

The Single Plan for Student Achievement

School: Lassen View Union Elementary
CDS Code: 52-71563
District: Lassen View Union Elementary School District
Principal: Jerry Walker
Revision Date: 11/9/15

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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The District Governing Board approved this revision of the SPSA on 11/18/2013.

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Title III Accountability (School Data)	15
Title III Accountability (District Data).....	16
Planned Improvements in Student Performance	17
School Goal #1.....	17
School Goal #2.....	25
School Goal #3.....	28
School Goal #4.....	31
School Goal #5.....	32
School Goal #6.....	33
School Goal #7.....	34
Centralized Services for Planned Improvements in Student Performance	35
Centralized Service Goal #1	35
Centralized Service Goal #2.....	36
Centralized Service Goal #3.....	37
Centralized Service Goal #4.....	38
Centralized Service Goal #5.....	39
Summary of Expenditures in this Plan.....	40
Total Expenditures by Object Type and Funding Source.....	40
Total Expenditures by Funding Source	41
Total Expenditures by Object Type.....	42
Total Expenditures by Goal	43
School Site Council Membership.....	44

School Vision and Mission

Lassen View Union Elementary 's Vision and Mission Statements

Lassen View School strives to promote success and positive self esteem for all students. We promote the value of hard work as well as the importance of treating people the right way. Our goal is to maintain positive self esteem for all students and to maintain and continue to support our core curriculum and special programs at Lassen View. These programs have been instituted to provide a varied and well rounded educational experience in the basic skills of reading, math, language, and the sciences in addition to exposure in the areas of music, physical fitness, art and computer science.

At Lassen View, we continually develop and update our core educational program to make learning a part of the real world. We hope to instill in our students a life-long thirst and appreciation for learning. We strive to prepare our students to become worthwhile and productive citizens of the future. Students will receive the education foundation that will prepare them to go to college if they so desire.

Lassen View has embraced the concept of No Excuses University by actively promoting a comprehensive model of college readiness to all students the moment they begin elementary school. Each classroom has adopted a college or university and the students have been provided t-shirts reflecting the No Excuses theme at Lassen View as well as other activities promoting college and higher education.

The schools' educational goals revolve around the Common Core State Standards. The staff, board and site council all believe it is imperative that students receive an education that prepares them for success in high school and gives them the tools for happiness later in life.

The Lassen View Mission statement is "Opening the door to lifelong success". Together with our community we provide a well-rounded education and inspire students to become successful, contributing members of society through: demonstrating respect, increasing knowledge, supporting collaboration, achieving beyond the standards, exhibiting integrity, being accountable, responding to a culture of high expectations and embracing diversity.

School Profile

Lassen View Elementary District is a small one-school district consisting of a K-8 elementary school. It is located in a rural farming area and is a central focus of the community. All of the students are bused to school or brought by parents as it is located on a busy highway. Many of the students' parents and grandparents attended Lassen View Elementary and there is much local pride in the school. Lassen View Elementary has approximately 310 students in K - 8th grade with a total of 15 full-time teachers which includes 13 general education classroom teachers, 1 Physical Education teacher, and 1 Student Success Coordinator. In addition, Lassen View has a 1/2 time music teacher and a 1/5 time school counselor.

Lassen View has an excellent reputation within the county and receives more interdistrict requests each year than it can accommodate. We are a Title I Schoolwide school and SBCP district and have chosen to block grant federal programs under REAP which has given the district greater flexibility.

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).

Input for this plan has come from staff and the school site council in coordination with the LCAP. The Local Control Accountability Plan (LCAP) was created with input from all stakeholders at the end of the 14-15 school year.

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 for the 2015-16 school year consist of following: informal classroom walk-throughs and formal lesson observations as part of the collective bargaining agreement process.

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)

State and local assessment results are used to modify instruction and improve student achievement. By grade level, we have identified our Essential Standards for Common Core Math and assess them on an on-going basis. For reading, we use the STAR Reading program to monitor progress as well as DIBELS for our identified at-risk students. With the new CAASPP Testing, we are still learning how to use those results to modify instruction.

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

The curriculum-embedded assessments are our primary way of monitoring math progress in our new adoption, Math Expressions. Treasures assessments are key components in monitoring English-Language Arts progress. With that data, teachers make classroom grouping decisions as well as identifying remedial groups in class or in after-school tutoring sessions.

