

Single Plan for Student Achievement

Carlmont High School



A Resource for the School Site Council

School: Carlmont High School

District: Sequoia Union High School District

County-District School (CDS) Code: 050270

Principal: Ralph Crame

Date of this revision: 4/25/2018

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

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

Contact Person:	Jennifer Cho
Position:	Instructional Vice Principal
Telephone Number:	650 595 0210 ext. 30020
Address:	1400 Alameda de las Pulgas, Belmont, CA 94002
E-mail Address:	jcho@seq.org

The District Governing Board approved this revision of the SPSA on May 9, 2018.



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Form A: Planned Improvements in Student Performance

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

LEA GOAL:

Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

Goal 4: Support English Learners in mastering grade-level curriculum, enrollment in mainstream core courses, and graduating from high school with a clear pathway to post-secondary education.

Goal 5-6: Graduate students who are college and career ready.

Goal 8: Provide Foster Youth with academic resources and social emotional supports that result in their education outcomes mirroring that of the general population.

SCHOOL GOAL: (CSLN #1) Improve the academic achievement for underperforming groups, specifically ELL, SPED, and SED groups and to use data analysis to guide conversations and inform decisions.

SLO #1 - Students will read and communicate proficiently.

SLO #2 – Students will use problem-solving skills.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • SBAC tests <ul style="list-style-type: none"> ○ 2017 ELA SBAC shows ELs meeting & exceeding standards at 15%; Math at 20% ○ 2017 ELA SBAC shows SPED students meeting & exceeding standards at 39%; Math at 29% ○ 2017 ELA SBAC shows SED students meeting & 	<ul style="list-style-type: none"> • EL, SPED, and SED students consistently perform lower than their counterparts on standardized tests: • EL, SPED, and SED students consistently meet a-g requirements at a lower rate than their counterparts • Average GPA data shows that EL, SPED, and SED students consistently have lower GPAs 	<p>Graduation Data from year to year</p> <p>A-through G Eligibility rates</p> <p>Rate of Ds and Fs in graduation and A –G classes</p> <p>Dashboard Data</p>

<p>exceeding standards at 48%; Math at 22%</p> <ul style="list-style-type: none"> • A-G requirements <ul style="list-style-type: none"> ○ 22% of EL students in the Class of 2016 met requirements ○ 12% of SPED students in the Class of 2016 met requirements ○ SED? • GPAs <ul style="list-style-type: none"> ○ In 2016-17, the average GPA for 9th graders was 3.38 ○ ELs had an average of 3.03, SPED's average was 2.58, and SED's average was 2.75 ○ In 2016-17, the average GPA for 10th and 11th graders maintained in the 3.3 range ○ The gap between EL and SED students grew based on the grade level with 11th grade ELs averaging 2.30 and SED students averaging 2.50. SPED students had an average 2.73 GPA. • EL, SPED, and SED students are suspended at a disproportionate rate <ul style="list-style-type: none"> ○ While the overall suspension rate was 2.7% for the 2015-16 school year, EL students were suspended at 7.6% rate, SPED students were suspended at an 8.7% rate, and SED students at a 10% rate. • EL, SPED, and SED students take 		<p>SBAC scores</p> <p>GPA rates</p> <p>Stakeholder surveys, including Panorama survey</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>General Fund (staffing)</p> <p>Principal's Discretionary Fund (collaboration, PD, tutoring center, timesheets, etc.)</p> <p>Economic Impact Aid/ Limited-English Proficient (EIA-LEP): \$50,000</p> <p>IDEA: \$150,000</p> <p>Title III, Part A: Language Instruction: \$11,344</p>
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<p>AP classes at a much lower rate than their counterparts.</p> <ul style="list-style-type: none"> ○ 69.5% of the class of 2016 took one or more AP class. ○ 47% of EL students, 14% of SPED students, and 32% of SED students took one or more AP class. 		
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STRATEGY: Improve systematic professional development & monitor implementation of instructional strategies

