

The Single Plan for Student Achievement

School: Wright Charter School
CDS Code: 49710356052377
District: Wright Charter School
Principal: Laurie Whiteside
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Wright Charter School's Vision and Mission Statements

The Wright Charter School is founded on the principles of Eco-Literacy: the understanding that every living system is related to and affected by every other living system.

Ecoliteracy promotes the development of social, emotional and ecological intelligence through an ever evolving understanding of the relationship between and among all living systems.

Our mission is to foster in our students the desire and capacity to live and contribute responsibly in society and to envision and achieve their goals, both in their own lives and as stewards of the planet. Our students will be educated to meet or exceed grade level expectations and mastery of core academic standards. Our students will develop an understanding of their responsibilities as global citizens and be educated to be contributing members of a larger society. We strive to identify, nurture and support the unique capabilities of every student.

Our vision is to create an environment that encourages every child to work to his or her potential, builds basic skills, kindles and nourishes curiosity, teaches problem solving, encourages children to love learning, and inspires both teachers and children to pursue academic challenges. Wright Charter School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for continuous education and economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process.

School Profile

Wright Charter School is the original of three K-6 elementary schools in the Wright School District. Beginning in the school year 2009-2010 Wright Charter School expanded its services to students in grades seven and eight. We are very proud to offer a small school environment to students grades K-8.

Wright Charter School serves approximately 530 students who represent a diverse population. Approximately seventy-two percent of Wright School's students participate in the Federal Government's Free and Reduced Lunch Program. Fifty-two percent of our students are English Language Learners. The majority of our second language learners speak Spanish as their primary language.

Wright Charter School proudly offers a range of services to meet the diverse learning needs of our students. Our classes include twenty one regular education classes, a Resource Specialized Program, music PE, a living laboratory Garden program, teacher-led electives and state-of-the-art technology. In addition, we offer students Speech and Language services, English Language Learner services, Title 1 Reading services, tutoring services and counseling. We have a large multipurpose room, which is used for assemblies, school events, sports, music, and as a cafeteria for breakfast and lunch. Our students are fortunate to have meals prepared for them on site in our school kitchen by experienced school food service employees.

Through a partnership with CalServes, our school also offers students an after school program in which over one hundred fifty students participate in enrichment activities and receive help with homework, math and reading practice. The Extended Child Care Coalition provides before and after school care for students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent satisfaction surveys, California State Healthy Kids Surveys and Staff School Climate Surveys are conducted on a regular basis. Results of the surveys are available on request.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a regular by the site principal in accordance with the District negotiated certificated contract. Teacher evaluations are based on the California Standards for the Teaching Profession. All teachers are held to a high standard of performance. New teachers are required to participate in the Beginning Teachers Support and Assistance Program (BTSA).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We participate fully in the state mandated Smarter Balanced Assessment Testing program. The staff meets at the beginning of each school year with the sole purpose of studying the results from these tests. The results are compared with results from classroom based assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments for students in grades K-6, Reading assessments in grades 7-8, as well as teacher observation of student performance in the classroom. Results are used in Student Study Team Meetings, the development of IEPs, conferences with parents, and in grouping students within the classroom. Local assessments include those provided within the district adopted language arts and math programs as well as assessments devised by district ELA and Math committees comprised of teachers from all three school sites, representing all grade levels. These are used as indicators of student performance for the report card, as well as indicators for the teachers to use as they plan and adjust their instruction. We also use Illuminate, a student assessment data management system, to help analyze assessment results and adjust instruction accordingly.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet in grade level teams, PLCs (Professional Learning Communities) weekly to analyze student assessment data, discuss results, monitor progress and plan interventions and modifications to the classroom instructional program. The district uses Illuminate Data and Assessment system to record and manage student data, including all State and Local assessments (e.g. District ELA and Math Benchmarks). The system allows teachers to disaggregate assessment results by student sub-group and to perform item analyses in order to provide targeted intervention and support.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet Federal NCLB requirements for highly qualified status.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed by fully credentialed teachers. Teachers are provided with professional development on the use of the district adopted Math and ELA programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is closely aligned to standards, assessed student performance and the professional needs of the staff. When new materials are purchased, or programs are adopted, staff training occurs to insure effective implementation. At the beginning of each school year, staff spends time analyzing student results from state mandated testing and local district measures. Results from this data are used for instructional planning.

