

2013-14 Single Plan for Student Achievement



**LAMMERSVILLE**  
Unified School District



## Part II: The Single Plan for Student Achievement Template

School: Wicklund Elementary School

District: Lammersville Unified School District

County-District School (CDS) Code: Enter CDS Code

Principal: Chantell Tarver

Date of this revision: May 29, 2013

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:   | Chantell Tarver                               |
| Position:         | Principal                                     |
| Telephone Number: | 209-836-7200                                  |
| Address:          | 300 E. Legacy Dr.<br>Mountain House, CA 95391 |
| E-mail Address:   | ctarver@sjcoe.net                             |

The District Governing Board approved this revision of the SPSA on June 5, 2013.



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### Form A: Academic Goals- 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 1:** All students will attain proficiency in English Language Arts (ELA) and Mathematics by 2013-14

**SCHOOL GOAL 1:** By June 2013, 89.2% of students will score proficient or advanced on the English Language Arts California Standards Test (ELA CST)

| 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>• ELA CST results</li> <li>• Publisher's assessments (Theme Tests) results</li> <li>• Accelerated Reader/STAR data</li> <li>• California English Language Development Test (CELDT) results</li> </ul> | <p>67.9% of 2<sup>nd</sup>-8<sup>th</sup> grade students scored proficient or above in ELA during 11-12 year test.</p> <p>65.5% of 2<sup>nd</sup>-8<sup>th</sup> grade students scored proficient or above in Math during 11-12 year test.</p> | <ul style="list-style-type: none"> <li>• ELA CST</li> <li>• DIBELS</li> <li>• Publisher's assessments</li> <li>• Grade-level common formative assessments</li> <li>• CELDT scores</li> </ul> |

| STRATEGY 1.1: Description of Specific Actions to Improve Education Practice in ELA                                     |                                    |  |   |
|--|------------------------------------|--|---|
| Action/Date  | Person(s) Responsible              | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
| Focus on blueprint standards and develop standards maps based on student needs.  | Principal, teachers, support staff | 08/2013-06/2014  | Site Budget, EIA, Title II                        |
| Instruct all students with state and district approved standards based ELA curriculum using highly qualified teachers. | Principal, teachers, support staff | Develop standards maps or pacing guides by integrating Common Core State Standards<br>Collaborative meetings to lesson development, implementation and reflection<br>Align the content and Common Core standards with the ELA curriculum<br>Develop a curriculum map for ELA and ELD Standards<br>Analyze formative and summative assessment data to target student focus groups, for example- curriculum assessments, teacher | Site Budget, EIA, Title II                        |
| Focus on key language arts standards based on individual student assessment data                                       | Principal, teachers, support staff | Analyze formative and summative assessment data to target student focus groups, for example- curriculum assessments, teacher   | General Funds, Site Budget, EIA,                  |

|  |  |  |  |
|--|--|--|--|
|  |  | developed assessments, Curriculum Associates, CST released questions, etc. |  |
|--|--|--|--|

| <b>STRATEGY 1.2: Description of Specific Actions to Improve Education Practice in Mathematics</b>                              |   |   |  |
|--|---|---|--|
| <b>Action/Date</b><br>08/2013-06/2014  | <b>Person(s) Responsible</b>            | <b>Task/Date</b><br>08/2013-06/2014   | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| Focus on blueprint standards and develop <b>standards</b> maps based on student needs.   | Principal, teachers, support staff      | Develop standards maps or pacing guides by integrating Common Core State Standards Collaborative meetings to lesson development, implementation and reflection  | Site Budget, EIA, Title II                               |
| Instruct all students with state and district approved standards based math <b>curriculum</b> using highly qualified teachers. | Principal, teachers, support staff      | Align the content and Common Core standards with the math curriculum<br>Develop a curriculum map for math Standards   | Site Budget, EIA, Title II                               |
| Focus on key math standards based on individual student <b>assessment</b> data.  | administration, teachers, support staff | Analyze formative and summative assessment data to target student focus groups, for example- curriculum assessments, teacher developed assessments, Curriculum Associates, CST released questions, etc. | General Funds, Site Budget, EIA                          |

| <b>STRATEGY 1.3: Targeting services and programs to lowest-performing student groups</b>                    |   |  |  |
|---|---|--|--|
| <b>Action/Date</b><br>08/2013-06/2014   | <b>Person(s) Responsible</b>            | <b>Task/Date</b><br>08/2013-06/2014      | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| Small group and individual instruction/intervention via direct instruction groups throughout the school day | Teachers, administration, support staff | Student data, group roster, lesson plans | Site Budget, EIA   |

