

# The Single Plan for Student Achievement 2018-19

School: Lemoore High School

District: Lemoore Union High School District

County-District School (CDS) Code: 16-35606

Principal: Rodney Brumit

Date of this revision: May 23, 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:

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The District Governing Board approved this revision of the SPSA on 6/14/18.



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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:

**LCAP GOAL #1:** Provide excellent instruction, programs, and curriculum, which ensure college and career readiness.

**SCHOOL GOAL:** All student groups will meet achievement standard and demonstrate progress toward mastery of the knowledge and skills needed for success in entry-level college coursework in the areas of English Language Arts and Math, as evidenced by SBAC.

**WASC GOAL:** Provide training for teachers to support their analysis of assessment data and utilize the assessment data to modify the curriculum and instructional strategies used in the classroom, to improve student achievement.

<b>What data did you use to form this goal?</b> SBAC Data 2017 CELDT Data 2017 WASC Self Study Document and VC Report Parent Survey District Staff Survey	<b>What were the findings from the analysis of this data?</b> 50 % of students showed mastery of skills in ELA and 23% were approaching mastery in ELA. 20% of students showed mastery of skills in Math, with 24% approaching mastery.	<b>How will the school evaluate the progress of this goal?</b> Annual evaluation of CELDT scores and SBAC scores measuring ELD proficiency as well as ELA and Math standards mastery.
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**STRATEGY:** Lemoore High School students will show master in ELA and Math as measured by a score of 3 or higher on the SBAC in ELA and Mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. All students will take a diagnostic test to provide ELA teachers with benchmark data on student performance.	*Principal/ Asst. Principal *Teachers	All Core Grade Level ELA classes will administer a ELA benchmark. Information will be used as a measure for EL Reclassification as well as benchmark data on student performance. Fall 2017	General Fund

2. At risk students will have access to intensive intervention classes to improve academic performance in ELA and Math. ELA support will be provided in grades 9 and 10. Math support in grades 9	*Principal/Asst. *Counselor/Master Schedule	During Master Schedule development identified students will be placed in an intensive intervention class in ELA.  Math intervention will target incoming 9 <sup>th</sup> grade students based on 8 <sup>th</sup> grade math placement exam. This intervention will be provided in an Intensive Integrated Math 1 class.	Title 1 \$80,000
4. Use Language Live program for all intensive students 90 min. per day to provide intensive, targeted remediation in ELA.	* Teachers	Students targeted for intensive ELA support will be identified as those students scoring Below Basic or Far Below Basic on 8 <sup>th</sup> grade ELA Placement Test or 9 <sup>th</sup> grade ELA grade.	Title 1 \$12,000
5. Use AERIES Analytics (EDAMS) to analyze disaggregated SBAC, CELDT, and local benchmark scores in math, ELA, science, & social science	*Principal/ Asst. *Dept Chairs	New teachers will receive training on the use of AERIES Analytics (EDAMS). The TOSA will be available to all staff to support the use of AERIES Analytics (EDAMS) to analyze student performance data, both on State Assessments and local assessments.	General Fund
6. Offer intervention classes for all junior students who did not pass. Integrated Math 1 and/or 2 (SBAC PREP)	*Principal/Asst.	Juniors identified, as not passing Math will be provided an Integrated Math 1 and/or 2 intervention class during the academic school day. (SBAC PREP)	Title 1 \$60,000

**LCAP GOAL #2:** Provide a variety of supports and interventions to reduce impediments to student success.

**SCHOOL GOAL:** A standards based and appropriate curriculum will be provided for **all** students with a special emphasis on significant subgroups.

**WASC GOAL:** Provide students with opportunities to practice 21<sup>st</sup> Century Learning Skills, engage in project based learning, and to practice the skills embedded in Common Core Standards.

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?
SBAC Data 2017 CELDT Data 2017 WASC Self Study Document and VC Report Interim Assessments TOMS	Students in significant subgroups such as Hispanic, SED, EL, and SWD have not reached mastery on SBAC/CAASPP.	This goal will be evaluated on an annual basis as part of the SPSA Evaluation process. Data utilized to evaluate this goal will include the following: Local Benchmark Data, Performance Data, SBAC Performance Data, CELDT Data, Collaboration Notes, Department Chair Minutes.

