

# The Single Plan for Student Achievement

**School:** Twelve Bridges Middle School  
**CDS Code:** 31669510111385  
**District:** Western Placer Unified School District  
**Principal:** Daniela Thompson  
**Revision Date:** October 31, 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:

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## School Vision and Mission

### Twelve Bridges Middle School's Vision and Mission Statements

**Vision:** To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

**Mission:** The staff at Twelve Bridges Middle School, in cooperation with the students, parents, and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens.

Middle school serves as a bridge between a more sheltered elementary experience and the more independent high school years and is a time of transition for students and families. Students at Twelve Bridges have the support of their grade-level team, teachers, and administrative staff. Students are exploring a more challenging academic environment while at the same time, they are experiencing rapid personal, physical and emotional growth. It is our intention to challenge students academically, in a safe environment while providing them with appropriate support, and to be available to families with concerns, questions or needs during this transitional phase of their students.

## School Profile

Twelve Bridges Middle School (TBMS) is one of two middle schools in Western Placer Unified School District, serving 805 sixth through eighth grade students. TBMS represents major suburban developments as well as rural areas. Our student body and families, therefore, are rich in diversity, representing both farming and non-farming families: 1.5% American Indian/Alaskan Native; 5.0% Asian; 0.2% Pacific Islander; 4.3% Filipino; 18.1% Hispanic; 2.0% African American; 65.8% Caucasian; and 3.0% Multiple Races.

### Facilities:

Twelve Bridges Middle School opened in Fall, 2006. The "spiral" design includes common areas of administration, library, drop-in computer lab, and multipurpose room. There is a central quad area which radiates out to three succinct clusters: one for each grade sixth, seventh, and eighth. Each of the clusters is flanked by two classroom buildings, with several classrooms paired for shared student computer space between them. At the ends of the seventh and eighth grade cluster is a science lab building, complete with student laboratory stations, space for lecture and demonstration, safety equipment and teacher preparation and storage areas. Separate grade-level student bathrooms are available in each quad area. An elective building and a gymnasium are near the multipurpose room. The elective building has a fully equipped art room including a kiln and an art courtyard. The gymnasium includes boys' and girls' locker rooms, plenty of storage and a full gym area with bleachers for athletics. The multipurpose room houses a full kitchen, an Associated Student Body (ASB) area, a small community kitchen, a large floor space with retractable cafeteria tables, a stage and a full music classroom, complete with practice rooms and an office. The facility is state-of-the-art and equipped with technological support. The school has been built for growth and could accommodate approximately 1000 students.

### Leadership:

Daniela Thompson became the third principal at Twelve Bridges Middle School in 2013. Mrs. Thompson has a Masters of Education Degree in Curriculum and Instruction, a Bachelor of Science in Arts and Letters with an English Minor, a Clear Administrative Credential, and a Clear Multiple Subject Teaching Credential with an English Authorization. Prior to TBMS, Mrs. Thompson was the Principal at Twelve Bridges Elementary, Assistant Principal at Glen Edwards, and was a classroom teacher at both the elementary and middle school levels for eleven years.

Randy Woods has been the Assistant Principal at TBMS since the school opened in 2006. Mr. Woods has a Masters of Education Degree, a Bachelor of Science in Mathematics, a Clear Administrative Credential and a Clear Single Subject Credential in Mathematics. Prior to TBMS, Mr. Woods was a math instructor at Glen Edwards Middle School.

### Other Leadership Roles:

- **School Site Council:** Comprised of parents, students, certificated teacher, classified staff, and administration. Purpose is to review school goals, develop the Single Plan for Student Achievement, Site Safety Plan, and the School Accountability Report Card.

