

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2016

Part II: The Single Plan for Student Achievement Template

School: Williams Junior/Senior High

District: Williams Unified

County-District School (CDS) Code: 06616220637504

Principal: Dr. Nicholas Richter

Date of this revision: 10/11/2017

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: Dr. Nicholas Richter

Position: Principal

Telephone Number: (530) 473-5369

Address: 260 11th St

E-mail Address: nrichter@williams.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 16, 2017



Form A: Planned Improvements in Student Performance

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

| | | |
|--|--|--|
| LEA GOAL: INACTIVE Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college. (1c) Improve literacy for all students in grades TK-12. Increase the number of students ready to access grade level reading curriculum. | | |
| SCHOOL GOAL: All students will be proficient in ELA as measured by grades in ELA courses, CAASPP, and writing assessments. | | |
| What data did you use to form this goal? The CAASPP scores in ELA, passing rates in ELA coursework, A-G rates, and local writing assessment benchmarks. | What were the findings from the analysis of this data? Students are achieving moderately in ELA. However, there was a drop in proficiency from the previous year. Students should be no less than the state average. | How will the school evaluate the progress of this goal? Bi weekly grade reporting. A-G course enrollment CAASPP scores from 17-18 Writing assessment scores Where can a budget plan of the proposed expenditures for this goal be found? Principal's office. |

STRATEGIES: Improve teaching and Learning in ELA and writing by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|-----------------------|---|--|
| Data Teams training for schoolwide approach to writing. | Dr. Nicholas Richter | Ten days of professional development and coaching will be provided by a consultant on Data teams. Focusing on collaboration around student performance data on writing. Materials, Supplies, logistics, conferences, and operating costs to carry out Achievement data teams work. | \$20,000.00 - LCFF Supplemental (0000) \$10,000.00 - LCFF Base (0000) |

| | | | |
|--|----------------------|---|---|
| Create open computer lab time. | Dr. Nicholas Richter | <p>Provide student tutoring after school in the college and career center. Student peer tutors will be used to provide broader support for struggling students.</p> <p>Personnel hours, materials and supplies, logistics, tutor training, and operating costs</p> | <p>\$14,000.00 - LCFF Concentration (0000)</p> <p>\$5,000.00 - Title I Program Improvement (3185)</p> |
| Ensure curriculum Alignment and articulation | Dr. Nicholas Richter | <p>Work will be done in grades 7-12 to ensure curriculum is aligned to the following grades, the common core, and the CAASPP exam. Further, curriculum will incorporate elements of college entrance exams and AP coursework.</p> <p>Materials, supplies, logistics, conferences, and operating costs to complete curricular alignment, embedding college entrance exams and AP coursework.</p> | <p>\$10,000.00 - LCFF Supplemental (0000)</p> <p>\$10,000.00 - LCFF Base (0000)</p> |
| Hold SAT prep workshops for students. | Dr. Nicholas Richter | <p>SAT preparation workshops will be held to prepare students to perform their best on the SAT or ACT.</p> <p>Personnel hours, materials, supplies, and logistics.</p> | <p>\$5,000.00 - LCFF Concentration (0000)</p> <p>\$1,500.00 - LCFF Base (0000)</p> |

| | | | |
|---|----------------------|--|--|
| Pay for students in AP courses to take the AP exam. | Dr. Nicholas Richter | AP exams will be encouraged for students. The district will pay the balance of the AP exam. Students will be required to pay a small portion to ensure attendance at the test. | \$24,000.00 - LCFF Concentration (0000) |
| | | Personnel hours, materials and supplies, and conferences to ensure AP is tested correctly. | |

LEA GOAL: INACTIVE Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.

(1a) Improve Consistency of High Quality Instruction in All Classrooms

SCHOOL GOAL: All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.

What data did you use to form this goal?

- 1- Percent of students proficient or advanced on the CAASPP in Math
- 2- Number of students who are enrolling in advanced mathematics courses.
- 3- Percent of students Passing mathematics coursework

What were the findings from the analysis of this data?

