

# 2018-2019 Bonsall West Elementary SPSA



A Resource for the School Site Council

Prepared by: California Department of Education

## Part II: The SPSA Student Achievement Template

School: Bonsall West Elementary

District: Bonsall Unified School District

County-District School (CDS) Code: 37679750110122

Principal: Tina Calabrese

Date of this revision: March 2018

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

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

Contact Person: Tina Calabrese

Position: Principal

Telephone Number: 760-721-8001

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The District Governing Board approved this revision of the LCAP



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## Form A: Planned Improvements in Student Performance

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

### LCAP GOAL: Create a safe and welcoming environment by engaging families and students.

**SCHOOL GOAL #1:** Maintain a good/better rating on FIT, improve attendance for chronic absentee students by 1%, decrease student tardies, decrease office referrals by 1%, suspensions reduced by a minimum of 1%. Decrease chronic absenteeism by 1% in year. Increase the number of participants in parent/family conferences, open house/back to school nights by 1%, Healthy kids survey/Physical fitness testing to improve from previous year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Facilities Inspection Tool (FIT), Safety climate survey, family participation sign in sheets, Healthy Kids survey data, Physical Fitness testing data	<p><b>Attendance:</b> The baseline for attendance: 2014-2015 school year: 96.76%, attendance for 2015-2016: 96.49% 2015-2016: Attendance: was 96.69%, a decline of .07% from the previous year 2016-2017: Attendance was: 96.8%, a .11% increase from 2015-2016 2017-2018: Attendance was: 2018-2019 attendance was</p> <p><b>Tardies:</b> 2016-2017 attendance Tardy baseline established 2015-2016: 2,076 tardies less than 30 minutes for the year. 2016-2017: 1,472 tardies, less than 30 minutes for the year( August-May 8<sup>th</sup>). This is an overall improvement of 945 less tardies than last school year. 2017-2018 tardies: 2018-2019 tardies <b>School behavior referrals:</b> 2014-15 school year was 101, although not all classroom discipline was recorded.</p>	<p>Increase student attendance for chronic absentee students by 1%, decrease absenteeism by 1%, decrease student tardies by 1%. Increase parent participation/volunteerism by 5% and maintain physical fitness testing</p>

	<p>2015-2016 school year: 155 students were referred to the office for discipline, an increase of 54.</p> <p>2016-2017: 96 students were referred to the office for discipline, a decrease of 59.</p> <p>2017-2018 discipline data:</p> <p>2018-2019 discipline data</p> <p><b>Parent attendance at Conferences/Back to school night/Open house night</b></p> <p>2015-2016 Baseline parent attendance at conferences was 98%,</p> <p>2016-2017 school year: 97.31%</p> <p>2015-2016 Baseline Back to school night attendance: was 96%</p> <p>2016-2017 back to school night attendance: 79%</p> <p>2017-2018 back to school night attendance: 77%</p> <p>2018-2019 back to school night attendance:</p> <p>Open House attendance: baseline established 2014-2015 school year: 73%</p> <p>2016 Open House attendance 79%, an increase of 6% from 2015</p> <p>2015-2016 attendance was 96.69, a decline of .07%.</p> <p>2017 Open house attendance was 81.59%, an increase of 2.59%</p> <p>2018 Open House attendance data</p> <p>2018 Open House attendance was</p> <p><b>Parent Volunteer Hours:</b></p> <p>Volunteers: 3,600 for 2014-2015 school year</p> <p>Volunteers 4,826 for 2015-2016 school year</p> <p>Volunteers 4,213.75 for 2016-2017 school year:</p> <p>Volunteers for 2017-2018 school year</p>	
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<b>STRATEGY:</b> During 2018-2019 school year, the school will focus on increasing fitness for students, reducing disciplinary referrals/suspensions and boost student attendance and parent attendance at Open House/Back to School night/conferences in addition to increasing parent volunteer hours. Our volunteer hours were 3,600 for the 2014-2015 school year, 4,826 for the 2015-2016 school year, ____ for the 2017-2018 year and ____ for the 2018-2019 school year.		

