

The Single Plan for Student Achievement

WILLOWS HIGH SCHOOL

11-62661-1132861
CDS Code

Date of this revision: February, 2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Willows Unified School District

The District Governing Board approved this revision of the School Plan on April, 2009

School Vision and Mission Statement

“TO ASSIST TODAY’S STUDENTS WITH TOMORROW’S CHALLENGES”

Willows High School is a four-year comprehensive high school with a six-year accreditation beginning in 2006. We pride ourselves in preparing students for several different avenues beyond high school. We prepare students to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students’ success in mind.

Development of Single Plan for Student Achievement

As we move toward developing a plan that addresses the needs of our students, the following information will be used for discussion to determine practices, policies, and procedures to maintain a cycle for continuous improvement:

- Review Programs Funded through the Consolidated Application
- Programs Included in this Plan and Funding
- Analyze Current Instructional Program
- Analyze Demographic Data
- Analyze Student Performance
- Conclusion of Student Performance
- Goals

Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- Economic Impact Aid
- Pupil Retention Block Grant
- School Safety & Violence Prevention Act
- School and Library Improvement Block Grant

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III, LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs

Programs Included in this Plan and Funding

State Programs		Allocation
X	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 14,505
X	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school through intervention	\$ 3,560
X	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 5,000
X	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 28,610
Total amount of state categorical funds allocated to this school		\$ 51,675

Federal Programs under No Child Left Behind (NCLB)	Allocation
X Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 112,376
X Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 4,396
X Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 2,624
X Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 1,436
X Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 1,623
X Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 748
Total amount of federal categorical funds allocated to this school	\$ 123,203
Total amount of state and federal categorical funds allocated to this school	\$ 174,878

Demographic Data

Students by Ethnicity Willows High School, 2007-08			
	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	22	4.1%	3.3%
Asian	43	8.1%	7.1%
Pacific Islander	3	0.6%	0.4%
Filipino	2	0.4%	0.2%
Hispanic	168	31.5%	39.5%
African American	3	0.6%	0.8%
White	290	54.3%	48.5%
Multiple/No Response	3	0.6%	0.2%
Total	534	100%	100%

Special Programs Willows High School, 2007-08			
	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	17	3.2%	16.4%
Free/Reduced Price Meals¹	222	41.6%	56.4%
Title I	Yes, Schoolwide Plan	100%	--

Languages of English Learner Students Willows High School, 2007-08		
	Number of Students	Percent of Enrollment
Spanish	10	1.9%
Hmong	3	0.6%
Russian	2	0.4%
Lao	1	0.2%
All Other	1	0.2%
Total	17	3.2%

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Departments meet regularly to refine and align their curriculum with the state standards. All core curriculum courses have adopted new textbooks that are aligned with the California State Standards within the last six years. This is an ongoing process and texts and materials are continually being updated. The English/Language Arts Department recently adopted new materials and the Science Department is currently evaluating materials for a future adoption.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based instructional materials are available to all student groups. Recent purchases of textbooks and materials have addressed the issue of materials that are appropriate for student learning of the standards. Supplemental materials are also available through Title I and other categorical funds.

3. Alignment of staff development to standards, assessed student performance and professional needs:

All staff development activities are directed toward standards, student performance, teaching standards, and addressing the individual and group needs of our students. Some of the most recent professional development trainings include:

- *Curriculum Alignment to Standards, Data Driven Curriculum, Curriculum and Instruction Workshop, Working with Poverty Students, Poverty & The Student – The Cycle, Improving AYP/API Scores through Departmental Change, WASC Training, Cross Cultural Language Academic Examination Training, Math and Reading Workshops, Expository Writing Class – Step Up To Writing, CLAD Training*
- *Vocational Education Teacher workshop, ROP Conference, ROP Standard to Course Outline Workshop, ROP Grant Writing Standard Procedures, California Career Technical Educational Standards & Framework Group for Agriculture & Natural Resources (State member)*
- *Local Technology Workshops (sponsored by Willows Unified) – Digital Camera, PowerPoint, Web Design*
- *504 Training, Self Mutilation, Suicide Prevention/Awareness, Oppositional Defiant Child*

