

The Single Plan for Student Achievement

School: Richmond Elementary School
CDS Code: 18-64170
District: Richmond Elementary School District
Principal: Vicky Leitaker
Revision Date: 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:

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The District Governing Board approved this revision of the SPSA on April 2018.

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School Vision and Mission

Richmond Elementary School's Vision and Mission Statements

It is the mission of Richmond School to provide the following while maintaining a small school setting:

- A high-standard, quality education
- Strong community connections
- A strong foundation
- Preparation for success in academics, athletics, the arts, technology, and citizenship
- Enrichment, excitement, and desire for lifelong learning.

School Profile

Located in rural, northeastern California, Richmond Elementary School is the oldest and longest continuously operated school in Lassen County. In 2014 Richmond celebrated its 150th anniversary! Serving a population of approximately 220 students, Richmond provides an enriching, yet standard based, curriculum for all grades TK – 8. The school district does not receive concentration grants as we do not have Foster Youth. Our pupil suspension/expulsion rate is 2.7%. The school district receives minimal supplemental grants due to the district's low percentage of free and reduced student population at 7%. The school district receives Title II-Part A and REAP in federal funding. Richmond School District belongs to the Lassen County SELPA serving a special education population of 7 students in RSP and 9 speech students. Approximately 8% of Richmond's enrollment qualify for special education services. We are a small close knit community of students, parents, and staff that believe, through dedication and communication, students are our number one priority.

Richmond offers a complete slate of co and extra-curricular activities including student leadership, athletics, and participation in county wide activities such as Geography Bowl, Spelling Bee, STEAM Fair, Third Grade Lassen County History Days, Fourth Grade Days, Fifth Grade Day in the Desert, Sixth Grade Environmental School, Lit Jam, and the Sutter's Fort Environmental Living Program. This year we have extended the school day to provide an elective period. Electives for K-2nd include: Music, Art, STEAM, and Movement. Electives for 3rd-5th include: Art, Technology, STEAM, Band, and Dance. Electives for 6th-8th include: Drama/Public Speaking, Art, Spanish, Guitar, Dance, and Yearbook.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A survey was given to parents/guardians in March of 2017. This survey covers a variety of areas. High areas include: supportive learning environment, a quality teaching staff that cares about students, a well-maintained facility, a safe environment, and we welcome parents' contributions. Areas of improvement: Students have quality activities/programs, provides quality counseling, enforces rules equally, and has students that respect each other. Each of these areas of improvement are in the low 20th percentile. Parents would like to see arts, music, drama, and foreign language added.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are formally evaluated annually. A formal observation on a particular lesson and subject area is chosen by the teacher and administrator. However, walk throughs and observations happen throughout the year. No teacher has received an unsatisfactory observations/evaluations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings

that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As of 2014/15, we have a baseline from the state CAASPP testing. The state testing provides information in the areas of reading, writing, listening, and research/inquiry in the area of English Language Arts/Literacy. In the area of math, students' performance is separated into three different areas: problem solving & modeling/data analysis, concepts & procedures, and communicating reasoning. Science testing is given in both 5th & 8th grades. In the Spring of 2018, the State of California will administer this test as an online field test. Schools will receive scores; however, the test will not be operational. We also use MAP-Measures of Academic Progress.

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

Teachers use many different reports provided by MAP to analyze standards taught during class with state-adopted curriculum. They also use different types of formative and summative assessment.

Staffing and Professional Development

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

Most of the staff is highly qualified at Richmond School. We do have a teacher that has not earned her teaching credential, but is pursuing that credential. She is currently on an internship credential.

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

Our teachers have had training in the area of math and English Language Arts. This Spring, training will be held at the Lassen County Office of Education for Social Science, and a Next Generation Science Standard training will be held at Richmond School.

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

In 2015/16, Mrs. Willits trained teachers on the implementation and understanding of our California State Standards. She has been hosting workshops to familiarize staff with the ELA/ELD Framework. We have also sent lead teachers to the CUE Conference in Palm Springs. Our lead teacher has been teaching the rest of our staff how to use technology in the classroom during staff meetings and in the classroom setting. The majority of our teachers (6 out of 9) attended the STEAM Symposium in San Francisco this December. This spring, all teachers will have the opportunity to be trained on the NGSS and Social Science standards.

