

# The Single Plan for Student Achievement Sylvan Union School District

**School:** Standiford Elementary  
**CDS Code:** 50-71290-6053102  
**District:** Sylvan Union Elementary School District  
**Principal:** Amber Wethern  
**Revision Date:** 11-26-2018

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:** Amber Wethern  
**Position:** Principal  
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The District Governing Board approved this revision of the SPSA on .

<b>GOAL A:</b>	Standiford Elementary will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> <b>Title I:</b> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10
<b>Identified Need :</b>	Although most grades demonstrated an increase in students demonstrating proficiency on ELA and math district benchmarks, percent of students scoring in proficient or above remains inconsistent among grade levels with all needing to increase. SBAC scores have improved in many identified groups, however gaps remain in many sub groups. EL are demonstrating growth in proficiency on language development standards, but are demonstrating a decrease in SBAC test scores. Data indicates a need for increase support of professional learning and support of the Professional Learning Community cycle of inquiry to increase teacher efficacy. Data indicates a need for increased technology use during instruction and assessment. We will continue to support teachers through the implementation of Professional Learning Communities. We will continue to support students through a structured intervention schedule that includes tier 2 and 3, focusing on ELA and math. We will maintain student access to technology and increase proficiency.	
<b>SPSA Year: 2018-2019</b>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>1. SBAC ELA/Literacy - % of Students Met or Exceeded</b>  EADMS Data	<b>2016-2017 ELA/Literacy</b>  54.3% - All Students 15.4% - English Learners 50.7% - Low Income  46.4% - 3rd Grade 0% - English Learners 35.3% - Low Income  59.7% - 4thGrade 25% - English Learners 58.1% - Low Income  65.2% - 5th Grade 0% - English Learners 63.3% - Low Income	<b>2017-2018 ELA/Literacy</b>  60.4% - All Students 20% - English Learners 48.7% - Low Income  49.5% - 3rd Grade 14.3% - English Learners 34.5% - Low Income  71.8% - 4th Grade 100% - English Learners 60.2% - Low Income  61.8% - 5th Grade 0% - English Learners 53.1% - Low Income	<b>2018-2019 ELA/Literacy</b>  85% - All Students 75% - English Learners 85% - Low Income  85% - 3rd Grade 75% - English Learners 75% - Low Income  90% - 4thGrade 75% - English Learners 90% - Low Income  90% - 5th Grade 75% - English Learners 90% - Low Incomes 90% - Low Incomers	<b>2019-2020 ELA/Literacy</b>  100% - All Students 100% - English Learners 100% - Low Income  100% - 3rd Grade 100% - English Learners 100% - Low Income  100% - 4th Grade 100% - English Learners 100% - Low Income  100% - 5th Grade 100% - English Learners 100% - Low Income
<b>2. SBAC Mathematics % of Students Standard Met or Exceeded</b>  EADMS Data	<b>2016-2017 Mathematics</b>  52.4% - All Students 10% - English Learners 43.1% - Low Income  52.1% - 3rd Grade	<b>2017-2018 Mathematics</b>  43.9% - All Students 14.3% - English Learners 30.5% - Low Income  38.7% - 3rd Grade	<b>2018-2019 Mathematics</b>  85% - All Students 75% - English Learners 85% - Low Income  80% - 3rd Grade 75% - English Learners	<b>2019-2020 Mathematics</b>  100% - All Students 100% - English Learners 100% - Low Income  100% - 3rd Grade