Staffing and Professional Development

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

Currently, 100% of instructional staff meet the NCLB definitions for highly qualified staff.

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

Each time there is a new text book adoption, text book publishers are invited to the school to do inservice training. In the past 4 teachers have received AB465 training in Mathematics. The K-5 staff had an online training this year for our new math adoption and a trainer will be coming to the school on our next staff inservice day (January 4) to do an all day in-person training. Our 6th grade teacher is going to the County Office for training in our next CPM adoption.

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

Staff development and early release days (teacher articulation days-TAD) are used to assess student performance and address staff development needs. TAD days are the first and third Wednesday of each month. Teachers also have the opportunity to attend workshops as determined by individual need if approved by the principal.

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

Tehama County Department of Education is a resource that many teachers use when instructional assistance is needed. In addition, the staff works extremely well together to support each other. Grade level teams meet monthly to examine assessment data and pace their curriculum. During TAD Days, best practices and current studies are often discussed.

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

Teachers meet in grade level groupings on an as needed basis during TAD days and after student dismissal.

Teaching and Learning

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

Lassen View staff has been working to align curriculum, instruction and materials with the Common Core standards. All of the state adopted text books are aligned to content and performance standards. Materials are purchased to augment the texts.

LANGUAGE ARTS READING

All K-8 reading classes are taught using California State adopted textbooks and support curriculum material. K-6 uses Macmillan-McGraw Hill Treasures. Supplementary materials are Core Literature, Accelerated Reading, and Lexia. 7-8 uses Pearson supplemented with Lexia, and Accelerated Reader.

LANGUAGE ARTS WRITING

K-3 Treasures, Step up to Writing and journals(in response to science and history). K-8 uses Schoolwide writing assessments., 5th and 6th use Figuratively Speaking, Literature Circles and Performance Tasks. 7th-8th uses Write Institute. 6th-8th grade is using Habitudes (Character and Personal Development Curriculum) to supplement ELA curriculum.

MATHEMATICS

K-5 adopted Math Expressions this year and 6th-8th adopted College Preparatory Math (CPM). Supplemental materials are Accelerated Math, STAR Math, TenMarks Math, Math Facts in a Flash, and the math supports available in the core curriculum.

SCIENCE

K-5 State adopted McGraw Hill with supplemental materials; 6-8 Glencoe, Perfection Learning

SOCIAL STUDIES

K-3 Scott Foresman; 4-6 Harcourt; 7-8 Holt;

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

Lassen View meets the recommended instructional minutes for both reading/language arts and mathematics.

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

Grade levels meet to pace lessons and some general education teachers tutor after school. In addition, a Learning Lab was implemented this year and classroom schedules work in coordination with the Learning Lab's schedule. In the Learning Lab, students receive remedial instruction in reading and/or math.

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

We have standards-based instructional materials appropriate to all student groups at each grade level as well as intervention curriculum.

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)

Lassen View uses state-adopted curriculum in all subject areas. We also have intervention programs including Corrective Reading, Reading Mastery, Read Live, Seeing Stars, DIBELS, Accelerated Math, and Ten Marks Math.

Opportunity and Equal Educational Access

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

Instruction is differentiated to enable under-performing students to meet standards and to meet the needs of all students. Tutoring is available to all teachers to work with students after school who need extra support to be successful in the core curriculum. All identified at-risk students go to the Learning Lab for extra support and their gains are monitored on a regular basis. A certificated "Student Success Coordinator" was hired this year to assist students with remedial assistance and connecting with students (and parents) who are at-risk.

14. Research-based educational practices to raise student achievement

Teachers continue to attend professional development trainings as well as learn from each other. Best practices are additionally shared during (some) TAD and classified meetings. The mentality of the school is one of continued improvement and that our entire staff believes in life-long learning.

Parental Involvement

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

A Learning Center is available to assist all at-risk and below grade level students. There are classroom aides in all K-3 classes and some additional aide time was added for 4th-6th grade to support the larger class sizes. Parent conferences are held halfway through the first trimester and additional parent conferences are held for at-risk students. The Student Study Team process is used to align the school and family for student support. A school nurse is available 1 day a week. Parent helpers assist in some classrooms. There is a Booster Club and an after school SERRF program for students. Teachers tutor selected at-risk students after school. We have a Family Math Night, a Father-Daughter Dance and a Mother-Son Game Night. The phone app "Remind 101" is used by every teacher to text homework and other important classroom information. For parents of students in middle school, the Aeries student information system can be accessed online to keep track of grades. Accelerated Reader, Lexia and TenMarks are also web-based programs and available with any internet connection.