- 1- The number of students articulating to higher levels of mathematics needs to continue to increase.
- 2- The percent of students meeting or exceeding standards is below where we expect.
- 3- The number of students passing mathematics is much higher than last year, however algebra 1 still is an area of focus for this year.

How will the school evaluate the progress of this goal?

- 1- Class grades
 - 2- Math Benchmarks
 - 3- Math Grades at progress reporting
- Where can a budget plan of the proposed expenditures for this goal be found?**
- Principal's office.

STRATEGIES: Improve teaching and Learning in Mathematics and problem solving by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|-----------------------|--|---|
| Data Teams training for schoolwide approach to formative assessments. | Dr. Nicholas Richter | Ten days of professional development and coaching will be provided by a consultant on Data teams. Focusing on collaboration around student performance data on formative assessments. | \$20,000.00 - LCFF Supplemental (0000) |
| Ensure there is an opportunity for drop in tutoring help in mathematics. | Dr. Nicholas Richter | Provide student tutoring after school in the college and career center. Student peer tutors will be used to provide broader support for struggling students. | \$35,000.00 - LCFF Concentration (0000) |
| Curriculum Alignment and articulation | Dr. Nicholas Richter | Work will be done in grades 7-12 to ensure curriculum is aligned to the following grades, the common core, and the CAASPP exam. Further, curriculum will incorporate elements of college entrance exams and AP coursework. | \$15,000.00 - LCFF Supplemental (0000) |
| Create SAT prep workshops for students | Dr. Nicholas Richter | SAT preparation workshops will be held to prepare students to perform their best on the SAT or ACT. | \$5,000.00 - LCFF Supplemental (0000) |
| Pay for students in AP courses to take the AP exam. | Dr. Nicholas Richter | AP exams will be encouraged for students. The district will pay the balance of the AP exam. Students will be required to pay a small portion to ensure attendance at the test. | \$20,000.00 - LCFF Supplemental (0000) |

LEA GOAL: INACTIVE Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.
(1c) Improve literacy for all students in grades TK-12. Increase the number of students ready to access grade level reading curriculum.

SCHOOL GOAL: All EL students will be proficient in mathematics and problem solving and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local formative 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? |
|--|---|---|
| 1- Percent of EL students proficient on the CAASPP in ELA and Mathematics. 2- Percent of EL students passing scoring proficient or advanced on the writing assessment 3- Percent of EL students passing coursework 4-Percent of EL students meeting A-G requirements. | 1- EL students are passing both sections of the CAASPP at a substantially higher rate than the state average. However, the achievement gap still must be closed for EL students. 2- EL students must continue to receive focused strategies across all curricular areas to show growth in these areas 3- EL students are still far behind their non EL classmates in their ELA performance. | 1- Class grades 2- School wide writing assessment 3- CELDT scores (for EL's) 4- ELA grades at progress reporting 5- Writing assessment grades Where can a budget plan of the proposed expenditures for this goal be found? Principal's office. |

STRATEGIES: Align curriculum, provide student support, and use formative assessments for improving student learning in ELA and Math for EL students

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|-----------------------|---|---|
| Data Teams training for schoolwide approach to writing and problem solving. | Dr. Nicholas Richter | Ten days of professional development and coaching will be provided by a consultant on Data teams. Focusing on collaboration around student performance data on writing and problem solving. | \$5,000.00 - LCFF Supplemental (0000) |

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| Provide after school tutoring opportunities for EL students to receive additional support in ELA and Math. | Dr. Nicholas Richter | Provide student tutoring after school in the college and career center. Student peer tutors will be used to provide broader support for struggling students. | \$35,000.00 - LCFF Concentration (0000) |
|--|----------------------|--|--|

LEA GOAL: INACTIVE Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.-
(1b) Master schedule and access to courses that support college and career readiness.

SCHOOL GOAL: Implement and support college and career readiness schoolwide.

