

Single Plan for Student Achievement

Tamalpais High School – 2026



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 report and LCAP goals.



Tamalpais High School

Tamalpais Union High School District

County-District School (CDS) Code: 21-654822133692 Principal:

Date of this revision: May 15, 2026

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:	Sam Pasarow
Position:	Principal
Telephone Number:	415-380-3518
Address:	700 Miller Avenue, Mill Valley, CA 94941
E-mail Address:	spasarow@tamdistrict.org

The District Governing Board approved this revision of the SPSA on [DATE]

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Overview of Tamalpais High School:

Tamalpais High School was founded in 1908 and is the oldest of the three comprehensive high schools in the district. The school serves students in grades nine through twelve. The school is fortunate to be steeped in a rich tradition of academic success, historical significance, and tremendous pride. Members of the Tam Family boast of the numerous and varied opportunities students experience due to the supportive and caring communities surrounding the site. Students who attend Tamalpais High School reside in one of three unique communities in southern Marin: Mill Valley, Sausalito/Marin City, and Bolinas/Stinson Beach. Tam's current enrollment is 1346 students, of whom 69% are White, not Hispanic, 11% are Hispanic, 3% are African-American, 4% are Asian, and 11% are two or more races. Currently, 12% of the students are eligible for free or reduced lunch (i.e., low socioeconomic status), 14% receive Special Education services, and 2% are English Learners. Tam's enrollment peaked in the 2021-2022 school year and is expected to experience a decline in the coming years.

The site experiences significant support and participation from the parents and the community. The community is extremely generous regarding financial support and time to ensure the students at Tam are experiencing the most innovative and rigorous academic experience possible. The site is fortunate to partner with active school-connected organizations including the Tam High Foundation, the Parent Teacher Student Association (PTSA), and the Athletic Boosters. These organizations help build a culture that rewards strong teaching practices and creative ways to help bolster student learning, providing multiple opportunities for our student-athletes, visual and performing artists, and musicians.

Tamalpais High School is fortunate to have a host of specialized support programs for the students as they enter their high school careers. It is essential to educate the whole child, and to this end, programs that focus on transition, academic support, changing behavior, wellness, and mental and physical health are abundant. Tam High makes it a priority to welcome students as they transition from 8th to 9th grade, with a significant emphasis on freshmen orientation and the introduction of the academic and social life at the site. For several years, a one to three-week summer school program called "The Transition Program" has helped students from our smaller feeder schools experience a sampling of the curricular expectations and social adjustments necessary to assimilate to high school life. In 2018, Tam re-branded the transition

program called “Tam Ascent,” which was not offered in 2023 but was offered in the summers of 2024 and 2025.

The Tam Ascent program supports students from smaller feeder schools in English Language Arts and organizational skills. Students also participate in various team-building activities to build connections with Tam staff and each other. This program helps students from a much smaller learning environment to connect with Tam before the start of the school year. In addition to this program, all 9th-grade students are partnered with an upperclassman and supported through the Link Crew Program. The Link Crew student leaders monitor their 9th-grade students and help them acclimate to the rigor and time demands throughout the year. The Link Crew Leaders provide academic and social guidance for their students and help the 9th graders navigate high school life.

In the 2014-2015 school year, the Leadership, Peer Resource, and Strategic Peer Mentoring teachers created a new vision for developing student leaders and increasing opportunities for students to feel connected to Tam High. The Strategic Peer Mentoring Program was created to support 9th and 10th-grade students exhibiting academic or social challenges early in the school year. Upperclassmen spend the first month of school receiving training on how to mentor and tutor students. The three teachers are working collaboratively to support all students at Tam High and increase student engagement. These programs will continue into the upcoming 2026-27 school year, supporting our at-risk students.

The Success Network is an equity initiative driven by the collaboration of both school and community partners. The success network is dedicated to accelerating the achievement of historically underserved youth at Tam High. The success network utilizes data, early intervention, communication, streamlined services, and team effort to overcome the many barriers students face. The success network coordinates advocacy and closely monitors a historically underserved group of students to address needs as they arise. The success network pairs frequent data tracking with leveraging existing services to make a collective impact that better serves the students and allows each provider to reach their potential impact. The success network focuses on working collaboratively with community-based organizations in hopes of disrupting the systems of racism and poverty that have affected these students and providing support to assist them in succeeding.

