Single Plan for Student Achievement

Redwood High School – 2019

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math.

The SPSA is strategically aligned to WASC reports and LCAP goals.

School: Redwood High School

District: Tamalpais Union High School District

County-District School (CDS) Code: 21 65482 2132587

Principal: David Sondheim

Date of this revision: June 2019

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:	David Sondheim
Position:	Principal
Telephone Number:	415-945-3620
Address:	395 Doherty Drive, Larkspur, CA 94939
E-mail Address:	dsondheim@tamdistrict.org

The District Governing Board approved this revision of the SPSA on June 25, 2019.

Table of Contents

Overview of Redwood High School:

Redwood High School, opened in 1958, has a solid tradition of academic performance. Redwood serves seven small suburban communities in southern Marin County: Larkspur, Greenbrae, Corte Madera, Tiburon, Belvedere, Kentfield, and Ross. Larkspur and the surrounding communities are marked by expensive real estate prices. The cost of a home in these communities can range from $700,000 to well over several million dollars. Economic diversity and the challenges it brings to students are sometimes hidden in the apparent affluence of the area.

The Redwood community benefits from high expectations for students, dedicated teachers and staff, and visible parent support. The school has received the California Distinguished School award four times (1990, 1996, 2003 and 2011), was selected as a National Blue Ribbon School in 2008 and was selected in 2015 as a California Gold Ribbon School.

Student Enrollment by Group

Group	% of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	5.8
Filipino	0.9
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0.5
White	73.2
Socioeconomically Disadvantaged	8.1
English Learners	2.2
Students with Disabilities	8..4
Foster Youth	0

Parents are an integral part of the school community, and they provide input and support in many ways. Parents serve on the Redwood Site Council, a body which focuses on School Environment, Culture and Wellness by promoting empathy, kindness, and respect for oneself and others, fostering a safe environment that values both personal and academic goals, celebrating individuality, and cultivating tolerance and inclusiveness. Our Parent Teacher Student Association (PTSA) hosts student assemblies and events, career awareness opportunities for students, staff appreciation events, campus beautification and monthly parent education events.

Our school also receives support from a number of other parent organizations. The Redwood Foundation has been an outstanding source of financial support over the years. This year the foundation raised over $1.2 million. Funds are distributed to staff and students through grants funding innovative classroom and school ideas and projects, the Benchwarmers Athletic Booster club, the Fund-a-Need program, scholarships for graduating seniors, and medium to large capital projects such as field renovation, science classroom equipment purchasing, college and career center and library upgrades and technology upgrades.

Our School to Career program is a partnership with the Marin County Office of Education (MCOE). The program provides students the opportunity to explore careers in a variety of areas through

internships, job shadows and career-focused field trips. Internship opportunities are available to our students three times a year during fall, spring and summer. Typically, students intern for six to eight hours per week for six weeks. Internship partners include Buck Center for Research on Aging, Kaiser Permanente, Marin Independent Journal, Marin Youth Center, and Marine Mammal Center, and Marin Youth Center. During the summer, students participate in a career course program.

Redwood staff members, parents, and students are members of the Twin Cities Coalition for Healthy Youth, which includes a variety of sectors of the local community including city, police, health services, and schools. The coalition's mission is to work collaboratively to significantly reduce the incidence of underage use of alcohol, tobacco and other drugs.

Another community partner, 10,000 Degrees, is an organization with a specific focus on achieving educational equity and supporting students with need to access and complete higher education to positively impact their communities and the world. The organization works with Redwood students to provide college awareness, college preparation and planning advice, and financial assistance during high school and college.

Bridge The Gap is a community partner that provides after school homework support and skill development in an effort to equip students with the skills they need to navigate through high school successfully and prepare themselves for a variety of post-high school options.

Dynamic Solutions for Youth is a community organization that utilizes both a prevention and intervention model to address behavioral issues. The organization works with Redwood administration to support students through mentoring, discussion groups, and community service.

