

# The Single Plan for Student Achievement

**School:** Woodbine Elementary School  
**CDS Code:** 34-67439-6034334  
**District:** Sacramento City Unified School District  
**Principal:** Jacquie Bonini  
**Revision Date:** January 13, 2015

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:** Jacquie Bonini  
**Position:** Principal  
**Phone Number:** (916) 433-5358  
**Address:** 2500 52nd Avenue  
Sacramento, CA 95822  
**E-mail Address:** Jacquie-Bonini@scusd.edu



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

## Sacramento City Unified School District

### **School Description and Mission Statement (most recent year)**

Woodbine Elementary School is a small school with a very big vision; to be one of the best schools in the district! Woodbine has been supported for years by a community of caring families who value education. We are also fortunate to have a staff of skilled and dedicated teachers who deliver quality instruction to students every day.

Our program is structured around high expectations of all staff and students. Through the implementation of the Common Core Standards, Woodbine provides targeted English-Language Arts and Math instruction to meet all students' needs. We are proud of our students and their families for their dedication to education!

The diversity of Woodbine's enrollment and community makes us a culturally rich learning environment for all students. Family activities are scheduled each month to foster a strong parent/school relationship. Parents are invited to the principal's monthly Stop and Chat meetings. ELAC and School Site Council meetings are also held monthly. Our parent advocate supports families helping with attendance, uniforms and referrals to community resources. Students also have a variety of opportunities. ASES provides after school care, homework assistance and enrichment opportunities including sports and the arts. Teachers provide tutoring for struggling students.

The Woodbine Wildcats are a family of students, staff, parents and members of the community on a mission to achieve excellence. Woodbine students continue to achieve and succeed!

## School and Student Performance Data

### Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	704	706	706
African American	677		
American Indian			
Asian	784		
Filipino			
Hispanic	677		
Pacific Islander	744		
White	648		
Socioecon Disadvantaged	704		
English Learners	696		
Students w/ Disabilities	576		

\*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

### 2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	7	2	13	12	80	15
<b>1</b>			3	30	5	50			2	20	10
<b>2</b>			2	8	8	31	11	42	5	19	26
<b>3</b>			1	6	9	56	4	25	2	13	16
<b>4</b>	1	5	3	14	12	57	2	10	3	14	21
<b>5</b>	1	5	7	33	10	48	1	5	2	10	21
<b>6</b>	2	10	4	20	9	45	2	10	3	15	20
<b>Total</b>	4	3	20	16	54	42	22	17	29	22	129

## School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

### Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>56%</b>	<b>20.1%</b>	<b>45.1%</b>	<b>78.0%</b>	<b>78.2%</b>
# Annual Testers	131	131	131	131	131
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	131	128	37		
# Met AMAO	79	26	8		
% Met AMAO	60.3%	20.3%	21.6%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>57.5%</b>	<b>21.4%</b>	<b>47.0%</b>	<b>89.0%</b>	<b>89.1%</b>
# Annual Testers	110	110	110	110	110
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	110	91	36		
# Met AMAO	36	10	6		
% Met AMAO	32.7%	11.0%	16.7%		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>59.0%</b>	<b>22.8%</b>	<b>49.0%</b>	<b>100%</b>	<b>100%</b>
# Annual Testers	99	99	99	99	99
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	99	84	41		
# Met AMAO	42	10	11		
% Met AMAO	42.4%	11.9%	26.8%		

\*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

**School and Student Performance Data**

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	704		696		704			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 <sup>th</sup> grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		5.80%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.17%							



Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	2							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			7.1%					
	API	Maintain: ALL, EL, SES until API is revised	704		696		704			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

**For Schools in Program Improvement:**

What are the specific issues that caused the school to be identified in Program Improvement?

Woodbine Elementary failed to meet the AMO's in ELA and math and has fallen into Program Improvement.

## District LCAP Goals and Actions

<b>Goal 1: Increase percent of students who are on track to graduate college and career ready.</b>
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
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Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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<b>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</b>
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Action 2.1: Students will be provided cleaner, better maintained learning environments.
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Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
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Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.
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<b>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</b>
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Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
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Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.
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**2014-15 Allocations of Funds**

**Allocations of Funds**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Allocation	\$68,833	0.00
LCFF LEP	\$27,201	0.00
LCFF F/R	\$88,233	0.00