Teachers attend conferences and trainings that support their individual professional development needs. Minimum days once a week provide time for teachers to collaboratively plan, to review student work and to articulate with other teachers. During the 2016-17 school year staff will continue to collaborate in order to monitor and adjust curriculum and instruction to align with essential standards in core curriculum and student achievement results. Other staff development opportunities include development in strategies to address the learning needs of English Language Learners and student engagement. New teachers are provided staff development in all curricula.

The district participates in the Beginning Teacher Support and Assessment Program (BTSA). This program supports new teachers develop as educators through the support of a mentor teacher and through sequential staff development aimed at developing teaching and learning through effective instruction and assessment. Additionally, teachers are provided numerous opportunities for offsite training and are encouraged to take advantage of relevant conferences and seminars that address the needs of the students and teacher professional growth.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are provided with ongoing professional support provided by the Title I Reading Teacher and staff from Sonoma County Office of Education provide assistance and support to teachers. As the District moves toward the implementation of Common Core State Standards, ongoing professional development and instructional support are being provided to all certificated staff.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in grade level teams (PLCs) weekly to analyze student assessment data, monitor progress, discuss results and plan interventions and modifications to classroom instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Wright School District has adopted grade-level content standards that meet or exceed the State standards for each core subject area. The District follows the State schedule for adoption and purchase of new standards-based, State-adopted curriculum materials for each subject. The District designates days each year for staff development focusing on curriculum alignment with standards, the effective implementation of the new curriculum materials, as well as training to improve the instructional strategies and practices of the classroom teachers.

Parents attend Back to School Night in August, at which time curriculum materials and the instructional program are presented and discussed. Parents are informed of their student's academic progress and performance on grade-level assessments at the parent-teacher conferences in September and March. Parents receive copies of the grade level standards at parent-teacher conferences in September. All parents are notified in writing if their children are failing, or are at risk of failing, to meet grade level standards.

Language Arts: Benchmark Advance program has been adopted for students in grades K-6 at Wright Charter School and throughout the district. Teachers have been trained how to use it and continue to receive professional development to enhance the efficacy of the implementation. Teachers also use a variety of supplemental curricula to target skill development and practice. At Wright Charter School these include SRA Kits, Lexia online reading program, Quick Reads, Read Naturally, Phonics for Reading, Spelling and Morphographs, and Six Minute Solutions. Students in grades 7, and 8 at Wright Charter School are participating in a pilot use of Study-Sync by Macmillan-McGraw Hill as their core curriculum as well as novels and other expository texts. The district has adopted 'Step Up to Writing' to supplement writing instruction, K-8. The program is articulated across the grade levels. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

Math: Engage NY/Eureka Math Curriculum has been adopted for Kindergarten through 8th Grade. Supplemental materials are used at each grade level to increase opportunities for students to practice skills and concepts. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student achievement results.

Social Studies: Houghton-Mifflin has been adopted by the district for grades K-5. The program is supplemented and enriched through literature connections, newsletters, and field trips. Teachers at each grade level align supplemental and enrichment instructional activities to grade level standards. History Alive!, a text series published by Teachers Curriculum Institute, has been adopted for grades 6 - 8.

Science: Macmillan/McGraw-Hill has been adopted for grades K – 5 and McDougal Littell has been adopted for grade 6, 7, and 8.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Number of instructional minutes dedicated to the core curriculum (Reading, Language Arts, Math) are reviewed on a regular basis and adjusted if needed to meet student needs and State recommendations.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers make adjustments to pacing and master schedules to accommodate academic interventions.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Core Curriculum: We have sufficient standards-based materials for the core curriculum in math, language arts, social studies and science. The language arts program especially provides materials for flexible grouping of students based upon their level of achievement.