It has been necessary to provide time during the school day, before and after school tutoring and SERRF involvement for students to complete work. Many students will not complete homework if the additional time is not allowed at school. There is a lack of county resources, large class sizes 4-8; the need more tutoring help; attendance and health needs. There are many families still without internet access at home.

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 and school staff have the opportunity to review the Single Plan for Student Achievement and provide feedback and recommendations. In addition each time the School Site Council meets, members are able to provide feedback to the administration and staff regarding concerns or recommendations for school improvement.

The process for the Local Control Accountability Plan provides parents the opportunities to attend meetings, send emails, and/or communicate with the principal for ideas and input.

Funding

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

State and Federal categorical funds provide both services and materials to assist underperforming students to meet standards. In addition, funds are used to provide instructional aides to support low performing students..

18. Fiscal support (EPC)

Continue to monitor existing general and categorical funds and strategically budget funds in areas of greatest need including curriculum, intervention options and staff development.

Description of Barriers and Related School Goals

Some students come to school with high behavioral and academic needs. Some students are not provided academic assistance in the home for a variety of reasons, ie. language barrier, working parents, or family issues that prevent the child from receiving personal support with their school work. Lassen View encourages families to enroll students in our afterschool SERRF program as room is available. This program provides a homework hour where the students receive individual attention to complete their homework. Teachers also provide afterschool tutoring in small groups for additional support.

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	42	32	42	32	42	32	100.0	100
Grade 4	32	43	32	43	32	43	100.0	100
Grade 5	32	34	32	33	32	33	100.0	97.1
Grade 6	29	33	29	33	29	33	100.0	100
Grade 7	43	31	41	30	41	30	95.3	96.8
Grade 8	22	39	21	39	21	39	95.5	100
All Grades	200	212	197	210	197	210	98.5	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	2405.8	2419.3	21	19	7	19	33	38	38	25
Grade 4	2458.7	2469.0	13	26	41	16	22	28	25	30
Grade 5	2478.3	2477.4	13	6	22	45	25	21	41	27
Grade 6	2499.4	2549.4	3	15	34	39	38	30	24	15
Grade 7	2545.4	2523.7	10	7	44	27	27	47	20	20
Grade 8	2590.0	2564.2	19	13	43	41	29	28	10	18
All Grades	N/A	N/A	13	15	30	31	29	31	27	23

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	21	22	31	44	48	34
Grade 4	16	33	63	40	22	28
Grade 5	13	18	47	45	41	36
Grade 6	14	33	48	39	38	27
Grade 7	12	13	63	47	24	40
Grade 8	29	18	52	44	19	38
All Grades	17	23	50	43	33	34

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	14	22	40	38	45	41
Grade 4	9	26	63	47	25	28
Grade 5	13	15	50	48	38	36
Grade 6	10	36	45	48	45	15
Grade 7	15	23	63	57	22	20
Grade 8	38	26	43	59	19	15
All Grades	15	25	51	50	33	26

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	21	19	62	63	17	19
Grade 4	16	14	81	77	3	9
Grade 5	16	12	66	70	19	18
Grade 6	7	12	86	82	7	6
Grade 7	10	7	73	70	17	23
Grade 8	14	10	67	79	19	10
All Grades	14	12	72	74	14	14

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	14	19	60	56	26	25
Grade 4	16	14	56	65	6	21
Grade 5	22	12	59	76	19	12
Grade 6	3	30	79	61	17	9
Grade 7	20	13	71	67	10	20
Grade 8	29	23	71	56	0	21
All Grades	17	19	65	63	14	18

Conclusions based on this data:

1. There is a need for ongoing assessments aligned to the Common Core standards.
2. In Reading and Writing, there is a large number of students who scored "Below Standard".
3. The largest majority of students scored in the "At or Near Standard" area of the individual strands.