Our Wellness Center has also added a variety of community partners focusing on student emotional health and reproductive health services including Marin Community Clinics, Huckleberry Youth Programs, Family Service Agency, UC Berkeley School of Social Work and UCSF School of Nursing.

College Board Advanced Placement courses are a common part of student learning experiences at Redwood High School. This year, 776 students took 1558 AP exams. Of these exams, 39% were taken by students in the 12th grade, 38% by students in the 11th grade, and 23% by students in the 10th grade. This year, 55% of all students who took an AP Exam took two or more exams. 20 different exams were administered this year.

Our Career and Technical Education (CTE) program pathways include Architectural Design, Engineering, Computer Programming, and Computer Graphics. Each of these programs allow students to engage in relevant, technologically-rich coursework providing career focus skills and content. Approximately 250 students enrolled in one or more of these CTE courses this year.

Our Drama program operates as a student-run ensemble theater company in which students, over a number of years, participate in all roles necessary to run a theater company including acting, directing, house and technical management, and publicity. Over 300 students participate in Drama each year. The drama program regularly wins regional and state awards.

Our journalism program is a two to three year program in which students take a preparatory Non-Fiction course followed by one to two years of Advanced Journalism. Our school paper has won numerous national awards for many years. In the last few years, the journalism program has

expanded from print journalism to online journalism, incorporating social media to reach a wider audience and better train students for the future of journalism.

TUHSD Mission Statement

The Tamalpais Union High School District is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively (Adopted by the Board August 25, 2009).

TUHSD LCAP Goals

1. Guarantee students' access to rigorous, relevant and engaging curriculum in all content areas. (Common Core State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes)

2. Improve the learning of all students while narrowing the achievement gaps among our student groups (Common Core State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes)

3. Improve communication and relationship with the community and stakeholder groups. (Parent Involvement, Pupil Engagement)

4. Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students. (Pupil Engagement, School Climate)

WASC Critical Learner Needs:

1. Provide all students opportunity and access to grade level instruction, higher-level course offerings (AP and honors) and college and career options in the 21st Century.

2. Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population.

3. Increase student achievement in mathematics.

Redwood High School Site Goals for 2019-2020:

1. Increase success in grade-level and higher learning for all students.

2. Improve the sense of community, positive student behavior and wellness among staff and students.

3. Decrease number of absences and tardies and the impact of missed class time on teaching and learning.

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:

Goal A: Increase the number of students who show proficiency and growth from original instruction in the classroom (A1), and with targeted support outside of the classroom as needed (A2).

By June, 2020:
- There will be a 5% increase in the percentage of students showing proficiency in identified learning outcomes as indicated by course semester grades.
- There will be a 5% increase in the percentage of students showing proficiency in grade level and 4-year college preparatory courses.
- There will be a 5% increase in the percentage of students of color and low-income students showing proficiency in 4-year college-preparatory and honors/AP courses.

Rationale for Goal:
Not all Redwood High School students are showing proficiency and growth in all subject areas. We have a persistent opportunity/achievement gap as identified by data highlighted in Chapter 1 of our 2015 Self-Study.

Rationale Evidence:
- Number of students on D, F, I list and/or having to repeat courses.
- Student grade distribution.
- Standardized test scores – CCSS, AP.
- Not all students are 4-year college-ready.

Evidence of Success:
- Reduced numbers of students earning a D, F, or I in any class, and reducing the number of students having to repeat courses.
- Increased number of students passing all classes with a grade of C or better.
- Increased standardized test scores.
- Decreased numbers of students enrolled in semester-long Academic Workshop classes.
- Increased proportion of students four-year college-ready by graduation

Means to Monitor Progress:
- Case Review Team monitors individual students in their progress in all classes.
- Admin team and counselors monitor D, F, I list at every marking period. Create action plans as needed.
- PLC teams review of ongoing progress and semester grades.
- Staff review of standardized test scores in department teams.