Resource Students: All students in our Resource Program have access to the core curriculum in the regular classroom. They also receive specific instruction in language arts and math using standards based materials and specialized curriculum.

EL Students: All EL students have access to the core curriculum in the regular classroom. Students also receive specific standards-based instruction in English Language Development using a variety of resource materials/

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials, including intervention materials, are used in every classroom and new materials are provided upon teacher request.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All regular classroom teachers provide extensive interventions for under-performing students. Student assessments are analyzed and the data is used to guide instructional planning. Those students not meeting standards receive group or individual interventions within the regular program. This intervention is frequently done with the aid of the instructional assistant either working with a small group of students, or monitoring the class as the teacher works on specific skills with an identified group. Assignments are modified to meet the needs of the under-performing students in the regular program. Use of parent volunteers also enables the regular teacher in meeting the needs of all students.

Students learning English as a second language receive targeted instruction to improve their academic language abilities in the regular classroom and through the English Language Development Program.

The Wright Charter School Student Study Team meets weekly to develop strategies for addressing the instructional or behavioral needs of individual students. Plans are implemented, monitored and adjusted for effectiveness. Further steps for evaluation and program interventions are taken as progress indicates.

The Wright Charter School Positive Behavior Support Team also meets once a week to develop strategies for addressing behavioral needs of students in order to promote quality learning time. Plans are implemented, monitored and adjusted for effectiveness. Further steps for evaluation and program intervention are taken as progress indicates.

Kindergarten teachers in various grades provide individual and small group student support in the afternoons. These supports include writing, sight word development, letter and sound recognition. Kindergarten teachers also provide an hour of extended learning time for Kindergarten students after school. Kindergarten students requiring extra help remain for the After School ABC Club where they receive additional time acquiring pre-reading skills.

Teachers instructing at the same grade levels work collaboratively to address student learning and monitor progress. Teachers group students so that instructional practices and time can be more effective for student learning. Teachers employ programs and supplemental curriculum materials that are researched based and have the most probability of increasing achievement.

14. Research-based educational practices to raise student achievement

Teachers and support staff receive professional development on current research-based educational practices. This will now be focused on the Common Core Standards and how best to implement them in the classroom.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Wright Charter School participates in a partnership with Cal Serves to provide after school educational experiences in reading math and homework support. This program also provides students with opportunities to participate in enrichment activities such as sports, health education and social studies. CalServes also provides tutoring to individual students four days per week.

Wright School District provides programs in addition to the regular school day for students at risk of failing to meet grade level standards. These programs target student skills in English Language Arts and/or Math and are offered to students after school. The programs can be as short as three weeks and as long as twelve weeks.

The Parent Teacher Club (PTC) exists to bring into closer relationship the home and the school. It aims to promote the welfare of Wright School students by helping to enrich the children's education, raising money and providing funding for programs, supplies and equipment such as class field trips, special assemblies, and events to build school community.

The English Language Advisory Council (ELAC) exists to support students learning a second language. This group of parents and staff provide input to the School Site Council so that resources can be allocated to student achievement.

Parents of students in grades 4 through 8 are encouraged to monitor their students progress and assignment completion through the Parent Portal available to them via the school's student information data base Aeries. Teachers enter assignments and grades through the Aeries Gradebook which parents may view at any time.

Families are encouraged to support student learning through homework, regular reading practice, monitoring of student progress. Teachers and staff recognize that family support is essential in the education process and support and seek parent support through conferences, newsletters, and email.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and stakeholders are involved on School Site Council and participate in the development of the Single Plan for Student Achievement. EL student needs are represented through parent input on the English Learner Advisory Council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

State funding is determined through the Local Control Funding Formula (LCFF) and expended through the plan, Local Control and Accountability Plan (LCAP) developed based on input from district and site staff, parents and community members. The ten goals in the LCAP provide guidance and direction for all education-driven expenditure decisions. The LCAP is available for viewing on the District's website. Its goals are reviewed and revised annually.