4. Services provided by the regular program to enable Underperforming students to meet standards:

Within the regular program, teachers utilize differentiated instruction to meet student's needs. Through classroom assessments and/or standardized tests, students who demonstrate low achievement are identified and placed in an additional reading or math class during the regular day. A credentialed teacher offers evening tutorial at least three nights a week and many teachers offer before and after school tutoring funded by Title I. In addition, CAHSEE tutorial programs are provided for all 11th and 12th graders

prior to the state exam. These tutorials take place during school hours, after school, and on Saturdays in both English and Math.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

The before and after school intervention programs, the evening tutorials, and the specialized reading and math computer software programs help enable students to receive additional assistance to meet the state standards and/or to accelerate learning and are all supported by categorical funds.

6. Use of state and local assessments to modify instruction and improve student achievement:

Within the departments, teachers use data to improve and modify instruction. Teachers and administrators analyze data, critique and adjust lesson plans, course of studies, assessments, and curriculum to address student needs. Within each department, teachers utilize individual assignments, problem based learning, discovery learning, cooperative learning, simulations, project based learning and critique and analysis to assess student learning.

7. Number and percentage of teachers in academic areas experiencing low student performance:

There are students in all classes whose scores are below “basic” on STAR Assessments. This is an ongoing concern and is identified as a critical academic need in our most recent WASC self-study. Students are not segregated into low performing or high performing classes but rather provided additional support through the Reading or Math lab courses, after school tutorials, and elective remedial course offerings in both English and Math.

8. Family, school, district and community resources available to assist these students:

The aid from categorical funds, WHS Booster groups, and Business Partnerships in our community plays an extremely important role in meeting the students’ needs throughout the school. The District sponsors a Parent Education Program through the CBET class co-sponsored by the Glenn County Office of Education & Family Literacy Program. Alternative placements for students far behind in the traditional setting are provided in order to facilitate greater student success.

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

Even though WHS is a Title I Schoolwide school with an identified free-reduced lunch population of approximately 42%, WHS has high expectations of all students. Parents, Community and Businesses share in this philosophy.

10. Limitations of the current program to enable Underperforming students to meet standards:

While the school has incorporated Class Size Reduction in the areas of ninth grade English/Language Arts and math, class sizes in other areas will continue to be a concern as we strive to meet individual student’s needs. While the school continues to take a serious look at acquiring the necessary state adopted textbooks and materials, the administration and staff are working with limited funding to put together what is needed to create the standards-based instruction that will aid in the students’ success in meeting the state standards.

Analysis of Student Performance Data

Percentage of Students at each Performance Level from 2003 through 2008

English Language Arts

% of Students	2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008
	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>
Advanced	11	11	16	19	23	26	-	7	10	12	23	10	20	-	5	6	10	12	13	7
Proficient	35	36	32	26	30	29	-	31	31	28	21	27	20	-	25	23	21	21	28	35
Basic	37	31	32	32	30	30	-	45	38	33	25	41	39	-	46	46	33	29	32	31
Below Basic	14	16	18	16	13	9	-	14	19	19	21	15	11	-	17	16	27	18	13	16
Far Below Basic	3	6	1	7	4	6	-	3	3	8	10	7	10	-	6	9	10	20	14	12

Algebra I

% of Students	2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008
	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>
Advanced	0	0	0	3	1	0	-	0	0	0	0	0	0	-	0	0	0	0	0	0
Proficient	34	11	13	31	23	6	-	0	0	17	6	10	0	-	0	0	7	6	3	0
Basic	39	66	62	46	44	33	-	48	39	41	33	24	15	-	31	43	40	21	42	19
Below Basic	18	20	22	11	29	55	-	38	56	34	44	37	59	-	50	52	40	64	45	63
Far Below Basic	9	3	2	9	3	6	-	15	6	7	17	30	26	-	19	5	13	9	10	19