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

Ongoing support for teachers is provided through staff meetings and workshops before the school year begins. Our staff is also CPR certified.

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

Richmond School has one class at each grade level. It is very difficult for grade level collaboration. We try to vertically align our curriculum.

Teaching and Learning

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

Subject	Textbooks and Instructional Materials/year of Adoption
Reading/Language Arts	2016
Mathematics	2014
Science	2008
History-Social Science	2006
Foreign Language	N/A
Health	2016
Visual and Performing Arts	N/A

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

We focus on the ELA and math standards. Most of the day, primarily in the primary grades, teachers focus on reading, writing, and math. These three components are incorporated into science and social studies when applicable.

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

At the beginning of every year, teachers are asked to submit their yearly pacing guides. We have hired a reading specialist who works with our students that need intervention in the area of reading for grades K-8th. She works four days a week.

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

Our language arts and math curriculum is newly adopted. Every other subject is outdated. We have a team of three teachers on the science adoption committee for the county. The Lassen County Office of Education is planning on meeting with teams from each of the schools this spring.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Our intervention teachers are working with the regular education teachers to provide support for the struggling students. Our reading intervention teacher is using a computer-based program called Let's Go Learn. She is testing her students at regular intervals with much success.

Opportunity and Equal Educational Access

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

Our English Language Arts and math program is equipped with support for underperforming students.

14. Research-based educational practices to raise student achievement

We hire paraprofessionals to help underperforming students at each grade level.

Parental Involvement

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

Since we are such a small school district, teachers talk/meet/discuss with parents through emails, in person, texts, or telephone. Teachers often stay after or come before school to help students. Some teachers use Remind 101 to stay in contact with parents. We also provide, in 4th-8th grades, a grading system that allows parents to view their child's grades whenever they would like.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Eighth grade students are involved in our school site council and our LCAP committee. Also, students in 6th-8th grades can be a part of our leadership committee providing activities.

Description of Barriers and Related School Goals

Richmond School is a single-site school district that serves approximately 220 students in kindergarten through eighth grade. We receive limited funding. Only 7% of our student population qualifies for free and reduced lunches. Therefore, most of our goals have to be accomplished by saving our funds and targeting those funds for particular purposes. For example in October of 2015, we deployed 2 in 1 devices for every student. Our Richmond Board of Trustees and staff members researched computer devices/products for two years in order to choose the right product for our school and students. We are the only school in Lassen County that has deployed computers on a 1:1 basis.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	24	24	100%	24	2415.4	16.67%	33.33%	20.83%	29.17%
Grade 4	26	25	96%	25	2463.0	20%	40%	12%	28%
Grade 5	24	24	100%	24	2501.7	12.5%	33.33%	29.17%	25%
Grade 6	28	28	100%	28	2563.8	14.29%	60.71%	21.43%	3.57%
Grade 7	24	24	100%	24	2542.0	12.5%	37.5%	25%	25%
Grade 8	26	26	100%	26	2589.7	7.69%	73.08%	15.38%	3.85%
All Grades	152	151	99.3%	151		13.91%	47.02%	20.53%	18.54%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	20.83%	45.83%	33.33%	12.5%	54.17%	33.33%	12.5%	75%	12.5%	8.33%	70.83%	20.83%
Grade 4	20%	56%	24%	32%	48%	20%	12%	68%	12.5%	0%	76%	24%
Grade 5	25%	54.17%	20.83%	20.83%	54.17%	25%	12.5%	70.83%	16.67%	20.83%	41.67%	37.5%
Grade 6	21.43%	71.43%	7.14%	42.86%	50%	7.14%	7.14%	92.86%	0%	39.29%	53.57%	7.14%
Grade 7	12.5%	54.17%	33.33%	20.83%	50%	29.17%	16.67%	58.33%	25%	16.67%	58.33%	25%
Grade 8	19.23%	73.08%	7.69%	34.62%	61.54%	3.85%	7.69%	88.46%	3.85%	23.08%	69.23%	7.69%
All Grades	19.87%	59.6%	20.53%	27.81%	52.98%	19.21%	11.26%	76.16%	12.58%	18.54%	61.59%	19.87%

Conclusions based on this data:

1. We will continue to ensure that at least 95% of our students are tested.
2. Our goal will be that at least 60% of our students either meet or exceed all standards.
3. From the results of this test, we will need to focus more attention on writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	24	24	100%	24	2428.0	16.67%	37.5%	20.83%	25%
Grade 4	26	25	96%	25	2471.1	8%	40%	36%	16%
Grade 5	24	24	100%	24	2486.8	8.33%	37.5%	54.17%	20.83%
Grade 6	28	28	100%	28	2569.8	17.86%	42.86%	39.29%	0%
Grade 7	24	24	100%	24	2528.8	8.33%	37.5%	25%	29.17%
Grade 8	26	26	100%	26	2582.3	7.69%	46.15%	38.46%	7.69%
All Grades	152	151	99.3%	151		11.26%	37.09%	35.76%	15.89%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	25%	50%	25%	33.33%	45.83%	20.83%	8.33%	58.33%	33.33%
Grade 4	16%	56%	28%	12%	64%	24%	16%	60%	24%
Grade 5	12.5%	50%	37.5%	12.5%	54.17%	33.33%	4.17%	54.17%	41.67%
Grade 6	32.14%	53.57%	14.29%	21.43%	67.86%	10.71%	28.57%	57.14%	14.29%
Grade 7	16.67%	41.67%	41.67%	20.83%	62.5%	16.67%	8.33%	66.67%	25%
Grade 8	23.08%	57.69%	19.23%	15.38%	73.08%	11.54%	3.85%	84.62%	11.54%
All Grades	21.19%	51.66%	27.15%	19.21%	61.59%	19.21%	11.92%	63.58%	24.5%

Conclusions based on this data:

1. We will continue to ensure that at least 95% of our students are tested.
2. Our goal will be that at least 60% of our students either meet or exceed all standards.
3. From the results of this test, we will need to focus more attention on problem solving, modeling/data analysis.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Visual and Performing Arts
LCAP/LEA GOAL:
Richmond School will strive to provide a broad course of study for all students from a highly qualified credentialed staff working towards full implementation of the California state standards.
SCHOOL GOAL #1:
By providing supplementary courses within our extended school day, we will enhance their educational experience and knowledge.
Data Used to Form this Goal:
Education Code Section 51210 -Elementary Course of Study and Ed Code Section 51220-Secondary Course of Study requires that visual and performing arts be taught to students in first through eighth grade.
Findings from the Analysis of this Data:
This year we have implemented electives within our school day in K-8 th grades. K-2 nd : Art, STEAM, Movement, Music. 3 rd -5 th : Coding, STEAM, Art, Dance, & Band. 6 th -8 th : Drama/Public Speaking, Art, Guitar, Dance, Yearbook, Spanish
How the School will Evaluate the Progress of this Goal:
Progress will be evaluated through staff meetings and parent surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Give both student and parent surveys to receive input as to what classes our school is interested in offering.	April 2016	Superintendent/Principal/Teachers, Board of Trustees, Parents, Students		None Specified	None Specified	0
Decide what courses to implement and how this implementation will take place.	March 2017	Superintendent/Principal/Teachers, Board of Trustees, Parents, Students		None Specified	None Specified	0
Provide materials/supplies for these lessons.	September 2017	CBO, Superintendent/Principal, Teachers		4000 – 4999: Books and Supplies	Lottery - Restricted	\$9,316