**STRATEGY:** Lemoore High School will regularly assess and modify curriculum as needed to improve instructional delivery provided to students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. LHS will maintain a standards-based curriculum that will give students academic access in ELA and Math.	*Principal/Asst. *Dept Chairs * Teachers	Curriculum in ELA and Math will include additional supplemental materials to support the transition to Common Core State Standards, as current textbooks are aligned to California Content Standards.	General Fund

2. LHS will maintain an EL curriculum that will provide academic access to core curriculum.	*Principal/Asst.	<p>EL curriculum will include state adopted Milestones Program. In addition, supplemental materials will include Edge, as well as technology embedded activities completed with the use of iPads and Rosetta Stone.</p> <p>EL students identified as CELDT level 1 or 2 will be provided SDAIE instruction, which may include two periods of ELD instruction</p>	Title 1 \$7,000
3. LHS will maintain an Intensive curriculum to benefit students who are two or more grade levels below in ELA and Math.	*Principal/Asst.	<p>Students two or more grade levels behind in ELA in grades 9 and 10 will receive intensive English support via a two period block.</p> <p>Students two or more grade levels behind in Mathematics in grade 9 will receive intensive Math support.</p>	See item 1.4
4. LHS will provide appropriate curriculum and assistance to students who are one grade level below in ELA.	*Principal/Asst.	Students who require strategic support in English will receive an additional period of English instruction via a strategic support class.	General Fund
5. LHS will offer a Career and Tech. Education program to assist students with their career choices.	* CTE Advisory Committee	Students will have access to a variety of CTE courses spanning the Career Pathways. Teachers will have access to training and professional development to improve instructional strategies and academic achievement of their students. Materials and supplies will be purchased to support the academic achievement of students.	Vocational Education \$44,790

6. LHS will maintain and support access to the general curriculum for students with IEPs.	* Teachers	<p>Students with IEPs will receive push-in support in general education classes as well as consultation support outside of these classes to support their academic achievement.</p> <p>School Psychologists will provide additional support to Students with IEPs</p>	<p>Federal Special Education \$73,877</p> <p>Federal Special Education- Mental Health \$23,868</p> <p>Special Education \$1,116,230</p> <p>Special Education- Mental Health \$78,464</p>
8. Incoming freshmen students will be counseled to make informed curriculum choices to be prepared for success beyond high school.	<p>*Principal/Asst.</p> <p>*Counselors</p> <p>*Teachers</p>	<p>Prior to enrolling at LHS, incoming 8<sup>th</sup> grade students will receive information regarding electives and core curriculum offerings via 8<sup>th</sup> grade parent nights and walk through registration.</p> <p>Once at LHS freshman students will receive career guidance via English classes. Academic counseling provided by counselors when students are registering for classes for the upcoming school year will reinforce this information.</p>	General Fund
9. LHS will continue to increase the number of students who are placed in a-g college prep classes.	<p>*Counselors</p> <p>*Asst Principals</p>	During counseling sessions students will be educated regarding A-G requirements and encouraged to take college prep and/or Advanced Placement courses to meet these requirements.	General Fund
10. LHS will utilize a standard of placement for all core classes using assessment data.	<p>*Principal/Asst.</p> <p>*Counselors</p> <p>*PLCs</p>	The course placement matrix will be reviewed and revised annually to ensure proper student placement.	No Additional Cost

11. Daily objectives will be posted in the classroom using student friendly language, key vocabulary, and measurable verbs.	*Teachers	Administrative walkthroughs will track the implementation of posting objectives. Administrative team will track this feedback via google forms and iPads.	No Additional Cost
12. LHS teachers will utilize technology as an instructional tool to support student achievement of academic standards	*Teachers	<p>Administrative walkthrough data will track the use of technology in the classroom, both by the teacher and by the students.</p> <p>Teachers will continue the integration of technology into the classroom, including the use of laptops/chrome books to conduct assessments, similar to the SMARTER Balance assessment.</p> <p>Staff will receive appropriate training in regards to new technology used in the classroom. (Google Classroom)</p> <p>TOSA (Technology Coach) will provide support to Teachers in the implementation of Technology as an instructional strategy</p>	<p>Title 1 \$186,634</p> <p>Title 2 \$28,778</p>
14. Science teachers will collaborate with the KCOE on transition to NGSS	<p>*KCOE/FCOE</p> <p>*Science Dept</p>	With support from KCOE and FCOE, the Science department will continue to develop a transition plan to transition to NGSS.	Title 2 \$8,000
15. All LHS teachers will utilize Kagan Structures daily.	<p>*Teachers</p> <p>*Asst Principals</p>	Administrative walkthrough data will track the implementation on weekly Kagan structures in the classroom. Kagan Coach will provide ongoing training and coaching to staff in the implementation of Kagan Structures. Train all new staff in Kagan Cooperative Learning.	Title 2 \$1,500