Geometry

% of Students	2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008
	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>
Advanced	3	0	0	0	11	4	-	0	0	0	0	0	2	-	0	0	0	0	0	0
Proficient	23	41	43	45	50	43	-	3	15	7	23	17	2	-	2	0	5	24	0	0
Basic	43	41	48	46	39	36	-	61	45	50	46	48	39	-	37	33	27	47	39	36
Below Basic	30	14	10	3	0	14	-	36	38	36	28	31	49	-	56	62	59	24	56	57
Far Below Basic	0	5	0	0	0	4	-	0	3	7	3	3	8	-	5	5	9	6	6	7

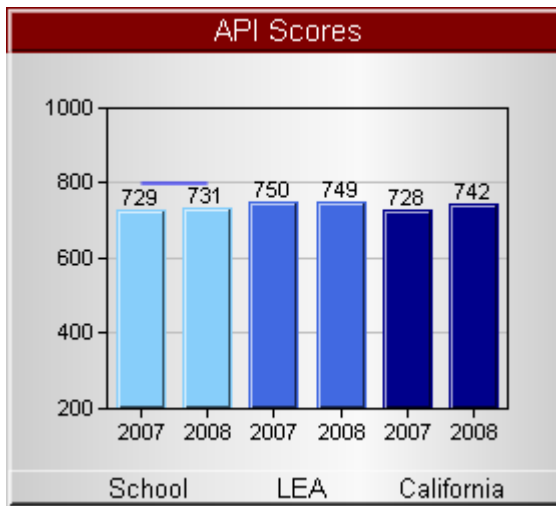
Algebra II																				
% of Students																				
	<u>2003</u> <u>grade</u> <u>9</u>	<u>2004</u> <u>grade</u> <u>9</u>	<u>2005</u> <u>grade</u> <u>9</u>	<u>2006</u> <u>grade</u> <u>9</u>	<u>2007</u> <u>grade</u> <u>9</u>	<u>2008</u> <u>grade</u> <u>9</u>		<u>2003</u> <u>grade</u> <u>10</u>	<u>2004</u> <u>grade</u> <u>10</u>	<u>2005</u> <u>grade</u> <u>10</u>	<u>2006</u> <u>grade</u> <u>10</u>	<u>2007</u> <u>grade</u> <u>10</u>	<u>2008</u> <u>grade</u> <u>10</u>		<u>2003</u> <u>grade</u> <u>11</u>	<u>2004</u> <u>grade</u> <u>11</u>	<u>2005</u> <u>grade</u> <u>11</u>	<u>2006</u> <u>grade</u> <u>11</u>	<u>2007</u> <u>grade</u> <u>11</u>	<u>2008</u> <u>grade</u> <u>11</u>
Advanced	n/a	n/a	n/a	n/a	n/a	0		4	0	0	0	0	0		3	0	0	0	0	0
Proficient	n/a	n/a	n/a	n/a	n/a	0		13	20	27	42	20	32		15	0	3	9	0	5
Basic	n/a	n/a	n/a	n/a	n/a	100 (1)		46	56	36	47	44	47		40	24	32	36	45	43
Below Basic	n/a	n/a	n/a	n/a	n/a	0		29	16	32	5	36	21		33	53	46	45	35	33
Far Below Basic	n/a	n/a	n/a	n/a	n/a	0		8	8	5	5	0	0		10	24	19	9	19	19