Objective	Critical Learner Need or LCAP Goal	Action Steps	Resources Needed	Responsible
A1.a: Continue to work in PLCs to inform practice that	• Equity • Math	• Share data that measure growth and proficiency, particularly students of color, EL students and low-SES students.	• Protocols for data sharing and discussion.	• Teachers • Admin

best supports student learning.		• Refine learning outcomes and criteria for proficiency. • Implement an assessment plan that includes pre-assessments; ongoing formative assessments and summative assessments. • Teachers use data to make adjustments and revisions to assessments in a coordinated manner. • Utilize results and teacher learning in the PLC process to improve teaching and learning outcomes. • Explore options to utilize interdisciplinary PLCs. • Utilize PLCs to articulate sequential courses.	• Systems for keeping records and collecting data. • Time for teachers to gather data and PLCs to meet for collaboration and sharing data. • Professional development as needed to create multiple forms of assessment.

A1.b: Define, explore and utilize curriculum and teaching practices focused on engaging students in deep learning.	• Access
	• Equity
	• Math
		• Provide a coherent plan of professional development on instructional strategies and curriculum development. Possibilities include:
		  o Equity/access for students of color, low socioeconomic status
		  o Culturally responsive instruction
		  o Project-based learning
		  o Integrated curricula
		  o Next Generation Science Standards (NGSS) instructional methodologies
		  o Expanding the classroom boundaries using technology.
		  o Inquiry-based instruction.
		  o Standards-based grading practices.
		  o Technology and 21st century skills integration
		  o Curriculum development focused on student interest and increasing course variety.
			• Professional development time to share, learn and implement new practices.
			• Trainers/experts (internal and external) to assist with professional development.
			
			• Teachers
			• Admin

A1.c: Ensure that all students have access to grade-level learning.	• Access • Equity • Math	• Provide proper supports (tutoring, AVID, SMART period support, flexible class-sizes, paraeducators) to ensure that students learn successfully in grade-level classes, particularly students of color, EL students and low-SES students.	• Measures to identify students for placement and support. • Tutors (adult volunteers, peers) • Paraeducators • Admin

		Actions/Strategies	Resources	Responsible
		• Move all students from below grade level classes to grade level classes by the time they graduate with supports necessary for success. • Expand providing technology for students who can't afford their own devices/access. • Partner EL students with staff and students who share their language and culture. • Improve communication with low-SES families and families of color to better involve them in the success of their students.		
A1.d: Continue scheduling 9th / 10th graders into cohorts (small learning communities)	• Equity • Math		• PBL and interdisciplinary training and common prep time	• Admin • Teachers • Counselors
A2.a: Refine Academic Workshop	• Equity • Access • Math	• Cluster students of color, EL students, AVID students, AW students and special education students to improve communication between teachers. • Review successes and challenges of Humanitas 9th and 10th grade small learning community. • Improve communication between AW teachers, subject teachers and parents. • Expand AVID course and strategies. • Conduct instructional workshops with special education teachers and academic workshop teachers to provide strategies and support to academic workshop teachers. • Revise Academic Workshop strategies and instruction • Add ELD Math Academic Workshop	• Measures to identify students for placement. • Improved methods for communication between AW teachers, subject teachers and parents • Online resources for communication. • AVID training and time for AVID team to meet.	• Admin • Counselors • AVID Teachers • AW Teachers • Teachers
A2.b: Provide new learning opportunities for students who do not meet learning outcomes by the semester's end	• Equity • Math	• AW/Independent Study for finishing incompletes and remediation. • Continue to use computer-based or online courses such as Acellus for credit redemption. • Expand on-site credit redemption options (Acellus) • Increase articulation with feeder schools to improve student content knowledge and skills preparation.	• Computer-based, independent study training. • Computers • Staffing and scheduling to accommodate time and personnel needed.	• Admin • Counselors • Teachers
A2.c: Provide tutoring and individual assistance	• Access • Equity • Math	• Provide tutoring by college students and pre-service teacher candidates before, during and	• Trained adult volunteers/retired teachers. • Trained peer tutors.	• Admin

through the use of volunteers, trained peer tutors and teachers	after school, particularly for struggling students of color, EL students and low-SES students. • Provide student peer tutors in class. • Provide adult tutoring when students can take advantage of it. Target participation as needed. • Provide math tutoring before school, during lunch and after school.	• Training for willing but untrained volunteers and peer tutors. • Program coordination.	