An addition to the Success Network initiative is the Success Network Mentoring program. Teachers and staff at Tam volunteered to mentor students, providing weekly support and intervention. Success mentors received weekly data reports outlining students' attendance, grades/missed assignments, and other important information that can help focus conversations with students.

The school's master schedule is driven by student needs and is designed via a committee process. The priority of the schedule is to create an academic program that increases the achievement of all students while accelerating the growth of students of color, students with low SES, English Language Learners, SPED students, and foster youth. A committee of teachers and administrators collaborate to audit curricular offerings to ensure that we have a program that promotes academic achievement, belonging, and collaboration. As a result of the committee audit of our course offerings, we have included a social and environmental justice academy at both 11 and 12th grade and decreased barriers to access in all of our Advanced Placement course offerings. Additionally, we have been able to schedule academic support courses across our school day, which will provide access to tutoring, goal setting, and progress monitoring under the guidance of a teacher/adult mentor.

Tamalpais High School offers specialized academic programs to develop and foster student engagement. In the ninth and tenth grades, students are paired in a CORE program that places students with the same English and Social Studies teachers to develop strong academic relationships between the students and teachers. The teachers work collaboratively to offer interdisciplinary lessons and share resources. The intended outcomes for the CORE program are to establish a cohort of learners supported by teachers who have had the opportunity to work with the students for a two-year duration to ensure they are well prepared to communicate effectively in both a written and oral format, think critically, analyze complex information and work collaboratively.

AIM (Academy of Integrated Humanities and New Media) is a highly competitive 2-year Social Studies and English program using a multimedia approach. The program emphasizes academic, professional, technological, and documentary film skills.

AVID (Advancement Via Individual Determination) is a Tam elective emphasizing college readiness. AVID targets students in the academic middle (2.0-3.5 GPA) who benefit from skill

development supporting college readiness. AVID will have 4 sections in 2026-27, with 9th, 10th, 11th, and 12th-grade students enrolled in the AVID elective.

COMPASS (College of Marin Providing Access and Supporting Success) is the College of Marin's primary tool to end educational inequity in Marin County. It is a comprehensive dual-enrollment partnership between students, parents, high schools, and the College of Marin. Building on the success of our dual-enrollment partnership with the College of Marin (COM), we are excited to continue offering our specialized counseling course next year. Modeled after successful regional programs, this class guides high school students through the college process, credit systems, and higher education expectations. By participating, students earn transferable college credit while still in high school. Furthermore, students who complete the course and choose to attend COM after graduation will receive free tuition, books, and additional student amenities.

CTE (Conservatory Theater Ensemble) is an award-winning 4-year comprehensive drama program using actors, directors, designers, technicians, backstage crew, playwrights, guest artists, and teachers. The program has multiple plays in production throughout the entire school year.

Applied Technology: These specialized courses expose students to technical environments and their applications in the modern world. These courses offer opportunities to explore various career paths in Computer Science, Engineering, Architecture and Film Production. All courses provide hands-on, project-based learning that promotes creative and analytical thinking.

Academic Workshop: These classes are designed to provide supplemental instruction in knowledge, skills, habits, and attitudes necessary for academic success. The courses are intended to focus highly on individualized students' academic needs. Counselors assign students to Academic Workshop according to their academic needs. Academic workshop teachers have worked collaboratively to systematically improve outcomes for students who participate in the intervention.

Social and Environmental Justice Academy: Building off the success of the English/Social Studies CORE program, both current juniors and seniors can enroll in the Social Activism Program, an English-Social Studies program. Students will have the option to be in the program

for one or two years. Rising Juniors have selected US History (SEJA) and AP Composition (SEJA). Rising Seniors have selected Government Econ (SEJA) and Essay Exposition/Oral Rhetoric (SEJA).