History																				
% of Students																				
	<u>2003</u> <u>grade</u> <u>9</u>	<u>2004</u> <u>grade</u> <u>9</u>	<u>2005</u> <u>grade</u> <u>9</u>	<u>2006</u> <u>grade</u> <u>9</u>	<u>2007</u> <u>grade</u> <u>9</u>	<u>2008</u> <u>grade</u> <u>9</u>		<u>2003</u> <u>grade</u> <u>10</u>	<u>2004</u> <u>grade</u> <u>10</u>	<u>2005</u> <u>grade</u> <u>10</u>	<u>2006</u> <u>grade</u> <u>10</u>	<u>2007</u> <u>grade</u> <u>10</u>	<u>2008</u> <u>grade</u> <u>10</u>		<u>2003</u> <u>grade</u> <u>11</u>	<u>2004</u> <u>grade</u> <u>11</u>	<u>2005</u> <u>grade</u> <u>11</u>	<u>2006</u> <u>grade</u> <u>11</u>	<u>2007</u> <u>grade</u> <u>11</u>	<u>2008</u> <u>grade</u> <u>11</u>
Advanced	n/a	n/a	n/a	n/a	n/a	0		1	8	5	5	2	7		3	4	17	10	8	6
Proficient	n/a	n/a	n/a	n/a	n/a	0		15	10	28	15	10	26		29	29	25	25	14	24
Basic	n/a	n/a	n/a	n/a	n/a	50 (1)		33	25	32	36	30	28		36	40	26	33	32	24
Below Basic	n/a	n/a	n/a	n/a	n/a	0		24	25	16	20	31	19		22	19	20	11	28	24
Far Below Basic	n/a	n/a	n/a	n/a	n/a	50 (1)		27	31	19	23	27	19		10	8	12	21	17	23

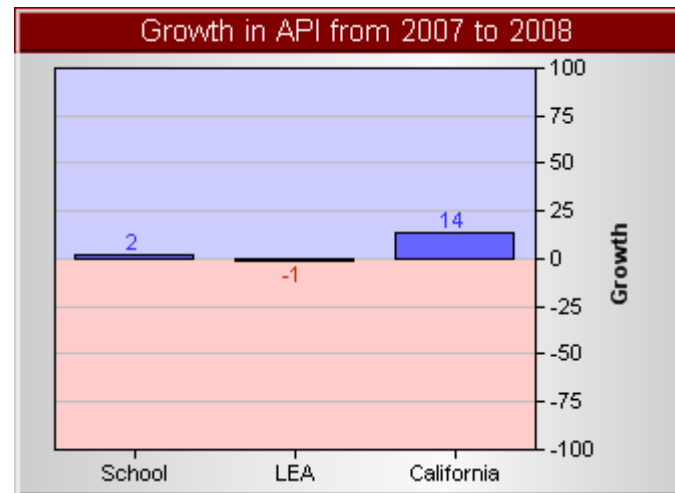
Science																				
(Earth Science/Integrated)							(Biology)							(Chemistry)						
% of Students																				
	<u>2003</u> <u>grade</u> <u>9</u>	<u>2004</u> <u>grade</u> <u>9</u>	<u>2005</u> <u>grade</u> <u>9</u>	<u>2006</u> <u>grade</u> <u>9</u>	<u>2007</u> <u>grade</u> <u>9</u>	<u>2008</u> <u>grade</u> <u>9</u>		<u>2003</u> <u>grade</u> <u>10</u>	<u>2004</u> <u>grade</u> <u>10</u>	<u>2005</u> <u>grade</u> <u>10</u>	<u>2006</u> <u>grade</u> <u>10</u>	<u>2007</u> <u>grade</u> <u>10</u>	<u>2008</u> <u>grade</u> <u>10</u>		<u>2003</u> <u>grade</u> <u>11</u>	<u>2004</u> <u>grade</u> <u>11</u>	<u>2005</u> <u>grade</u> <u>11</u>	<u>2006</u> <u>grade</u> <u>11</u>	<u>2007</u> <u>grade</u> <u>11</u>	<u>2008</u> <u>grade</u> <u>11</u>
Advanced	1	0	1	7	10	19		2	6	4	7	12	17		4	0	6	0	5	0
Proficient	11	3	16	30	32	24		25	24	29	39	34	38		13	18	18	22	10	19
Basic	50	33	53	37	30	42		51	47	55	38	33	31		58	54	58	56	57	75
Below Basic	20	40	18	19	14	12		19	19	8	12	12	5		17	21	12	11	19	3
Far Below Basic	18	23	13	7	13	4		3	3	4	4	10	9		8	7	6	11	10	3
												(Life Science)	(Life Science)						(Biolog y)	(Biolog y)
												2007	2008						2007	2008
												<u>grade</u> <u>10</u>	<u>grade</u> <u>10</u>						<u>grade</u> <u>11</u>	<u>grade</u> <u>11</u>
												23	26						10	0
												35	31						32	0
												27	19						45	100 (1)
												8	14						10	0
												7	10						3	0