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Gather sign in data at Open House, Back to School Night, volunteer sheets	Staff/principal	Appropriate time of the year	0
Administer climate/survey	Staff/principal	May 2019	None
Gather Attendance data	Attendance clerk	June 2019	None
Provide incentives to students to boost attendance( recognition ceremony/certificates)	Principal	Ongoing	None
Have monthly awards for improved attendance			None
Discuss aligning hs schedule to improve attendance	Staff/principal	May 2019	None
Administer Healthy Kids survey	Staff	May 2019	None
Administer physical fitness testing			

Continue parent communication via parent link, website, teacher bulletins to invite parents to attend activities	Principal/staff	Ongoing	None
Continue patriotic assemblies with parents invited	Staff/principal	Ongoing on Mondays	None
Continue Kindness Club	Students/principal	Ongoing	Fundraise/donated materials
Add 'new family tab to school website to find pertinent information: what to expect at school, special events/description of events:	Principal	June 2018	None
Began 'The Leader in me training' Purchase activity books/provide teacher created curriculum	Principal/volunteer teachers	June 2018, Ongoing	\$4,000 for activity books: PTA donation
Continue monthly student recognition based on character traits	Staff/principal	Ongoing on Fridays	None

Increase parent communication via newsletters, video/email, parent link, Jupiter grades for older students , grades 3-6	Principal/staff	Ongoing	None
Continue Tell me a story night for military families Continue Marine Fitness Challenge	Principal/staff/base liaison	Ongoing partnership with Base Liaison	None



**LCA{ GOAL: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. Students will show an average increase on CAASPP proficiency rates by 2% and students who are English learners and SED will increase an additional .05%. for a total of 2.5%**

**SCHOOL GOAL #2:** Increase proficiency rates on CAASPP scores by 2% in ELA for all students including English Language Learners and Socioeconomically disadvantaged. In addition, students who are EL/SED, will increase by an additional .05% towards proficiency to 2.5%. Additional assistance will be given to students in grades K-6, including students in the subgroups: English Learners and Socioeconomically disadvantaged to enable all classes to perform well on the CAASPP test in ELA.

**What data did you use to form this goal?**  
Baseline results CAASPP, 2015, 2016  
CAASPP results,  
Benchmark tests from HM and I-Ready  
assessments.

**What were the findings from the analysis of this data?**

In 2015, our ELD students had an overall average score of 2456 on the CAASPP compared to the school wide of 2521.

In 2015, our SED students had an overall average of 2491 on the 2015 CAASPP as compared to the school wide 2521.

In 2016, our 3<sup>rd</sup> grade ELD students had an overall average score of 2399 on the CAASPP compared to the school wide of 2448.

In 2016, our 4<sup>th</sup> grade ELD students had an overall average score of 2443 on the CAASPP compared to the school wide of 2535.

In 2016, our 5<sup>th</sup> grade ELD students had an overall average score of 2444 on the CAASPP compared to the school wide of 2554.

In 2016, our 6<sup>th</sup> grade ELD students had an overall average score of 2517 on the CAASPP compared to the school wide of 2598.

In 2016, 3<sup>rd</sup> grade SED students had an overall average of 2400 on the 2015 CAASPP as

**How will the school evaluate the progress of this goal?**

Students will be evaluated on CAASPP test scores, semester grades, and I –ready.