	<p>0% - English Learners 39.2% - Low Income</p> <p>56.1% - 4thGrade 11.1% - English Learners 52.3% - Low Income</p> <p>48.5% - 5th Grade 20% - English Learners 38.7% - Low Income</p>	<p>12.5% - English Learners 26.7% - Low Income</p> <p>50% - 4thGrade 33.3% - English Learners 34.7% - Low Income</p> <p>43.9% - 5th Grade 11.1% - English Learners 31.3% - Low Income</p>	<p>75% - Low Income</p> <p>85% - 4thGrade 75% - English Learners 85% - Low Income</p> <p>88% - 5th Grade 75% - English Learners 75% - Low Income</p>	<p>100% - English Learners 100% - Low Income</p> <p>100% - 4th Grade 100% - English Learners 100% - Low Income</p> <p>100% - 5th Grade 100% - English Learners 100% - Low Income</p>
<p>3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-53%; 2nd-74%; 3rd-66% 2nd: 1st-52%; 2nd-60%; 3rd-67% 3rd: 1st-16%; 2nd-36%; 3rd-34% 4th: 1st-78%; 2nd-66%; 3rd-75% 5th: 1st-63%; 2nd-74%; 3rd-72%</p>	<p>2017-2018 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-44%; 2nd-50%; 3rd-76% 2nd: 1st-21%; 2nd-53%; 3rd-80% 3rd: 1st-18%; 2nd-33%; 3rd-60% 4th: 1st-34%; 2nd-51%; 3rd-85% 5th: 1st-29%; 2nd-25%; 3rd-82%</p>	<p>2018-2019 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-85%; 2nd-94%; 3rd-90% 2nd: 1st-80%; 2nd-90%; 3rd-90% 3rd: 1st-80%; 2nd-85%; 3rd-85% 4th: 1st-95%; 2nd-90%; 3rd-95% 5th: 1st-90%; 2nd-94%; 3rd-92%</p>	<p>2019-2020 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-100%; 2nd-100%; 3rd-100% 2nd: 1st-100%; 2nd-100%; 3rd-100% 3rd: 1st-100%; 2nd-100%; 3rd-100% 4th: 1st-100%; 2nd-100%; 3rd-100% 5th: 1st-100%; 2nd-100%; 3rd-100%</p>
<p>4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 Math By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-78%; 2nd-62%; 3rd-81% 2nd: 1st-82%; 2nd-72%; 3rd-78% 3rd: 1st-33%; 2nd-79%; 3rd-71% 4th: 1st-58%; 2nd-75%; 3rd-83% 5th: 1st-80%; 2nd-78%; 3rd-77%</p>	<p>2017-2018 Math By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-52%; 2nd-52%; 3rd-90% 2nd: 1st-79%; 2nd-75%; 3rd-88% 3rd: 1st-44%; 2nd-58%; 3rd-81% 4th: 1st-53%; 2nd-61%; 3rd-90% 5th: 1st-54%; 2nd-39%; 3rd-77%</p>	<p>2018-2019 Math By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-98%; 2nd-90%; 3rd-98% 2nd: 1st-98%; 2nd-95%; 3rd-98% 3rd: 1st-75%; 2nd-99%; 3rd-91% 4th: 1st-85%; 2nd-95%; 3rd-97% 5th: 1st-96%; 2nd-98%; 3rd-87%</p>	<p>2019-2020 Math By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-100%; 2nd-100%; 3rd-100% 2nd: 1st-100%; 2nd-100%; 3rd-100% 3rd: 1st-100%; 2nd-100%; 3rd-100% 4th: 1st-100%; 2nd-100%; 3rd-100% 5th: 1st-100%; 2nd-100%; 3rd-100%</p>
<p>5. English Language Development Test</p> <p>EADMS Data</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>
<p>6. English Learner Reclassification Rate</p> <p>Local Data</p>	<p>2016-2017 - 6 students</p>	<p>As of 4/23/18 we have reclassified 4 students. 6 more are being worked on at this time. Students are struggling with</p>	<p>Increase by 10%</p>	<p>Increase by %</p>

		passing the benchmark assessments at a level 2 and with grade point average.		
7. FitnessGram - 5th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 47.9% 2016-2017 Flexibility - Healthy Fitness Zone - 33.8%	Aerobic Capacity decreased from 2017 to 2018 by 4%.  While we did not meet our goal of increasing to 22%, our 5th grade did increase by 14%.	Increase Aerobic Capacity by 18%  Increase Flexibility by 22%	Increase Aerobic Capacity by 19%  Increase Flexibility by 22%
8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study  BrightBytes	BrightBytes March 2017  10%- Teachers' time spent on school-sponsored professional learning 9-33 hours 29% - Percent of teachers considered this professional learning above average	From 3/17 to 3/18 the teachers report an increase of 62%. From 3/17 to 3/18 only 7% of teachers found this PD to be above average. While we did not meet our original goal, the increase in this area overall shows that teachers are getting the professional development they need to grow.	Increase by 30% Increase by 25%	Increase by 40% Increase by 26%
9. Access to technology  BrightBytes	BrightBytes March 2017  77% of teachers asked their students to complete online assessments at least monthly 18% of students were asked to write online at least monthly.	From 3/17 to 3/18 students report that there is a decrease of 13% of the time that their teachers ask them to complete online assessments at least monthly. This is due, in part, to teachers feeling like the online grading done by Benchmark does not always have consistent and fair answer response choices. Teachers have been using this tool less and are now looking into using IO for their assessments. Increase by 22%	Increase by 10% Increase by 30%	Increase by 10% Increase by 30%
10. Use of instructional technology  BrightBytes	BrightBytes March 2017  14% of teachers report using digital textbooks at least weekly 23% teachers-reported almost daily student computer use in the classroom 27% of teachers report they are highly knowledgeable in digital citizenship skill 6% of students report they are	From 3/17 to 3/18 we have seen an increase of 15% at Standiford on this question. Teachers are beginning to learn how to use this tool through their adopted materials. With added PD next year, this will help increase this rate over time. Increased by 17% from 3/17 to 3/18. Our instructional coach is working on helping teachers	Increase by 30% Increase by 25% Increase by 20% Increase by 30%	Increase by 30% Increase by 25% Increase by 22% Increase by 30%