## Planned Improvements in Student Performance

### School Goal #1

<b>District/LCAP GOAL:</b>
Action 1.1 : Provide standards aligned curriculum
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
<b>SCHOOL GOAL #1:</b>
Every student will show a minimum of one year's growth in English Language Arts and Math by the end of the 2015-2016 school year.
<b>Data Used to Form this Goal:</b>
Past CST scores and Benchmark Assessments and site assessments such as fluency rates, BPST and math curriculum assessments, i-Ready assessments
<b>Findings from the Analysis of this Data:</b>
There is a need for consistent assessment to measure student progress Students have not made academic progress for a variety of reasons: <ul style="list-style-type: none"><li>• Many students require intensive intervention</li><li>• Curriculum and instruction not consistently standards aligned</li><li>• On-going professional development is necessary for instructional staff</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
Benchmark Assessments, SBAC scores and site assessments such as fluency rates, BPST, Reading Lions, i-Ready assessments and math curriculum assessments
<b>Parent Engagement Activities Related to this Goal:</b>
<ul style="list-style-type: none"><li>• Parent will have opportunities to attend parent workshops to learn about Common Core Standards</li><li>• Parents will be informed of their child's individual progress and what strategies they can use at home to support their child.</li><li>• Parents will be notified about school data as it relates to school goals.</li><li>• Parents will be invited to celebrate the success of their child at school.</li></ul>
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
The focus of all activities is to improve student achievement in ELA and Math.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
School staff to use student data (assessment scores, student work) to collaborate with grade level teams to assess student progress and plan instruction and intervention.	Principal and all teachers	Substitutes for teacher collaboration time	Title I Part A: Allocation	3824	All	Grade level teams will consistently meet to discuss student data and instruction.  Student portfolios will be used to assess student progress.  Principal to share school-wide data with staff.  Principal to attend CPT/grade level planning when possible
		Compensation for staff collaboration outside the school day	LCFF F/R	4902		
School Staff to identify and plan rigorous instruction around Common Core Standards in ELA and Math	Principal and all teachers	Substitutes for teachers to attend professional development opportunities	Title I Part A: Allocation	7648	All	Grade level teams will consistently meet to plan Common core aligned instruction.  Principal will observe lessons and provide feedback.  Staff will have opportunities for peer observations and academic rounds.
		Substitutes for release time for grade level planning Supplemental instructional materials Compensation for staff collaboration outside the school day	LCFF F/R	9804		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
School Staff to implement interventions for students achieving below grade level	Principal, all staff, parents and students	Before/after school tutoring	Title I Part A: Allocation	9560	All	All students working below grade level will receive appropriate, targeted intervention(s).  Principal to share school-wide data with staff.
		Use of instructional aides	LCFF LEP	4533		
		i-Ready for ELA and Math	LCFF F/R	12255		
		Use of supplemental instructional materials				
		Use of technology				
		Compensation for staff collaboration outside the school day				

## Planned Improvements in Student Performance

### School Goal #2

<b>District/LCAP GOAL:</b>
Action 1.1 : Provide standards aligned curriculum
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
<b>SCHOOL GOAL #2:</b>
Every English Language Learner will grow at least one proficiency level on the CELDT.
<b>Data Used to Form this Goal:</b>
CELDT scores
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Students lack academic language</li><li>• Students require intervention</li><li>• Teachers struggle to integrate ELD and ELA standards</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT scores, Benchmarks, curricular assessments
<b>Parent Engagement Activities Related to this Goal:</b>
<ul style="list-style-type: none"><li>• Parents will be informed about their child's academic progress and strategies they can use at home.</li><li>• Parents will have opportunities to attend workshops to learn about Common Core Standards and the ELD Standards</li><li>• Parents will be invited to celebrate the success of their child at school.</li></ul>
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
English Learner is a significant sub-group for Woodbine.



Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
ELD standards will be effectively taught daily to every non- redesignated English Learner either through the use of the district adopted ELD curriculum or successfully and purposefully integrated into ELA instruction			Title I Part A: Allocation	7648	EL	Teachers will use multiple assessments as well as CELDT data to determine EL student progress.  Grade level teams will consistently meet to discuss student data and plan for instruction.  Principal will observe lessons and provide feedback.
		Substitutes for teachers to attend professional development opportunities	LCFF LEP	4533		
		Substitutes for release time for grade level planning	LCFF F/R	9804	EL	
		Supplemental instructional materials			EL	
		Bilingual instructional aides Compensation for staff collaboration outside the school day			EL	
Teachers will use a variety of instructional strategies to meet the needs of their EL students. ie: SDAIE, TPR, TPS, gestures, use of instructional aides			Title I Part A: Allocation	7648	EL	Teachers will use multiple assessments as well as CELDT data to determine EL student progress.  Grade level teams will consistently meet to discuss student data and plan for instruction.  Principal will observe lessons and provide feedback.
		Substitutes for teachers to attend professional development opportunities	LCFF LEP	4533	EL	
		Substitutes for release time for grade level planning	LCFF F/R	9804	EL	
		Supplemental instructional materials			EL	
		Bilingual instructional aides			EL	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
		Compensation for staff collaboration outside the school day				
School Staff to provide specific interventions to EL students who are not achieving at expected levels in ELA or Math.		Bilingual instructional aides	Title I Part A: Allocation	5736	EL	All students working below grade level will receive appropriate, targeted intervention(s).  Principal to share school-wide data with staff.
		Before/after school tutoring	LCFF LEP	4533	EL	
		i-Ready for ELA and Math	LCFF F/R	7353	EL	
		Supplemental instructional materials			EL	
Primary language support will be available for students and parents speaking Spanish and Hmong.		Bilingual instructional aides	Title I Part A: Allocation	1912	EL	Notices to go home will be translated into Spanish.  Increase in attendance of Parent/Teacher conferences
		Parent Advisor	LCFF LEP	4533		
			LCFF F/R	2451		