16. LHS will provide afterschool homework help for students struggling in core academic classes	*Certificated Tutors	<p>Tutoring will be offered to students in core academic areas: English, Mathematics, Social Science and Science.</p> <p>This service will be available to all students, however students who are referred to tutoring will be mailed a letter inviting them to tutoring.</p> <p>Specific tutoring will be provided to Native American students at the SRR Education Department.</p>	Title 1 \$8,000
17. At risk students will be provided access to credit recovery opportunities after school.	<p>*Credit Recovery Teachers</p> <p>*Counselors</p>	Seniors will have first priority for credit recovery opportunities after school. Classes will be run M/W or T/TH with a credentialed teacher available daily.	See Above
18. LHS will maintain a formative assessment system designed to collect data and monitor progress of intensive needs.	<p>Principal/Asst</p> <p>*Intensive English Teachers</p>	Intensive English teachers will assess and measure student progress on a regular basis and collaborate on assessment results and instructional practices.	See Item 1.4
19. LHS administrators will conduct classroom walkthroughs to measure use of posted objectives Kagan Structures, technology, and writing to support classroom teachers.	<p>Principal/Asst</p> <p>* Teachers</p>	<p>Results of walkthrough data will be reviewed weekly via PAC; this information will also be provided to staff via the Principal's weekly update.</p> <p>KCOE train and implement Instructional Rounds Process</p>	<p>See Item 1.12</p> <p>Title 2 \$6,000</p>

20. LHS will collaborate and modify on a regular basis, pacing guides based on benchmark assessment results and transition to common core.	Principal/Asst.	During Friday collaboration time departments will meet and discuss pacing guides, instructional practices, and assessment results. Summer collaboration time will also be provided to staff to support the successful transition and implementation of Common Core Standards	Title 2 \$10,000
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**LCAP GOAL #2:** Provide a variety of supports and interventions to reduce impediments to student success.

**SCHOOL GOAL:** To build and sustain leadership capacity that supports continuous instructional and school improvement. Incorporate professional development, collaboration and coaching for instructional effectiveness and increased student achievement.

**WASC Goal:** Provide training and support to teachers in regards to the use of technology in the classroom as an instructional tool and as an assessment tool.

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?
SBAC Data 2017 CELDT Data 2017 WASC Self Study Document and VC Report	Student performance on SBAC suggests additional support must be provided transition to teachers in regards to instructional strategies as well as reliable data on student performance related to Common Core Standards and the use of technology as an assessment tool.	Annually site administration will report to stakeholders on progress towards achieving school goals. This report will include a review and analysis of the professional development plan as well as instructional strategies employed at LHS.

**STRATEGY:** Professional development will be provided to staff focusing on instructional strategies, curriculum alignment, and continuous school improvement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Staff will participate in systematic professional development with focus on improving academic performance and improving instructional strategies.	*Principal/Asst. *Classroom Teachers	Teachers will participate in site based professional development, topics may include: Kagan Structures, Instructional Rounds training, Professional Learning Communities, Project Based Learning, NGSS, Advanced Placement, English Curriculum, AVID Methodologies, Technology, STEM, supporting the transition of students from grade 8 to high school, writing across the curriculum, Instructional Strategies and Leadership.	Title 2 \$20,730 Vocational Education \$12,762

		Professional development focused on ELD and supporting academic success of EL students will be available to EL/SDAIE instructor and strategic English instructors.	
2. Provide Induction support for all new teachers with preliminary credentials.	* Principal / Asst * NTIP Support Providers *Kings County Office of Education	New teachers will participate in the NTIP program as well as monthly meetings with the Principal to discuss concerns in the classroom as well as provide additional training to new staff.	Educator Effectiveness Funding  \$65,000
3. Provide training to appropriate staff to effectively and accurately administer state exams i.e Smarter Balance and CELDT	*Testing Coordinator *Administration *Testing Staff	Staff responsible for CELDT assessments will conduct annual required training.  Staff will attend state assessment trainings.	Title 2 \$3,000

**LCAP GOAL #3:** Provide a safe and welcoming school climate for all students and their parents to ensure that all students have optimal conditions for learning.

**SCHOOL GOAL:** Increase parent involvement in their student's education.

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?
WASC Self Study and VC Report Parent Survey Title 1 Meeting	Although parents are heavily involved in extracurricular booster groups, there is a significant decrease in parent involvement of at-risk students.	This goal will be evaluated on an annual basis as part of the SPSA Evaluation process. Data utilized to evaluate this goal will include the following: Annual Parent Survey, increased attendance at Title 1 Annual Parent Meeting, SSTs, SARB, SDRB, and Student Led Conferences.