- Leadership Team: Comprised of Curriculum Lead Teachers (math, science, english, and history), Site Tech Trainer, Leadership/Activities Director, PE teacher, site secretary, assistant principal, and principal. Monthly meetings address site level assessments, progress in professional learning communities, curriculum, learning climate, and school procedures.
- Special Education Team: Comprised of two part time school psychologists, two resource specialists, two part time speech therapists, four special day class teachers (Independent Learning Skills, Behavior, and Non-Categorical), and administration, which meets as needed to address the needs and concerns of special needs students.
- Student Success Team Meetings: Comprised of parent(s), teacher, administration, and other support staff as appropriate, to address academic/social/emotional concerns of students, as needed.
- Professional Learning Communities: Teachers meet in content area and grade level teams as a Professional Learning Community every Monday to evaluate student performance and develop strategic plans based on data to address the academic and social needs of their students, which may include intervention or enrichment. PLCs are lead by Curriculum Leads, which are classroom teachers.
- Teachers also choose to be involved in district wide committees such as Technology, Special Ed/General Ed Work Group, and curriculum work related to the Common Core State Standards. They also participate in professional development opportunities which have focused on: Professional Learning Communities, Common Core Standards, Technology, Writing, GLAD, GATE, and Differentiation.
- Associated Student Body: Leadership is a class offered to students in grades 6-8, which is lead by a teacher. The Student Council makes decisions and plans for school events such as Red Ribbon Week, Veteran's Day Assembly, Dances, Spirit Days, and other school events.

#### Instruction:

Sixth grade students are assigned to a team of teachers for most of their day for instruction in the core areas of language arts, math, social science and science. The team concept in the 6th grade helps with the transition from a single class K-5 environment to a more involved 6-8 curriculum. Students in the 7th and 8th grade have a more traditional period schedule to help prepare them for a high school environment. Students also have an Enrichment class such as: Astronomy, Art, Digital Art, Music Appreciation, Choir, Band, Drama, Leadership, Forensics, Robotics, Yearbook, or Teaching Assistant. In addition, all students also have a Physical Education class.

Students are provided with a standards-based curriculum, which has been designed to help each student achieve the best results possible. Students with special needs are served through a variety of programs such as: Gifted and Talented, Resource, Special Day Class, or Speech. Students that need additional help in language arts or math may be placed in a support class specifically for those subjects.

The GATE (Gifted and Talented Education) program currently focuses on GATE/High Achiever (HA) cluster classes in math and language arts. Parents choosing this option have the benefit of having their children clustered with other GATE-identified students for academic challenges and social/emotional support, including Advanced Math in grades 6, 7, and 8 and Honors English in grades 7 and 8.

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services with accommodations to meet their learning needs. The SDC program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

Student progress toward academic goals continually updated on Teacher Ease, a program that parents can access on line. Report cards are mailed home at the end of each trimester. Parent conferences are offered after the first six weeks of school, at the end of first trimester, and periodically at teacher or parent request. Six teachers are piloting Schoology, a Learning Management System, which may be utilized for all secondary schools for the 2014-15 school year.

#### Programs and Practices:

Twelve Bridges Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of spirit and after-school activities, and through on-line school-home communication. Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of warnings, lunch detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills for fire, lockdown, and earthquake further assist in keeping TBMS students and staff safe.

Our Athletic Director, Student Council, and Leadership Class plan regular spirit activities, decorate the campus for special occasions and trimester dances. Trimester Perfect Attendance and trimester Honors activities also contribute to the positive atmosphere at

TBMS. After-school activities include athletics: cross country, boys and girl's volleyball and basketball, softball, track and wrestling. The Titan Traits emphasize two character traits per month as an area of focus such as flexibility and patience.

Parents are informed regarding academic progress through Teacher Ease, an on-line grade reporting program. Progress reports are sent home six weeks into each trimester, and report cards are mailed home at the end of each trimester. TBMS teachers place their daily assignments on their teacher page, which can be found on the school's website for parent/student reference. In addition, for the 2014-2015 school year, some teachers are piloting Schoology, which is a Learning Management System anticipated to be utilized at all secondary schools starting in 2015-2016.

## **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).

Feedback is gathered informally from teachers, staff, and parents at least once per month. This may be in the form of meetings, conferences, or informal surveys via GoogleDocs. Avenues utilized include the Parent Teacher Club, School Site Council, Leadership Team (teachers) , Associated Student Body, Professional Learning Communities, Office Meetings, and Special Education Meetings.

### **Classroom Observations**

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

The school principal, in conjunction with the assistant principal, conduct both informal and formal classroom observations. Probationary teachers are formally observed three times a year during their first two years of employment. Once permanent, teachers are formally observed every other year. Whether observed three times, or every other year, there is a Summary Evaluation at the end of the school year, which encompasses the entire school year and includes informal, formal, and overall performance.

Teachers are evaluated based on the California Standards for the Teaching Profession: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Students for Learning; and Developing as a Professional Educator.

