

2017-2018  
Single Plan for Student Achievement  
**TWENTYNINE PALMS JUNIOR HIGH**



# The Single Plan for Student Achievement

School: Twentynine Palms Junior High

District: Morongo Unified School District

County-District School (CDS) Code: 36-67777-6036032

Principal: Stacy Smalling

Date of this revision: March 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Stacy Smalling

Position: Principal

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The District Governing Board approved this revision of the SPSA \_\_\_\_\_.



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## 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:** All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2015-2016.

**LCAP GOAL:** Increase academic rigor and student engagement in learning, assess individual student progress and improve performance.

**SCHOOL GOAL 1: Students will demonstrate proficiency in English Language Arts, Math, Science and Social Studies for their appropriate grade level.**

### Indicators that the goal has been met (by department):

**ELA :** Students will demonstrate an overall increase in proficiency by 4% on SBAC, SBAC interim assessments and district benchmarks.

**Math:** 35% of students will perform at proficiency or better in math on the district math benchmark exams/State Interim assessments in 2017-2018

**Science:** Through the use of STEAM, increase problem solving and career readiness for students, at least 80% of science students will earn a grade of C- (70%) or greater.

**Social Studies:** 60% of students will reach proficiency on department coursework and assessments and show a 5% increase on District assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2016-2017 benchmark data 2016 Smarter Balanced Assessment reports	Comparison data for state testing showed that our students performed the same or slightly decreased in their percent proficiency from the 2015 SBAC to the 2016 SBAC. Departments analyzed Benchmark data and Interim data and reported the following: History: at least 60% of students are passing coursework but not benchmark assessments. Therefore the department will look for an	2017-2018 benchmark data 2017 Smarter Balanced Assessment reports Progress monitoring data will be analyzed by department quarterly in order to adjust instruction and evaluate the effectiveness of the strategy and actions in meeting the goal

	<p>increase in benchmark scores next year as an indication for success.</p> <p>ELA: From benchmark 1 to Benchmark 2 they noticed a 7% decrease in student performing below grade level, but an 11% increase in 8<sup>th</sup> graders scoring below grade level. Therefore they met the goal in 7<sup>th</sup> but not 8<sup>th</sup> grade.</p> <p>Science: Science created its first benchmark this year and analyzed data but did not feel it was effective due to the lack of district benchmarks and the pilot CAST occurring in Spring of 2017. For these reasons, Science department has edited their indicators for success for the current SPSA.</p> <p>Math: Math benchmarks indicate that overall and student subgroups are performing at about the same rate of proficiency on the benchmarks as they did on the SBAC (21.7% in comparison to 24.4%) The department noted strengths in problem solving and communicating reasoning and opted to give an Interim Assessment as well as include them in the data analysis for next year.</p>	<p>ELA: Benchmarks/Interim assessments  Math: Benchmarks/Interim assessments  Science: Grade reports  Social Studies: coursework and benchmarks  Smarter Balanced assessment and the percentage of students receiving course credit (7thgrade) and promoting to high school(8<sup>th</sup> grade) will be used as summative data.</p>
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**STRATEGY:** Use collaboration within cross-curricular teams and departments to establish excellent core instruction, monitor student progress, and establish intervention. Invest in technology, standards based materials, and AVID to assist in both instruction and intervention. Invest in professional development to improve best practices, infuse 21<sup>st</sup> Century skills into unit development, and continue developing a STEAM and ABIS culture.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>(July 1, 2017- June 30, 2018) Technology Purchases Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Mobile Device carts, computers, surface pro tablets and ancillary equipment (ELMO)</li> <li>• Maintenance and upgrades to existing technology</li> <li>• Software, licenses, contracts</li> <li>• Other new technologies researched and deemed effective in supporting STEAM, AVID, intervention or other instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• Technology Services</li> <li>• STEAM/AVID Coordinators</li> <li>• TAC Coordinator</li> <li>• RTI Coordinator</li> </ul>	<p>(July 1 2017-June 30, 2018)</p> <ul style="list-style-type: none"> <li>• Buy-out Requisitions</li> <li>• Work Orders</li> </ul>	<p>Title 1: 5,000 annual licenses, 24,000 new hardware/ software</p>
<p>(July 1, 2017– June 30, 2018) Instructional Materials, books, supplies and publications that support instruction in the following areas:</p> <ul style="list-style-type: none"> <li>• Library books, materials and contracts/licenses</li> <li>• Classroom instructional materials and supplies including, but not limited to AVID, STEAM, summer programs, and community partnerships</li> <li>• Parent engagement/Parent event and class instructional supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Certificated Staff</li> <li>• Administration</li> <li>• Parent Involvement Coordinator</li> <li>• STEAM/AVID Coordinators</li> <li>• RTI Coordinator</li> <li>• Department heads</li> </ul>	<p>(July 1, 2017 – June 30, 2018)</p> <ul style="list-style-type: none"> <li>• Buy-Out Requisitions</li> <li>• Parent Involvement Plan</li> <li>• PFDV plan</li> <li>• Team, department and program plan for implementation of materials</li> </ul>	<p>Title 1: 15,000 Title1 PFDV: 1,000 Title 1 Parent: 500 LCAP: 2,500</p>