A Title I Reading Teacher provides small group instruction in reading for identified students in first, second, third, fourth, and fifth grades. Students receive instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. The teacher uses various intervention materials such as Teacher-Directed Peer Assisted Learning Strategies (PALS), Quick Reads, Phonics for Reading, Read Naturally, and STARS (Strategies to Achieve Reading Success), in addition to the support materials from Houghton Mifflin, to help first through fifth grade under-performing students achieve at grade level. All intervention groups are determined by regularly administered assessments. These students are reassessed three times a year and their progress is shared with their classroom teachers as well as with their parents in the form of written reports with narrative and data included.

Our participation in Title 1 allows us to participate in two Cal Serves programs- a tutoring program, which provides one-to-one reading tutoring and an after-school program that, provides homework assistance, recreational activities, and small group tutoring in reading and math.

Title II funds are used to provide credentialed classroom teachers with training and materials in collaborative practice, data analysis, development and implementation of instructional programs that best meet the needs of students.

Title III funds are used to support the learning of English Learners.

Special Education funds are used to provide a Resource Specialist Teacher and two Special Day Class teachers as well as instructional assistants for students qualifying for this level of service. Individual Education Plans (IEPs) are developed for students and materials are purchased as student need indicates.

18. Fiscal support (EPC)

District and site funds are aligned to support student achievement and goals articulated in the district and school LCAP.

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement:

Members of the Wright Charter School community actively seek to improve student achievement. Increasing student achievement requires that we actively address potential barriers such as socioeconomic status, mobility, homelessness, irregular attendance, language barriers, social and emotional issues, and health and nutritional needs. Teachers report that there are an increasing number of behavioral barriers to learning and achievement.

Limitations of the current program to enable under-performing students to meet standards: Student backgrounds and educational needs vary widely among our diverse population. In each classroom, the academic and behavioral needs of students can overextend the resources available. There is a limited number of hours for individualized support, counseling and in some homes second language issues and/or other stresses make it difficult to extend learning into the home through homework. While we have extended our scope of services through additional interventions such as counseling, instructional aide support, and specific skill instruction groupings, the dynamics of individual student backgrounds and diversity of need require programs to be regularly adapted. Time, resources, and professional development are constantly being assessed and modified to meet ever-changing circumstances affecting student performance and achievement expectations.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	51	72	49	72	49	91.1	96.1
Grade 4	47	75	44	73	43	73	93.6	97.3
Grade 5	62	47	60	46	60	46	96.8	97.9
Grade 6	51	56	47	56	47	56	92.2	100
Grade 7	58	59	58	58	57	58	100.0	98.3
Grade 8	48	55	47	55	47	55	97.9	100
All Grades	345	343	328	337	326	337	95.1	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2387.4	2402.2	7	8	25	22	24	35	44	35
Grade 4	2421.7	2410.6	5	4	23	19	20	27	50	49
Grade 5	2434.1	2476.7	3	7	13	28	28	33	55	33
Grade 6	2500.5	2503.1	6	7	19	30	53	41	21	21
Grade 7	2541.1	2551.1	10	10	34	34	36	36	17	19
Grade 8	2563.0	2571.7	4	11	43	42	45	36	9	11
All Grades	N/A	N/A	6	8	26	29	34	34	34	29

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	6	47	47	44	47
Grade 4	9	5	35	38	56	56
Grade 5	5	15	35	43	60	41
Grade 6	11	9	51	52	38	39
Grade 7	19	19	42	47	39	34
Grade 8	17	22	72	55	11	24
All Grades	11	12	47	47	42	41