### **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)

At the beginning of each school year, California Standardized Testing results are analyzed by administration and faculty to determine areas of needed growth or improvement. Additionally, trimester math and language arts testing is utilized to determine the curriculum needs of students throughout the school year. Chapter and unit informative assessments provide further feedback to teachers to modify instruction and improve student achievement. CST data has not been available for two years. New SBAC assessment data will be utilized in the future.

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

Teachers meet every Monday in content areas and/or grade levels for professional learning communities to analyze data and monitor student progress. Teachers utilize OARS, a software program, to monitor student progress on particular assessments, standards, skills, and concepts. Instruction is adjusted accordingly to reteach, review, or adjust instruction, as appropriate.

### **Staffing and Professional Development**

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

All teachers meet the requirements and are highly qualified.

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

Teachers have access to state adopted instructional materials and participate related professional development opportunities, as appropriate or needed.

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

Professional Development opportunities offered by the school district and/or Placer County Office of Education include: Common Core State Standards, GATE/Differentiation, Love and Logic, Special Education, Mental Health, Professional Learning Communities, Technology, and Positive Behavior Intervention Systems.

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

Instructional assistance and support is provided through a district Peer Coach related to Common Core State Standards in the areas of English Language Arts and Mathematics.

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

The district provides Early Release Days every Monday for teacher collaboration. Teachers use this time to monitor student performance, evaluate current practices, create common assessments, and determine improvements for programs. There are times when this time is utilized across sites to increase articulation as a department, grade level, or vertically with elementary or high school.

In addition, the master schedule is designed so that most content area and special education teachers have common preparation periods. This provides an additional opportunity for collaboration to continue the work from early release days, etc.

### Teaching and Learning

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

Curriculum and materials are currently aligned to the California State Standards in the areas of language arts, mathematics, social science, science, physical education, and art. However, teachers have been immersed in professional development related to the Common Core State Standards and are making the appropriate adjustments in relation to lessons and assessments in preparation for this transition.

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

Instructional minutes for reading/language arts is 55 minutes per day as is mathematics. Students also engage in reading and writing while in social science and science.

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

Teachers in all content areas utilize a common pacing guide, which is reviewed from year to year. In addition, teachers create common assessments and revise annually, as appropriate. Titan Time classes are offered during the school day for students who need additional support. This intervention class is in lieu of the student's enrichment class.

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

Grade level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available through RSP (Resource Specialist Program) and SDC (Special Day Class).

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)

All general education, intervention, and special education materials are standards-aligned and adopted based on the California Department of Education criteria.

### Opportunity and Equal Educational Access

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

Students who struggle in work completion or need additional support in mathematics can be enrolled in the Titan Time support class during the school day. In addition, many teachers are available before and/or after school for individual support, as needed. Teachers also review/reteach as a standard practice. If there are more intense needs, a teacher may refer a student for a Student Success Team Meeting (SST) to develop a more comprehensive support plan.

14. Research-based educational practices to raise student achievement

Teachers participate in Professional Learning Communities, follow common pacing guides, and utilize common formative assessments. They have also attended training offered by the DuFours, Mattos, Response to Intervention, Effective Direct

Instruction, GLAD strategies, differentiation, and GATE.

### Parental Involvement

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

There are many resources available to support under-achieving students. The school offers Titan Time during the school day as a form of intervention. There are also Student Success Team meetings, which can be initiated by a parent, teacher, or administrator to develop a comprehensive plan to assist students with academic, behavioral, or emotional needs. Parent-Teacher Conferences are regularly scheduled to address concerns at the end of the first six weeks of the school year, then at the end of each trimester. Between conference windows, teachers are available to meet with parent requests. The school library is open before, during, and after school for students to access materials and/or computers as needed.

The school district offers adult Education English Learner programs. There is also a series of Love and Logic classes to assist parents at home with student behavior/interactions.

The Lighthouse Counseling Center in Lincoln offers services for family, parent, student counseling and guidance services. Any community member may make their own referral.

#### 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)

The School Site Council is comprised of parents, teachers, other school personnel, and students. The purpose is to develop the Single Plan for Student Achievement, School Safety Plan, and School Academic Report Card. Participants inquire, suggest, and recommend in all areas of school improvement. Participants review data, budgets, and reports to ensure they are informed for decisions.

### Funding

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

Homework Club is offered after school to support students in the area of language arts, mathematics, and work completion to support identified students. This service is provided after school from 30-60 minutes 1-3 days per week, depending on teacher availability.

