

The Single Plan for Student Achievement

EL GRANADA ELEMENTARY SCHOOL 2009 – 2014

4168890-6043624
CDS Code

Date of this revision: May 2011 (revised March 2011)

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: **CARRIE BETTI**

Position: **PRINCIPAL**

Telephone Number: **650-712-7150**

Address: **400 SANTIAGO, HALF MOON BAY, CA**

E-mail Address: **BETTIC@CABRILLO.K12.CA.US**

CABRILLO UNIFIED SCHOOL DISTRICT

The District Governing Board approved this revision of the School Plan on August 13, 2009

and the revisions on June 24, 2010 and May 12, 2011

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 1 ENGLISH LANGUAGE ARTS</p> <p>EG will increase annually by 12% the number of students who achieve at the proficient level or higher on the California Standards Test in English Language Arts. 38 students need to improve to proficient or above.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>ALL STUDENTS Hispanic/Latino 61% White 33% Socioeconomically Disadvantaged 43% English Language Learner 45% Special Education 15% African American 1.6% Asian 1.6%</p>	<p>Goal 1: EG will show an increase of 16.3 % in student achievement for the Hispanic subgroup on the California Standards Test in English Language Arts. 32 students need to improve to proficient or above.</p> <p>EG will show an increase of 4.6 % in student achievement for the White subgroup on the California Standards Test in English Language Arts. 5 students need to improve to proficient or above.</p> <p>EG will show an increase of 17.2 % in student achievement for the Socioeconomically Disadvantaged subgroup on the California Standards Test in English Language Arts. 22 students need to improve to proficient or above.</p> <p>EG will show an increase of 17% in student achievement for the English Language Learner subgroup on the California Standards Test in English Language Arts. 30 students need to improve to proficient or above.</p> <p>EG will show an increase of 15.5% in student achievement for the Students with Disabilities subgroup on the California Standards Test in English Language Arts. 7 students need to improve to proficient or above.</p>
<p>Means of evaluating progress toward this goal:</p>	<p>Group data to be collected to measure academic gains:</p>

GOAL # 1 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	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<ul style="list-style-type: none"> ➤ After School Small group interventions 2-3 grade (added 3/10) ➤ Lexia Reading Program- computers in classrooms for reading interventions. 				<p>\$ 5,000</p> <p>\$ 11,000</p>	<p>Title III LEP</p> <p>Title I Title III</p>
<p>DATA ANALYSIS: Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ➤ Examine & Identify Essential content standards by grade level. ➤ Collaborative Professional Learning Communities for Data Conferences. Sub release time for teachers to meet. ➤ Regular review of data (CST & local) to identify key standards for reteach, during Data Staff Meeting monthly and review of student work during grade level planning. ➤ In grade levels and across grade levels, regularly study student work based on formative assessments. ➤ Classroom graphs of student progress for language arts, reading, writing; identify strengths and areas of need based on standards. ➤ RESULTS, benchmarks, rubrics, reports- progress strategically communicated to students and families. ➤ Alternate ranking completed monthly based on formative assessments (running records). ➤ Goal setting for targeted students (move from basic to proficient). ➤ Intel Assess for Trimester Assessments 		<p>Identify Essential Standards, embedded into units of study.</p> <p>Three data conferences per year.</p> <p>Teacher Planning Forms through Professional Development and grade level planning.</p> <p>Informal Running Records or current book levels monthly. Ranking turned into Principal</p>		<p>\$ 3,000</p> <p>\$ 1,500</p>	<p>Title I-</p> <p>EIA</p>