- State Accountability: Academic Performance Index (API)

Number of Students included in the 2008 Growth API	API				Met Growth Target		
	2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
346	731	729	5	2	No	No	No



— Statewide Performance Target for Schools = API of 800 or Above



- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

Met AYP Criteria:

[Participation Rate](#)

[Percent Proficient](#)

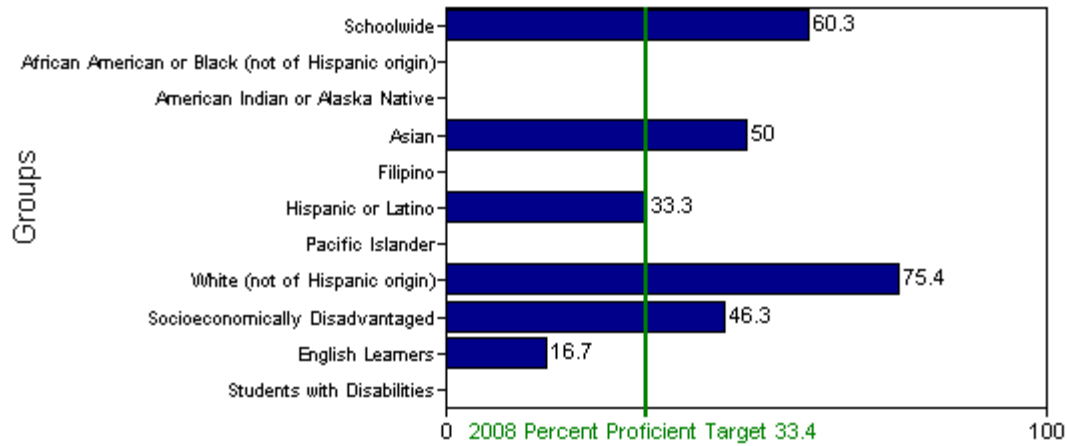
[Academic Performance Index \(API\)](#)

- [Additional Indicator for AYP](#)

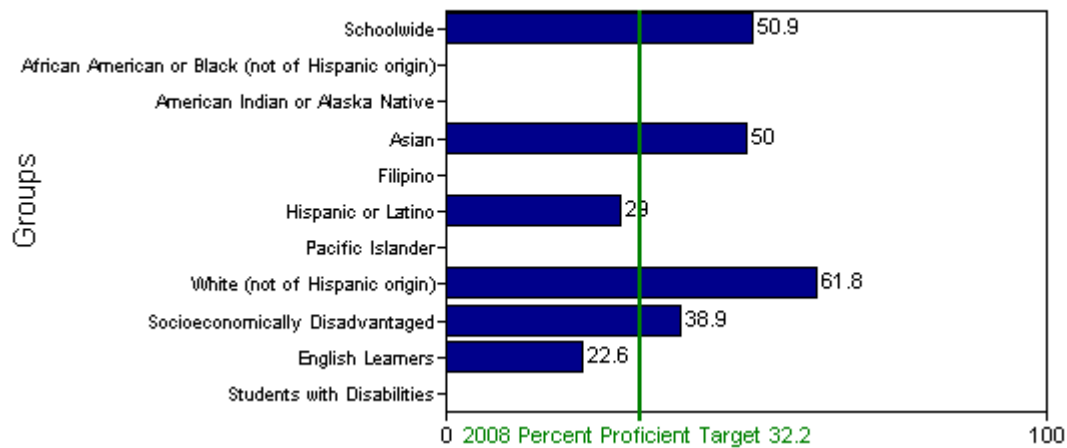
[Graduation Rate](#)

	English-Language Arts	Mathematics
No	No	No
Yes	Yes	Yes
		Yes
		Yes

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Conclusions from Student Performance Data:

During the past five years, Willows High has experienced an increase in its Academic Performance Index (API). While the school has shown significant school-wide growth in its reported API, there is still work to be done related to increasing the number of students who score “Proficient” or above on the Content Standards Tests in the core areas, especially in math and history and increasing the “Participation Rate” to exceed the 95% required.