**STRATEGY:** Lemoore High School will develop a program to encourage parental involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Provide a positive attitude and atmosphere for the educational, social and physical development of LHS students.	*Principal *TAPIT volunteers	Parents will be regularly informed of events on campus, student achievement and performance, and academic support available on campus.	General Fund

2. Support Sober Graduation as a safe and drug free alternative on graduation night.	*Principal *TAPIT volunteers	Provide committee parents a location for meetings. Provide committee parents with support for organizing this event. Students will have access to a safe and fun event after graduation.	No Additional Cost
3. Hold Back to School Night	* Principal/Asst. * Teachers	Inform parents regarding Back to School night, via orientation packets, Marquee, and School Messenger notices.	No Additional Cost
4. Hold Student Led Conferences for identified At-Risk Students	* Principal/Asst * Title 1 Teachers	Student Led Parent conferences will be held annually in the spring for students in intervention classes, including Strategic English, Intensive English, and Intensive Math.	Title 1 \$450
5. Junior High parents will meet with school staff to develop Four-Year Plan for high school.	* Principal/Asst * Counselors *Teachers	8 <sup>th</sup> Grade Informational Parent Nights will be held for all incoming 9 <sup>th</sup> graders. These meetings will be held at the feeder schools prior to completion of the walk through registration process, which is held at Lemoore High School.	No Additional Cost

6. Parents will be notified of student progress on a regular basis.	* Teachers	Teachers will contact parents of all students in danger of failing their classes (D/F students). Teachers will utilize the School Messenger program to regularly inform parents of their students' progress. Progress reports will be mailed every 6 weeks.	General Fund
7. Improve campus appearance.	*Site Administration *Central Office Administration *Grounds and Maintenance Staff	Site Administration will collaborate with the Central Office Administration as well as the Grounds and Maintenance staff to improve the ambience of the school grounds and facilities as recommended by the WASC Visiting Committee	General Fund
8. Implement Positive Behavior Intervention Systems	*Principal *PBIS Leadership Team *PBIS Coach	Identify PBIS Leadership Team consisting of LHS Stakeholders.  Identify PBIS Coach to lead PBIS Implementation Plan at Lemoore High School.  PBIS Leadership team will attend trainings to begin process of implementing PBIS at Lemoore High School  TOSA (PBIS Coach)	Title 1 \$150,000  Title 2 \$2,160
9. Translation services will be provided to Spanish Speaking Parents.	*Spanish Translator	School documents including, attendance letters, discipline letters, Student/Parent Handbook will be translated in Spanish.  A Spanish translator will be available to parents at all SSTs, IEPs, Section 504s, and any other meeting where parents attend and their primary language is Spanish.	General Fund \$47,379

## 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 school wide 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) with information available at <http://www.cde.ca.gov/fq/ac/co/documents/sbx34budgetflex.doc>.

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 school wide program (SWP).
- ☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☒ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<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"/>

Revised September 2015



<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>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 checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (Vocational Education, Special Education Mental Health)	\$136,016	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$136,016	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$504,084	<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 checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$80,168		<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 checked="" type="checkbox"/>	<b>Other federal funds</b> Federal Special Education	\$73,877		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds</b> Federal Special Education- Mental Health	\$23,868		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds</b> Indian Education	\$48,990		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds</b> Special Education	\$1,116,623		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds</b> Ag Incentive	\$25,143		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$1,872,753		
Total amount of state and federal categorical funds allocated to this school		\$2,008,769		

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
Rodney Brumit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Mora	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rene Cardoza Soares	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenee Sauer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lafonne Mize	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Martins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Mattos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laura Haney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Greg Ollivier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Howard Clarke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
William Schalde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anthony Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Chedester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chloe Chedester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christina Braaten	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	2	4	4

<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 \_\_\_\_\_
- ☒ English Learner Advisory Committee \_\_\_\_\_
- ☐ Special Education Advisory Committee \_\_\_\_\_
- ☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_
- ☐ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_
- ☐ Compensatory Education Advisory Committee \_\_\_\_\_
- ☒ Departmental Advisory Committee (secondary) \_\_\_\_\_
- ☒ Other committees established by the school or district (list) Principal's Advisory Committee, Principal's Student Advisory Committee

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: 10/30/17.

Attested:

Rodney Brumit  
Typed name of School Principal

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

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

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