#### 18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

Several issues traditionally impair student achievement:

- Some language barriers
- Poor attendance patterns or truancy
- Inadequate or poor study skills
- Families unable to assist their students at home due to academic or scheduling issues
- Some family environments are unstable and inconsistent. Children may lack proper overall care by parents/guardian. Educational progress is not a priority in some homes with lack of support from parents.
- Need for ongoing communication between school and home
- State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students, yet expectations for progress remain the same.



- Categorical budget cuts equal less for student programs, services, and educational materials (tutoring, school counselor, materials, technology, etc.).

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	779	809		509	526		15	17		34	43	
<b>Growth API</b>	895	881		896	887		874	853		925	928	
<b>Base API</b>	890	896		892	898		820	871		937	924	
<b>Target</b>	A	A		A	A							
<b>Growth</b>	5	-15		4	-11							
<b>Met Target</b>	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	145	150		46	59		155	151		96	112	
<b>Growth API</b>	874	845		792	792		831	840		648	663	
<b>Base API</b>	865	875		813	796		821	832		669	650	
<b>Target</b>	A	A					A	A				
<b>Growth</b>	9	-30					10	8				
<b>Met Target</b>	Yes	Yes					Yes	Yes				

#### Conclusions based on this data:

1. When all three years of Growth API are averaged, All Students have an average API of 888; White 891; African-American 849; Asian 930; Hispanic 861; English Learners 798; Socioeconomically Disadvantaged 830; and Students with Disabilities 656. Asian students are clearly outperforming when compared to other student groups. English Learners are only 2 points away from being "proficient." Students with Disabilities are at 656, but the average Base API is 668; this is a difference of 12 points.
2. Socioeconomically Disadvantaged Students have continued to improve from year to year with their Growth API. From 2012 to 2013, Asian, Socioeconomically Disadvantaged, and Students with Disabilities increased in their Growth API when the number included also increased.
3. All students, White, Hispanic, and Socioeconomically Disadvantaged met their target.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	99		100	100		100	100	
Number At or Above Proficient	624	622		419	419		12	12		27	36	
Percent At or Above Proficient	80.1	76.9		82.3	79.7		80.0	70.6		79.4	83.7	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		99	100	
Number At or Above Proficient	102	102		23	30		105	108		42	54	
Percent At or Above Proficient	70.3	68.0		50.0	50.8		67.7	71.5		43.8	48.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		Yes	Yes		--	--	

#### Conclusions based on this data:

1. Asian, Socioeconomically Disadvantaged, and Students with Disabilities has a trend of increasing from year to year over three years for the Percent At or Above Proficient. As has the actual number of students.
2. Hispanic has declined for the Percent At or Above Proficient from year to year, but the number of students has stayed about the same. The participation rate was 99% for two of the three years.  
African-American has had about a 10% swing in either direction from year to year, even though the actual number is about the same.
3. Over 70% of students are performing At or Above Proficiency over three years as an average in the areas of: All 78; White 80; African-American 70; Asian 80; and Hispanic 70. English Learners and Students with Disabilities have the lowest three year average of 53 and 43 respectively.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	99		100	100		100	100	
Number At or Above Proficient	549	548		373	364		7	9		26	35	
Percent At or Above Proficient	70.5	67.8		73.3	69.2		46.7	52.9		76.5	81.4	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	99		99	99	
Number At or Above Proficient	92	90		19	29		86	80		28	37	
Percent At or Above Proficient	63.4	60.0		41.3	49.2		55.5	53.3		29.2	33.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		No	No		--	--	

#### Conclusions based on this data:

1. From 2012-2013 African-American, Asian, English Learners, and Students with Disabilities all had an increase in the Percentage of Students At or Above Proficient.
2. Over three years, All Students, Hispanic, and Socioeconomically Disadvantages decreased from year to year. The participation rate has also been inconsistent over three years, which does have an impact on scores.
3. In Mathematics, students performing At or Above Proficiency over three years are averaging: All 70; White 72; African-American 58; Asian 83; Hispanic 63; English Learners 49; Socioeconomically Disadvantaged 56; Students with Disabilities 34. With the exception of Asian, all student groups are performing lower when compared to English-Language Arts scores.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	11	2	22	5	56			1	11	9
7	2	29	4	57					1	14	7
8	***	***	***	***	***	***					***
<b>Total</b>	4	21	7	37	6	32			2	11	19