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	42	32	42	32	42	32	100.0	100
Grade 4	32	43	32	43	32	43	100.0	100
Grade 5	32	34	32	33	32	33	100.0	97.1
Grade 6	29	33	29	33	29	33	100.0	100
Grade 7	43	31	42	30	42	30	97.7	96.8
Grade 8	22	39	22	39	22	39	100.0	100
All Grades	200	212	199	210	199	210	99.5	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	2425.2	2429.3	17	19	26	34	24	19	33	28
Grade 4	2451.3	2468.2	0	12	34	23	38	49	28	16
Grade 5	2467.7	2473.3	3	18	13	12	53	24	31	45
Grade 6	2481.6	2537.5	7	21	10	24	38	27	45	27
Grade 7	2561.7	2513.6	21	10	29	17	36	37	14	37
Grade 8	2607.8	2603.1	36	31	27	31	27	21	9	18
All Grades	N/A	N/A	14	19	24	24	36	30	27	28

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	19	25	43	38	38	38
Grade 4	22	16	34	44	44	40
Grade 5	9	21	38	24	53	55
Grade 6	10	33	31	24	59	42
Grade 7	24	13	45	33	31	53
Grade 8	41	44	50	36	9	21
All Grades	20	26	40	34	40	40

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	24	31	52	44	24	25
Grade 4	6	19	50	51	44	30
Grade 5	6	6	53	48	41	45
Grade 6	7	24	28	42	66	33
Grade 7	24	20	71	50	5	30
Grade 8	41	38	50	51	9	10
All Grades	18	23	52	48	30	29

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	26	28	45	53	29	19
Grade 4	9	16	47	63	44	21
Grade 5	6	12	63	55	31	33
Grade 6	7	24	59	58	34	18
Grade 7	21	7	71	63	7	30
Grade 8	32	44	59	44	9	13
All Grades	17	22	57	56	26	22

Conclusions based on this data:

1. Lassen View made the decision not to stay with last year's piloted adoption. That was a good decision.
2. Middle school scored much higher than other grades.
3. Professional development should still focus on math.

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				***				***	***						
1				***	25	25		75	75						
2				20	***	***	60		***	20					
3			***	50	50		25	17	***		33		25		
4	***				***		***	***	***						
5	***	***	***	***				***	***						
6	***	***	***									***			
7	75	***		25											
8	***	***													
Total	42	30	21	29	30	11	21	30	63	4	9	5	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				33			33	80		33				20	
1				***	20			80							
2				20	***		60			20					
3				50	50		25	17			33		25		
4	***				***		***	***							
5	***	***		***				***							
6	***	***													
7	75	***		25											
8	***	***													
Total	34	25		28	25		24	39		10	7		3	4	

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			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

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

Conclusions based on this data:

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

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			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

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: Language Arts and Math
LEA GOAL:
All students will show Proficiency or advancement towards Proficiency in Language Arts and Math
SCHOOL GOAL #1:
Increase Language Arts and Math achievement
Increase number of students who score Standards Met or higher on the CAASPP, increase the number of students who score at grade level or above on the STAR Reading and Math assessments, show progress for students in the Learning Lab on assessments and programs (DIBELS, Read Live, TenMarks Math)
Data Used to Form this Goal:
CAASPP Results, STAR Reading and Math results, other assessment data (DIBELS, TenMarks Math, Read Live, ESGI), CELDT Testing
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CAASPP Results, Trimester monitoring of the following: STAR results, ESGI results, DIBELS monitoring, TenMarks Math results, Accelerated Reader and Math progress, Read Live progress, Math Expression Unit results, Treasures assessment results, Writing Prompts scoring