| <b>STRATEGY 1.4: Increased access to technology</b>  |   |   |  |
|--|---|---|--|
| <b>Action/Date</b><br>08/2013-06/2014  | <b>Person(s) Responsible</b>            | <b>Task/Date</b><br>08/2013-06/2014   | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| Continued use of site Apple iMac lab to integrate technology into curriculum and instruction. Use of online websites with subscriptions to assist in student | Teachers, administration, support staff | Use LCD projectors, document cameras, NeoBoards (for Accelerated Reader), and Smart Boards. Utilize online programs such as Mathletics, Eduplace, BrainPop, and Rosetta | General Fund, EIA  |

|                                |                               |
|--------------------------------|-------------------------------|
| intervention and acceleration. | Stone (for English Learners). |
|--------------------------------|-------------------------------|

|   |   |                                     |   |
|---|---|-------------------------------------|---|
| <b>STRATEGY 1.5:</b> Staff development and professional collaboration aligned with standards-based instructional materials, Common Core and Smarter Balanced Assessments  |   |                                     |   |
| <b>Action/Date</b><br>08/2013-06/2014   | <b>Person(s) Responsible</b><br>Teachers, administration, support staff | <b>Task/Date</b><br>08/2013-06/2014 | <b>Cost and Funding Source (Itemize for Each Source)</b><br>Title II, EIA |
| Professional development opportunities for teachers in the area of language arts, English Language Development and mathematics.<br>Provide collaboration times for teachers to plan and implement instructional strategies. |   |                                     |   |

|  |  |                                     |  |
|--|--|-------------------------------------|--|
| <b>STRATEGY 1.6:</b> Involvement of staff, parents, and community (including notification procedures, parent outreach, parent involvement and interpretation of student assessment results to parents) |  |                                     |  |
| <b>Action/Date</b><br>08/2013-06/2014  | <b>Person(s) Responsible</b><br>Teachers, administration | <b>Task/Date</b><br>08/2013-06/2014 | <b>Cost and Funding Source (Itemize for Each Source)</b><br>MAA, WSF |
| Parent involvement and education provided to all parents in using ELA strategies at home.  |  |                                     |  |

|  |  |  |  |
|--|--|--|--|
| <b>LEA GOAL 2:</b> All Limited-English-Proficient students will become proficient in English in reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics |  |  |  |
| <b>SCHOOL GOAL 2:</b> By June 2013, 89.5% of students will score proficient or advanced on the Mathematics California Standards Test (Math CST) and on the End of Course Algebra test (EOC).                         |  |  |  |

|   |   |   |
|---|---|---|
| <b>What data did you use to form this goal?</b><br>STAR test, district benchmark, standards-based curriculum assessments, common assessments, CELDT, and teacher records. | <b>What were the findings from the analysis of this data?</b><br>Based on the 2011-12 California English Language Development Test (CELDT), our English Learners scored the following based | <b>How will the school evaluate the progress of this goal?</b><br>School will evaluate the progress by monitoring STAR Test Data, Curriculum Assessments and Standards-based Assessments such as Curriculum Associates, |
|---|---|---|

|  |  |   |
|--|--|---|
|  | <p>on the Annual Assessment Results:<br/>58% of 1<sup>st</sup>-8<sup>th</sup> graders scored overall Early Advanced or Advanced and qualified for redesignation (R-FEP).</p> | <p>CST Released Item assessments, etc. These evaluations will be done during Grade Level Meetings, Leadership Team Meetings, School Site Council, District Assessments, Standards-based Assessments, STAR Test Data, Accelerated Reader Data.</p> |
|--|--|---|

| <b>STRATEGY 2.1: Description of Specific Actions to Improve Education Practice in ELA for English Language Learners (ELL)</b>          |  |  |  |
|--|--|--|--|
| <b>Action/Date</b><br>08/2013-06/2014  | <b>Person(s) Responsible</b>                   | <b>Task/Date</b><br>08/2013-06/2014  | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| <p>Instruct all students with state and district approved standards based ELA and Math curriculum using highly qualified teachers.</p> | <p>Teachers, administration, support staff</p> | <p>District analysis of staff credentials, Classroom observations, Staff evaluations</p> | <p>Title II, Title III, EIA</p>                          |

| <b>STRATEGY 2.2: Description of Specific Actions to Improve Education Practice in ELA and mathematics for ELL</b>  |   |   |  |
|--|---|---|--|
| <b>Action/Date</b><br>08/2013-06/2014  | <b>Person(s) Responsible</b>                        | <b>Task/Date</b><br>08/2013-06/2014   | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| <p>Small group and individual instruction/intervention via direct instruction groups using supplemental materials designed to raise the scores of lower performing students.</p> | <p>Site Administration, Teachers, Support staff</p> | <p>Lesson plans, Student Data, Teacher Evaluations, Classroom Observations, Standards-based Report Cards, formative assessment,</p> | <p>Title III, EIA</p>                                    |