#### Conclusions based on this data:

1. The majority of students who took the CELDT in 2013-2014 scored Early Advanced or Intermediate , which is a total of 13 students out of 19; 68.42%.
2. Sixth grade had 9 students, of which at least one could be considered for Reclassification, if appropriate. The other two will need to be monitored for this consideration as well. Seventh grade had 7 students, of which two could be considered for Reclassification, if appropriate. The other four will need to be monitored for this consideration as well.
3. Compared to 2012-2013 results, the total number of students who took the CELDT has decreased form 26 down to 19.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	25	26	19
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	25	26	19
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	4	24	1	25	3	17
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1. AMAO 1: The percent that met the NCLB Target for Annual Growth has increased each year over three years with an overall total of 3% growth.
2. AMAO 2: The percent that met the NCLB Target for attaining English Proficiency has increased in each category every year for three years. Students with less than 5 year of EL Instruction have increased by 2.7%. Students with 5 or More Years of EL Instruction have increased by 3.8%.
3. AMAO 3: The percentage that met the NCLB Target for AYP English Learner Subgroup as stagnated in English-Language Arts for the last two years. The percent in mathematics increased by 7% the last two years; however, has dropped by 9.7% over three years.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

1. As a district, the AMAO 1 and AMAO 2 targets have been met in each category for two consecutive years; however 2013-14 fell 1.3% short due to the target increasing and the percentage meeting decreasing.
2. The AMAO 3 has not changed for three consecutive years despite a strong participation rate.

## 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:

<b>SUBJECT: Student Achievement in Meeting Academic Standards</b>
<b>LCAP GOAL:</b>
Aligns with LCAP Goals: 1) All students will reach high standards in Literacy (ELA), Mathematics, and Science; 2) All students in need will reach high standards in English
<b>LEA GOAL:</b>
Aligns with LEAP Goals: 1) All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics and 5) All students will graduate from high school.
<b>SCHOOL GOAL #1:</b>
Mathematics: Increase academic achievement as measured by end of trimester letter grades on report cards. Continue to implement the new math adoption, Digits, and develop a sequence of lessons/skills/units, as appropriate. Determine common assessments and monitor student progress within and across grades.
Language Arts: Increase academic achievement as measured by end of trimester letter grades on report cards. Continue to implement the Expository Reading Writing Course in grades 7 and 8, with at least one module per trimester. In 6th grade, implement ERWC strategies, as appropriate. Continue to Implement and expand the 40 Book Challenge in grades 6, 7, and 8 to foster literacy and exposure to a variety of genres.
Science: Begin to build teacher background knowledge regarding the Next Generation Science Standards. Emphasize reading informational materials with accuracy, use text evidence and specific examples when writing a response. Continue current units of study and common assessments while beginning the transition to the Next Generation Science Standards
<b>Data Used to Form this Goal:</b>
Due to new SBAC Testing, a baseline will be established this year.
<b>Findings from the Analysis of this Data:</b>
Not applicable at this time due to lack of state assessment data.
<b>How the School will Evaluate the Progress of this Goal:</b>
End of trimester reports will be generated utilizing Aeries, which is the software teachers use for assigning grades. Bi-monthly reports from Curriculum Leads regarding Professional Learning Community meetings and plans for action to increase student achievement.
SBAC scores at the end of 2014-2015 school year.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of Instruction with Common Core State Standards:</p> <p>Analysis of standards; curriculum mapping; determining essential standards; developing common assessments; evaluating curriculum for relevance.</p>	<p>Early Release every Monday for PLCs; Common Prep Periods; On-going; As Needed</p>	<p>Teachers; Administration</p>	<p>No impact on site LCFF funds.</p>			
<p>Improvement of Instructional Strategies/Materials:</p> <p>Common preparation time to increase collaboration; utilization of OARS to create and analyze student assessments; release days for essay scoring in language arts classes.</p> <p>The 40 Book Challenge: Literary approach to foster a love of reading and expand the reading experience of students.</p>	<p>Monthly; Trimester</p>	<p>Teachers; Administration</p>	<p>7 teachers @ 2-4 days each; \$130/day for subs to score essays.</p> <p>Variety of library books to expand selection in a variety of genres for students.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF–Supplemental</p> <p>LCFF–Supplemental</p>	<p>2990.00</p> <p>1430.00</p>
<p>Extended Learning Time:</p> <p>Titan Time is an intervention class offered during the school day for 55 minutes. Three sections offered; one per grade. Grade six=support the transition to middle school with organization, time management, and study skills. Grades seven and eight=math support and extended time for homework completion for other classes.</p> <p>Homework Club: Extra time after school for 30-60 minutes. Depends on availability and schedule of credentialed teacher.</p>	<p>Daily; As Needed</p>	<p>Teachers; Administration</p>	<p>Titan Time: No Impact on LCFF Funds @ Site Level; Met through staffing and master schedule.</p> <p>Homework Club: \$45/hour; up to 2 hours/week; up to 21 weeks.</p> <p>Robotics: Stipend for teacher for competitions and preparation beyond the regular school day.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF–Supplemental</p> <p>LCFF–Supplemental</p>	<p>1890.00</p> <p>1000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Robotics: Enrichment offered during the school day with extended learning time/competitions outside of school.						
Staff development and professional collaboration:  Trainings and workshops to increase knowledge base related to Common Core Standards, GATE/Differentiating Instruction, Effective First Instruction, Technology, and/or Writing.	As opportunities are offered	Teachers; Administration	Registration fees; Sub costs	5800: Professional/Consulting Services And Operating Expenditures	LCFF–Supplemental	2000.00
Monitoring Program Implementation and Results:  TeacherEase progress reports to parents; some teachers also piloting Schoology during the 2014-15 school year in preparation for full implementation in 2015-16.  Use of OARS as assessment tool to monitor student progress.  Curriculum Lead Teachers (English, History, Math, and Science) to act as a liason and articulate with teacher colleagues and administration.	Daily; Monthly: Trimester	Teachers and Administration	Curriculum Lead Stipend: 4 @ \$1207.22 each	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	4830.00