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	14	51	55	39	31
Grade 4	9	3	42	49	49	48
Grade 5	8	9	42	65	50	26
Grade 6	13	13	64	52	23	36
Grade 7	21	21	65	62	14	17
Grade 8	19	24	64	56	17	20
All Grades	13	13	54	56	33	31

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	10	58	76	31	14
Grade 4	9	5	58	64	33	30
Grade 5	3	15	52	67	45	17
Grade 6	6	2	77	86	17	13
Grade 7	11	19	81	69	9	12
Grade 8	11	16	72	71	17	13
All Grades	9	11	66	72	26	17

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	14	54	63	38	22
Grade 4	19	15	47	45	35	40
Grade 5	7	15	62	76	32	9
Grade 6	11	18	68	64	21	18
Grade 7	18	21	65	66	18	14
Grade 8	13	20	68	64	19	16
All Grades	12	17	60	62	28	21

Conclusions based on this data:

1. Many factors contribute to student performance on this assessment, including familiarization with the technology and format of the test, accessibility of embedded accommodations, match-up between curriculum and test content, match-up between the format of the questions and the level of competence students had achieved using the format prior to the test administration. The presence of so many contributing factors makes it difficult to ascertain precisely what the test is measuring. The increase in percent of students above, at or near standard from 2014-15 to 2015-16 would seem to indicate that familiarization and comfort with the technology and format should be at least in part considerations when analyzing test results.
2. As teacher familiarization with the factors mentioned above that affect student performance increases and informs instruction we expect to see increases in the percentages of students achieving standards as measured by the CAASPP

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	51	72	51	72	51	91.1	100
Grade 4	47	75	46	73	45	73	97.9	97.3
Grade 5	62	48	60	48	60	48	96.8	100
Grade 6	51	56	48	56	47	56	94.1	100
Grade 7	58	59	58	58	58	58	100.0	98.3
Grade 8	48	55	47	55	47	55	97.9	100
All Grades	345	344	331	341	329	341	95.9	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2394.2	2409.3	0	8	26	20	44	47	29	25
Grade 4	2426.2	2423.5	4	0	20	18	33	41	41	41
Grade 5	2424.4	2451.4	0	2	3	6	27	44	70	48
Grade 6	2497.4	2452.5	10	0	19	2	27	45	42	54
Grade 7	2520.3	2522.5	12	12	14	17	41	41	33	29
Grade 8	2510.9	2516.0	9	5	6	16	34	35	51	44
All Grades	N/A	N/A	5	4	15	13	35	42	44	40

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	12	46	51	44	37
Grade 4	7	3	40	37	53	60
Grade 5	2	4	17	33	82	63
Grade 6	13	0	34	30	51	70
Grade 7	22	14	34	41	43	45
Grade 8	13	9	26	35	62	56
All Grades	11	7	33	38	56	55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	12	51	55	39	33
Grade 4	7	10	40	47	53	44
Grade 5	2	8	28	38	70	54
Grade 6	6	2	51	38	43	61
Grade 7	16	16	34	43	50	41
Grade 8	9	9	47	58	45	33
All Grades	8	9	42	46	50	44

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	16	57	57	33	27
Grade 4	7	3	36	44	58	53
Grade 5	3	4	35	50	62	46
Grade 6	17	2	57	41	26	57
Grade 7	17	19	64	59	19	22
Grade 8	13	9	55	58	32	33
All Grades	11	9	51	51	38	40

Conclusions based on this data:

1. Many factors contribute to student performance on this assessment, including familiarization with the technology and format of the test, accessibility of embedded accommodations, match-up between curriculum and test content, match-up between the format of the questions and the level of competence students had achieved using the format prior to the test administration. The presence of so many contributing factors makes it difficult to ascertain precisely what the test is measuring. The increase in percent of students above, at or near standard from 2014-15 to 2015-16 would seem to indicate that familiarization and comfort with the technology and format should be at least in part considerations when analyzing test results.
2. As teacher familiarization with the factors mentioned above that affect student performance increases and informs instruction we expect to see increases in the percentages of students achieving standards as measured by the CAASPP