The Tam Wellness Program: The Wellness program at Tam opened in the spring semester of 2018. The program's three areas of focus are mental health, substance use and abuse, and sexual health. The Wellness Program offers coordinated health, mental health, substance use/abuse, and sexual health services to all students on campus. The Wellness program offers direct student services (1:1 and group support) and school-wide prevention/education in classrooms and throughout the community with students, staff, and parents. A student advisory board helps direct the coordinator and wellness providers on how to best meet the student's needs and continue to develop the program.

In 2024, the community approved Measure B, a \$289 million bond measure that allocated \$120.6 million for the modernization of Tamalpais High School's facilities. A centerpiece of this funding is the \$76.6 million STEAM Classroom Building Replacement Project, which includes the construction of a four-story building dedicated to Science, Technology, Engineering, Arts, and Math (STEAM), housing 10 specialized classrooms, teacher collaboration spaces, and modern amenities. Adjacent to this structure, a new Music Building will feature ensemble rooms, a recording studio, outdoor balconies, and connecting access via an elevated pedestrian walkway, creating a cohesive and innovative learning environment.

Additional campus upgrades include \$33.5 million for roof and HVAC replacements, \$1.9 million for elevator and fire escape replacements, \$1.5 million for IT infrastructure modernization, \$1 million for kitchen and dining space renovations, and \$500,000 each for track resurfacing and storage replacements. Other improvements include \$400,000 for pool replastering, \$4.1 million for program contingencies, and \$600,000 for administrative and bond issuance costs. These projects reflect the district's commitment to providing students and staff with safe, modern, and functional spaces that enhance education and extracurricular activities. For more details on the status of these projects, visit the Tamalpais Union High School District's facilities website at tuhsdfacilities.org.

Tamalpais has served English Language Learners with a dedicated EL Coordinator and ELD courses. These courses supported academic language acquisition and English fluency

development while delivering academic content at a pace believed to optimize learning for English language learners.

There are currently two General Education Academic Workshop classes, one EL-focused Academic Workshop class, and a Mathematics-focused Academic Workshop class to support our EL students as we transition EL students into mainstream courses. The EL students have been placed in mainstream classrooms and supported by an English Language Development course, a dedicated paraeducator, an ELL coordinator, and a dedicated counselor who monitors students' academic progress while serving as their advocates with general education teachers. The ELD site team and teachers primarily comprise second language acquisition specialists, and almost all will be AVID-trained by Fall 2021. In the Spring of 2021, Tamalpais initiated a functional English Learner Advisory Committee (ELAC) for families, teachers, students, and other community members who want to advocate for English Learners. In 2025-2026, Tam continues to evaluate the effectiveness of the English Language Learner program and strategies to ensure that all students' needs are met.

TUHSD Mission Statement

Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

[Tam District Graduate Profile](#)

Adopted by the Board of Trustees May 10, 2022

Tamalpais High School Mission Statement

The ultimate purpose of Tamalpais High School is to prepare the young people of this community to become better citizens in whatever walk of life they may engage. We do this by maintaining a learning community that celebrates diversity, honors excellence, and provides students the opportunity to question, create, think, and dream. We cultivate community by promoting the Spirit of Tam Unity by living our core values of empathy, respect, community and integrity.

WASC Student Learning Outcomes:

Tamalpais High School will increase academic achievement for all students and accelerate academic growth of students of color, students with low SES, English Learners, SPED students, and foster youth.

Tamalpais High School will provide and promote an environment that increases the racial consciousness of students while supporting the social, emotional well-being of students.

Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally that will increase the graduation rate of our students enrolled in Academic Workshops and AVID and will increase the UC A-G eligibility of African American students from 50% to 85% and Latinx students from 46% to 85%.

THS School-wide Goal 1: Tamalpais High School will increase academic achievement for all students and accelerate the academic growth of students of color, students with low SES, English Learners, SPED students, and foster youth.

Rationale for Goal: We will focus on the needs of our students of color, low-SES students, English Learners, SPED students, and foster youth to increase academic success for our marginalized youth and all students through improved instruction, curriculum, and classroom practices.

Evidence:
 -Number of students with D, F, or I, not disproportionately students of color, students with low SES, English Language Learners, SPED students, and foster youth.
 -A, B grade mark distribution

Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.