## 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:

<b>SUBJECT: EL Achievement on CELDT</b>
<b>LCAP GOAL:</b>
Aligns with LCAP Goals: 1) All students will reach high standards in Literacy (ELA), Mathematics and Science; 2) All students in need will reach high standards in English Language,
<b>LEA GOAL:</b>
Aligns with LEAP Goals: 1) All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; 2) All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; and 5) All students will graduate from high school.
<b>SCHOOL GOAL #2:</b>
All English Learners will progress one language level as measured by CELDT.
<b>Data Used to Form this Goal:</b>
2014-2015 CELDT Test Results
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Compare individual student progress on the CELDT from previous years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies/materials	As needed	Teachers; Administration	Support materials and/or professional development opportunities, as appropriate to support ELL learners.	4000-4999: Books And Supplies	LCFF--Supplemental	500.00

## 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:

<b>SUBJECT: Parent Involvement/Engagement</b>
<b>LCAP GOAL:</b>
Aligns with LCAP Goals: 1) All students will reach high standards in Literacy (ELA), Mathematics, and Science; 2) All students in need will reach high standards in English
<b>LEA GOAL:</b>
Aligns with LEAP Goals: 1) All students will reach high standards, at a minimum, attending proficiency or better in reading and mathematics; 2) All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; and 5) All students will graduate from high school.
<b>SCHOOL GOAL #3:</b>
Increase the level of involvement of staff, parents, and community members to extend the level of support for the academic achievement and development of students.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Parent access to TeacherEase and/or Schoology as recorded in the software program; parent participation at school events and/or committees.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilization of TeacherEase for student progress, grades, and parent-teacher communication. Some teachers are piloting Schoology, a learning management system.  Student planners as organizational tool for all sixth graders and as desired for grades seven and eight.	Daily; Monthly; Trimester	Teachers; Staff; Administration; Parents	TeacherEase Subscription is \$100/teacher; partial cost to LCFF Funds. Additional paid through ASB, PTC, and/or donations.	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council; Parent Teacher Club; Interpreters; and Report Cards						
For special meetings, such as IEPs, coverage for the class so that the teacher can attend the meeting and provide academic progress/class reporting to the parent.	As Needed	Teachers; SpEd Case Managers; Admin	Substitute: \$130/day; up to 10 times for the year.	1000-1999: Certificated Personnel Salaries	LCFF--Supplemental	1300.00