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Alignment of Instruction with Content Standards Continue to align ELA Materials to Common Core Standards Refine report card to better reflect student mastery of content standards	8/15-6/16	Teachers, TCDE consultants, administration			Common Core	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use science and social studies curriculum to integrate ELA Common Core Standards</p> <p>Teacher evaluations will focus on Common Core Standards and pedagogy of Common Core (critical thinking skills, collaborative learning)</p> <p>Identification of Essential Standards for Math</p>						
<p>2. Use of Instructional Materials to Support Student Achievement</p> <p>All core curriculums are state adopted</p> <p>LEXIA Core 5 for K-6</p> <p>Purchase Accelerated Reader and Accelerated Math</p> <p>Emphasize vocabulary development</p> <p>Use of a web-based typing program for typing tutorials</p> <p>Purchase of TenMarks Math web-based program</p> <p>Purchase of Read Live web-based program</p> <p>Purchase of Seeing Stars reading program</p>	8/15-6/16	Teachers, Principal, Classified Classroom Aides	<p>Lexia is purchased every three years (8/31/13-8/30/16)</p> <p>Renaissance Learning is purchased every two years. Accelerated Reader is one of the Renaissance Learning products. 07/01/14-06/30/16</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Rural Education Achievement Program (REAP)</p> <p>Rural Education Achievement Program (REAP)</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Extended and Supplemental Learning Time</p> <p>Tutoring by staff after school targeting students who need extra support for success in general education curriculum</p> <p>Encourage participation in SERRF program after school</p> <p>Learning Lab participation for identified students Monday through Thursday</p> <p>Use of support staff for small group learning opportunities in Learning Lab</p> <p>Cross-age reading buddies</p> <p>Use of instructional aides to support classroom teacher and work with students in small groups</p> <p>Push in support by ELD aide</p> <p>Students receive No Excuses and college shirts</p>	8/15-6/16	Teachers, Classified Aides, TCDE After-School Staff	<p>Tutoring salary and benefits</p> <p>Reading Mastery aid salary and benefits</p> <p>Resource Specialist billback minus RSP aide reimbursement (50%)</p> <p>Community Day salary and benefits for teacher and aide (50%)</p> <p>Instructional aides salary and benefits (50%)</p> <p>Bilingual aide salary and benefits (10%)</p> <p>No Excuses t-shirts and college t-shirts for all students</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>7000-7439: Other Outgo</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>Special Education</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>Title I Part A: Allocation</p> <p>Title III</p> <p>LCFF - Supplemental</p>	<p>2800</p> <p>13250</p> <p>9255</p> <p>61129</p> <p>42725</p> <p>609</p> <p>2500</p>
<p>4. Increased Access to Technology</p> <p>Purchase Chromebooks and</p>	8/15-6/16	Teachers, Administration, Tech Support,	Laptop purchase	4000-4999: Books And Supplies	LCFF - Base	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Chromebook storage for classroom use</p> <p>Use of an online typing tutorial program</p> <p>Use of student emails and Google Docs</p>			<p>Chromebook purchases include 2 revolving carts of 32 units for 5-6th grade and 7-8th grade classes. Each K-4 class has 5 units purchased along with a storage container for them</p> <p>Charter cabling for Internet installation (after 80% e-rate discount)</p>	<p>4000-4999: Books And Supplies</p> <p>6000-6999: Capital Outlay</p>	<p>Common Core</p> <p>LCFF - Base</p>	<p>29000</p> <p>38000</p>
<p>5. Staff development and professional collaboration</p> <p>Teacher team and principal to attend Leadership Matters training sponsored by TCDE</p> <p>Teachers meet on TAD days for collaboration on curriculum and instructional strategies</p> <p>Use County Department of Education consultants for identified needs</p> <p>Teachers to attend County workshops as available</p> <p>Send staff to workshops and trainings for identified needs</p> <p>BTSA for new teachers</p> <p>Summer training opportunities for the many professional development needs (Common Core, ELD/ELA, CCSS, Habitudes, Classroom Management,</p>	1/1/2012 - 1/31/2013	Teachers, Administration, TCDE Consultant	<p>Professional development</p> <p>Professional development</p> <p>TAD day (extra amount for 1/2 time teachers)</p> <p>BTSA cost for one teacher and Support Provider</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>Common Core</p> <p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1500</p> <p>2000</p> <p>1000</p> <p>3200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology, and other identified needs						
6. Involvement of Parents and Community	8/14-6/15	Administration, Teachers, Parents, Office Staff	Week at a Peek salary and benefits	2000-2999: Classified Personnel Salaries	LCFF - Base	3000
Use of parents as volunteer classroom aides			Document Tracking Service contract	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	390
Parent/teacher conferences and report cards						
Back to School Night and Open House			Blackboard Connect contract	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	750
Week at a Peek newsletter						
Accountability report card			Math Night	None Specified	Parent-Teacher Association (PTA)	250
Accelerated Reading online - Parents able to monitor student progress online.						
Remind 101- homework and school information texted to phones of parents in a class						
Weekly outreach using all call phone, text, and email system (Blackboard Connect)						
Family Math Night						
District website						
Use of the Parent Portal for Aeries grading program						
Parent Booster Club						
Electronic marquee that sits on						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
highway for school information						
<p>7. Auxiliary Services for Parents and Students</p> <p>Services include speech pathology, school nurse, counseling support, resource teacher, school psychologist, and student success coordinator</p> <p>Contract with county coop for categorical support</p> <p>Student Study Team process for students with concerns</p> <p>Bilingual and special education aides</p> <p>Field trips to augment instruction</p>	8/15-6/16		<p>Speech services through the billback</p> <p>Nurse contracted through Tehama County Department of Education (50%)</p> <p>School Counselor (50%)</p> <p>School Psychologist (100%)</p> <p>Co-op contract fee</p> <p>Resource Teacher (part of billback) see #3 above</p> <p>Aide time (see #3 above)</p> <p>Fieldtrips</p>	<p>7000-7439: Other Outgo</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>7000-7439: Other Outgo</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Base</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Base</p> <p>Parent-Teacher Association (PTA)</p>	<p>9500</p> <p>10372</p> <p>5075</p> <p>3000</p>
<p>8. Monitoring Program Effectiveness</p> <p>TAD days are frequently devoted to examination of local and state assessment data by grade level and curriculum</p> <p>Writing prompts multiple times a year</p> <p>Student charts in classrooms</p>	8/15-6/16					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance improvement and honor roll rewards Parent and student surveys						
9. Targeting Services and Programs to Lowest-Performing Student Groups After-school tutoring Learning Lab for students with remedial needs Student Success Coordinator who provides in-class support, out-of-class support, contacts parents, and coordinates services for students and families for academic and emotional needs Use of classroom, bilingual, and special education aides Use of RST and Student Success Coordinator for additional support/instruction Use of Lexia for differentiated instruction Use of Imagine Learning for second language and remedial needs Use of TenMarks Math for differentiated instruction	8/15-6/16					
10. Support of ELD Students	8/15-6/16					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD instruction in general education classrooms Vocabulary development Push-in bilingual aide support Implementation of web-based language support software once one is identified as meeting the needs of the students at school Remedial support as identified by need of each individual student						

