

# The Single Plan for Student Achievement

**School:** Blosser Lane Elementary School  
**CDS Code:** 23-65623-6108369  
**District:** Willits Unified School District  
**Principal:** Nancy Runberg  
**Revision Date:** March 24, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.**

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## School Vision and Mission

### Blosser Lane Elementary School's Vision and Mission Statements

#### School Vision

Blosser Lane Elementary School, in partnership with parents and the community, strives to provide:

- a foundation of academic excellence which honors individual learning styles.
- a curriculum effectively designed to promote higher level thinking skills.
- a curriculum which motivates students to expand their skills and broaden their knowledge, thereby allowing them to meet the ever changing needs of society.
- a program which enables students to take responsibility for their own learning and education.
- a program in which independent learning will be modeled and fostered.
- a curriculum which incorporates technology as a means of reinforcing instruction and developing technological literacy skills in students and staff.
- an opportunity for the empowerment of individuals to become socially responsible through modeling, nurturing, and developing respectful interpersonal relationships.
- a physical environment which allows students and staff to have a meaningful and diverse learning experience.
- a safe, positive, stimulating and friendly atmosphere.

#### Mission Statement

The staff at Blosser Lane Elementary School promotes a safe, respectful, and responsible learning environment. We believe that each student has the right to learn and achieve to his or her full potential. Each teacher has the right to teach. We strive to instill a love of learning in our students. We establish high expectations and standards of learning, and we accept collaborative responsibility for ensuring each student's growth.

## School Profile

Blosser Lane Elementary School opened in 1989 with a student population of 550. Until recently the district enrollment was declining in enrollment. This year there are five 3rd grade classrooms, four 4th grade classrooms, four 5th grade classrooms, 1.5 Resource Specialist Program classrooms, one Moderate - Severe Special Education class, and one English Language Development classroom. The 3rd grade classrooms average 23 students per class, the 4th grade classes average 26 students per class, and the 5th grade classes average 24 students per class. We provide a full range of Special Education services, have two GATE cluster groups at each grade level, and provide English Language Development to all English Language learners.

The administration and staff consist of 18 highly qualified credentialed teachers, two P.E. Instructional Assistants, five General Education Instructional Assistants, four Special Education Instructional Assistants, one principal, one part-time librarian, one part-time school counselor, one behavior interventionist, one part-time social worker, one part-time Speech and Language teacher, two secretaries, two custodians and three cafeteria employees..

In partnership with parents and community, the staff provides a physical environment which offers students a meaningful, diverse learning experience. Students may participate in a wide range of extracurricular activities designed to promote higher order thinking, socialization, and creativity. Opportunities, facilitated by teachers, paid professionals and parent and community volunteers, are varied and scheduled throughout the school year. The Willits Kids Club runs an after school program until 6:00 p.m. each school day. The staff of this program provides supervision, homework support, tutoring, enrichment and recreational activities for our students. Many students participate in Science Fair. Other activities organized by staff members, parents, and volunteers include PTO Movie nights, Scholastic Book Fairs, and the Color Run, as well as varied assemblies and field trips.

Students and parents are provided with many interventions and services by staff members, community professionals and organizations to enable each student to perform to the best of his or her ability. Academic interventions include in-class support for Tier 1 intervention and pullout services (school-wide assistance), SRA Corrective Reading program, a daily English Language Development program, individual and small group instruction with the help of instructional assistants and parent volunteers, and a full range of special education classes and programs. Health services are provided by community professionals for vision, dental, hearing, and scoliosis screenings. In addition, our staff provides valuable information for the Lions Club eyeglass program, Healthy Families, Family Connections, Consolidated Tribal Health services, medical check-ups, head lice treatment, and immunizations.

The staff and students participate in the Building Effective Schools Together program (B.E.S.T.) which supports positive school behavior in being safe, responsible and respectful; we are transitioning to Positive Behavioral and Intervention Supports (PBIS); Project Sanctuary's Bully-Proof program and Restorative Resources learning the practices and principles of restorative justice. Referrals to Mental Health and Healthy Families are done throughout the year when needs arise. In addition, the school district has an Attendance Review Process to address poor student attendance issues.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

The school participated in the Healthy Kids survey last year. The survey demonstrated that 88% of the 5th grade students felt safe and the majority felt connected to school.

