

Single Plan for Student Achievement

Acalanes Center for Independent Study



Acalanes Union High School District

Part II: The Single Plan for Student Achievement 2014-2015

School: Acalanes Center for Independent Study

District: Acalanes Union High School District

County-District School (CDS) Code: 07616300107524

Principal: Steven France

Date of this revision: December 17, 2014

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:	Steven France
Position:	Coordinator
Telephone Number:	925-280-3945
Address:	1963 Tice Valley Blvd., Walnut Creek, CA 94595
E-mail Address:	sfrance@acalanes.k12.ca.us

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



Table of Contents

II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance	1
School Goal 1	1
School Goal 2	9
School Goal 3	15
School Goal 4	21
Form D: School Site Council Membership	26
Form E: Recommendations and Assurances	27

Form A: Planned Improvements in Student Performance

The Alternative Education Advisory 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: Adopt standards aligned instructional materials to support course of study transition to Common Core State Standards and Next Generation Science Standards curricula (Goal CL 3).

Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content-readiness by 10% (Goal SO 1).

Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply mathematics knowledge and skills associated with the college content-readiness by 10% (Goal SO 2).

Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU by 6% (Goal SO 3C).

Reduce the number of D and F academic semester grades issued to students by 9% (Goal SO 5).

Increase school attendance rate using three year average P2/ADA by 1% (Goal E2).

SCHOOL GOAL 1: Credits and Attendance: 85% of Acalanes Center for Independent Study (ACIS) students will be successful in student attendance as measured by student work turned in during class meetings and weekly class attendance (WASC Action Plan #2) (Alternative Schools Accountability Model [ASAM] performance indicators: student punctuality; sustained daily attendance; student persistence; attendance; and credit completion).

<p>What data did you use to form this goal? Weekly Assignment and Work Record forms for each course, which each ACIS student is enrolled and record of daily and weekly seat time attendance as reported by teachers.</p>	<p>What were the findings from the analysis of this data? Attendance of ACIS students enrolled in 2012 was 74% 2013 was 89.71%, and 2014 was 83.5%. It is expected, by 2015, attendance will be 85% or greater.</p>	<p>How will the school evaluate the progress of this goal? Student attendance will be measured by work turned in during teacher meetings and weekly class attendance.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
--	--	---

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September, 2014 – June, 2015	Teachers Site Administrator	Review and evaluate instructional strategies to determine which strategies work best with appropriate Common Core course content and which strategies work best with individual students.	Misc. certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator	Review and revise content to assure alignment with District Standards and Benchmarks and are Common Core aligned.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator	Choices will be provided to students in ways to demonstrate attainment of the content standards.	No additional cost
September, 2014 – June, 2015	Site Administrator Teachers	Staff Development opportunities will be provided for staff to improve instructional strategies and delivery of material.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Teachers Site Administrator	Staff will analyze student work and at staff meetings, staff will collaborate and discuss best practices to support student academic performance.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator	Staff will examine and evaluate instructional materials to determine (WASC Action Plan #1) degree of alignment to content and Common Core standards.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Identify students needing support in reading skills based upon performance in core academic classes, CAHSEE performance, SBAC data, and enroll students in Writing Proficiency class to support reading skills.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator writes ACIS Master Agreements Teachers	When needed, students will have the opportunity to meet with teachers for more than two hours each week for additional support in their academic classes.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Teachers Site Administrator	Students will be provided additional 1-to-1 support if teacher identifies student is in need of additional support.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator	Continue to develop, revise, and enhance the curriculum for the Writing Proficiency Class.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Summer School and Intersession opportunities for students needing credit recovery that cannot be provided while attending ACIS.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrator	Daily and evening tutoring available in the computer lab to all students.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Site Administrator Students Parents	Develop Individual Learning Plans based upon identified areas of need (WASC Action Plan #2).	No additional cost
September, 2014 – June, 2015	Site Administrator Teachers	Develop increased number of elective course offerings for ACIS students.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrator	Teachers to provide clear expectations of course curriculum and provide timely feedback to students (Weekly Assignment and Work Record Forms).	No additional cost
September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Review of weekly class attendance and the impact on student performance.	No additional cost