<ul style="list-style-type: none"> <li>• Instructional supplies by department</li> <li>• Professional development instructional supplies and books</li> </ul>			
<p>(July 1, 2017 – June 30, 2018)</p> <p>Staff compensation and/or release time, and substitutes for PFDV, planning, collaborating, analyzing data, or other activities that support improved instruction, extra teaching assignments to directly or indirectly support effective core instruction and the 4X4 block schedule which is integral to TPJHS instructional model, and stipends to coordinate programs such as, but not limited to AVID and STEAM, Robotics</p>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>	<p>(July 1,2017 – June 30, 2018)</p> <ul style="list-style-type: none"> <li>• Salaries</li> <li>• Sign in Sheets</li> <li>• Scheduling release time</li> <li>• PFDV plan</li> </ul>	<p>Title 1: 2,000 Title 1 PFDV: 1,000 LCAP: 11,500</p>
<p>(July 1, 2017-June 30, 2018)</p> <p>Conferences for staff and administration to increase knowledge and areas such as, but not limited to, skill in core instruction, AVID and STEAM</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• AVID/STEAM Coordinators</li> </ul>	<p>(July 1, 2017-June 30, 2018)</p> <ul style="list-style-type: none"> <li>• Conference requests</li> <li>• PFDV plan</li> </ul>	<p>Title 1 PFDV: 3,500</p>
<p>(July 1, 2017-June 30, 2018)</p> <p>AVID support, subscriptions and memberships</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• AVID Coordinator</li> </ul>	<p>(July 1, 2017-June 30, 2018)</p> <p>AVID site plan</p>	<p>Title 1: 2,000</p>

## 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: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2015-2016.

LEA GOAL: All student will graduate from High School

LCAP Goal: Ensure that students in all subgroups are making progress A-G at high levels by decreasing the percentage by 3% between the highest performing subgroup and lowest performing subgroup as determined by the state's new API subgroups

**SCHOOL GOAL 2: Ensure students in all subgroups, including students requiring intervention and special education, ELs, foster youth and unaccompanied minors, have maximum access to information and opportunities for success.**

Indicators that the goal has been met:

3% increase in proficiency level in all subgroups.

All EL students will move up at least one proficiency level per year or are reclassified by the end of 8<sup>th</sup> grade.