### **Classroom Observations**

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

Teachers use a variety of instructional strategies and approaches to differentiate their instructional practices to meet the needs of the students. Classroom observations are done on a regular basis and the classrooms appear to be conducive to an effective learning environment.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

### **Standards, Assessment, and Accountability**

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

Data analysis from state and district data are used each year to define academic areas of success and challenges. Multi-year comparison will be examined in addition to identify specific areas requiring targeted instruction. The staff at Blosser Lane Elementary School will analyze this data prior to the start of the academic year and use it as a gauge of progress. The detailed analysis provides a more general picture of student achievement. This information will be used in addition to classroom assessments and curriculum embedded assessments to create specifically targeted intervention groups thereby increasing and improving student achievement.

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

Blosser Lane staff meets weekly during Professional Learning Community meetings to analyze data from curriculum embedded assessments, progress monitoring assessments such as DIBELS, as well as independent classroom assessments. This data is used to define areas of need, students requiring specific targeted intervention, challenges within the curriculum, as well as areas of success. Students are moved into and out of intervention classes as needed.

#### Staffing and Professional Development

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

All staff at Blosser Lane are highly qualified and teaching within their credentialed area.

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

All teachers are teaching within their credentialed areas and have attended trainings on SBE adopted materials. Due to the implementation of the Common Core State Standards additional professional development has been implemented to continue to support the state standards.

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

Staff professional development surrounds the analysis of data, progress monitoring and the increase in student achievement. Teachers continue to work together in collaborative teams aligning current Common Core curriculum with Common Core State Standards, while implementing additional complex text and student educational support.

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

Teachers have received professional development focused on a literacy structure called The Daily 5, helping teach children to be independent on literacy tasks. We also received professional development to use CAFE, which is a visual aid for organizing the reading strategies for children to learn to read books at their own level. They have also received professional development focused on the newly adopted English Language Arts curriculum aligned to state Common Core Standards

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

Teachers at Blosser Lane collaborate on a weekly basis during the Professional Learning Community meetings. Teachers meet as specific grade levels, as well as in multi grade teams.

#### Teaching and Learning

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

Previously, the Willits Instructional Model (WIM) was implemented as our delivery system in Willits Unified to provide a template for appropriate and highly effective instructional strategies. Presently, curriculum and materials which are provided for both staff and students provide a template for appropriate and highly effective instructional strategies and are standards based.

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

Students participate in 90 minutes of Reading/Language Arts instruction and 30 minutes of Writing daily. Students receive 90 minutes of Mathematics instruction daily.

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

Lesson pacing schedule, assessments and instruction support are aligned within each grade level. Response to Intervention (RTI) 30 minute blocks of intervention delivered during BLAST (Blosser Lane Academic Success Time) occurs daily and is based upon the academic needs of the students. Staff works diligently to align intervention support with targeted academic needs.

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

All student sub groups have access to standards based instructional materials.

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

Instructional materials are state adopted. Intervention materials are used primarily from the adopted curriculum.

Opportunity and Equal Educational Access

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

Teachers scaffold and differentiate within the classroom environment providing support for students performing at all achievement levels. Small group instruction occurs in each classroom and is supported by paraprofessionals.

14. Research-based educational practices to raise student achievement

1. Implementation of Willits Instructional Model (direct instruction, group practice, collaborative practice, independent practice, assessment, checking for understanding)
2. Small group instruction provided by teachers and qualified paraprofessional supporting students experiencing difficulty
3. Collaborative/cooperative strategies used in all classrooms
4. Intervention support provided for students requiring additional assistance in developing/understanding foundational academic skills

Parental Involvement

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

1. Tutoring - delivered by trained paraprofessionals
2. After-school program - Willits Kids Club providing homework support, academic support, etc.
3. Migrant Education parent group - providing resources to families to assist students

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

Parents, teachers, and community members are encouraged to participate in the School Site Council, ELAC and other district wide committees.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Paraprofessionals are present in every classroom, as well as a full-time ELD teacher, to support our second language learners.