| <b>STRATEGY 2.3: Extended Learning Time- Additional support and resources for ELL</b> |   |   |  |
|---|---|---|--|
| <b>Action/Date</b><br>08/2013-06/2014   | <b>Person(s) Responsible</b>                        | <b>Task/Date</b><br>08/2013-06/2014   | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| <p>During and after school interventions for ELL.</p>                                 | <p>Site Administration, Teachers, Support staff</p> | <p>Teachers reinforce content standards in small groups by using nonlinguistic representation, scaffolding to teach language.</p> | <p>Title III, EIA</p>                                    |

| <b>STRATEGY 2.4: Involvement of English Language Learners' parents in ELAC and other committees</b> |  |  |  |
|---|--|--|--|
|---|--|--|--|



| Action/Date  | Person(s) Responsible         | Task/Date   | Cost and Funding Source (Itemize for Each Source) |
|--|-------------------------------|---|---|
| 08/2013-06/2014<br>Increase parent awareness and knowledge regarding students' academic performance and needs.<br>Parent involvement in literacy and math development at home. | Site Administration, Teachers | ELAC meetings, Site and Classroom Newsletters, Sign In Sheets, Agendas, Minutes, Websites | Title III, EIA                                    |

**Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.**

**(Non-Academic Goal)**

**LEA GOAL 3:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**SCHOOL GOAL 3:** By June 2013, the student site suspension rate will decrease by 3%.

| <p><b>What data did you use to form this goal?</b><br/>                     AERIES database<br/>                     ezMandate reporting logs (2011-12)<br/>                     SARC data (2011-12)</p> | <p><b>What were the findings from the analysis of this data?</b><br/>                     SY 2010-2011:<br/>                     site suspensions (37) rate (5.8%)<br/>                     district suspensions (117) rate (5.8%)<br/>                     SY 2011-2012:<br/>                     site suspensions (60) rate (8.8%)<br/>                     district suspensions (89) rate (4.1%)</p> | <p><b>How will the school evaluate the progress of this goal?</b><br/>                     Student Peer Mediation and Conflict Management groups (School Psychologist, Teachers, Admin)</p> |
|--|---|---|
|  |   |   |

| <p><b>STRATEGY 3.1: Increase Students' Average Daily Attendance</b></p>  |   |  |
|--|---|--|
| <p><b>Action/Date</b><br/>                     08/2013-06/2014</p>   | <p><b>Person(s) Responsible</b></p>           | <p><b>Task/Date</b><br/>                     08/2013-06/2014</p>   |
| <p>Increase parent awareness of attendance importance and the connection to academic success.<br/>                     Continue notification of student truancy to families.</p> | <p>Site Administration, Teachers, Parents</p> | <p>Work with the staff and district office to establish a preliminary disciplinary system, SARB team, home visits (on needs basis; school administration to coordinate), truancy conferences with families</p> |
| <p><b>Cost and Funding Source (Itemize for Each Source)</b></p>  |   |  |
| <p>General Funds</p>   |   |  |

| <p><b>STRATEGY 3.2: Ensure safety and healthy climate</b></p>  |  |   |
|--|--|---|
| <p><b>Action/Date</b><br/>                     08/2013-06/2014</p>   | <p><b>Person(s) Responsible</b></p>        | <p><b>Task/Date</b><br/>                     08/2013-06/2014</p>  |
| <p>Continue safety awareness and practice skills through site drills.<br/>                     Increase participation in school breakfast and lunch programs</p> | <p>Site Administration, Staff, Parents</p> | <p>Monthly safety drill requirement, health and wellness seminars/informational fairs, Learn Not to Burn safety presentations (Tracy/MH Fire Dept), Too Good for Drugs, FLE and PSI units</p> |
| <p><b>Cost and Funding Source (Itemize for Each Source)</b></p>  |  |   |
| <p>General Funds, MAA</p>  |  |   |

| <b>STRATEGY 3.3: Promote physical fitness, nutrition and wellness</b>   |   |   |  |
|---|---|---|--|
| <b>Action/Date</b>  | <b>Person(s) Responsible</b>  | <b>Task/Date</b>  | <b>Cost and Funding Source (Itemize for Each Source)</b> |
| <p>08/2013-06/2014</p> <p>District Wellness Goal 4c.1: Fitness will be used to support the district's academic content standards to improve learning in core curricular areas.</p> <p>District Wellness Goal 4d.1: Health and nutrition content will be used to support the district's academic content standards to improve learning in core curricular areas.</p> | <p>Wellness Committee, Site Administration, Teachers, Support staff</p> | <p>08/2013-06/2014</p> <p>100% of K-8 students will participate in physical fitness activities and learn the significance of staying physically and mentally fit.</p> <p>Wellness activities, assemblies and training throughout the school year such as Relay Recess, Farmers Market, nutrition and healthy eating lessons in the classrooms, Best Me Assemblies, etc.</p> | <p>MAA, General Funds, Grants</p>                        |