	<p>compared to the school wide 2448.</p> <p>2016, 4th grade SED students had an overall average of 2496 on the 2015 CAAASPP as compared to the school wide 2535.</p> <p>2016, 5th grade SED students had an overall average of 2513 on the 2015 CAAASPP as compared to the school wide 2554.</p> <p>2016, 6<sup>th</sup> grade SED students had an overall average of 2511 on the 2015 CAAASPP as compared to the school wide 2598.</p> <p>2017: ELA overall 42.81% exceeded, 31,85 met, 17.12 nearly met and 8.2%not met</p> <p>2017 ELD students 55% met, 20% nearly met 25% not met,</p> <p>2017: SED: 24.1% exceeded, 20.69 met, 17.24% nearly met, 37.93 not met.</p>	
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**STRATEGY:** During 2018-2019 school year, the school will implement a school-wide primary reading intervention program 2x per week and Read Naturally to address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, annually). In addition, one:one devices and leveled reader materials were purchased for all grade levels K-6 to utilize in whole group, small group, one:one reading groups.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Bilingual paraprofessionals will work with targeted EL students to support core instruction and ELD standards.	Bilingual paraprofessionals, ELD rotation teacher, principal	Ongoing: Hired 2 <sup>nd</sup> paraprofessional 8/14 to work 7.0 hours per day	Title 3 and LCAP  (Note: Refer to Form F, Budget Planning Tool)
Maintain ELD rotation teacher full time to support teachers in delivering ELD to support students still scoring level 3 on CELDT	ELD rotation teacher/principal	Ongoing	Title 3/LCAP
All teachers will utilize the Clever portal with their students to enable students to access supplemental instructional programs	Teachers/principal	Ongoing, ensure students/staff are trained. Utilize current resources available through the District	N/A
Tutorials after school with ASES program. Teaching staff/paraprofessional staff to support in the homework section of ASES	Bilingual paraprofessionals, ASES staff	Ongoing,	N/A ASES program

Identify students at risk of not meeting standards and place in appropriate interventions	Teachers, ELD rotation teacher, principal, SST team	Ongoing, meet during Thursday PD, 2x per year meet with teachers to discuss at risk students/develop action plans.	N/A
Implement I-Ready testing 2x per year and use data to accurately measure student growth, make adjustments accordingly. Align/increase student understanding of ELA assessment vocabulary Use I-ready online with students minimum of 45 minutes per week	Teachers/ELD rotation teacher/ELD paraprofessional teachers	Ongoing, meet during Thursday PD for training	District expense
Integrate ELA opportunities during/after school interventions/enrichments provided by the Bonsall Education Foundation	Teacher/ELD paraprofessional, After school instructors	Throughout the 2018-2019 school year	District expense BEF coordinates parent payment for enrichment classes
Continue EAR/Oasis tutoring to provide additional support for reading	EAR/Oasis tutors	Throughout the 2018-2019 school year	Volunteers/no expense

Purchase 265 chromebooks/carts to provide one:one devices for students in grades K-6 to use I-ready reading/Read Naturally licenses, My SBAC coach and other reading programs	Principal	June 2018	Grant funded  My SBAC coach: \$5,000 Read Naturally licenses: Chrome books/carts:
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Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

<p><b>LCAP Goal: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. Students will increase a minimum of 2% on CAASPP assessment, as reflected in test scores. Students who are English Learners/SED will increase an additional .05% to increase 2.5% on their CAASPP assessment in mathematics.</b></p> <p><b>SCHOOL GOAL #3:</b> Increase percentage towards proficiency by at least 2% points in math for all students in grades 3-6 including English Language Learners and Socioeconomically disadvantaged. Additional assistance will be given to students in grades K-6, including students in the subgroups-English Learners and Socioeconomically disadvantaged to enable all classes to perform well on the CAASPP test in math.</p>			
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<p><b>What data did you use to form this goal?</b> 2015 CAASPP baseline 2016 CAASPP scores ST math and I-ready diagnostic.</p>	<p><b>What were the findings from the analysis of this data?</b> In 2015, our ELD students had an overall average of 2458 on the CAASPP compared to the school wide of 2528  In 2015, our SED students had an overall average of 2498 on the 2015 CAASPP as compared to the school wide average of 2528  On the MAP scores for the 2014-2015 school year, our ELD students increased their Rit scores by 11.85 points in math.  On the MAP scores for the 2014-2015 school year our SED increased their Rit scores by an</p>		<p><b>How will the school evaluate the progress of this goal?</b>  Students will be evaluated on test scores, end of unit benchmark tests, semester grades, I-ready diagnostic improvement, ST math and CAASPP scores.</p>
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average 21 points in math.