## 18. Fiscal support (EPC)

### Description of Barriers and Related School Goals

#### ACCOMPLISHMENTS 2015-2016

##### STUDENT ACHIEVEMENT

- Intervention provided:  
ELA intervention classes for all grades (each 30 min/day 5x/week )  
Reading Fluency via Read Naturally implemented in all classes  
Use of Accelerated Reader to monitor independent reading comprehension  
Trained paraprofessionals provided 1-1, as well small group support  
After-school support in Math provided by Willits Kids Club (55 minutes, 3x per week)  
Implemented progress monitoring tools for ELA  
Tiers of Intervention clarified along with SST and IEP referrals and support
- ZAP! (Zeros Aren't Permitted) program at lunch for homework support
- Accelerated Reader program implemented in all grades
- Pacing guides/focus standards followed for ELA/Math/Science.
- ELD program (30 minutes per day) for all ELD students
- A.D.A. remains consistent at 95% plus during the 2015-16 school year, which is an increase in comparison to the previous school year.
- Writing curriculum implemented at all grades --Write! by Curriculum Associates
- Assessments: Math curriculum embedded assessments (quarterly). Assessments given with fidelity as well as data discussions during Professional Learning Committee (PLC) meetings
- Implementation of Willits Instructional Model (WIM) and alignment with pacing guides
- Weekly Collaborative PLC meetings discussing student data
- Familiarity and discussion of Common Core State Standards

##### CLIMATE AND CULTURE

- B.E.S.T. practices (Be Safe, Be Responsible, Be Respectful) implemented with fidelity with staff. Lessons taught to students as given in Daily Bulletin. Student suspensions reduced.
- School participation in district Color Run, daily/student and monthly/class perfect attendance competition and awards
- Students participate in and compete in Accelerated Reader levels—school wide progress portrayed in Cafeteria
- Kids Club of Willits after school program every school day until 6:00 p.m. incorporates homework help with a teacher liaison
- Book Fairs in the fall and in the spring run by Library and volunteer staff: proceeds benefit the Library
- Assemblies and field trips for all grades provided by funding from ASB, Blosser Boosters, and Willits Education Foundation (WEF)
- PLC procedures/methods/strategies successfully accepted by staff with fidelity
- 5th graders participated in the local community college scholarship writing contest
- Attendance Incentives included a raffle for two bicycles per grade level

##### COMMUNICATION AND TECHNOLOGY

- Active and supportive PTO and Site Council
- Daily bulletins and information sent to staff and students via email and morning student bulletin
- Parent event calendar on website
- All parent communication/school news sent home in English and Spanish
- Computer lab is set up and used weekly by classes
- iPad 3, Apple TV, laptops, sound system, internet wiring, document cameras installed in 100% of classrooms.
- Accelerated Reader accessed via internet in all classrooms and computer lab
- An automated school to home telephone communication system

## CONCLUSIONS FROM DATA ANALYSIS

Schoolwide Data 2015-16 Performance Data Spring 2016

### Findings from Demographic Information:

- School enrollment is currently at 320, A.D.A.
- \* Student Distribution: American Indian- 12%, Asian - 1.9%, Filipino - .8%, African American - 1.9%, White - 72%, Undefined students - 1.2%, Hispanic - 35%
- Students qualifying for Free and Reduced Lunch was 76%
- 100% of staff is highly qualified.
- \* We have 43 Special Education Students.
- Number of suspensions decreased this year.

### Findings from Student Performance:

- Out of our 49 EL students, we have about 12 students or 25% of our EL students who will qualify to be re-designated.
- \* Through site benchmark and the summative curriculum assessments, there are indicators that students are performing higher on common core standards.