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| What data did you use to form this goal? 1- Percent of students proficient or advanced on the CAASPP in Math 2- Percent of students proficient or advanced on the CAASPP in ELA 3- Percent of students meeting the A-G requirements upon graduation 4- Percent of students completing the CTE pathways. | What were the findings from the analysis of this data? Students are still scoring below the state average on EAP in ELA and Mathematics. The EL subgroup is outscoring the state average for similar subgroup, however it is still below the overall state average. Students are not meeting A-G requirements at the state average. There are multiple opportunities to complete CTE pathways which students have not yet completed. | How will the school evaluate the progress of this goal? Student scores on the EAP in ELA and Math. A-G rates at end of the year. CTE pathway completion rates. Where can a budget plan of the proposed expenditures for this goal be found? principal's office. |
|--|--|--|

STRATEGIES: Ensure all coursework is A-G, CTE or 21st Century relevant.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|-------------|-----------------------|-----------|---|
|-------------|-----------------------|-----------|---|

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|--|--|--|--|
| Ensure all courses are A-G aligned and provide rigorous academic experiences for students. | | Materials and Supplies for 21st century learning. Course alignment to A-G expectations. College Field trips Professional Development Celebrations for students and parents | \$17,000.00 - Title I Program Improvement (3185) \$20,000.00 - LCFF Supplemental (0000) |
|--|--|--|--|

LEA GOAL: INACTIVE Goal Area 3: Williams Unified is committed to the process of building strong relationships with parents/guardians to improve the quality of our educational and local community.
(3a) Student Recognition Programs/Parental Involvement

SCHOOL GOAL: Increase the level of parent volunteerism, involvement, and engagement in our school and school community.

| | | |
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| What data did you use to form this goal? Parent Surveys, Meeting notes from SSC Back to School Night surveys | What were the findings from the analysis of this data? Parents desire to be involved. Education is needed to make parents feel they can be involved at the level comfortable to them. Volunteer, involve, or engage. | How will the school evaluate the progress of this goal? The number of participants at SSC The number of volunteers at school events Parent surveys from Family and Community Meetings and Open House Where can a budget plan of the proposed expenditures for this goal be found? Principal's office. |
|--|--|--|

STRATEGIES: Through Parent workshops and community nights, a parent education program will involve parents in the school on three different levels, volunteerism, involvement, or engagement.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|-----------------------|--|--|
| Create parent education workshops to involve parents on a variety of topics parents identify as needed. | Dr. Nicholas Richter | Parent engagement nights Refreshments for parent nights Outreach to parents Communications through mail Staff hours for presentation nights Materials and supplies. | \$20,000.00 - Title I Basic (3010) \$10,000.00 - LCFF Supplemental (0000) |

LEA GOAL: INACTIVE Goal Area 2: Students will thrive in their positive environment that includes a well maintained site, classroom settings that foster engagement and collaboration, and have the resources to support their emotional state.-
(2b) Support of socio-emotional development of students.

SCHOOL GOAL: Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, course grades, A-G rates, promotion rates, and graduation rates.

| | | |
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| What data did you use to form this goal? Attendance Rates Drop out rates Graduation Rates Ed code violations of 48900 a(1) and | What were the findings from the analysis of this data? Attendance rates, graduation rates, and drop out rates are good. We want them to continue. The Ed code violations need to be reduced to zero. | How will the school evaluate the progress of this goal? Attendance Rates Drop out rates Graduation Rates Ed code violations of 48900 a(1) and Where can a budget plan of the proposed expenditures for this goal be found? Principal's office. |
|---|---|--|

STRATEGIES: A comprehensive intervention and support system will be created to address academic, social, and emotional needs of students to ensure success.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|-----------------------|-----------|---|
| Provide after school tutoring Utilize online software for curriculum for credit recovery Plan and utilize summer academy for academic and credit recovery Hire an intervention support specialist to manage a caseload of at risk students | Dr. Nicholas Richter | | \$65,000.00 - LCFF Supplemental (0000) \$50,000.00 - LCFF Concentration (0000) |

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 #: 1100

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|-------------------------------|--|----------------|--|
| Implement and maintain a credit recovery program to keep students on track in mathematics. This will be run after school, coinciding with Saturday school, and during summer. | | Fuel Ed Software Personnel Hours Materials and Supplies Technology logistics and supplies | \$42000 | LCAP 2.6 |