Progress Monitoring: Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings using the following:
 -D,F, I data
 -CAASPP data
 -A-G eligibility rates

Objective	Action Steps	Resources Needed	Timeline / Funding	Person(s) Responsible
A1: Build relationships with each student to best identify how to meet their academic needs. LCAP #1 LCAP #2 LCAP #5	*Continue relationship-building focus in every class with every student. *Identify students early, and set them up with the resources they need to succeed in Coordinated Service Team meetings (COST) *Social Emotional Learning lessons *Restorative Practices as alternatives to traditional discipline	-Time allocated for instructional teams to meet to review data and determine appropriate instructional supports -Funding for professional development	2025 onward	-Teachers -Instructional Coaches -Induction Coaches -LLT (Teacher Leaders) -Administration -All staff

Objective	Action Steps	Resources Needed	Timeline / Funding	Person(s) Responsible
A2: Using high impact Student Engagement Instructional practices, teachers will use cycles of inquiry to improve instructional practices to increase academic success and student engagement and connection. LCAP #1 LCAP #2 LCAP #5	Identification and training in high impact instructional practices using the Tam Forward Instructional Toolkit Adult Learning focused on increasing <i>Depth of Knowledge (DOK)</i> learning experiences and outcomes	Tamalpais Union HS District Instructional Toolkit Three THS Instructional Teacher Coaches Human Resources: Teacher Leaders as Instructional Leaders in charge of leading “HIIP-Alike” cross-curricular groups in the Student Engagement CHiIP (category of high impact instructional practice)	Weekly Professional Development Staff and Department Meeting time	
Objective	Action Steps	Resources Needed	Timeline / Funding	Person(s) Responsible
A3: Align curriculum to support antiracism, student access, and relevance to student lives. LCAP #1 LCAP #2 LCAP #4 LCAP #5	Collaboration between teachers to update and align curriculum across courses of study through the development of common assessments in District Instructional Cohorts. Update all curriculum to include an active antiracist perspective in all classes (see WASC Goal B) Include local and relevant context to curriculum to ensure all students feel connected to content and to see applicability in their lives.	District level meetings on Mondays during 25/26 and 26/27 School years	2025/2026 - 2026/2027	-Education Services -Tam Administration

Objective	Action Steps	Resources Needed	Timeline / Funding	Person(s) Responsible
A4: Implement an MTSS model (Multi Tiered System of Support) to provide interventions and supports where needed	Two THS Intervention Coordinators will: -lead Coordinated Services Team (COST) meetings involving school counselors, community based organization educators and administrators b-weekly -lead community building and academic intervention work as the Black Student Success Team lead -counselors and THS Wellness providers will partner with the BSST in support of Black student success	-Room 315: The Hub for the Black Student Success Team and the Black Student Union's use as an important affinity space -bi-weekly meeting with with the counseling department and assistant principals	-2026/2027 SY -2.2 FTE Intervention Coordinators	-Intervention Coordinators -Administration -Counseling -Wellness

THS School-wide Goal 2: Tamalpais High School will provide and promote an environment that increases the racial consciousness of students while supporting the social, emotional well-being of students.

Rationale for Goal: If instructional staff build an environment that supports the social and emotional well-being of students, then there will be an increase in equitable experiences for all students as well as improvement in student learning.

Evidence: Tamalpais High School's student population is predominantly white and middle to upper class and experiences school within this dominant culture. Students of color have experienced harm on Tam's campus through racially biased incidents in and out of the classroom. We have elevated "Belonging" as a school-wide core focus area.

Evidence of Success: During the evaluation and reflection process during each Cycle of Continuous Improvement, teachers report trying new strategies.