## Planned Improvements in Student Performance

### School Goal #3

<b>District/LCAP GOAL:</b>
Action 2.2: All schools will become safer
<b>SCHOOL GOAL #3:</b>
Implement Social Emotional Learning and maintain a positive school climate as evidenced by decreased behavior citations and suspensions.
<b>Data Used to Form this Goal:</b>
Citations and suspension data, attendance data
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Students have difficulty handling conflict</li><li>• Students need to be taught explicit social skills</li><li>• Not all students know the school rules</li><li>• Some students miss too many days of instruction.</li><li>• Some students lack the basic necessities to be successful in school: uniforms, school supplies, backpacks.</li><li>• Families would benefit from District resources such as Connect Center, Parent Leadership Pathways</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
Comparing behavior and attendance data to previous school years, attendance at parent/teacher conferences and parent participation at district workshops
<b>Parent Engagement Activities Related to this Goal:</b>
Parents will have opportunities to attend parent workshops to learn about Social Emotional Learning and the Caring School Community program.
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
Social Emotional Learning and social skills development will promote a safe, happy environment for students, staff and parents. Students will be ready to learn.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
The continued implementation of the Caring School Community program which includes weekly class meetings, buddy class projects, Success Tickets and weekly school-wide drawing.	Principal, teachers, school staff	Social skills curriculum	Title I Part A: Allocation	9561	All	Principal will observe lessons and provide feedback  Grade level teams will consistently meet to discuss student behavior and ways to integrate SEL into the academic curriculum.  Teachers and principal to have weekly drawing for students who have received Success Tickets.
		Success Tickets and prizes			All	
		Substitutes for release time for grade level planning	LCFF F/R	12255	All	
		Parent Advisor				
Student behavior data will be monitored throughout the school year looking for trends and/or students needing interventions.	Principal, teachers, school staff	Compensation for staff collaboration outside the school day	Title I Part A: Allocation	1912		Every trimester, principal will collect, disaggregate, and analyze data by grade level and ethnicity and present to staff.
			LCFF F/R	2451		
Attendance to be closely monitored and interventions put in place as necessary.	Principal, teachers, school staff	Parent Advisor	Title I Part A: Allocation	3824		Attendance letters will be sent and phone calls to parents made.  SARTs and SARBs will be scheduled as needed.  Perfect attendance
		Instructional Materials	LCFF F/R	4902		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
					to be acknowledged for students.
Parent Resource Center to continue to connect parents to district and community resources, computer access, and distribute school uniforms for students.	Principal, Parent Advisor	Parent Advisor	Title I Part A: Allocation	3824	Records are kept for uniform distribution and parent use of the Parent Resource Room.
		Instructional materials	LCFF LEP	4536	
		Bilingual Instructional Aides	LCFF F/R	4902	
Plan and conduct whole school activities to promote school community and celebrate success	Principal, teachers, school staff	Instructional Materials	Title I Part A: Allocation	5736	
		Woodbine t-shirts			
		Field Trips	LCFF F/R	7350	

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF F/R	88,233.00
LCFF LEP	27,201.00
Title I Part A: Allocation	68,833.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
Goal 1	52,526.00
Goal 2	70,488.00
Goal 3	61,253.00

## 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
Robert Martinez				X	
Veronica Martinez				X	
Mike Skanks, Sr.				X	
Linda Pham				X	
Norma Arreola				X	
Jacquie Bonini	X				
Tina Aasen		X			
Kaci Headington		X			
Steven Roberts		X			
Mary Sandlin			X		

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.



## Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

### Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

## 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)**:
  - 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):  
Site Based Decision Making Team \_\_\_\_\_  
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 01/20/15.

Attested:

Jacque Bonini

Typed Name of School Principal

*Jacque Bonini*

Signature of School Principal

1/20/15

Date

Mike Skanks Sr.

Typed Name of SSC Chairperson

*Mike Skanks Sr.*

Signature of SSC Chairperson

1-20-15

Date