### Findings from Climate and Culture:

- \* Implementation of SPIRIT activities, special recognitions, college pennants, kindness challenges, and inspirational banners have improved the overall school climate.
- Staff participation in PLC meetings have resulted in: protocols for agendas and meeting norms, discussions of student data from common formative assessments/ benchmarks and progress monitoring results, creation and discussion of intervention groupings of students.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	108	106	101	103	99	99	93.5	97.2
Grade 4	125	98	121	96	119	96	96.8	98
Grade 5	103	117	98	112	96	112	95.1	95.7
Grade 7	1		0		0		0.0	
All Grades	337	321	320	311	314	307	95.0	96.9

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2347.1	2362.8	4	8	13	13	21	23	60	56
Grade 4	2410.7	2409.7	7	8	12	10	26	24	52	57
Grade 5	2446.1	2440.3	2	4	22	20	24	23	49	53
Grade 7	*		*		*		*		*	
All Grades	N/A	N/A	5	7	16	15	24	23	54	55

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	10	31	37	64	53
Grade 4	8	11	42	36	50	52
Grade 5	9	12	36	33	54	55
Grade 7	*		*		*	
All Grades	8	11	37	35	55	53

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	5	29	32	67	63
Grade 4	4	8	45	38	49	54
Grade 5	5	6	44	41	51	52
Grade 7	*		*		*	
All Grades	4	7	40	37	55	56

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	10	55	56	39	34
Grade 4	10	6	55	64	34	30
Grade 5	9	3	57	64	33	33
Grade 7	*		*		*	
All Grades	9	6	56	61	36	32

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	8	34	45	60	46
Grade 4	8	6	46	52	45	42
Grade 5	15	8	56	64	29	28
Grade 7	*		*		*	
All Grades	9	8	46	54	45	38

**Conclusions based on this data:**

1. Our base line score in ELA had a fourth in the Meet and Exceeded standards.
2. Our school third graders are our weakest scoring group and need the most support.
3. Our strongest area is in Listening and our area of challenge is the writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	108	106	101	102	100	99	93.5	96.2
Grade 4	125	98	121	96	120	96	96.8	98
Grade 5	103	117	99	113	97	113	96.1	96.6
Grade 7	1		0		0		0.0	
All Grades	337	321	321	311	317	308	95.3	96.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2363.1	2375.4	3	5	14	17	21	28	61	49
Grade 4	2422.0	2425.4	2	4	21	18	31	34	46	44
Grade 5	2458.3	2447.3	3	10	16	12	33	24	45	55
Grade 7	*		*		*		*		*	
All Grades	N/A	N/A	2	6	17	15	28	29	51	50

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	8	11	22	25	70	64	
Grade 4	8	11	28	27	64	61	
Grade 5	8	14	36	22	56	65	
Grade 7	*		*		*		
All Grades	8	12	28	25	63	63	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	9	32	40	63	51
Grade 4	11	6	38	43	51	51
Grade 5	4	11	47	28	48	61
Grade 7	*		*		*	
All Grades	7	9	39	37	54	55

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	15	44	44	47	40
Grade 4	8	5	37	41	55	54
Grade 5	6	7	46	36	47	57
Grade 7	*		*		*	
All Grades	8	9	42	40	50	51

**Conclusions based on this data:**

1. The 4th grade cohort is the strongest performing in Mathematics
2. The 3rd grade cohort is the weakest and are struggling the most in Concepts and Procedures.
3. Communicating and Reasoning was our strongest area in math with Concepts and Procedures being our overall area of struggle.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
3		18			29	45		35	15		18	20			20
4		5		21	40	17	64	45	75	14	10	8			
5		18		27	64	29	53	9	57	20	9	14			
<b>Total</b>		13		24	42	33	59	33	43	17	13	15			9

#### Conclusions based on this data:

1. The majority of our students are in the Intermediate and Early Advanced levels with a progression towards Advanced.
2. Our school needs to focus on moving our Early Intermediate and Intermediate towards the upper levels.
3. Students scoring in the Early Intermediate and Beginning ranges necessitate additional support

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
3		17			33	45		33	15		17	20			20
4		5		21	40	17	64	45	75	14	10	8			
5		17		25	58	29	50	17	57	19	8	14	6		
<b>Total</b>		12		23	42	33	57	34	43	17	12	15	3		9