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: School Culture- Physical and Emotional Safety
LEA GOAL:
Lassen View will provide students a safe and positive culture so learning can take place at high levels.
SCHOOL GOAL #2:
Lassen View will provide students a safe and positive culture so learning can take place at high levels.
Data Used to Form this Goal:
Best practices data, suspension rates, behavioral referral and ticket rates, bullying complaints
Findings from the Analysis of this Data:
School culture is extremely important for academic achievement, attendance rates, and positive feelings about school
How the School will Evaluate the Progress of this Goal:
Monthly attendance data, suspension data, ticket and referral rates, reports of bullying, playground concerns as reported by campus supervision, bus violations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. A Student Success Coordinator was hired (in place of a Community Day School Teacher) to support students with behavioral and academic needs. The goal is for the SSC to intervene before situations rise to a higher level.	8/15-6/16	Student Success Coordinator	Professional Development and sub cost	5800: Professional/Consulting Services And Operating Expenditures	Common Core	1000
			Bilingual aide and benefits (90%)	2000-2999: Classified Personnel Salaries	Title III	4868
			aides salary and benefits for Reading Mastery (20%)	2000-2999: Classified Personnel Salaries	Special Education	6621
			Supplies	4000-4999: Books And Supplies	Lottery: Instructional Materials	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Imagine Learning- 5 licenses to begin with	5800: Professional/Consulting Services And Operating Expenditures	Rural Education Achievement Program (REAP)	750
<p>2. Social skill training</p> <p>The program "Habitudes" was purchased to use with students in grades 6-8 to support social skills.</p> <p>The Student Success Coordinator works with individual students and whole classes on bullying prevention activities.</p> <p>Provide students anti-bullying assemblies and activities to promote positive behavior as they become available.</p>						
<p>3. Recognition of positive behavior and hard work</p> <p>Student of the Month assemblies</p> <ul style="list-style-type: none"> • Student of the Month • Treating People the Right Way • Hard Work Award <p>Trimester attendance award assemblies</p> <p>Honor/Merit roll recognition</p> <p>Elks Student of the Month luncheons</p> <p>ACSA Student of the Year award</p>						
<p>4. Monthly drills to prepare students for emergency situations</p> <ul style="list-style-type: none"> • Fire drills (one per month) 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Code Red and Code Yellow drills (one per month) Earthquake drills (one per year) 						
<p>5. Use of surveys to provide information to administration and staff</p> <ul style="list-style-type: none"> Parent surveys Student surveys Staff surveys 						
<p>6. Develop and maintain a culture where college and higher education is attainable for all students.</p> <p>No Excuses T-Shirts</p> <p>College T-Shirts</p> <p>Visit from Chico State ITEC program</p> <p>College visits</p> <p>Leadership days</p>						