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Provide professional development opportunities to address the specific needs of struggling students including:</p> <ul style="list-style-type: none"> ● ELL and SPED strategies ● How to incorporate routine data review ● Reflection on instructional practices <p>Monitor implementation of instructional/ support strategies in the classroom.</p>	<p>Administration</p> <p>Teachers</p> <p>Case Managers</p> <p>BRT</p>	<p><u>2018-19:</u> Form Professional Development Committee to help plan and organize PDs.</p> <p>Identify and provide specific time for data review.</p> <p>Prioritize areas of need and facilitate professional development opportunities through mini-pds (Wednesday mornings, promoting District PDs, teacher in-service days, and targeted collaboration/ pull out days)</p> <p>Increase the number of teachers attending the EL Achieve series.</p> <p>Facilitate Instructional Rounds open to all teachers.</p> <p>Provide department meeting time and collaboration time to discuss instructional strategies.</p> <p>Monitor student progress with D,F list, GPA,</p>	<p><u>Principal's Discretionary Fund:</u> Funding for collaboration and pull-out days</p> <p>Funding to support teacher preparation to facilitate professional development</p> <p>Funding to support Professional Development Committee timesheets</p>

		<p>SBAC, attendance data.</p> <p>Provide time for teachers to discuss and implement interventions for struggling students</p> <p><u>2019-20:</u> Review PD offerings from previous years and assess PD needs based on student data and teacher input.</p> <p>Continue to offer PDs, instructional rounds, collaboration, and pullout days.</p>	
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STRATEGY: Improve student attendance

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Evaluate and review attendance-monitoring practices.	<p>Administration</p> <p>Teachers</p> <p>Counselors</p> <p>Attendance Clerk</p> <p>Governance Council</p> <p>District support</p>	<p><u>2018-19:</u> Provide teachers with regular attendance reports.</p> <p>Implement SARC at site level.</p> <p>Improve accountability with communication about attendance across all stakeholders including: teachers, coaches, parents, students, counselors, classified staff, etc.</p> <p><u>2019-20:</u> Review effectiveness of SARC and processes. Revise as needed.</p>	<p><u>Principal's Discretionary Fund:</u> Funding for timesheet work with SARC team</p>

STRATEGY: Increase participation with the tutoring center.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Examine how students are identified, the process with which they are referred, and accountability measures with the tutoring center.</p> <p>Ensure tutoring center has appropriate resources.</p>	<p>Administration</p> <p>Tutoring Staff</p> <p>Counselors</p> <p>Teachers</p> <p>Students</p>	<p><u>2018-19:</u> Examine the process by which students are referred to the tutoring center.</p> <p>Discuss how awareness about the tutoring center can be increased.</p> <p>Discuss accountability measures to ensure students attend tutoring.</p> <p>Examine setting and resources. Ensure tutoring center is staffed with peers and qualified adults.</p> <p><u>2019-20:</u> Review data on student participation and student grades. Make adjustments as needed.</p>	<p><u>Principal's Discretionary Fund:</u> Timesheets for tutoring staff</p> <p>Cost of additional resources for tutoring center.</p>

STRATEGY: Examine current bell schedule.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Improve opportunities for additional collaboration, intervention, professional development, and student access to staff by reviewing the current bell schedule.</p>	<p>Administration</p> <p>Staff</p> <p>Parents</p> <p>Students</p> <p>Community</p>	<p><u>2018-19:</u> Maximize current bell schedule to include opportunities whenever possible for increased collaboration, intervention, PD, and student-teacher access.</p> <p>Form a committee to review various bell schedule options.</p> <p>Administer surveys to all stakeholders</p> <p>Choose 2 potential bell schedules.</p>	<p><u>Principal's Discretionary Fund:</u> Cost associated with offering PDs and supporting bell schedule committee</p>

		<p>Provide PD and resources to staff to implement trial runs.</p> <p><u>2019-20:</u> Continue to provide PD</p> <p>Implement trial runs for two different bell schedules (1 per semester)</p> <p>Survey stakeholders</p> <p>Decide to keep current bell schedule or adopt a new bell schedule</p> <p><u>2020-21:</u> Implement new or traditional bell schedule</p>	
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STRATEGY: Improve the success rate of underrepresented students in advanced level courses

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Identify and monitor underrepresented students in advanced classes in order to improve their success rate.	Administration Counselors Teachers Students	<p>2018-19: Monitor underrepresented students in advanced classes.</p> <p>Gather feedback from teachers and students about supports and interventions needed.</p> <p>Identify underrepresented students during registration season.</p> <p>2019-20: Provide targeted professional development for advanced classes.</p>	