In 2016, our 3<sup>rd</sup> grade ELD students had an overall average of 2380 on the CAASPP compared to the school wide 2454

In 2016, our 4th grade ELD students had an overall average of 2437 on the CAASPP compared to the school wide 2516

In 2016, our 5th grade ELD students had an overall average of 2479 on the CAASPP compared to the school wide 2574

In 2016, our 6th grade ELD students had an overall average of 2565 on the CAASPP compared to the school wide 2682

Our 3<sup>rd</sup> grade SED students had an overall average of 2408 on the 2015 CAASPP as compared to the school wide average of 2454

Our 4th grade SED students had an overall average of 2474 on the 2015 CAASPP as compared to the school wide average of 2516

Our 5th grade SED students had an overall average of 2539 on the 2015 CAASPP as compared to the school wide average of 2574

Our 6th grade SED students had an overall average of 2549 on the 2015 CAASPP as compared to the school wide average of 2682

2017 CAASPP scores: Overall: 41.58% exceeded, 33.68% met, 15.46% nearly met,

	9.28% not met.
	<p>2017: ELD scores: 20% met, 55% nearly met, 25% not met</p> <p>2017 SED scores: 17.24% exceeded, 32.14 % met, 20.69% nearly met, 37.93 not met.</p> <p>2018 overall scores 2018 ELD scores 2018 SED scores</p>

**STRATEGY:** During 2018-2019 school year, the school will continue to utilize computer programs, small group instruction, one:one instruction in order to intervene for students to accelerate/provide re-teaching opportunities to boost student academic achievement .

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Bilingual paraprofessionals will work with targeted EL students to support core instruction and ELD standards.	Bilingual paraprofessionals, ELD rotation teacher, principal	Ongoing	Title 1 and LCAP  (Note: Refer to Form F, Budget Planning Tool)
Maintain ELD rotation teacher full time to support teachers in delivering ELD to support students still scoring level 3 on CELDT	ELD rotation teacher/principal	Ongoing	EIA/LEP/LCAP

All teachers will utilize Portal with their students to enable students to access supplemental instructional programs	Teachers/principal	Ongoing, ensure students/staff are trained. Utilize current resources available through the District	N/A
Tutorials after school with ASES program. Teaching staff/paraprofessional staff to provide support in the homework section of ASES	Bilingual paraprofessionals, ASES staff	Ongoing	N/A ASES program
Identify students at risk of not meeting standards and place in appropriate interventions	Teachers, ELD rotation teacher, principal, SST team	Ongoing, meet during Thursday PD, 2x per year meet with teachers to discuss at risk students/develop action plans, schedule SST meetings as needed throughout the school year.	Roving substitute teachers as needed
Implement the I-Ready assessment 2x per year and use the data to accurately measure student growth and make instructional adjustments accordingly	Teachers	3x per year	District expense
Align and increase understanding of math assessment vocabulary	Teachers	Ongoing	District Expense
Use I-ready math a	Teachers	Ongoing	



minimum of 45 minutes per week	Teachers/parents	Ongoing	DoDea grant  District expense  Site expense if funds become available and/or PTA funds:
Purchase/Utilize ST math as needed			
Provide mathematics intervention as needed	Teachers	Ongoing	
Increase math learning opportunities for students During/after school for interventions and enrichment programs hosted by Bonsall Education Foundation and hosted by site if site funds become available.	Teachers/Bonsall Education Foundation/Site fund	Ongoing	
Purchase 265 chromebooks and cart to have one:one devices for use by students in grades K-6	Principal	June 2018	DoDea grant
Develop Makerspace lab for use by students to spark imagination and further deepen mathematical thinking	Principal	June 2018	DoDea grant

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:  
<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

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

Federal Programs		Allocation
<b>Title I, Part A: Allocation</b> <input type="checkbox"/> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input checked="" type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals		
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$27,5000
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$27,500
Total amount of state and federal categorical funds allocated to this school		\$27,500

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tina M. Calabrese	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yadira Espinoza	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miriam Wright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Dawn Milton	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adina Hendrickson	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yolanda Saragosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
( alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristin Gildersleeve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
She Ra Brandt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1x <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
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 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) \_\_\_\_\_ 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: December 2017

Attested:

Tina M. Calabrese

Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Dawn Milton

\_\_\_\_\_  
Signature of SSC Chairperson

Date March 29, 2018