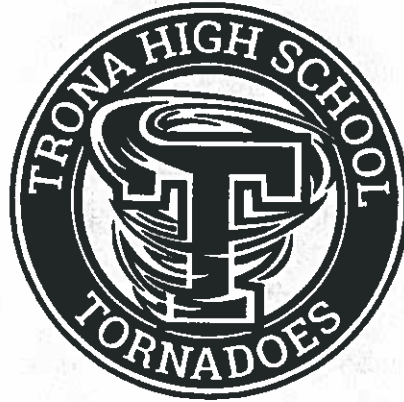


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## **Single Plan for Student Achievement**



**Trona High School**  
**83600 Trona Road, Trona, CA 93562**  
**Phone: (760) 372-2824 | Fax: (760)**  
**372-4504**

A Resource for the School Site Council

# Single Plan for Student Achievement

School: Trona High School

District: Trona Joint Unified School District

County-District School (CDS) Code: 36-67892-3636487

Principal: Joseph Wolfe

Date of this revision: 2/12/2017

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:	Joseph Wolfe
Position:	Principal
Telephone Number:	(760) 372-2861
Address:	83600 Trona Rd., Trona, CA 93562
E-mail Address:	<a href="mailto:jwolfe@tjUSD.net">jwolfe@tjUSD.net</a>

The District Governing Board approved this revision of the SPSA on Enter Date.

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**Form A: Planned Improvements in Student Performance**

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

**LEA GOAL:** All students will be prepared for success in college and career.

**SCHOOL GOAL:** Continue to refine teaching and learning to increase critical thinking, rigor and differentiated instruction to meet the needs of all students and increase academic achievement in all classes.

What data did you use to form this goal? CAASPP data Benchmark data Writing samples Performance Task Student, staff, parent surveys	What were the findings from the analysis of this data? The need to improve math skills, particularly critical thinking and problem-solving; to improve reading and writing, and develop higher level thinking skills; improve advanced literacy skills across the curriculum that will support the opportunity to use critical thinking and problem-solving skills to demonstrate proficiency through multiple measures, such as performance tasks and constructed responses.	How will the school evaluate the progress of this goal? Local assessments Smarter Balanced Assessment Data Benchmark Testing (Illuminate) Student work analysis and monitoring levels of thinking (Performance Task/ Rigor Matrix) Where can a budget plan of the proposed expenditures for this goal be found? LCAP

**STRATEGY:** Revisal/refine or create a pacing guide/curriculum map for every course to reflect the changes

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

<p>Revise/refine or create a pacing guide/curriculum map for every course to reflect the changes needed to implement CCSS.</p> <p>Staff will develop weekly lesson plans that will be on file every Monday in the High School Office and accessible to the students. <del>LESSON PLANS WILL BE DEVELOPED EVERY MONDAY IN THE HIGH SCHOOL OFFICE AND ACCESSIBLE TO THE STUDENTS. LESSON PLANS WILL BE DEVELOPED EVERY MONDAY IN THE HIGH SCHOOL OFFICE AND ACCESSIBLE TO THE STUDENTS. LESSON PLANS WILL BE DEVELOPED EVERY MONDAY IN THE HIGH SCHOOL OFFICE AND ACCESSIBLE TO THE STUDENTS.</del></p> <p>Provide continual training and staff support on the creation and use of performance task assessments.</p> <p>Adopt ELA Curriculum</p>	<p>Instructors</p> <p>Administration</p> <p>Instructors</p> <p>Principal Counselor Leadership Team</p>	<p>Staff development time will be given to staff to refine curriculum maps. More time will be provided outside of scheduled staff development time on an as needed basis. Revisions of pacing guides based on student performance and/or change of materials used.</p> <p>Staff will revise their lesson plans to include new information as needed. Lesson plans will be revised for subsequent years based on student performance.</p> <p>Full staff development days as well as Wednesday meetings will be used to give staff time for creating and assessing the effectiveness of performance task assessments.</p> <p>English department will meet to determine which curriculum would be best</p>	<p>See LCAP</p> <p>Lottery \$ 50,000</p>
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**STRATEGY: Utilize 21<sup>st</sup> century technology in the classroom**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide staff with technology training to be incorporated in the classroom	I All staff	Teachers will be trained once a month as well as in class support from Onpoint on specific technology strategies for the classroom	Lottery 10,000

**STRATEGY: All students will learn specific college and career skills and demonstrate them by graduation**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Survey on skills needed from students, teachers and community	Staff	Staff, students and community will have input on skills needed by all graduates	Refreshments for community forum Lottery 300
Create a checklist of skills that will be signed off by teacher/administrator	Staff and students	With the skills gathered, staff will work on an implementation plan	

Begin a senior project/exit panel	Staff/Students	Staff will begin to work on a senior project for the 2017-2018	
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**LEA GOAL:** All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.