GOAL # 1 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	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
PROFESSIONAL DEVELOPMENT Staff development and professional collaboration: <ul style="list-style-type: none"> ➤ Literacy Coach-Teacher's College Framework (Reading, Writing, ELL differentiation). ➤ Analyze standards, identify and align curriculum to essential standards. ➤ Maintain the scope and sequence for balanced literacy (reading) that includes strategies for all elements, Reading, Writing, and Word Study. (District framework) 				\$ 15,642 \$ 5,897 \$ 46,244	Title I Title III EIA
INTERVENTIONS: <ul style="list-style-type: none"> ➤ Community Relations Assistant to ensure appropriate communication with Spanish speaking families. ➤ Teachers instruction student in small focus groups support learning. ➤ Strategic parent conferences for communication of academic goals: <ul style="list-style-type: none"> ○ Translators for each conference. ○ Data driven student goals. ○ Utilize portfolios to communicate student progress. Open House, Back to School Night, ELAC, PTO, and SSC meetings. ➤ Student Study Team ➤ Parent Workshops to support student learning. ➤ Mental Health Therapist support through Community Schools Dept. ➤ Newsletters to communicate goals and progress. 		100% of parent notices provided in Spanish and English Evidence of Guided Reading instruction, Conferring Notes Goal=100% participation rate from parent community Parent Participation in Workshops.		\$ 7,000 \$ 1,500	Title I Title III Title I
STAFFING: Literacy Coach Bilingual Community Relations Assistant				\$ 15,642 \$ 5,897 \$ 46,244 \$ 14,100 \$ 13,569 \$ 3,218	Title I Title III EIA Title I Title III EIA

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 2 MATH</p> <p>EG will increase annually by 11.3% the number of students who achieve at the proficient level or higher on the California Standards Test in Math.</p> <p>35 students need to improve to proficient or above.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>ALL STUDENTS</p> <p>Hispanic/Latino 61%</p> <p>White 33%</p> <p>Socioeconomically Disadvantaged 43%</p> <p>English Language Learner 45%</p> <p>Special Education 15%</p> <p>African American 1.6%</p> <p>Asian 1.6%</p>	<p>Anticipated annual performance growth for each group:</p> <p>EG will show an increase of 15.5% in student achievement for the Hispanic subgroup on the California Standards Test in Math. 30 students need to improve to proficient or above.</p> <p>EG will show an increase of 4.8% in student achievement for the White subgroup on the California Standards Test in Math. 5 students need to improve to proficient or above.</p> <p>EG will show an increase of 15.4 % in student achievement for the Socioeconomically Disadvantaged subgroup on the California Standards Test in Math. 19 students need to improve to proficient or above.</p> <p>EG will show an increase of 15.8 % in student achievement for the English Language Learner subgroup on the California Standards Test in Math. 28 students need to improve to proficient or above.</p> <p>EG will show an increase of 16.1% in student achievement for the Students with Disabilities subgroup on the California Standards Test in Math. 7 students need to improve to proficient or above.</p>
<p>Means of evaluating progress toward this goal:</p>	<p>Group data to be collected to measure academic gains:</p>

GOAL # 2 Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<p>TEACHING & LEARNING: Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> ➤ Study CST data to identify the standards where students are achieving. Analyze the standards that need more time and supportive instruction. ➤ Focus on instructional content that is aligned with the standards. Identify essential math standards linked to Everyday Math Curriculum. ➤ Develop and identify common assessments to plan instruction. (Formative and Summative Assessments) ➤ Discuss specific strategies at grade level and across grade level meetings. Use concrete, tangible models and manipulative to demonstrate and teach mathematics. ➤ Incorporate significant supplemental material to teach essential standards. ➤ Teach test taking strategies ➤ Use enrichment opportunities such as music and PE. to connect to core curriculum. 		<p>Monthly Collaboration Planning time. Protocols to look at student work.</p> <p>Showcase student Math work in hallways and common areas.</p> <p>Align new math program assessments at grade levels.</p> <p>Teacher created multiple choice questions aligned to math units.</p>		\$8,000	Title I
<p>DATA ANALYSIS: Monitoring program implementation and results</p> <ul style="list-style-type: none"> ➤ Assess students regularly, using the following measures in Everyday Math Curriculum <ul style="list-style-type: none"> ○ End of chapter tests (summative) ○ Develop and Design Common assessments (formative) ➤ Analyze CST standards results to determine patterns of strengths and areas of improvement of instruction. ➤ Teach connection between skills, strategies, and concepts. ➤ In grade levels and across grade levels, regularly study student work based on formative assessments. ➤ Pass on alternate ranking/benchmark assessments from previous grade. 		<p>Review chapter tests at grade level meetings monthly.</p>			