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: Broad Course of Study to Support Core Curriculum
LEA GOAL:
Ensure students have access to a broad course of study for a well-rounded education.
SCHOOL GOAL #3:
Students will have access to a broad course of study for a well-rounded education.
Data Used to Form this Goal:
This goal was identified as a need by the Board, parents, and staff as part of the LCAP process.
Findings from the Analysis of this Data:
All students at Lassen View meet their PE minutes, get opportunities to participate in music and art, and have web-based software to provide remedial and advanced opportunities
How the School will Evaluate the Progress of this Goal:
The data from web-based programs and the continued involvement of students in PE, Music, Art, and Sports.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Students will have opportunities in subjects that are not part of the core curriculum for a well-rounded education.</p> <p>Students will meet their mandated minutes (200 over a 10 day period) in grades 1-8.</p> <p>Students in all grades will have the</p>	8/15-6/16	PE Specialist, Music Teacher, and General Education Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>opportunity to participate in music education.</p> <p>Students in all grades will have the opportunity to participate in art activities.</p>						
<p>2. Lassen View has partnered with Dye Creek Preserve to provide outdoor learning opportunities to enhance classroom education.</p> <p>The plan for this year is to have 3 field trips for 1st, 4th, and 7th grades, focusing on different learning opportunities each time.</p>	8/15-6/16	Administration, Dye Creek personnel, classroom teachers,				
<p>3. Web-based software will provide remedial and accelerated learning opportunities for students.</p> <p>Accelerated Reader and Math TenMarks Math Read Live Lexia Core 5 Typing</p> <p>Will consider enrichment programs like chess or foreign language</p>	8/15-6/16	Administration, teachers	Booster Club supported Math Night with gift cards and dinner at a nominal fee.			
<p>4. Middle school students will have the opportunity to play sports with the expectation of at least a 2.0 grade point average with behavior expectations.</p>	8/15-6/16					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Lassen View will consider having summer field trips to provide background experiences for our students.	8/15-6/16					

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:
Student / staff survey

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 #6

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 #6:
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 #7

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
4000-4999: Books And Supplies	Common Core	29,000.00
5000-5999: Services And Other Operating	Common Core	2,000.00
5800: Professional/Consulting Services And	Common Core	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
4000-4999: Books And Supplies	LCFF - Base	15,000.00
5800: Professional/Consulting Services And	LCFF - Base	7,340.00
6000-6999: Capital Outlay	LCFF - Base	38,000.00
7000-7439: Other Outgo	LCFF - Base	9,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	74,301.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,500.00
7000-7439: Other Outgo	LCFF - Supplemental	14,330.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000.00
None Specified	Parent-Teacher Association (PTA)	250.00
5800: Professional/Consulting Services And	Rural Education Achievement Program	750.00
2000-2999: Classified Personnel Salaries	Special Education	19,871.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	42,725.00
2000-2999: Classified Personnel Salaries	Title III	5,477.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	32,000.00
LCFF - Base	73,840.00
LCFF - Supplemental	92,631.00
Lottery: Instructional Materials	1,000.00
Parent-Teacher Association (PTA)	250.00
Rural Education Achievement Program (REAP)	750.00
Special Education	19,871.00
Title I Part A: Allocation	42,725.00
Title III	5,477.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	75,301.00
2000-2999: Classified Personnel Salaries	71,073.00
4000-4999: Books And Supplies	47,500.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating	9,090.00
6000-6999: Capital Outlay	38,000.00
7000-7439: Other Outgo	23,830.00
None Specified	250.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	254,305.00
Goal 2	14,239.00

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
Veronica Tating				X	
Amber Ellenberger				X	
Kim Hickok		X			
Ginger Gilchrist				X	
Dan Jackson		X			
Kassidy Fox		X			
Shanna Rocha			X		
Jerry Walker	X				
Kristine Schorovsky				X	
Tonya Robinson				X	
Numbers of members of each category:	1	3	1	5	

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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X 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 11/18/15.

Attested:

Jerry Walker

Typed Name of School Principal

Signature of School Principal

Date

Dan Jackson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date