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				***		***	***	60	***	***	20			20	
1		4	3	40	33	22	45	38	62	5	25	11	10		3
2	3	10	4	21	15	24	45	55	48	27	20	20	3		4
3	7	3	10	33	35	20	33	35	40	13	24	25	13	3	5
4	6	23	6	29	31	18	58	38	61	3	8	12	3		3
5	22	13		44	47	33	22	37	42	6	3	17	6		8
6	6	8	9	53	46	57	35	38	26	6	8	4			4
7	30	33	13	50	56	33	20	11	27			13			13
8	40	50	18	40	50	55	10		18			9	10		
Total	10	13	7	36	37	30	39	35	45	10	14	13	5	1	4

Conclusions based on this data:

1. .

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				9	2	11	21	32	22	36	34	43	33	32	24
1	4	4	3	35	35	22	43	35	62	4	23	11	13	4	3
2	3	10	4	19	15	26	44	55	44	28	20	19	6		7
3	6	3	9	29	37	18	35	34	36	18	24	23	12	3	14
4	6	19	6	29	31	18	56	31	61	6	6	12	3	13	3
5	21	12		42	42	36	21	36	36	5	6	14	11	3	14
6	11	7	8	47	40	54	37	40	25	5	7	8		7	4
7	27	32	13	55	53	33	18	11	27			13		5	13
8	40	50	18	40	50	55	10		18			9	10		
Total	9	10	5	30	31	26	36	33	40	15	17	19	11	9	10

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	157	168	182
Percent with Prior Year Data	100.0%	100%	99.5%
Number in Cohort	157	168	181
Number Met	94	113	97
Percent Met	59.9%	67.3%	53.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	138	57	137	73	155	60
Number Met	36	34	32	50	33	31
Percent Met	26.1%	59.6%	23.4%	68.5%	21.3%	51.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Students did not meet the AMAO 1 targets.
2. Students did not meet the AMAO 2 targets