#### Conclusions based on this data:

1. Our 3rd grade students have the most challenges with CELDT, which would reflect our challenges in the CAASPP in third grade.
2. Our 5th grade appears to be progressing the most in the CELDT; a majority of the 4th graders who took the CELDT had IEPs or SSTs in the works
3. The CELDT test is given as a 3-5 grade span; being the same test for each grade annually, provides a representative measure of progress

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	29	48	46
Percent with Prior Year Data	100.0%	100%	97.8%
Number in Cohort	29	48	45
Number Met	--	38	20
Percent Met	--	79.2%	44.4%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	23	7	38	11	32	14
Number Met	--	--	15	7	10	2
Percent Met	--	--	39.5%	63.6%	31.3%	14.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	Yes	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. AMAO growth for students exceeds NCLB target indicating that the current programs and support of ELL students is effective.
2. AMAO 2 target was exceeded over 15%.
3. AMAO 3 target was met for Math but not for ELA; this as well was the only indicator that was met for AYP. Continued support must be provided to assist students in attaining proficiency in English.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	117	106	150
Percent with Prior Year Data	93.2	95.3	99.3
Number in Cohort	109	101	149
Number Met	61	65	76
Percent Met	56.0	64.4	51
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	120	46	115	59	103	66
Number Met	16	14	19	26	21	26
Percent Met	13.3	30.4	16.5	44.1	20.4	39.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	Yes	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. Targets met for AMAO 1 and exceeded by over 4%.
2. Targets were not met for AMAO 2, we were short by 8%.
3. Addressing the fundamentals of "Long Term English Learners" is a priority



## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts and Math</b>
<b>LEA GOAL:</b>
Students will be prepared to be college and/or career ready.
<b>SCHOOL GOAL #1:</b>
Continue implementation of Common Core State Standards utilizing currently adopted curricular materials (Math, ELA, Social Studies, Science). This year is focused on implementation of newly adopted curriculum for ELA and ELD; Math continues to be supported by the adopted and supplemental curriculum (concurrently piloting new math program) Strategy 1: Improve the quality and effectiveness of instruction Strategy 2: Improve the alignment between what is supposed to be taught, what is taught, and what is tested Strategy 3: Increase the intervention system effectiveness.
<b>Data Used to Form this Goal:</b>
State requirements of CCSS academic performance data in ELA and Math; CELDT 2015 data
<b>Findings from the Analysis of this Data:</b>
Maintaining implementation of Common Core State Standards is necessary in order to prepare our students for the current assessment requirements. It is also essential to continue pursuit and support in identified areas where students required additional support. Creating a sustainable means of viewing curriculum sources, creating flexible pacing guides, retaining specific assessments based upon targets is the site work for this year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Identified progress monitoring, classroom visitations, teacher anecdotal reports, developed CCSS pacing guides, increase in academic text complexity and increase in student collaborative practices documented.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Curriculum</p> <p>1. Refine core period ELA morning block of time</p> <p>a. Newly adopted "Benchmark curriculum" will be the leading force</p> <p>b. PLC teams meet 3-4x/month to review and strengthen pacing guides and materials</p> <p>c. Implement four collaborative classroom practices</p> <p>d. Create master schedule so that Special Education students receive access</p> <p>e. Strategies and practices will be aligned with common core standards.</p>	August 2016-May 2017	Site Principal Site staff	<p>Continue implementation of complex text for ELA, Social Studies, Science.</p> <p>Time is required for site staff to collaborate .</p>
<p>2. Implement supplemental materials from curriculums to increase academic knowledge of subgroups</p> <p>a. Use DIBELS, STAR - Renaissance Learning AR and Checking For Understanding (CFUs) to monitor progress</p> <p>b. Math: focus on computation, vocabulary, mathematical reasoning.</p> <p>c. Core: text complexity, close reading</p> <p>d. Use of trained paraprofessionals to provide ongoing small group support</p> <p>e. Implement Productive Group Work strategies to support EL and mono-lingual students</p>	August 2016-May 2017	Site Principal Site Staff	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Assessments and Reporting</p> <p>3. Refine alignment of current assessments with CCSS in ELA and curriculum embedded assessments in Math.</p> <p>a. Renaissance AR - STAR data system</p> <p>b. Provide professional development to staff on system</p> <p>c. Begin to develop assessments and rubrics based upon CCSS in ELA</p>	<p>Continue professional development from August 2016-May 2017 in:</p> <p>Renaissance - STAR and DIBELS Assessment</p> <p>Progress occurring in PLC meetings weekly</p>	<p>Site Principal</p> <p>Site Staff</p>	
<p>4. Refine alignment of homework with classroom instruction, standards based and providing academic support</p> <p>a. Discussion of homework purpose; provide homework instruction support for parents and guardians to help students.</p> <p>b. Grade level discussions of what comprises appropriate homework</p> <p>c. Agreement on what is sent home per grade level</p>	<p>Nov-Jan 2016-2017</p>	<p>Site Principal</p> <p>Site Staff</p>	
<p>5. Dissemination of data from assessments to determine areas of strength/ need and provide support</p> <p>a. Weekly data discussions in PLC teams</p> <p>b. Analysis of CFU, assessments and student success/struggle</p> <p>c. Identification of struggling students and leveled response to intervention application to provide support</p> <p>d. Analysis of subgroup performance and levels required of targeted support</p>	<p>Weekly PLC Staff meetings</p> <p>August 2015-2016</p>	<p>Site Principal</p> <p>Site Staff</p>	