**SCHOOL GOAL:** Students in need will be provided additional support and extended learning opportunities to achieve high, rigorous standards and be college and career ready.

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP Benchmark data Writing samples Student, staff, parent surveys</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Analysis of data indicates that low-income (the only significant sub-group) lag behind in assessment scores. Staff has identified needs in writing, Algebra I and advanced math, and academic stamina.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Local Assessments Smarter Balanced disaggregated data Performance task writing samples</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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**STRATEGY:** Provide additional support for students towards improving student academic achievement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>THS will provide a period four days a week that will give students who are struggling additional time to get help or retaught. This period will also provide enrichment classes for students needing additional learning opportunities</p>	<p>High School Staff (teachers, paraprofessionals, counselor, principal)</p>	<p>Four times a week an extra period is created by briefly shortening all other periods</p> <p>Students are targeted by need (thru a google sheet)</p> <p>This GS is sent out to staff to edit and needs to be done by Thursday 2:50, every week</p> <p>Non-proficient students receive structured interventions</p> <p>Proficient students receive structured enrichment</p> <p>Additional personnel (paraprofessionals) support teachers during intervention and enrichment</p> <p>After school tutoring will be Monday thru Thursday form 2:50 to 4:00. Certified teachers and tutors will be there to provide support for students.</p>	<p>Lottery 5,000</p> <p>Title 1 15,000 Certificated tutors 5,000 student tutors</p>
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**STRATEGY: Provide a motivational program and incentives to recognize student achievement**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Credit Recovery and on-line classes</p> <p>Student Assemblies</p>	<p>Administration</p>	<p>Every month the High School will put on success assemblies to highlight students who are performing well academically</p>	<p>Unrestricted Lottery \$10,000</p>



Positive attendance	Administration	Every month at the success assembly we will do opportunities drawings for students with perfect attendance.	Unrestricted Lottery \$ 2,000
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**Form A: Planned Improvements in Student Performance**

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

**LEA GOAL: All students will have access to modern and technologically advanced classrooms.**

**SCHOOL GOAL: Increase technology training and implementation to enhance instruction, assessment and differentiation to improve student achievement.**

<p><b>What data did you use to form this goal?</b></p> <p>Informal staff and student assessment regarding technology use and proficiency. Community Forums and Strategic Planning</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Identified needs for 21<sup>st</sup> Century skill development and technology proficiency</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Teacher and Student Surveys Technology Standard Benchmarks based on the ISTE Profiles for Technology Literate Students Where can a budget plan of the proposed expenditures for this goal be found?</p>
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**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>Trona High School will contract with Onpoint who will train staff on incorporating 21<sup>st</sup> technology into the classroom.</p> <p>Staff will give assessments using illuminate</p> <p>Modernize classrooms</p>	<p>Staff</p> <p>Staff and Students</p> <p>Maintenance/Staff/Students</p>	<p>Once a month Onpoint will train staff on how to integrate the technology into their lesson plans.</p> <p>Staff will upload all test to illuminate which will give both the teacher and student immediate results. This will improve instruction and provide quicker remediation.</p> <p>Maintenance is developing a five year plan that will modernize the facilities in stages</p>	<p>Lottery</p> <p>20,000</p> <p>Royalties</p> <p>200,000</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 #1: All students will be prepared for success in college and career  
 -Refine teaching and learning to increase critical thinking, rigor and differentiated instruction to meet the needs of all students and increase academic achievement in all classes  
 -All classrooms incorporating 21<sup>st</sup> century technology  
 -All students will learn college and career skills and demonstrate proficiency by graduation

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)
Continue the development and refinement of curriculum maps aligned to the Common Core State Standards	2016-2017	Certificated Substitute for teacher release time or over-contract pay	\$1,500	Title II
Implementation plan for the Next Generation Science	2017-18	Certificated Substitute for teacher release time or over-contract pay	\$1,000	Title II
Adopt ELA Curriculum	2016-2017	ELA Curriculum	\$ 50,000	Lottery
Develop and implement a clearly delineated process for continuous review of data, including but not limited by revised benchmarks, performance tasks and Smarter Balanced assessments, that will drive curriculum and instruction.	2016-17	Certificated Substitute for teacher release time or over-contract pay	\$1,500	Title II

<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.