September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Increase communication with parents through the use of progress reports and School Loop.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrators Support Staff	Parents will be given notification of attendance and/or credit issues through Quarterly Senior Letters and SART/SARB. This will be accomplished through Progress Reports and/or Attendance Letters mailed home.	Postage for mailing General Fund
September, 2014 – June, 2015	Teachers Site Administrators Support Staff	Parent and teacher conferences to be held when student experiences academic struggles with course curriculum. This will be accomplished through Progress Reports and/or Attendance Letters mailed home.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrators Support Staff	ACIS teachers will email and/or call home to parents when students are absent and/or not completing required course work. This will be accomplished through Progress Reports and/or Attendance Letters mailed home.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Teachers Site Administrators Support Staff	Staff will call home regarding absences and make up seat time and homework hours. This will be accomplished through Progress Reports and/or Attendance Letters mailed home.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrators Support Staff	Regular meetings on attendance and follow up calls to home by teachers. This will be accomplished through Progress Reports and/or Attendance Letters mailed home.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrators Support Staff	Progress reports will be mailed home, in addition to notification via School Loop, when student is in danger of failing. This will be accomplished through Progress Reports and/or Attendance Letters mailed home.	Postage for mailing General Fund
September, 2014 – June, 2015	Site Administrator Support Staff Teachers	End of Semester (approximately every nine weeks) transcript credit review by Administrator and Counselor to monitor earning of credit and accuracy of class scheduling.	Misc. certificated hourly rate (when needed) General Fund

September, 2014 – June, 2015	Teachers Site Administrator	To monitor program implementation, teachers will collect and grade Weekly Assignment and Work Record Forms assigned to each student.	No additional cost
------------------------------	--------------------------------	--	--------------------

Form A: Planned Improvements in Student Performance

The Alternative Education Advisory 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: Adopt standards aligned instructional materials to support course of study transition to Common Core State Standards and Next Generation Science Standards curricula (Goal CL 3).

Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content-readiness by 10% (Goal SO 1).

Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply mathematics knowledge and skills associated with the college content-readiness by 10% (Goal SO 2).

Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU by 6% (Goal SO 3C).

Reduce the number of D and F academic semester grades issued to students by 9% (Goal SO 5).

SCHOOL GOAL 2: Improve credits earned: 90% of students enrolled in ACIS equal to or longer than one session will meet the District standard for performing at grade level or above for credits earned (WASC Action Plans #1 and #2) (Alternative Schools Accountability Model [ASAM] performance indicators: student persistence; attendance; writing, reading, and math achievement; and credit completion).

<p>What data did you use to form this goal? Weekly Assignment and Work Record Forms for each course, which each ACIS student is enrolled. Grades posted on School Loop and teacher record of grades.</p>	<p>What were the findings from the analysis of this data? ACIS students enrolled equal to or longer than one session meeting District standard for performing grade level or above for credits earned in 2012 was 88%, in 2013 was 81.82%, and in 2014 was 86.36%. It is expected, by 2015, students enrolled in ACIS equal to or longer than one session meeting District standard for performing at grade level or above will be 90% or greater.</p>	<p>How will the school evaluate the progress of this goal? Student success will be measured by work turned in during teacher meetings and weekly class attendance, as well as student performance from SBAC and CAHSEE exams. Where can a budget plan of the proposed expenditures for this goal be found?</p>
---	---	--

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September, 2014 – June, 2015	Teachers Site Administrator	Review instructional strategies to determine which strategies work best with what content and which strategies work best with individual students.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Students identified by staff as needing additional support in reading, writing, and/or study skills are enrolled in Writing Proficiency class. Identification will include analysis of CAHSEE, SBAC, and academic performance data, as well as teacher recommendation.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Analyze efficacy of Writing Proficiency program and revise, as necessary.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrator	Teachers will be provided SBAC and CAHSEE blueprints to support course instruction. Teachers will be encouraged to use sample test questions to familiarize students with the format of the SBAC and CAHSEE tests. Teachers will use student results on SBAC and CAHSEE to drive curriculum.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Teachers Site Administrator	Students identified through SBAC, CAHSEE, teacher recommendation, and course performance will be assigned to Writing Proficiency class to support reading comprehension and English-Language Arts skills to enhance student performance across the curriculum.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Teachers who identify students needing additional support in courses will meet with students, 1-to-1, to provide additional educational opportunities and support with course content.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Support staff in the analysis of assessment results and alignment of curriculum to standards.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Staff will collaboratively review, evaluate, and calibrate student work and share best practices.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Meetings on attendance and follow-up phone calls and/or emails to parents will be conducted by staff on an as needed basis.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	All Staff	Implement truancy letters to parents and referrals to School Attendance Review Board (SARB), if warranted.	No additional cost
September, 2014 – June, 2015	All Staff	Send home Progress Reports for students under performing in classes.	Postage fees for mailings General Fund
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Expand staff use of School Loop to improve upon communication between staff, students, and parents.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Site Administrator Support Staff Teachers	Master ACIS agreement with clear roles and responsibilities for students and parents.	No additional cost
September, 2014 – June, 2015	Site Administrator Support Staff	Meeting with students to review academic performance and track graduation status.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Students are removed from a class for failure to complete the Master Agreement (non-performance or non-attendance).	No additional cost
September, 2014 – June, 2015	Site Administrator Teachers	Student Weekly Assignment and Work Record forms explained to parents/guardians and students at Master Agreement meeting, as well as to students in each course.	No additional cost