65 % of student in intervention meeting exit criteria after 1 year

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?
<p>2016-17 Smarter Balanced reports 2016-2017 student intervention data (FLEX and Math Support) and intervention enrollment data. CELDT data</p>	<p>Smarter Balanced results show that there are large gaps between the performance of subgroups, most notably special education, ELs, Low Socio-Economic and African American and the overall school performance. These gaps did not decrease from last year. Reading Intervention data indicates (as of the end of First Semester) that 50% of student are on track to exit by the end of the year. Math Support data indicates 70% on track to exit. It is important to note that both programs changed from the 2015-2016</p>	<p>Progress monitoring: FLEX: Lexile scores, FLEX program progress, STAR reading. Math Support: Aleks data Subgroups: Benchmark data will be analyzed by departments to determine if significant subgroup gaps exist and adjust instruction accordingly Summative: Number of students who met exit criteria for interventions in one year will be analyzed Number of EL students who move up at least one proficiency level (based on CELDT</p>



	<p>school year so comparison data in not accurate. Both groups note that smaller class sizes and continuous IA support are necessary to optimize the programs.</p>	<p>scores, grades, work samples and Lexile scores)  SBAC results will be analyzed to look for a 3% increase in subgroups</p>
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**STRATEGY:** TPJHS will use best practices for instruction along with targeted interventions to reduce the failure rate and achievement level discrepancies by a minimum of 3%. TPJHS will use research based intervention materials, EL materials, and current instructional strategies to meet the needs of all learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2017 – June 30, 2018) Technology purchases including but not limited to: <ul style="list-style-type: none"> <li>• Hardware and software for intervention labs and programs</li> <li>• Licenses for Interventions and or ELLs</li> <li>• Credit recovery licenses</li> </ul>	Administration ELL Coordinator Counselor RTI Coordinator	(July 1, 2017 – June 30, 2018) <ul style="list-style-type: none"> <li>• Buy-Out Requisition</li> <li>• Work Order</li> </ul>	Title 1: 4,200
(July 1, 2017 – June 30, 2018) Instructional materials, books and supplies that support intervention and ELL programs	Administration ELL Coordinator RTI Coordinator	(July 1, 2017 – June 30, 2018) <ul style="list-style-type: none"> <li>• Buy-Out requisition</li> </ul>	Title 1: 4,000 LCAP: 500
(July 1, 2017 – June 30, 2018) Staff compensation for after school tutoring, release time, substitutes, conference fees or other fees for PFDV to meet the needs of targeted groups.	Administration	(July 1, 2017 – June 30, 2018) <ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• Conference requests</li> </ul>	Title 1: 4,000 Title 1 PFDV: 1,000

## Planned Improvements in Student Performance

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LEA GOAL: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.  
 LCAP GOAL: Maintain a safe learning and working environment that supports all students learning.  
**SCHOOL GOAL 3: Maintain a safe learning, working, academic environment that supports all student learning**

Indicators that the goal has been met:  
 Reduction of school crime (safety) by 10 % overall  
 Reduction of school crime (non-safety) by 10% overall  
 Self-Assessment Survey (S.A.S) through PBIS data at 80% or higher in School-wide, classroom and non-classroom settings.  
 Demonstration of School Safety/Disaster Plan procedures during drills

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?
School Safety Plan Illuminate Data Reports Tier 1, 2 and 3 data recorded by OCI	<p>In school and out of school suspension data at the end of first Semester indicated no decrease in in-school suspension; however out of school suspension has decreased by half.</p> <p>In analyzing the violations, safety violations decreased by 21% but non-safety violations increased by 8%. Over 90% of students have 0-1 major violations, which indicated Tier 1 supports are effective for them.</p> <p>In analysis Emergency Procedures data, the drills are being executed and data is taken from each drill. The plan has been revised based on the finding and supplies have been purchased.</p>	<p>Progress monitoring: PBIS team will analyze data monthly (Illuminate data, suspension and expulsion data and School survey data (SAS survey) to adjust school-wide structure and supervision</p> <p>Collection and analysis of data regarding all aspects of emergency procedures during drills (e.g. evacuation, accounting for all persons, lockdown,etc)</p> <p>Summative: Suspension, and Expulsion data (as reported in the site Safety Plan)</p>

