis by all Tk-5 teachers. (Middle School 1:1)	District Funded (See Goal 2)
Use a data analysis tool to identify target learning goals and growth for each sub-group. 2017/2018	Teachers	Math teachers will utilize a data analysis tool to disaggregate student academic achievement data.	N/A
Implementation of weekly PLC protocols.	Teachers and Admin	Training will be provided in the area of PLC foundations, processes, and data analysis.	N/A
Training and Implementation of ELD strategies.	Teachers	Teachers will receive training by a consultant and/or Support Teacher in the area of effective strategies and ELD standards.	N/A
Continue to integrate Common Core Units into existing curriculum.	Teachers	3 days summer pay time will provided to teachers to create CC units.	Site Funded (See goal 2)
Support current Math Standards class by implementing Common Core curriculum.	Teachers	Integrate Common Core standards into existing curriculum of CPM Math (6-8) and newly adopted Math Expressions (TK-5).	N/A
Create teacher collaboration and support for instruction strategies.	Teachers and Admin	Implement Teacher to Teacher visitations by securing sub release time. Teachers will provide feedback to each other.	Sub cost (District Funded) (See goal 2)

**LEA GOAL: Board Goal 5: Safe Supportive Learning Environment. Positive School Climate, School Safety, Student support, and Prevention.**

**SCHOOL GOAL: 4:** Los Molinos Elementary will promote a positive learning environment for students by implementing systems and programs. Decrease suspension rates to low (CDE Dashboard=Green) and maintain the current high student attendance rates.

<b>What data did you use to form this goal?</b> <ul style="list-style-type: none"><li>• 2017 CDE Dashboard Results</li><li>• 2017 School AERIES reports</li></ul>	<b>What were the findings from the analysis of this data?</b> <ul style="list-style-type: none"><li>• 2017 CDE Dashboard results: Orange (4.8%) increased +1.2% Suspension</li></ul>	<b>How will the school evaluate the progress of this goal?</b> <ul style="list-style-type: none"><li>▪ 2018 CDE Dashboard Chronic absenteeism results</li><li>▪ 2017/2018 Measure AERIES ADA reports</li><li>▪ 2018 CDE Dashboard Suspension Rate results.</li></ul>
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**STRATEGIES:**

1. Continue to implement our PBIS student reward system and PAWSitive characteristics.
2. Review student attendance data every month and conduct meetings with students and parents as necessary.
3. School Counselors and Admin staff will review critical student cases monthly to create support.
4. Implement groups and individual counseling for identified students
5. Implement the A.L.I.C.E. Armed Intruder on Campus Protocol and update other parts of the safety plan
6. Continue to support alternative options to student suspensions.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Increase student recognition/ Ongoing	Leadership Staff and Admin	Continue to implement student recognitions and rewards.	Site Funded \$1,000
Decrease suspension and expulsion rates	Admin, Teachers, Parents, and Students	Follow the new progressive discipline matrix and provide alternatives to suspension and expulsion when possible. Involve parents as part of the solution process	N/A
Implement new safety plan with updated protocols.	Admin, Staff, Students	Implement the A.L.I.C.E Armed Intruder on Campus Protocol	N/A

## Form B: Single Plan for Student Achievement Annual Evaluation

### Plan Priorities:

1. Ensure SPSA is aligned to new CDE Academic Achievement Measures.
2. Ensure SPSA is aligned with Board Goals
3. Continue to implement common core and supplementary curriculum across all subject areas.
4. SPSA will include specific and measureable strategies to increase academic achievement for all student sub-groups.

### Major Expenditures:

1. Technology
2. Common Core Curriculum and Professional Development
3. Provide services to all students needing academic support.

### Plan Implementation:

The current 2017/2018 SPSA includes specific strategies to increase student academic achievement in all sub-groups, transition to common core, increase 21<sup>st</sup> Century Learning, use of effective instructional practices, and professional learning community data analysis using measureable student assessment information.

### Current Strategies and Activities:

1. Close the achievement gap for all key sub-groups:
  - a. Continue to provide tiered support system to students
  - b. Use measurable formative and summative assessments utilizing a data analysis format to inform instruction
  - c. Use effective research based instructional strategies to meet the needs of all students
2. Transition to Common Core:
  - a. Implement department/grade level curriculum guides that match Common Core and ELD standards
  - b. Beginning phase of implementation of PBL (Project Based Learning)
  - c. Utilize high leverage common core instructional practices
  - d. Identify and implement common core instructional materials
3. Increase stakeholder involvement and communication within the school community:
  - a. Implementation phase of Professional Learning Communities
  - b. Response to Intervention based on formative and summative assessments
  - c. Increase IEP and ELD best practices in all subject areas with all stakeholders involved

## 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), 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 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>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Supplemental Grant</b> 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"/> <b>LCFF – Concentration Grant</b> 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"/> <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>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<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 (e.g., Career and Technical Education [CTE], etc.) LOTTERY</b>	\$\$26,859	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$\$26.859	
<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)	\$\$152,715	<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 <sup>1</sup>
<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		\$179,574		

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

<sup>1</sup> 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.<sup>2</sup> 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
Cari Novo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emma Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melanie Combs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristina Zarate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonnie Jesrani	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennie Bachmeyer	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	3	0

<sup>2</sup> 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: **4-12-2018**

Attested:

Jennie Bachmeyer

\_\_\_\_\_  
Typed name of School Principal

  
Signature of School Principal

**4-11-18**  
\_\_\_\_\_  
Date

Melanie Combs

\_\_\_\_\_  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

**4-12-18**  
\_\_\_\_\_  
Date