³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

GOAL # 2 Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<ul style="list-style-type: none"> ➤ Classroom graphs of student progress for essential Math skills and concepts across strands. ➤ Goal setting for targeted students (move from basic to proficient). ➤ Leadership team will guide staff in evaluating progress toward goals. ➤ District wide math assessment. Math formative assessments passed to the next year's teacher. ➤ Data analysis of student achievement: <ul style="list-style-type: none"> ○ Study student work together. ○ Focus on targeted students. 					
<p>PROFESSIONAL DEVELOPMENT Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ➤ Training and development of Protocols to help analyze standards and align curriculum to key standards. ➤ On going training for new math adoption, Everyday Math. Training in subject matter knowledge and manipulative materials to help build connections between concepts and procedures. ➤ Grade level Collaboration meetings monthly to plan Math instruction. ➤ Cross grade level articulation. 				\$ 1,500	TBD/ Title I / EIA
<p>INTERVENTIONS: Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ➤ Community Relations Assistant to act as a liaison between parents and school. ➤ Strategic parent conferences: <ul style="list-style-type: none"> ○ Translators for each conference. ○ Data driven student goals. ➤ Investigate a yearly math fair, form committee. ➤ Mental Health Therapist support through Community Schools Dept. ➤ Dolphin Club to support 4/5 math homework completion 		100% participation during Parent Teacher Conferences.		\$7,000	Title I Title III- LEP
STAFFING:					

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 3 ELL EG will show an increase of 16.3 % in student achievement for the Hispanic subgroup on the California Standards Test in English Language Arts. 32 students need to improve to proficient or above.</p>	
Student groups and grade levels to participate in this goal: English Language Learners	Anticipated annual performance growth for each group: 12% = 20 Students need to improve to proficient or above
Means of evaluating progress toward this goal: California Standards Test	Group data to be collected to measure academic gains:

GOAL # 3 Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<p>TEACHING AND LEARNING: Improvement of instructional strategies and materials.</p> <ul style="list-style-type: none"> ➤ Daily 30 minute English language development block. Students regrouped by language proficiency. ➤ Articulate ELD standards and SDAIE strategies to be used during Workshop and ELD block. ➤ Examine ELD standards and map through curriculum. Align EL standards to ELA standards. Identify Essential Standards. ➤ Reinforce SDAIE/ ELD concepts in other content areas. ➤ Classroom materials to support ELD instruction 		One year growth on CELDT. Students regrouped by language proficiency.		\$ 3,000	Title III-LEP

⁵ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken or will begin, and the date it will be completed.

GOAL # 3 Actions to be Taken to Reach This Goal ^b Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<ul style="list-style-type: none"> ➤ Maintain Class libraries with multicultural literacy including bilingual books to reflect our student population. ➤ Supplemental ELD Materials to support English Language Development. ➤ Field Trips to support core curriculum 				\$ 3,000	Title III-LEP
<p>DATA ANALYSIS: Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ➤ Maintain and monitor progress through Data Conferences with Principal and Literacy Coach. ➤ Collaborate with grade level team once a month to analyze ELL CELDT & CST data and align best teaching practices to support academic growth. ➤ CELDT testing, score analysis and goal setting ➤ Formative assessments ➤ Performance Indicator Cards passed on by previous teacher to new teacher. 				\$ 5,500	EIA
<p>PROFESSIONAL DEVELOPMENT: Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ➤ Provide coaching and professional development for teachers to learn new strategies. Literacy Coach and Principal Provide staff development for ELD/ SDAIE ➤ Provide planning time between regular classroom teacher and ELD teacher for alignment of instruction. ➤ Professional Development Books for staff development book clubs. 				\$ 1,500	TBD Title I
<p>INTERVENTIONS:</p> <ul style="list-style-type: none"> ➤ Community Relations Assistant to act as a liaison between parents and school. ➤ Provide Parent Workshops and school celebrations specifically for ELL parent community on the subjects of Science, Math, and Language Arts. 					