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	586	575	599
Percent with Prior Year Data	100.0		99.8
Number in Cohort	586	575	598
Number Met	369	386	355
Percent Met	63.0	67.1	59.4
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	568	163	531	176	566	157
Number Met	172	102	167	118	169	93
Percent Met	30.3	62.6	31.5	67.0	29.9	59.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Literacy
LEA GOAL:
Provide for a comprehensive, integrated system of curriculum, instruction and assessment that has its central and driving purpose the continuous improvement of student performance.
SCHOOL GOAL #1:
All students will show measurable academic growth as evidenced by an increase in assessment scores each year in English Language Arts using multiple measures. All students will have access to common core standards aligned curriculum and materials in ELA. Metrics will include state and local standardized, formative, and interim assessments, including DIBELS, STAR 360 and other curriculum based measures. Students will show a 10% increase in growth between the initial and final administrations of the DIBELS (K and 1st) and STAR 360 (2nd-8th) assessments.
Data Used to Form this Goal:
Analysis of student performance data in reading including: DIBELS, STAR 360 scores and other curriculum based measures.
Findings from the Analysis of this Data:
While a significant number of students met District performance goals in 2015-16 in ELA as measured by local assessments, many did not.
How the School will Evaluate the Progress of this Goal:
Results of DIBELS and STAR 360 assessments at each grade level from the beginning and end of the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will maintain a Director of Curriculum to oversee all areas of curriculum and instruction. The Director will also be responsible for our ELD program. That person will provide planning, training, data tracking, testing coordination, and related tasks for all students	Aug. 2016-May 2017	School Board, Superintendent	salary	1000-1999: Certificated Personnel Salaries	General Fund	
			benefits	3000-3999: Employee Benefits	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will continue to be provided for appropriate staff in high impact instructional practices and Common Core curriculum in ELA/ELD	Aug 2016-June 2017	Superintendent, Director of Curriculum and Instruction				
Charter teachers will continue to participate in district facilitated ELA/ELD curriculum committees made up of grade level representatives from each site.	Aug 2016- May 2017	Superintendent, Director of Curriculum and Instruction, Principal, Teachers	salary benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	
The charter school will create or choose common formative and interim assessments to monitor student achievement and academic progress	Aug. 2015-June 2016	Superintendent, Principal				
The district will establish a common core report card committee with reps from each site.	Aug 2015-May 2016	Superintendent, Director or Curriculum & Instruction, Principal				
The Charter School K-6 teachers will implement the new district adopted ELA/ELD program, Benchmark Advance. Middle School English teachers will pilot the Macmillan McGraw Hill program, StudySync	Aug. 2016-June 2017	Director of Curriculum & Instruction, Teachers				
Materials will be purchased for Benchmark Advance for all teachers grades K-6, as well as supplemental materials to support ELA/ELD instructiona	Aug. 2016 – June 2017	Principal, Director or Curriculum & Instruction, Principal			LCFF - Supplemental	
Title I Reading Teacher will support classroom literacy instruction, provide resources to teachers and provide supplemental intervention instruction for students who are at risk of not meeting ELA standards	Aug 20145– June 2016	Title I Reading Teacher	Materials	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten teachers will provide intervention instruction for identified 1st grade students, as well as ABC Club for Kindergarten students to enhance acquisition of letters and sounds.	Nov 2016-June 2017	Kindergarten Teachers, 1st Grade Teachers, Principal				
Increase skills and knowledge of instructional aide staff in the use of supplemental materials and instructional strategies as well as managing small groups for instruction	Aug. 2016-May 2017	Director of Curriculum and Instruction	Salary	1000-1999: Certificated Personnel Salaries	General Fund	10,136
			Benefits	3000-3999: Employee Benefits	General Fund	1504
Teachers will determine in grade level teams how to provide supplemental intervention instruction to identified students struggling in the areas of Language Arts and Math	Aug. 2016 – June 2017	Principal, Reading Specialist			LCFF - Supplemental	23,000
Cal Serves tutoring program and after school Reading, Math and homework support.	Aug. 2016 – June 2017	Cal Serves Staff				
Continue to provide School Library Services to students and teachers	August 2016-May 2017	School Librarian	Salary	2000-2999: Classified Personnel Salaries	General Fund	
			Benefits	3000-3999: Employee Benefits	General Fund	

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Student Support
LEA GOAL:
Promote programs that support schools in their efforts to bring systematic and targeted services to children and their families with a goal of optimizing school success.
SCHOOL GOAL #2:
The charter school will provide a comprehensive system of support for students in academics, behavior, and social emotional learning, based on identified student needs. This will include English learners, special education students, and other subgroups.
Data Used to Form this Goal:
Student academic performance data; discipline referrals; implementation of BEST program; implementation of Tool Box curriculum
Findings from the Analysis of this Data:
Increase in student achievement, decrease in discipline referrals
How the School will Evaluate the Progress of this Goal:
Implementation of academic intervention programs, including Lexia and Jump Start; and social/emotional learning programs, including BEST and Tool Box

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full time counselors will be maintained at the charter school.	August 2016-June 2017	Superintendent, Principal		1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		
New curriculum will be purchased for students in the Special Ed. Program	Aug.2015-June 2016	Director of Special Education, Director of Curriculum and Instruction				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The charter school will continue to provide a full time Reading teachers.	Aug.2015-May 2016	Superintendent, Principal	salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			benefits	3000-3999: Employee Benefits	LCFF - Supplemental	
The charter school will continue to provide intensive intervention for low income and EL students through various programs at each site. These programs will include after school tutoring and intervention at the charter school.	Aug.2016-May 2017	Principal, Teachers				
The charter school will provide a .5 FTE Psychologist/Behavior Specialist to assist classroom teachers.	Aug.2016-May 2017	Superintdent, Director of Special Education, Principal				
The charter school will maintain specific ELD support with a 1.0 FTE certificated ELD teacher and full time ELD aide at each site.	Aug.2016-June 2017	Principal, Teachers				
The charter school will provide professional development to support school wide positive behavior systems such as Tool Box and BEST and Restorative Justice.	Aug 2016-June 2017	Principal, Counselors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The charter school will continue to provide targeted and individualized academic reading support in classrooms through the implementation of the web-based Lexia Core 5 reading program.	Aug 2016-June 2017	Teachers				