## 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:

<b>SUBJECT: School Climate</b>
<b>LCAP GOAL:</b>
Aligns with LCAP Goal: 5) All students will feel supported at school and will receive instruction in a safe and well-maintained environment.
<b>LEA GOAL:</b>
Aligns with LEAP Goal: 4) All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
<b>SCHOOL GOAL #4:</b>
Increase the average daily attendance rate by .5%; decrease annual suspension/expulsion rate.
<b>Data Used to Form this Goal:</b>
Monthly and annual attendance reporting, as provided by the school district.
<b>Findings from the Analysis of this Data:</b>
Site level average daily attendance rate continues to improve from year to year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monthly site and district attendance reporting; number of students recognized trimester to trimester; suspension/expulsion reporting as determined through Aeries.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly Class Period Challenge: Perfect period attendance; no tardies or early checkouts	Every week	Attendance Clerk, Teachers, Parents, Students, and Teachers	No impact on LCFF funds: Local restaurant/business donation for coupons; donuts; pizza; etc.			
Monthly Perfect Attendance Recognition	Approximately every 4 weeks	Attendance Clerk, Students, and Teachers	Certificates and attendance bracelets	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
End of Trimester Perfect Attendance Recognition	Approximately every 12 weeks	Attendance Clerk/Secretary/Administration	Certifiate/Activity	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	500.00
Teacher in Charge: Certificated Teacher as Admin Designee when both Principal and Assistant Principal are off campus for more than approx. four hours; to provide support to students/teachers/staff, and to increase safety and response, as needed.	As needed	Teacher in Charge; Administration	\$230 per occurrence for sub and stipend	1000-1999: Certificated Personnel Salaries	LCFF--Supplemental	700.00
Purchase of surveillance cameras to increase safety throughout campus and to make informed decisions related to student discipline, consequences, and problem solving.	As needed	Administration	To be determined based on need to circumvent "blind spots" and update/replace cameras, as needed.	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	5700.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development</b>
<b>SCHOOL GOAL #2:</b>
All English learners will progress one language level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District EL Intervention Specialist will work closely with site administration to monitor ELD curriculum, instruction, and intervention to support language development of English learners.	2014-2015	Principal District EL Intervention Specialist	District EL Intervention Specialist Salary	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	473



## 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	LCFF--Supplemental	12,710.00
4000-4999: Books And Supplies	LCFF--Supplemental	1,930.00
5000-5999: Services And Other Operating	LCFF--Supplemental	7,850.00
5800: Professional/Consulting Services And	LCFF--Supplemental	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF–Supplemental	24,490.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	12,710.00
4000-4999: Books And Supplies	1,930.00
5000-5999: Services And Other Operating Expenditures	7,850.00
5800: Professional/Consulting Services And Operating	2,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	14,140.00
<b>Goal 2</b>	500.00
<b>Goal 3</b>	2,800.00
<b>Goal 4</b>	7,050.00

## 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
Kelli Darbo	[ ]	[ ]	[ ]	[X]	[ ]
Kim Brodie	[ ]	[ ]	[ ]	[X]	[ ]
Jennifer Smith	[ ]	[X]	[ ]	[ ]	[ ]
Mark Weber	[ ]	[X]	[ ]	[ ]	[ ]
Janene Malatesta	[ ]	[ ]	[X]	[ ]	[ ]
Randy Woods	[ ]	[ ]	[X]	[ ]	[ ]
Daniela Thompson	[X]	[ ]	[ ]	[ ]	[ ]
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>

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)**:

- |   |   |
|---|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee  | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee   | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee   | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee   | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement  | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee  | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary)  | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):<br>Leadership Team<br>Professional Learning Communities: Math, Language Arts, Science, and History | <hr style="border: 0; border-top: 1px solid black;"/> 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 October 13, 2014.

Attested:

Daniela Thompson		
Typed Name of School Principal	Signature of School Principal	Date

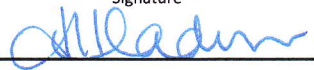
Kellie Darbo		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**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:


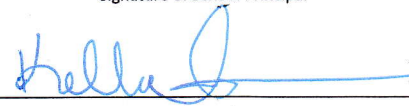
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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):  
 Leadership Team  
 Professional Learning Communities: Math, Language Arts, Science, and History  

  
 \_\_\_\_\_  
 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 October 13, 2014.

Attested:

Daniela Thompson		10/31/14
Typed Name of School Principal	Signature of School Principal	Date
Kellie Darbo		10-31-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date