		Provide formal structures to monitor student progress.	
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STRATEGY: Examine instructional strategies in classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Evaluate instructional strategies used in class to improve academic progress of underperforming students.</p>	<p>Administration Counselors Teachers</p>	<p><u>2018-19:</u> Form Professional Development Committee to help plan and organize PDs. Identify and provide specific time for data review. Prioritize areas of need and facilitate professional development opportunities through mini-pds (Wednesday mornings, promoting District PDs, teacher in-service days, and targeted collaboration/ pull out days) Facilitate Instructional Rounds open to all teachers. Provide department meeting time and collaboration time to discuss instructional strategies. Monitor student progress with D,F list, GPA, SBAC, attendance data. Provide time for teachers to discuss and implement interventions for struggling students.</p>	<p><u>Principal's Discretionary Fund:</u> Funding for collaboration and pull-out days Funding to support teacher preparation to facilitate professional development</p>

2019-20:

Review PD offerings from previous years and assess PD needs based on student data and teacher input.

Continue to offer PDs. Increase the number of teachers attending the EL Achieve series.

Monitor student progress with D,F list, GPA, SBAC, attendance data.

		<p><u>2019-20:</u></p> <p>Review PD offerings from previous years and assess PD needs based on student data and teacher input.</p> <p>Continue to offer PDs. Increase the number of teachers attending the EL Achieve series.</p> <p>Monitor student progress with D,F list, GPA, SBAC, attendance data.</p>	
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LEA GOAL:

Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

Goal 5-6: Graduate students who are college and career ready.

Goal 7: Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences.

SCHOOL GOAL: (CSLN #2) Improve preparation of students for postsecondary life (career and adult responsibilities).

SLO #3 – Students will understand and world collaboratively with diverse groups of people.

SLO #4 – Students will demonstrate individual responsibility and respectful behavior.

SLO #5 – Students will explore a variety of courses and enrichment activities.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>The SUHSD and Carlmont Staff have made career preparedness a priority in the updated Mission statement and Strategic Goals.</p> <p>CTE Industry Sector Pathways at Carlmont:</p> <ul style="list-style-type: none">• Biotechnology• Information Support and Services• Design, Visual & Media Arts <p>CTE approved classes:</p> <ul style="list-style-type: none">• Media Arts Publication• Biotechnology 1-2• Biotechnology 3-4• Intro to Business• Intro to Programming with Computer Apps	<p>Carlmont High School needs to expand CTE offerings and examine current classes and practices in order to improve preparation of students and provide more options.</p>	<p>Course offerings</p> <p>Program Planning Handbook</p> <p>Concurrent Enrollment forms</p> <p>Teacher lesson plans</p> <p>Student work samples</p> <p>Anecdotal evidence</p> <p>Survey data, including Panorama survey</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>

<ul style="list-style-type: none"> • Advanced Computer Science • Computer Science: Machine Architecture <p>Carlmont Pathways:</p> <ul style="list-style-type: none"> • BTI program • Media Arts Pathway • Business Pathway <p>Examples of classes offered promoting post-secondary skills</p> <ul style="list-style-type: none"> • Personal Finance • Robotics • Biomanufacturing Fieldwork • Engineering and Green Technology • Digital Arts • Illustration and Design • Ceramics • Digital Photography • Yearbook • Leadership series • Ethnic Studies • Journalism • Chemistry for Biotechnology • Life Skills 		<p>CTE Funds: \$72,500.00</p> <p>General Fund Staffing:</p> <p>Principal's Discretionary Fund:</p>
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STRATEGY: Increase number of classes articulated with community colleges and other outside agencies for concurrent enrollment and dual enrollment options

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Identify additional course options, staff, and facilities for CTE approval and for articulation agreements.	District Office: CTE reps Site Administration Teachers	2018-19 and ongoing: Identify additional classes for CTE designation and articulation agreements. Connect teaching staff with appropriate personnel: CTE staff, community college staff, etc. Identify and allocate funds to support new courses.	CTE Fund
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STRATEGY: Departments incorporate post-secondary skills within their 4-year plans