School Goal #: 1101

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|-------------------------------|--|----------------|--|
| Develop Career Pathways and develop intern positions | | Intern Coordinator position Paid positions for student interns materials and supplies to carry out intern positions Substitute time for career pathways exploration | \$43,843 | LCAP 2.1 |

School Goal #: 1102

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|-------------------------------|-----------------------|----------------|--|
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|--|--|---|---------|-----------|
| Operate a Saturday Academic Recovery with math support for students. | | Personnel hours Materials and Supplies Lunches for students Facility maintenance costs | \$28000 | LCFF Base |
|--|--|---|---------|-----------|

School Goal #: 1102

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|-------------------------------|---|----------------|--|
| Implement and maintain a credit recovery program to keep students on track in mathematics. This will be run after school, coinciding with Saturday school, and during summer. | | Personnel Hours Materials and Supplies Admin support for Summer Technology logistics and supplies | \$50000 | LCAP 2.6 |

School Goal #: 1106

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|-------------------------------|--|----------------|--|
| All 9th grade students will go through the Challenge Day experience | | Challenge day fee Travel and Lodging expenses Food Substitutes materials and supplies | \$10000 | LCAP |

School Goal #: 1109

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|-------------------------------|-----------------------|----------------|--|
| | | | | |

| | | | | |
|---|--|---|---------|-------------|
| Family community meetings, will be held as workshops to educate parents on school related topics of their choosing. The potential topics will include but are not limited to, student grade systems, financial aid, college applications, school safety and others from a parent input session. | | Food for parents Awards for recognition Materials for workshops | \$15000 | LCAP goal 2 |
| | | | | |

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

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

| State Programs | | Allocation | Consolidated in the SWP |
|-------------------------------------|--|------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools | \$21500 | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students | \$190000 | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment | \$163000 | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school | | <input type="checkbox"/> |
| <input type="checkbox"/> | Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program | | <input type="checkbox"/> |

| | | | |
|--|---|-------------------|-------------------------------------|
| <input type="checkbox"/> | Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners | | <input type="checkbox"/> |
| <input type="checkbox"/> | Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring | | <input type="checkbox"/> |
| <input type="checkbox"/> | Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | | <input type="checkbox"/> |
| <input type="checkbox"/> | Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school | | <input type="checkbox"/> |
| <input type="checkbox"/> | Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | | <input type="checkbox"/> |
| <input type="checkbox"/> | School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs | | <input type="checkbox"/> |
| <input type="checkbox"/> | School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety | | <input type="checkbox"/> |
| <input type="checkbox"/> | Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | | <input type="checkbox"/> |
| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$374500 | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$17518 | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | Title I, Part A: Parental Involvement Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$25000 | <input checked="" type="checkbox"/> |

| | | | | |
|--|--|--|----------|--------------------------|
| <input type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | | | <input type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | | | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | | | <input type="checkbox"/> |
| <input type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | | | <input type="checkbox"/> |
| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) ite | | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | | | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | | \$42518 | |
| Total amount of state and federal categorical funds allocated to this school | | | \$417018 | |

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. 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 |
|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Leticia Castaneda | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jesus Botelo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Sylvia Velazquez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Soila Flores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nicholas Richter | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Brenda Rivera | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nancy Chapa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tien Tugnsamita | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kenneth Roberts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Benjamin Haney | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| Nayeli Velazquez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Cindy Gobel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lucila Mendez | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | 1 | 3 | 2 | 2 | 3 |

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 Ben Zobitz _____ Signature
- ☐ Special Education Advisory Committee _____ Signature
- ☐ Gifted and Talented Education Advisory Committee _____ Signature
- ☒ District/School Liaison Team for schools in Program Improvement M. L. L. _____ Signature
- ☐ Compensatory Education Advisory Committee _____ Signature
- ☒ Departmental Advisory Committee (secondary) Theresa King _____ Signature
- ☐ Other committees established by the school or district (list) _____ Signature

Other committees include:

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: 10/16/2017.

Attested:
Nicholas Richter

Typed name of School Principal

Soila Flores

Typed name of SSC Chairperson

Nicholas Richter 10/20/17
Signature of School Principal Date

Soila Flores 10-20-17
Signature of SSC Chairperson Date