When comparing Willows High School’s 2008 CST scores to the state average of students who scored ‘Proficient’ or above in the various core areas, we find that in English Language Arts, WHS students scored slightly above the state average. English scores diminished slightly as students moved from 9th to 11th grade. In 10th grade science, scores were significantly above the state average. In “End of Course” science testing, scores were above the state average. Overall, history scores have improved, with more students moving up from the lower levels; however, in 11th grade history, scores were below the state average. In “End of Course” math testing, scores were significantly below the state average. Overall, freshmen scores were higher and English Language Learner results were lower in EOC math tests.

School Goals for Improving Student Achievement:

- Goal #1: Improve student performance in the core curricular areas**
- Goal #2: Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior**
- Goal #3: Provide opportunities for Parent Involvement**

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

I. SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
1. Improve student performance in the core curricular areas	<ul style="list-style-type: none"> -Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning -Provide additional staffing for classroom assistance (Paraprofessionals I & II) -Provide teachers and staff supplemental materials and supplies to promote different learning styles -Provide opportunities for teacher training and paraprofessional training that aligns to standards -Provide opportunities for schoolwide and districtwide collaboration throughout the year -Provide and update Reading and Math Enhancement Programs -Continue to provide learning opportunities through technology for staff and students 	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant 	<ul style="list-style-type: none"> -Before School Intervention -After School Intervention -Noon Time Intervention -Throughout the school year 	<p><u>Title I</u> \$112,376 – teachers, paraprofessionals materials and supplies</p> <p><u>EIA</u> \$14,505 – teacher, paraprofessionals materials and supplies</p>	<ul style="list-style-type: none"> -At the end of each quarter, staff and administration will evaluate student progress and determine placement into supplemental programs -Annually, SSC will evaluate data from STAR and make recommendations for program direction
2. Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior	<ul style="list-style-type: none"> -Purchase and provide training for “Too Good for Drugs”, “Too Good for Violence” Program -Provide materials, supplies, and programs necessary for tobacco awareness -Surveillance equipment – lighting & cameras -Resource Officer 	<ul style="list-style-type: none"> -Teachers -Administration -Counselors 	<ul style="list-style-type: none"> -Ongoing -20 lessons-annually for implementation of curriculum 	<p><u>Title IV</u> -\$1,623 - Curriculum <u>Safety</u> -\$20,000- Surveillance -\$10,000- Security</p>	<ul style="list-style-type: none"> -Annually -staff, teachers, admin. & SSC will review Con App-UMIRS -Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School Safety Plan

3. Provide opportunities for Parent Involvement	<ul style="list-style-type: none"> -Provide opportunity for parents to receive training for supplemental services -Support Glenn County Adult Literacy Program -Support Community Based English Tutoring Program -Provide opportunities for Parents to be involved in developing school policy -Continue to improve the communication between school and home -Support and encourage parent participation in Parent Booster Clubs 	<ul style="list-style-type: none"> -Administration -Staff -SSC -Glenn County Office of Education Adult Program 	<ul style="list-style-type: none"> -Ongoing workshops -Community Based English Tutoring is offered twice a year -SSC monthly meetings 	<p>Title I – \$5,000 - GCOE Adult Program, Parent Training, and materials</p>	<p>-Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities</p>

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mort Geivett	X				
Kim Schmies			X		
Marge Ansel		X			
Paul DiGrande		X			
Kathy Potts		X			
Marilyn Simleness		X			
Tom Bryant		X			
Norma Chavez				X	
Cathy Fleming				X	
Deana Fleming				X	
Rena Schmidt				X	
Bianca Ramirez					X
Diana Leal					X
Daisy Gutierrez					X
Numbers of members of each category	1	5	1	4	3

Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Mort Geivett
Typed name of school principal

Signature of school principal

Date

Deana Fleming
Typed name of SSC chairperson

Signature of SSC chairperson

Date