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Departments identify post-secondary skills that are valuable to their content and incorporate them to increase intentionality developing post-secondary skills.	Department Chairs Administration Staff	2018-19: Departments discuss priorities and identify skills to develop. 2019-20: Departments share ideas during department meetings and incorporate these skills into their 4-year plans Teachers begin to implement techniques to develop skills	

STRATEGY: CHS will promote a school environment that supports post-secondary skills

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>Consistent enforcement of professional expectations of students</p>	<p>Administration Governance Council Teachers Staff Students</p>	<p>2017-18: GC reviews and proposes tardy policy</p> <p>2018-19: Staff implements updated tardy policy.</p> <p>GC continues to examine school policies and support systems.</p> <p>Introduce and implement common language to support consistent practices using a PBIS model.</p> <p>GC reviews and proposes updated dress code policy and cell phone policy to implement during the 2019-20 school year.</p>	<p><u>Principal's Discretionary Fund:</u> Time sheet for GC work</p>
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LEA GOAL:

Goal 5-6: Graduate students who are college and career ready.

Goal 7: Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences.

Goal 8: Provide Foster Youth with academic resources and social emotional supports that result in their education outcomes mirroring that of the general population.

SCHOOL GOAL: Improve overall student mental health.

SLO #4 – Demonstrate individual responsibility and respectful behavior. Act ethically, responsibly, and respectfully, practicing principles of wellness and self-discipline.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>According to survey/ perception data:</p> <ul style="list-style-type: none"> • 87% of students report that homework is the biggest stressor, 71% report time management, 53% college acceptance, 46% parent pressure, and 23% peer pressure • 47% of staff indicated that student stress is one of the most overwhelming stressors for teachers and staff. • Minutes from Site Council and Governance Council where student stress has been a topic of concern. • Various parent groups, including PTSA, has also expressed concerns about student stress. 	<p>Students need support managing stress.</p> <p>CHS should consider ways to improve support for mental health-related issues.</p> <p>CHS can control some stress by reviewing classroom practices and school policies.</p>	<p>Survey Data, including Panorama survey</p> <p>Counselor-reported data</p> <p>Teacher feedback</p> <p>Student feedback</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Principal's Discretionary Fund</p>

STRATEGY: Promote a healthy school culture inside and outside the classroom.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Examine support systems and identify areas of concerns with students and staff, including policies that may cause student stress.	All stakeholders Governance Council Administration AVPs PBIS team	<p><u>2018-19:</u> Implement syllabi review process. Present behavior matrix to staff by PBIS team. Implement common language from behavior matrix. Departments and GCs discuss classroom/ school policies. Governance Council reviews and recommends updated tardy policy.</p> <p><u>2019-20:</u> Review and revise as needed. Incorporate more common language. Revise policies such as: cell phone policy, dress code.</p>	

STRATEGY: Identify a set of stress management skills that departments implement in their courses and students can implement during class and outside of class.

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

<p>Implement stress management techniques that can be supported in the classroom and outside of school.</p>	<p>Mental Health Team Counselors Teachers SOS Administration Students</p>	<p>2018-19: Mental health team identifies skills and/or techniques for managing stress and disseminates this information to teachers. Departments discuss information. 2019-20: Professional development is provided to staff. Departments implement strategies during class time. Some teachers may choose to create lessons or activities to develop concepts at a deeper level.</p>	
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Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site. If none describe your site, check no boxes.:

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

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$50,000	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (IDEA/ Special Education)	\$150,000	
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (CTE)	\$72,500	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$272,500	

Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$11,344	Title III funds may not be consolidated as part of a SWP
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$11,344	
Total amount of state and federal categorical funds allocated to this school		\$283,844	

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ralph Crame	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gregory Fung	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marianne Grandon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Braunstein	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Miskelly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruce Glatzel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nina Rasor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Pham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Liz Moore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cheryl Liu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Peter Trost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hanalei Pham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jason Liu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brianna Madback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	2	3	4

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
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: May 14, 2018.

Attested:

<u>Ralph Crame</u>	_____	_____
Typed name of School Principal	Signature of School Principal	Date

<u>Bruce Glatzel</u>	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date