**STRATEGY:** Engage in active supervision across the campus to increase monitoring of student behaviors with assistance to include technology (i.e. security cameras). Implement Steps 1-8 of Tier 1 PBIS framework including training staff, implementation school wide, explicit teaching of behavior expectations, consistent acknowledgement and corrections systems and frequent data monitoring and adjustment of procedures and structures as necessary. Initial implementation of Tier 2 PBIS framework, including a Tier 2 team, flow chart, and interventions will be monitored regularly. In order to support the reduction of Teacher Class Suspensions, OCI will allocate observation minutes at the beginning of each period (and/or) an entire period to monitor student behavior within the Tier 1 classroom environment, implement the CTO coaching model, and/or use data (Illuminate) to analyze minor/major behavior trends to direct support to necessary classrooms. Coach and reinforce strategies to be incorporated into the Tier 1 and Tier 2 classroom environment.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
(July 1, 2017 – June 30, 2018) Instructional materials, books supplies, equipment, publications, awards and recognitions to support Schoolwide acknowledgement system for PBIS	Administration PBIS Coordinator	(July 1, 2017 – June 30, 2018) <ul style="list-style-type: none"> <li>• Buy-Out</li> <li>• Publications orders</li> <li>• PBIS Plan</li> </ul>	Title 1: 2,000
(July 1, 2017 – June 30, 2018) Upgrades to safety and emergency equipment such as, but not limited to, video cameras, radios, emergency equipment and supplies	Administration School Safety Committee	(July 1, 2017 – June 30, 2018) <ul style="list-style-type: none"> <li>• Buy-Outs</li> <li>• Comprehensive Safety Plan</li> </ul>	Title 1: 2,000
(July 1, 2017 – June 30, 2018)  Increase campus security including, but not limited to additional staff and extra hours.	Administration School Safety Committee	School Safety Committee <ul style="list-style-type: none"> <li>• Sign in sheets</li> </ul>	LCAP: 19,100
(July 1, 2017 – June 30, 2018) Parent Communication systems and contracts	Administration Parent Involvement Coordinator	(July 1, 2017 – June 30, 2018) <ul style="list-style-type: none"> <li>• Buy-Outs</li> <li>• Parent Involvement Plan</li> </ul>	Title 1 Parent: 1,000

<p>(July 1, 2017– June 30, 2018)</p> <p>Staff compensation, release time, substitutes, conference fees or other fees for PFDV to support PBIS implementation.</p>	<p>Administration PBIS Coordinator</p>	<p>(July 1, 2017 – June 30, 2018)</p> <ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• Conference requests</li> </ul>	<p>Title 1: 2,500</p>
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## 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 #: 2

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)
RTI Model, Targeted Intervention, ELA, Math, ELD, student support and monitoring through CCT and data analysis	July 1, 2017–June 30, 2018	Program Improvement Specialist/RTI/ Intervention Teacher		
Intervention materials including FLEX materials and ALEKS licenses	July 1, 2017–June 30, 2018	FLEX materials, ALEKS licenses		
Monitor and Oversee computer Lab	July 1, 2017–June 30, 2018	Computer Lab Instructional Assistant		
Coordinator stipend of programs such as ELD, PBIS and data	July 1, 2017–June 30, 2018	Coordinator stipends		

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

<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.



- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

## Form C: Programs Included in this Plan- Twentynine Palms Junior High

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/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<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"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> <b>List and Describe Other State or Local Funds LCAP</b>	\$ 39,191
Total amount of state categorical funds allocated to this school	\$ 39,191

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 74,334
<input checked="" 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).	\$ 1,672
<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)	\$ 7,433
<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"/>	<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	\$
<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"/>	<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"/>	<b>Other federal funds</b> (list and describe) Title I, Part A: School-wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	
<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		\$ 83,439
Total amount of state and federal categorical funds allocated to this school		\$ 122,630

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>3</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
Brandt, Jackie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allshouse, Savannah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Burdett, Terry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baker, Ken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pryor, Maria	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Banerjee, Maraih	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Graham, Jennifer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sellers, Dillon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Plummer, Meredith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Moyer-Schmit, Jason	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sellers, Betsy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smalling, Stacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	3	3

<sup>3</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
    - School Leadership Team
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 16, 2017

Attested:

Stacy Smalling  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Meredith Plummer  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