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1, 2, 3

| Actions to be Taken to Reach This Goal <sup>1</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)   | Start Date <sup>2</sup><br>Completion Date  | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|--|---|-----------------------|----------------|--|
| <b>Program Support Goal # 1</b><br><b>By June 2014, at least 99.2% of 2<sup>nd</sup>-8<sup>th</sup> grade students district-wide will score proficient or above on the ELA CST. Students who are referred in K-2<sup>nd</sup> grade and all low-performing subgroups will receive intensive intervention and also score proficient or above on the CST and students qualifying for the CELDT will move up one proficiency level.</b> |   |                       |                |  |
| Groups participating in this goal (e.g., students, parents, teachers, administrators):<br>Kindergarten-3 <sup>rd</sup> grade students.<br>English learners in Kindergarten-3 <sup>rd</sup> grade.<br>Parents of students in the intervention class will attend an open house meeting, parent/teacher conferences and will receive test scores.   | Anticipated annual growth for each group:<br><br>General Ed. 15%<br>EL 12%<br>SES 12%<br>SpEd 7%  |                       |                |  |
| Means of evaluating progress toward this goal:<br>STAR Test data, Standards-based grading system, Woodcock Johnson Test, CELDT scores, Standards-based curriculum assessments, District Benchmark Assessments, Dibels  | Group data to be collected to measure gains:<br><br>General Ed., EL, SES, and SpEd Students will be monitored through ELA assessments and CELDT assessment (for EL only). |                       |                |  |
| Actions to be Taken to Reach This Goal <sup>3</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)   | Start Date <sup>4</sup><br>Completion Date  | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
| The district will provide instructional support, instructional aides and bilingual aides for qualifying student and use CLAD strategies to further support English Language Learners.  | 8/13-6/14   | \$42,500              | \$42,487       | Title I, Title III, EIA                  |
| The district will provide indirect support and resources to the school sites to meet ELL needs.  | 8/13-6/14   |                       |                | 8/13-6/14                                |

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program 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>

| State Programs  | Allocation |
|---|------------|
| <input type="checkbox"/> <b>California School Age Families Education</b><br>Purpose: Assist expectant and parenting students to succeed in school   | \$         |
| <input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b><br>Purpose: Help educationally disadvantaged students succeed in the regular program   | \$         |
| <input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b><br>Purpose: Develop fluency in English and academic proficiency of English learners                                 | \$46,000   |
| <input type="checkbox"/> <b>Peer Assistance and Review</b><br>Purpose: Assist teachers through coaching and mentoring   | \$         |
| <input type="checkbox"/> <b>Professional Development Block Grant</b><br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                                 | \$         |
| <input type="checkbox"/> <b>Pupil Retention Block Grant</b><br>Purpose: Prevent students from dropping out of school  | \$         |
| <input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b><br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$         |
| <input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b><br>Purpose: Improve library and other school programs  | \$         |
| <input type="checkbox"/> <b>School Safety and Violence Prevention Act</b><br>Purpose: Increase school safety  | \$         |
| <input type="checkbox"/> <b>Tobacco-Use Prevention Education</b><br>Purpose: Eliminate tobacco use among students   | \$         |
| <input type="checkbox"/> <b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])</b>   | \$         |

|  |  |                   |
|--|--|-------------------|
| Total amount of state categorical funds allocated to this school   |  | \$                |
| <b>Federal Programs</b>  |  | <b>Allocation</b> |
| <input type="checkbox"/> <b>Title I, Part A: Allocation</b><br>Purpose: To improve basic programs operated by local educational agencies (LEAs)  |  | \$                |
| <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)<br>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"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b><br>(10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)  |  | \$                |
| <input checked="" type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b><br>Purpose: Improve and increase the number of highly qualified teachers and principals   |  | \$4,000           |
| <input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b><br>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards   |  | \$10,600          |
| <input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b><br>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs  |  | \$                |
| <input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b><br>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement  |  | \$                |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  |  | \$                |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  |  | \$                |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  |  | \$                |
| Total amount of federal categorical funds allocated to this school   |  | \$14,600          |
| Total amount of state and federal categorical funds allocated to this school   |  | \$60,600          |

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

## 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>5</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        |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Chantell Tarver                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Jennifer Tilton                     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Mike Herron                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Kelly Hendrix                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Jennifer Villalobos                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Ginny Clements                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Airika Smith-Payne                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connie Gutierrez                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Renmani Kapadia                     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Catrina Koleva                      | <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 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

<sup>5</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: May 29, 2013.

Attested:

Chantell Tarver  
Typed name of School Principal

*Chantell Tarver*  
Signature of School Principal

5/29/13  
Date

Airika Smith-Payne  
Typed name of SSC Chairperson

*A. Smith-Payne*  
Signature of SSC Chairperson

5/29/13  
Date