September, 2014 – June, 2015	Site Administrator	Review transcripts with students and periodic follow-up letters to Seniors regarding graduation requirements.	No additional cost
September, 2014 – June, 2015	All staff	At monthly Staff Meetings, staff will review all students enrolled in ACIS and discuss student performance in class, review progress towards graduation, and share intervention strategies that have worked to assist student's performance in classes.	Misc certificated hourly rate General Fund

Form A: Planned Improvements in Student Performance

The Alternative Education Advisory 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: Increase cohort graduation rate by 1% (Goal E 3A).
 Decrease cohort dropout rate by .6% (Goal E 3B).

SCHOOL GOAL 3: High School Graduation (credit and program completion through graduation): 90% or higher graduation rate of students enrolled in ACIS equal to or longer than one session by or before their chronological graduate date (four years after entering high school) (WASC Action Plans #1 and #2) (Alternative Schools Accountability Model [ASAM] performance indicators: student punctuality; sustained daily attendance; student persistence; attendance; writing, reading, and math achievement; and credit completion).

<p>What data did you use to form this goal? Weekly Assignment and Work Record forms for each course students are enrolled and students receiving credit for successfully completing the work. Grades posted on School Loop and teacher record of grades. CAHSEE data reflecting passing both ELA and Math for each student.</p>	<p>What were the findings from the analysis of this data? The graduation rate of ACIS students enrolled in 2012 was 85.71%, in 2013 was 100%, and in 2014 was 97.67% (including one junior graduate). It is expected, by 2015, the graduation rate will be 100%.</p>	<p>How will the school evaluate the progress of this goal? Student graduation rate will be measured by students graduating from ACIS who are enrolled equal to or longer than one session by or before their chronological graduation date. This will be measured by work turned in during meetings and weekly class attendance, reflecting students earning full-credits for each class enrolled. Additionally, students will successfully pass the CAHSEE.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
---	--	---

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September, 2014 – June, 2015	Site Administrator Registrar	Monitor student profiles to ensure that students with ability to organize and manage their learning are approved for the Independent Study Program.	No additional cost
September, 2014 – June, 2015	Site Administrator Teachers Support staff	Provide teachers with content standards for each course offered and address standards within curriculum presented in class.	No additional cost
September, 2014 – June, 2015	Teachers	Identify content standards on Weekly Assignment and Work Record Forms.	No additional cost
September, 2014 – June, 2015	Site Administrator Teachers	Identify and purchase additional resources and/or instructional materials to improved and enhance instructional strategies.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Investigate remediation options available in model independent study programs and offer to students needing support towards graduation.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Analyze SBAC and CAHSEE data to identify areas for growth for students. Areas for growth will be delivered in English class and students may also be enrolled in Writing Proficiency course for additional academic support.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Registrar	Expand elective offerings.	Additional staffing and materials needed to support offerings General Fund
September, 2014 – June, 2015	Site Administrator Registrar	Expand use of concurrent enrollment with community college, when appropriate.	No additional cost

September, 2014 – June, 2015	Site Administrator Registrar	Expand use of ROP course offerings, as needed/requested by students.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrator	Teachers who identify students as needing additional support in courses (specifically math and English) will meet with students, 1-to-1, to provide additional educational opportunities and support with course content.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Support ACIS staff in the analysis of assessment results and alignment of curriculum to the standards.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Staff will collaboratively review, evaluate, and calibrate student work and share best practices.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Site Administrator	Regular parent conferences at registration for each session (Fall and Spring) to develop the student's schedule.	No additional cost
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Specific parent conferences for attendance and academic deficiencies.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Support Staff	Develop Individual Learning Plan for each student at enrollment.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Teachers Site Administrator Support Staff	ACIS staff will email, call home, and/or provide updated information via School Loop to involve other staff, parents, and community with educational program provided.	No additional cost

September, 2014 – June, 2015	Teachers Site Administrator	ACIS staff members will email and/or call home regarding student's academic performance in class.	No additional cost
September, 2014 – June, 2015	Teachers Site Administrator Support Staff	Parent, teacher, student conferences to discuss student progress in courses and work on intervention plan to support student achievement.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Identify growth in CAHSEE passing rates.	Misc certificated hourly rate General Fund

Form A: Planned Improvements in Student Performance

The Alternative Education Advisory 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: Adopt standards aligned instructional materials to support course of study transition to Common Core State Standards and Next Generation Science Standards curricula (Goal CL 3).

Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content-readiness by 10% (Goal SO 1).

Increase the percentage of students achieving “Thorough” or “Adequate” understanding of and the ability to apply mathematics knowledge and skills associated with the college content-readiness by 10% (Goal SO 2).

Reduce the number of D and F academic semester grades issued to students by 9% (Goal SO 5).

SCHOOL GOAL 4: 100% of students enrolled in ACIS equal to or longer than one session will pass the CAHSEE by their graduation date (WASC Action Plan #1) (Alternative Schools Accountability Model [ASAM] performance indicators: writing, reading, and math achievement; and credit completion).

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?
Data from 2012, 2013, and 2014 CAHSEE reports on Math and ELA portions of exam.	Beginning with students enrolled in ACIS equal to or longer than one session in the 10 th grade and continuing through 12 th grade, should students not pass CAHSEE during the 10 th grade year. Students will pass CAHSEE math and English sections by end of 12 th grade.	CAHSEE results 2012, 2013, and 2014. Where can a budget plan of the proposed expenditures for this goal be found?

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September, 2014 – June, 2015	Site Administrator English teachers Support Staff	The curriculum for ACIS English has been aligned with the Common Core State Standards. Teachers will map curriculum with the focus on English Language skills development.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Math teachers Support Staff	The curriculum for ACIS math levels offered is aligned with the Common Core State Standards. Teachers will map curriculum with the focus on level specific math skills development.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Teachers will be provided CAHSEE blueprints to support course instruction. Teachers will use CAHSEE Blueprints and other available materials to improve student performance.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator English and Math teachers	Evaluate test results to diagnose areas for growth in English/Language Arts and Mathematics.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Site Administrator Teachers	Explore the use of online instructional programs and strategies to supplement CASHEE Blueprints.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Teachers will work with Administration to continue to work on development of curriculum, which are skills based and aligned to the California State Standards.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator English Teachers Support Staff	Work with English staff and Writing Proficiency teacher(s) for improved reading proficiency and explore additional and supplemental materials to enhance curriculum.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator English and Math Teachers Writing Proficiency Teacher Support Staff	Based upon analysis of CAHSEE data, enroll students in CAHSEE math and/or English prep class to provide support for CAHSEE preparation.	Misc certificated hourly rate General Fund

September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Identify students needing support in English/Language Arts based upon performance on CAHSEE and enroll those identified students in Writing Proficiency class to support ELA skills.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers	Staff will be provided with CAHSEE results for each student enrolled in respective courses. Curriculum will be developed around areas of need to assist and support students with strengthening skills needed to pass CAHSEE and gain academic knowledge.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Support staff in the analysis of assessment results and alignment of curriculum to content standards and CAHSEE Blueprint.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Support Staff	Parent involvement in encouragement of students.	No additional cost

September, 2014 – June, 2015	Site Administrator Support Staff Registrar	Develop individual learning plans for each student enrolled.	No additional cost
September, 2014 – June, 2015	Site Administrator	Inform parents/students of graduation requirements at enrollment/Master Agreement conferences.	No additional cost
September, 2014 – June, 2015	Site Administrator Writing Proficiency Teacher	CAHSEE Math and/or English prep class offered to students not passing one or both portions of exam.	Misc certificated hourly rate General Fund
September, 2014 – June, 2015	Site Administrator Teachers Support Staff	Identify growth in CAHSEE passing rates.	Misc certificated hourly rate General Fund

Form D: School Site Council Membership

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
Steven France	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rae Eckholm	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Madderra	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Lai	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meryl Burton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sean Campbell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antonio Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathleen McGovern	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Reynolds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristina Rojo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walter Scroggy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucie (Kim) Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Whyte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret O'Connor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	9	3	1	<input type="checkbox"/>

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: December 17, 2014.

Attested:

Steven France
Typed name of School Principal

Signature of School Principal

Date

Walter Scroggy
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date