Means to Monitor Progress:

- *Staff meeting debriefs
- *Survey Data: Healthy Kids and Youth Truth
- *Student feedback

Admin, teachers and counselors adopt and align practice that has worked for other teachers and abandon those that have fallen short.				
Objective	Action Steps	Resources Needed	Timeline / Funding	Person(s) Responsible
B1: Develop and foster a positive school culture and a culture of antiracism on campus in all aspects of campus life. LCAP #1 LCAP #2 LCAP #4 LCAP #5	Provide campus activities that promote the culturally diverse and the social-emotional well being of our diverse student body Provide an array of mentorship and academic support opportunities: WISE Mentoring, WISE Girls Group, Keith Jackson mentorship, The Hannah Project, 10,000 Degrees College support, Bridge The Gap tutoring, etc. Provide an affinity space for Black students, The Hub, and provide staffing in the Black Student Success Team to foster black student success and belonging Offer experiential learning opportunities beyond the classroom Work to increase BIPOC-student enrollment in Advanced Placement classes Inclusive recruitment of all students into campus	Dean of Students Tam High Wellness Program District and Tam Foundation funding for school wide activities Instructional Rounds (LLT and English Learner focused)	2025 onward	Administrators Teachers Classified Staff Counselors Students

	organizations/activities. Support the development of specific programs/events that focus on and celebrate the diversity of our campus and surrounding communities. Provide affinity spaces in organizations for students to connect within similar students. (Staff and Student of Color retreats, districtwide)			
Objective	Action Steps	Resources Needed	Timeline / Funding	Person(s) Responsible
B2: Curriculum development in targeted courses on racial and identity consciousness	NEW - 9th grade Core seminar (ethnic studies/world cultures/social issues) AND redesign of Social Studies curriculum to create antiracist and ethnic studies driven courses. Continue to use real world events to generate lessons in CORE/social studies and literature that harness the energy of current affairs Expand our Social & Environmental Justice/Action Academy (SEJA) to include a robust 12th grade offering, including senior level Advanced Placement coursework to stem the exit of students from 11th to 12th	-Collaboration Time -District minimum days and adult learning opportunities -Monthly Tam District leadership Council meetings	Weekly Professional Development Staff and Department Meeting time	

	grade Conduct a curriculum equity audit across each department to analyze current materials and instructional practices using district equity audits and rubrics. Implementation of restorative practices in classrooms when necessary, for example, for a <i>culture reset</i>.			
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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 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)
Provide Supports to African American students	2026-2027	DSY Mentorship Services provided to African American Students	\$33,000	Title I <i>District Funded</i>
Support Transition into High School for Specific SubGroups	2026-2027	Tam High "Ascent" Program	\$15,791	Title I

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/fq/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	\$19,666.68	
Total amount of state categorical funds allocated to this school	\$ 19,666.68	

Federal Programs		Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$ 15,791 Site Funds	
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).	\$		
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	\$ 15,791	
Total amount of state and federal categorical funds allocated to this school	\$ 15,791	

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
Sam Pasarow	X	☐	☐	☐	☐
Ben Cleaveland	☐	X	☐	☐	☐
Laurel Shear	☐	X	☐	☐	☐
Alyssa Sandner	☐	X	☐	☐	☐
Charles Garfink	☐	X	☐	☐	☐
Imani James	☐	☐	X	☐	☐
Catherine Clobucker	☐	☐	X	☐	☐
Nicolay Kreidler	☐	☐	☐	X	☐
Amy Barrios	☐	☐	☐	X	☐
Joy Koo	☐	☐	☐	X	☐
Andrew Coan	☐	☐	☐	☐	X
Olivia Purchase	☐	☐	☐	☐	X
Autumn Howard	☐	☐	☐	☐	X
Elle Richter	☐	☐	☐	☐	X
Numbers of members in each category	1	4	2	3	4

¹ EC Section 52852

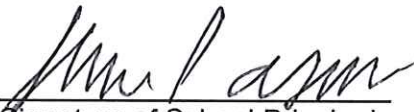
Form E: Recommendations and Assurances

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 3, 2026.

Attested:

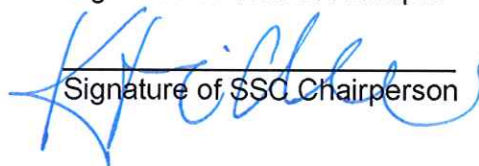
____ Sam Pasarow _____
Typed name of School Principal



Signature of School Principal

6/3/26
Date

____ Nicolay Kreidler _____
Typed name of SSC Chairperson



Signature of SSC Chairperson

6/3/26
Date