Goal B: Decrease the amount of time students spend out of class for behavioral problems (B1), and create a culture that balances academic achievement and well-being for students and staff (B2).

By June 2020:

- There will be a 5% decrease in the amount of time students miss class for behavioral problems.
- There will be a 5% increase in the percentage of students and staff who believe academics and well-being are well-balanced.
- Students will access our Wellness Center services.

Rationales for Goal: Some students are missing class time and opportunities for learning as a result of behavioral consequences. Students and staff are reporting the need to better address student health and wellness issues.

Rationale Evidence:

- Students missing class/learning opportunities during suspensions or other behavioral consequences
- Student and staff feedback regarding health and wellness.

Evidence of Success:

- Reduced days of suspension out of school
- Students with discipline incidents show learning success as measured by grades and test scores.
- Students and teachers report improved balance between academic success and well-being.

Means to Monitor Progress:

- Admin team will track student suspension data
- Admin team will track student learning progress for students with discipline incidents.
- Admin team and counselors will monitor student and staff perceptions of well-being.

Objective	Critical Learner Need	Action Steps	Resources Needed	Responsible
B1.a: Implement an Individualized Discipline Plan for students as needed.	• Equity • Community Relations	• Partner with outside resources, as needed. • Continue to use restorative circle restorative justice practices. • Increase communication of discipline policies, supports and consequences.	• Ongoing support from campus assistants and AP secretaries. • Ongoing contracts with partner support providers (e.g, BACR, DSY). • Training in use of restorative practices.	• Admin
B2.a: Increase on-campus activities designed to build a more cohesive RHS community.	• Equity • Access	• Anti-Bias, Anti-Racism, Equity training for staff and students. • Formation of staff and students equity teams. • Create/expand advocacy clubs for students of color, EL students, etc. • Increase diversity of parent participation	• Coordination for all programs (through AP office). • Funding for guest speakers, other programs as needed (PTSA, Foundation, etc.). • Student involvement/input • Anti-racism training for staff, students and parents. • Translation services/staff	• Admin • Leadership, Link Crew, Peer Resource Teachers • Site Council • Teachers • PTSA

		• Welcome committee for new students, particularly students of color and ELD students. • Explore moving PTSA meeting times to be more accessible for working parents. • Coordinate and expand activities with Leadership, Link Crew, Peer Resource and Students Organized for Anti-Racism (SOAR) that focus on opportunities for ALL students to feel more involved in school. • Implement a mindfulness program and provide opportunities for exercise, meditation, etc. for students and staff • Improving communication in languages other than English	• Parent volunteers to form welcome committee	
B2.b: Promote wellness and balance within the school community.	• Equity • Access • Community Relations	• Parent education (e.g., alcohol and drugs intervention/prevention); anti-bullying; academic/social balance. • Continue to build and support Friday Night Live (FNL) program.	• Coordination between Wellness Director and school staff, students, parents and partner organizations such as Tobacco Use Prevention Education (TUPE) and the Healthy Kids Coalition. • Continued coordination between Leadership, Link Crew, Peer Resource, PTSA, Foundation, FNL Advisor and Site Council to support special programs.	• Admin • Counselors • Site Council • Teachers • Students • Parents

Goal C1: Decrease number of absences and tardies and the impact of missed class time on teaching and learning.

By June 2020:
- There will be a 10% decrease in the number of student absences and tardies.

Rationale for Goal: Absences and tardies negatively impact student learning for some students.