Develop a K-12 master plan to prepare students for higher levels of mathematics.	2015-16	Certificated Substitute for teacher release time or over-contract pay	\$1,500	Title II
The High School will begin Get Focused Stay Focused a mandatory 9 <sup>th</sup> grade class. We will also contract with AVID to continue providing AVID services and support for rigorous instruction and college/career readiness.	2017-2018	AVID Contract	\$7,000	Title I
Provide a relocation bonus to new teachers and seek additional incentives tied to recruiting and retaining teachers	2016-2017	Relocation Bonus	\$10,000	Title II
The High School will attend job fairs to recruit highly qualified teachers.	2016-2018	Job Fair Registration, travel and lodging	\$2,000	Title II
		Additional Incentives for recruiting and retaining highly qualified teachers	\$8,000	Title II
College/Career Fieldtrips	2-16-2017	Transportation Fee College Sport tickets	10,000	Title II
Refine/develop career pathways to enhance Career Technical Education (Welding)	2016-17	Substitute for teacher release time or over-contract pay	\$5,000	Title I
Teachers, including CTE teachers, administrators, and paraprofessionals will attend trainings, institutes, and/or	July/August 2017	Conference Registration, Travel, Lodging	\$4,000	

workshops to promote rigorous instruction across the curriculum.				
Parents and community members will continue to be involved in the decision-making process to develop strong programs that meet the needs of the community.	2016-2017	Refreshments	\$1,000	Title 1
Provide Staff with technology training to be incorporated in the classroom	2016-2017	Monthly Training (Onpoint)	\$8,000	
Checklist of skills that will be signed off by teacher/administrator	2017-2018	Substitutes to develop plan/exit panel	\$1500	Title II

School Goal #2: All students in need, including low-income, English learners, and foster youth will achieve high rigorous standards.

- students will be provided intervention or enrichment during the school day
- Recognize student achievement through a motivational/incentive program

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staff trained on behavior correction strategies	2017-18	Training	\$5,000	Title I
Get Focused Stay Focused Program	2017-2018	Training/Curriculum	\$5,000	Royalties
THS will provide a period four days a week that will	2016-17		\$5,500	

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

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

provide intervention and enrichment		Enrichment classes		Royalties Title I
Success Assemblies/Positive Attendance	2016-2017	Student Incentives	10,000	Royalties
After-School tutoring will be provided at the schools providing academic support to students by certificated teachers and student tutors.	2016-17	Certificated and tutors	Certificated \$15,000 Tutors 5,000	Title I
Summer school will be offered to provide high school students with credit recovery advancement, and middle and elementary school students with academic and creative enrichment.	Summer 2017	Certificated and Classified Summer School Staffing	\$25,000	Title I
		Summer School Materials and Resources	\$5,000	Title I
(Remarket) The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low income students, English learners, and foster youth.	On-Going	Parent Center Materials and Resources	\$1000 Refreshments \$500	Title I
The District will provide parenting classes to support parents as well as promote home-school partnerships. These	Fall 2017		\$1,500	Title I

<p>classes will include lessons to support parents of low-income students, foster youth, and at-risk students. In addition, a Spanish speaking presenter will provide support for parents of English learners.</p>		<p>Parent Program Facilitator Training</p> <p>Parent Program Refreshments</p>	<p>\$1,000</p>	<p>Title I</p>
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**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/fq/aa/co/ca12sgulappcatprog.asp>.

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

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

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



<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</b>	\$	<input type="checkbox"/>
<b>Total amount of state categorical funds allocated to this school</b>		\$	
<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)	\$21,234	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)</b> 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 (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</b>	\$		<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	\$2,152		<input checked="" 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>5</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$		
Total amount of state and federal categorical funds allocated to this school		\$		

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

<sup>5</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>6</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
Keith Tomes/Alan Tsubota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tyson Lopresti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Wolfe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Soto	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christina Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keith Tomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becca MacLean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jaime Franklin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeff Reznichak	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Merissa Nightengale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	4	3	1

<sup>6</sup> EC Section 52852

**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_

Attested:

Joseph Wolfe  
Typed name of School Principal

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

C.R. Wolf  
Signature of School Principal

Rebecca Roman-Lean  
Signature of SSC Chairperson

5-8-17  
Date

5/8/17  
Date