	taught digital citizenship skills at least monthly	learn how to use technology in their lessons. Kindergarten has taken what they learned and are now using iPads during centers and are using parts of the technology embedded in our ELA program. Our goal was to increase by 15%, but we increased by 23% making our new percent of teachers reporting that they are highly knowledgeable in digital citizenship skills to 50%. 6% of students report they are taught digital citizenship skills at least monthly		
11. Professional Learning Communities Progress  SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 2.56 Building a collaborative culture through high-performing teams - 2.50 A focus on results - 2.50  Level of Collective Efficacy - 501 (17-18 Fall survey)	PLC Survey 2017-2018  Fundamental Purpose Increased by .22% which is above our original goal of .05%. At this time, the staff is reporting an average of 2.93 in this area.  Collaborative Culture Increased by .21% which is above our original goal of .05%. At this time, the staff is reporting an average of 3.18 in this area.  Focus on Results Increased by .16% which is above our original goal of .05%. At this time, the staff is reporting an average of 2.99 in this area.  Our goal was to increase the Level of Collective Efficacy by 20 points. We have maintained at 501.	PLC Survey 2018-2019  Fundamental Purpose Increase by .05%  Collaborative Culture Increase by .05%  Focus on Results Increase by .05%  Level of Collective Efficacy Increase by 40 points	PLC Survey 2019-2020  Fundamental Purpose Increase by .05%  Collaborative Culture Increase by .05%  Focus on Results Increase by .05%  Level of Collective Efficacy Increase by 40 points
11. California Assessment Science Test (CAST)  EADMS Data	Baseline will be set in 2017-2018	Growth	Growth	Growth

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
A.1 Teacher teams will collaborate with a clear focus on the four essential questions of a PLC.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Instructional Materials Printing
A.2 In addition, other teacher sub-groups will participate in PLC collaboration meetings with a clear focus on State Standards; effective research based instructional strategies, data analysis, and District, school-wide, and individual goals and their impact on student academic, social-emotional needs and or achievement.	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 1. GATE 2. Students with Disabilities	Substitutes Instructional Materials Printing Conference Expenses Books
A.3 Instructional coaches, ELD/Literacy Specialists, site administrators, and/or teacher leaders will support specific instructional strategies including Marzano's Instructional Strategies, State Standards, ELD Standards, and technology integration through professional development, modeling, observing, and providing feedback.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Instructional Materials Books and Supplies Printing
A.4 Provide opportunities for Professional Learning through the Leader in Me coaching model.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Consultant Instructional Materials

<p>A.5 Classroom teachers and support staff effectively collaborate to provide support, Tier 1-3 targeted, fluid intervention instruction for all student groups in grades K-5. Identified intervention resources, to meet the standards, will be connected to pacing charts, benchmarks, and common formative assessments.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Substitutes  Books and Supplies  Instructional Materials  Printing</p>
<p>A.6 Provide differentiated professional learning led by teacher leaders, instructional coach, site administration to promote the use of integrated technology in all content areas.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Instructional Materials  Printing  Books and supplies</p>
<p>A.7 All teachers implement research-based instructional strategies, including Marzano's Effective Instructional Strategies, aligned with the district focus. GATE teachers will include the implementation of GATE standards.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  GATE</p>	<p>Instructional Materials  Books and Supplies  Printing</p>
<p>A.8. ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy and targeted instructional support to all students based on data.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Books and Supplies  Instructional Materials  Printing</p>
<p>A.9 Extended day learning opportunities will be provided to identified students based on progress monitoring.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners</p>	<p>Teacher Pay  Instructional Materials  Printing</p>

	Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
A.10 Standards-based opportunities directly connected to an instructional focus may be provided on or off campus.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field Trip Expenditures ----- Assemblies and Special Programs ----- Instructional Materials
A. 11 Library Media Assistant will provide support to all students and staff in all content areas.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Materials ----- Printing ----- Instructional Materials

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

**GOAL B:** Standiford Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Related State and/or Local Priorities:  
 1 2 3  4 5  6  7 8  
**Title I:** 1 2  3 4 5 6  7 8 9  
 10

**Identified Need :** Our suspension rates have steadily declined, with the implementation of consistent school wide expectations. Teachers need to continue to receive support in how to address behaviors that arise both in and out of the classroom. Support staff will help provide support and training to address social/emotional needs.