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer a parent and student survey to seek input from parents-likes/dislikes after one year of implementation. Both LCAP, Site Council, Richmond Board of Trustees, and staff will evaluate the electives.	April 2018	Superintendent/Principal/Teachers, Board of Trustees, Parents, Students		None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math & ELA
LCAP/LEA GOAL:
Richmond School will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and career readiness.
SCHOOL GOAL #2:
At least 60% of our students will meet or exceed the standards when given the CAASPP testing in 2018.
Data Used to Form this Goal:
Results of the test will be analyzed by staff.
Findings from the Analysis of this Data:
Based on the CAASPP test results, teachers will focus on particular areas of weakness.
How the School will Evaluate the Progress of this Goal:
MAP (Measure of Academic Progress) tests will be given three times a year for students in kindergarten through eighth grade to analyze progress towards reaching proficiency in the California State Standards. Interim Assessments will be available for teachers with students in third through eighth grade to prepare for CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Align instruction with curriculum. Each teacher will submit a yearly pacing guide to ensure all standards are taught throughout the year.	Ongoing	Superintendent/ Principal, Teachers		None Specified	None Specified	0
Administrator will visit classrooms periodically to monitor effective lesson planning and delivery and confirm standards-based research grounded practices.	Ongoing	Superintendent/Pri ncipal		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in professional development to address common core standards and the statewide student assessment system; the Measurement of Academic Performance and Progress.	Ongoing	Superintendent/Principal, Teachers		5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,681
The district adopted Houghton Mifflin (math) beginning in the 14/15 school year and McGraw-Hill (ELA) in the 16/17 school year. These are both 8-year adoptions.	Ongoing	Superintendent/Principal, Teachers		None Specified	None Specified	0
Additional instructional time will be provided to ensure sufficient time for intervention for all those strategic students who are not making adequate progress towards standards as determined by benchmark assessments and MAP scores.	Ongoing	Superintendent/Principal, Teachers		None Specified	None Specified	0
Students will have access to math and ELA concepts using technology. Both Houghton Mifflin and McGraw-Hill provides technology-driven homework/classwork. Also every student has a device to use to increase their knowledge of each subject.	Ongoing	Superintendent/Principal, Teachers		None Specified	None Specified	0
Conferences are held in the fall to inform the parents of grade level expectations and classroom procedures. Conferences are also held throughout the school year as needed.	Ongoing	Superintendent/Principal, Teachers		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Richmond School has an active Site Council with staff and parent representatives. Site Council receives reports on overall student assessment results in math and ELA and communicates the results to the entire school community. Site Council also contributes input on how to improve school programs.	Ongoing	Superintendent/Principal, Teachers, Parents, Classified		None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: All
LCAP/LEA GOAL:
Richmond School will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.
SCHOOL GOAL #3:
Richmond School will raise attendance during our parent/teacher conferences by 10%.
Data Used to Form this Goal:
Teachers will schedule individual conferences with parents to discuss the progress of their students.
Findings from the Analysis of this Data:
All parents are assigned a conference date/time. Teachers will report names of students whose parents did not attend conferences to the superintendent/principal.
How the School will Evaluate the Progress of this Goal:
Parents that are not able to attend a conference, will be assigned another conference day/time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
During a staff meeting, teachers will arrange conferences so that dates/times are convenient for parents. Conferences for siblings will also be placed at appropriate intervals to allow parents to attend all conferences.	November	Superintendent/Principal, Teachers		None Specified	None Specified	0
Parents will feel welcome to ask questions and become a part of our educational learning environment.	ongoing	Superintendent/Principal, Teachers		None Specified	None Specified	0
Our online grading program through Schoolwise is available 24/7 for parents in grades 4-8 to access their child's grades.	ongoing	Superintendent/Principal, Teachers		5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,613

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional/optional parent teacher conferences will be offered as needed.	throughout the year	Superintendent/Principal, Teachers, Parents		None Specified	None Specified	0

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	1,571,008	1,571,008
Lottery: Instructional Materials	30,266	30,266
Rural Education Achievement Program	58,857	58,857
Local Categorical	14,575	14,575

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	1,613.00
Title II Part A: Improving Teacher Quality	1,681.00
Lottery - Restricted	9,316.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
5000-5999: Services And Other Operating Expenditures	3,294.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books and Supplies	Lottery - Restricted	9,316.00
5000-5999: Services And Other Operating	LCFF - Base	1,613.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	1,681.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,316.00
Goal 2	1,681.00
Goal 3	1,613.00

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
Vicky Leitaker	X				
Darrin Wakley		X			
Sarah Loflin		X			
Amy Phillips		X			
Cheryl Phillips			X		
Lori Barry				X	
Jeremy Wong				X	
Julie Mallery				X	
Ida Bruce				X	
Miya Tyler				X	
Samantha Ogburn					X
Chasea Olexiewicz					X
Numbers of members of each category:	1	3	1	5	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

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):

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 March 20, 2018 .

Attested:

Vicky Leitaker

Typed Name of School Principal

Signature of School Principal

Date

Sarah Loflin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date