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Parent Involvement
LEA GOAL:
Students should show improvements on academic measures (SBAC, CELDT, local formative assessments) and will show progress on the SCOE provided rubric of digital literacy. All teachers will attend at least half of the voluntary Tech Talk trainings offered monthly. We will maintain complete sets of Chromebooks to all grade 3-8 classrooms this year. We will continue to provide a curriculum for teaching students digital literacy. We will see 70% of students show proficiency on the SCOE rubric by the end of 16-17
SCHOOL GOAL #3:
Active parent involvement, participation and engagement in school functions and students' education will increase. The charter school will use new strategies to enhance communications with parents, including improving the district and individual school websites, expanding the use of electronic methods of communication (e.g. including email and text messaging) and ensuring that parents have adequate access to translations at all important school meetings. Our bilingual community liaisons will continue to contact families of at-risk students to increase engagement and communication. More parents will volunteer in classrooms and participate on district and site-level committees.
Data Used to Form this Goal:
Student attendance, level of parent participation in PTC, classrooms and response to teacher communications about classroom activities, students' academic performance and behavior concerns
Findings from the Analysis of this Data:
Parent involvement correlates highly with student success
How the School will Evaluate the Progress of this Goal:
Records of parent contacts maintained by the Community Liaison, records of parent participation in school and district committees including PTC, ELAC, DELAC, SSC, as well as school and classroom events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The charter school will maintain a 20 hour per week community liaison.	Aug.2016- June. 2017	Superintendent;Principal		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The charter school will continue to track the number of meetings held by community liaisons with families in the community and on campus, the number of interventions, and how successful they were.	Aug.2016-May 2017	Community Liaison				
The charter school will maintain a new, updated phone system that can communicate with parents via email, text messaging, and voice. Training in use of the new system will be provided to D.O. and school personnel.	Aug 2016-June 2017	Superintendent, Tech Team				
The charter school will recruit parents for appropriate district and site committees such as PTC, ELAC, DELAC, and Site Councils.	Aug.2016-May 2017	Principal				
Sets of translation headsets will be maintained.	Aug.2016-May 2017	Superintendent				
District and school websites will be maintained and updated on a regular basis by tech assistant.	Sept. 2016-June 2017	Tech Team				
The charter school will continue to provide translation services at all parent meetings, school conferences, SSTs and I.E.P.s	Aug 2016-June 2017	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All written parent communication from the district and schools, including student report cards, will be translated into Spanish.	Aug 2016-June 2017	Principal, Teachers				
The charter school will offer classes to parents in the use of technology, EngageNY, and general help for students at home.	Aug 2016-June 2017	Principal, Teachers				

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	10,136.00
3000-3999: Employee Benefits	General Fund	1,504.00
	LCFF - Supplemental	23,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	11,640.00
LCFF - Supplemental	23,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,136.00
3000-3999: Employee Benefits	1,504.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,640.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laurie Whiteside	X				
Christi Cocks		X			
Laurie Eakins			X		
Margaret Skikos			X		
Olivia Brown				X	
Summer Benn				X	
Cecile Mendoza-Wuu				X	
Numbers of members of each category:	1	1	2	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 Program 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:

Laurie Whiteside

Typed Name of School Principal

Signature of School Principal

Date

Cecile Mendoza Wu

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date