According to the Marzano survey, while we have increased safety trainings and discussions, staff has decreased in our opinion of the campus being safe and orderly. Parents, however, have increased in their view that the school is a safe place. The student's viewpoint on the school being a safe place has also increased. School to home communication will help bring clarity to families regarding the system of learning at our school.

Data indicates that attendance remains consistent from year to year and month to month. Relationships will continue to be strengthened with families who need additional support to assure they understand the importance of attendance and the effects of attendance on learning.

**SPSA Year: 2018-2019**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-2018 will be baseline with number of parents/family members attending events counted.	Activities where students were not teaching or involved: Parent Cafe: <10 participants Literacy Night: < 25 participants 1st parent Leader in Me night: 3 participants 2nd parent Leader in Me night: 5 participants Activities where students were involved in teaching or helping: Math/Science Night: >150 parent/family participants	Increase by 20% number of parents/family members attending events counted.	Increase by 20% number of parents/family members attending events counted.
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96.2%	We did not make the goal to Increase by 1.5%. Instead, we are currently sitting .03% less at this point in the year. Our rate is 96.17%.	Increase by 1.5%	Increase by 0.8%
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017  Students Absent >=10% and <20% - 5.60%  Students Absent >=20% - 1.08%	Decrease by 1.5% 17-18 Actual - 5.43%  Decrease by .38% 17-18 Actual - 2.09%	Decrease by 2.5% Decrease by .35%	Decrease by 1.60% Decrease by .35%

4. BrightBytes - Student Collaboration	BrightBytes - March 2017 38% of students were asked to collaborate online with classmates at least monthly	Our goal was to increase the number of students who were asked to collaborate online with classmates at least monthly by 22%. We increased only 6% taking us to 44% or our students reporting this.	Increase by 30%	Increase by 30%
5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard All Students - 1.1% Students with Disabilities - 3% English Learners - 0% Low Income - 0.6%	Decrease all groups by 1%	Decrease all groups by 2%	Decrease all groups by 2%
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 #0 expulsions	We maintained 0 expulsions at Standiford.	Decrease by 0%	Decrease by %

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 District and site to provide counselors to address social and emotional needs so students are able to be academically successful.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Books and Supplies Printing
B.2 Teachers, administrators, and community leaders will provide parents with ongoing training and information that will directly support their children in the achievement of the State Standards.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Supplies Instructional Materials Substitutes Printing Interpreter Child care Refreshments

<p>B.3 Engagement strategies to support regular attendance and implement a tracking system for students who are tardy and/or are checked out early.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>Instructional Materials  <hr/> Printing  <hr/> Interpreter  <hr/> Postage</p>
<p>B.4 Teachers, administration, ELD/Literacy Specialist, Instructional Coach, support staff, families and students will work together to continue to implement the Leader in Me to promote positive character development.</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>Conferences  <hr/> Instructional Materials  <hr/> Substitutes  <hr/> Books  <hr/> Interpreter  <hr/> Childcare</p>
	<p>All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

**School Site Council Membership  
Elementary School Site**

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:

Position	Name of Members	Year Elected	Year Term Ends
Administration	Amber Wethern		
Teacher	Elese Saia	2018	2020
Teacher	Amy Waayers	2017	2019
Teacher	Barbara Miller	2017	2019
Other Staff	Nikki Reed	2018	2020
Parent	Gina Mason	2017	2019
Parent	Amanda Reynolds	2017	2019
Parent	Jessica Gines	2017	2019
Parent	Tricia Ford	2017	2019
Parent	Janelle Smith	2018	2020

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):**

- X School Site Council
- X English Learner Advisory Committee

Other committees established by the school or district (list):  
Standiford certificated staff; Standiford School Site Council

Barbara R Miller  
Signature  
[Signature]  
Signature  
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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 11/13/18.

Attested:

<u>Amber Wethern</u> Typed Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>11-26-18</u> Date
<u>Barbara Miller</u> Typed Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>11-26-18</u> Date