Evidence of Success:
- Reduced absences and tardies
- Increased student performance as indicated by
  - grades
  - standardized test scores
  - teacher and parent reports

Rationale Evidence:
- Anecdotal reports from students and teachers

Means to Monitor Progress:
- Admin team will track absences and tardies
- Admin team will gather student performance data

Objective	Critical Learner Need	Action Steps	Resources Needed	Responsible
C1.a: Strengthen pre-SARB and SARB strategies	• Equity	• Create, review and revise attendance procedures and policies • Determine cause of chronic absences and tardies for individual students to create plans to address those causes more directly. • Teachers sharing successful student-engagement practices. • Parent/student/administration Pre-SARB meetings • Improve SART and SARB activities (improve communication with parents, guardians, daily tracking, refer to CRT) to support attendance more quickly and effectively • Use outside resources such as probation, DSY and other services to support attendance, as needed.	• Time to create and implement a flow chart for absences and referrals.	• Admin • Teachers • Campus Assistants • Case Review Team
C1.b: Create a more systematic way for students to make up missed work.	• Equity	• Clarify student responsibilities when returning from absences. • Use SMART period to make up missed work. • Use online/computer courses for making up learning outcomes for long-term absences.	• Time for teachers to create alternative assignments. • Online/computer courses licenses.	• Admin • Teachers

• Utilize technology to facilitate communication of assignments and possible alternative paths for learning after missing class time. • Increase subject area expertise of Home/Hospital instructors by using teachers on staff when possible. • Explore requiring SMART period when absence threshold reached. • Explore patterns of missed class time (periods, courses, days, etc.)	• Time and training to use technology as needed.

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's goals and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

These centralized Services are intended to support all Site Goals of ensuring access, equity and achievement for all students across the District.

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Support the professional development of teachers in the areas of curriculum, instruction and assessment, aligned to state and national standards, in order to support the goals of WASC and LCAP.	2019-2020	Conferences and Trainings Teacher Collaboration and Task Force Work Books and Reference Materials	$48,000 $5,000 $2000	Title II
Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2019-2020	Technology to support translations, and access for students Books and Reference Materials Conferences and Trainings for EL coordinators	$3000 $1000 $3000	Title III LEP

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs 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) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

Of the four following options, please select the one that describes this school site:

☒ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	$	
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	$	
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	$	
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	$	

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	$	
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	$	
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$	
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	$	
Total amount of state categorical funds allocated to this school	$ 0	

Federal Programs	Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$	
Title I, Part A: Parental Involvement (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).	$ 5,216	
For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$	
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	$	
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$ In Form B as a Central Service	Title III funds may not be consolidated as part of a SWP[3]

Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	
Other federal funds (list and describe)	$	
Other federal funds (list and describe)	$	
Other federal funds (list and describe)	$	
Total amount of federal categorical funds allocated to this school	$ 0	
Total amount of state and federal categorical funds allocated to this school	$ 0	

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.[1] 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
LaSandra White	X	☐	☐	☐	☐
David Sondheim	X	☐	☐	☐	☐
Amy Benjamin	☐	X	☐	☐	☐
Mike Kelemen	☐	X	☐	☐	☐
Debbie McCrea	☐	X	☐	☐	☐
Marissa Peck	☐	X	☐	☐	☐
Tami Wall	☐	☐	X	☐	☐
Mark Raisler	☐	☐	X	☐	☐
Emily Janowsky	☐	☐	☐	X	☐
Jennifer Lefferts	☐	☐	☐	X	☐
Cindy Serrano	☐	☐	☐	X	☐
Christy Smith	☐	☐	☐	X	☐
Maisie McPeck	☐	☐	☐	☐	X
Ella Zimmerman	☐	☐	☐	☐	X
Gianna Panzardi	☐	☐	☐	☐	X
Rachel Kimball	☐	☐	☐	☐	X
Numbers of members in each category	2	4	2	4	4

[1] *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, delete what does not, add more if needed)**:

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 approved at a public SSC meeting on June 5, 2019.

Attested:

 David Sondheim   6/17/19
Typed name of School Principal   Signature of School Principal   Date

 LaSandra White   6/17/19
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date