GOAL # 3 Actions to be Taken to Reach This Goal ^b Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<ul style="list-style-type: none"> ➤ ELAC meetings- to communicate academic goals and individual student progress (CELDT results). Provide refreshments and supplies for meetings ➤ Parent Involvement Coordinator ➤ Use parent communication opportunities to make families aware of community resources such as non-profit social resources, clinics, and school linked services. 				<p style="text-align: center;">\$ 500</p> <p style="text-align: center;">\$ 3,350</p>	<p style="text-align: center;">Title III</p> <p style="text-align: center;">TBD Title I</p>
<p>STAFFING:</p> <p>Consultant Contracts</p>				<p style="text-align: center;">\$ 5,000</p>	<p style="text-align: center;">TBD</p>

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 4 EG will show an increase of 15.5% in student achievement for the Hispanic subgroup on the California Standards Test in Math.</p> <p>30 students need to improve to proficient or above.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>English Language Learners</p>	<p>Anticipated annual performance growth for each group:</p> <p>10%</p>
<p>Means of evaluating progress toward this goal:</p> <p>CST results, District Benchmark Assessments, Formative local assessments</p>	<p>Group data to be collected to measure academic gains:</p>

GOAL # 3 Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<p>TEACHING & LEARNING: Improvement of instructional strategies and materials.</p> <ul style="list-style-type: none"> ➤ Provide Academic Vocabulary instruction – Explicit instruction of cognates, mathematical & scientific terms. ➤ Model Problem solving techniques, setting up the problem- explicit instruction on language connections. (translating word problems into equations) 		<p>Charts, Word Walls, Formative assessments of student performance.</p> <p>Student demonstrations of learning (Partner, small group, whole group) Show and Tell me how you know it.</p>			
<p>DATA ANALYSIS: Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ➤ Review the Listening And Speaking ELL Standards to make connections and goals for math with New Everyday Math Curriculum. ➤ Disaggregate & analyze math data at monthly grade level meetings. 					
<p>PROFESSIONAL DEVELOPMENT: Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ➤ Hire ELD Consultant to coach leaders, work with teachers, and guide professional development plans. 				\$ 5,000	TBD Title I Title III
<p>INERVENTIONS:</p> <ul style="list-style-type: none"> ➤ Provide Parent Workshops and school celebrations specifically for ELL parent community on the subjects of Science, Math, and Language Arts. 				\$ 1,500	EIA
<p>STAFFING:</p>					

Form C: Programs Included in this Plan

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 48,000
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$ 0
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$ 0
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ 0
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$ 0
Total amount of state categorical funds allocated to this school	\$48,000

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 54,000
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 22,000
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school	\$76,000

**Form D:
School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:⁹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
CARRIE BETTI	X				
KERI DORN				X	
MAYRA RODRIGUEZ				X	
DJ ANDERSON				X	
ELIZABETH KALINSKY				X	
VACANT				X	
VACANT				X	
VACANT				X	
JAN GRIERSON		X			
KAREN LEIVA		X			
MARY DOCKINS			X		
RYAN CANDELARIO		X			
LAURIE MCMAHON		X			
Numbers of members of each category	1	5	1	7	N/A

⁹ 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.

Form E: Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other **(list)**

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: _____.

Attested:

CARRIE BETTI

Typed name of school principal

Signature of school principal

Date

KAREN LEIVA

Typed name of SSC chairperson

Signature of SSC chairperson

Date