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Academic Intervention</b>
<b>LEA GOAL:</b>
Students will be provided academic support to promote language and mathematical and technology literacy.
<b>SCHOOL GOAL #2:</b>
Refine implementation of current intervention structure. Intervention at Blosser Lane is based upon the academic needs of the students. The intervention program as established is highly effective however changes in curriculum, scheduling, progress monitoring fluctuate with the needs of the students. Strategy: Increase the intervention system effectiveness
<b>Data Used to Form this Goal:</b>
Math and ELA grade level benchmark and summative curriculum assessments
<b>Findings from the Analysis of this Data:</b>
Students continue to demonstrate positive movements towards mastery of the common core standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
1. Refine current intervention practices that experienced success and implement any necessary changes. a. Evaluate academic interventions from '15-'16 b. Analyze available student CAASPP data	August 2016	Site principal Site staff	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>2. Create student intervention groupings by targeted need, DIBELS data; Renaissance - STAR; CAASPP data, fluency, etc.</p> <p>a. Intervention scheduling blocks and pullout</p> <p>b. Student scheduling by staff</p> <p>c. Update groupings per student needs</p>	Ongoing throughout the year	Site principal Site staff	
<p>3. Identify curriculum, supplemental materials and supplies, instructional strategies to use during intervention blocks and pullout as well as progress monitoring component</p> <p>a. Outline all intervention curriculum/practices</p> <p>b. Train paraprofessionals as necessary</p> <p>c. Implement progress monitoring tool - 5-6 weeks for DIBELS; trimester: Renaissance - STAR;</p> <p>d. During PLC reflect upon progress monitoring results</p>	Ongoing throughout the 2016-2017 school year	Site principal Site staff Site paraprofessionals	
<p>4. Create a visual of Tiers of Intervention and intervention practices to document successes and identify referral process</p> <p>a. Ensure an additional level of intervention for Tier 2 students</p>	Nov-Jan 2016-2017	Site Principal Site staff	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
5. Seek to provide 1-1 access to computers a. Improve internet infrastructure and support b. Teacher training for technology c. Implement technology "ethics" teaching	Ongoing throughout the year	Site Principal in collaboration w/ IT Director and District Administration	

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Student health and safety</b>
<b>LEA GOAL:</b>
Students and families will be supported and encouraged to advocate healthy lifestyle choices.
<b>SCHOOL GOAL #3:</b>
Increase opportunities for student growth/success thereby increasing student attendance and creating a safe, school environment. Strategy: Continue to implement supports for students' health and safety.
<b>Data Used to Form this Goal:</b>
Decreased suspension incidents, increased student awards at quarterly assemblies
<b>Findings from the Analysis of this Data:</b>
Students attend school when they feel valued. Providing multiple opportunities for students to receive acknowledgement in a positive manner increases attendance and spurs academic performance.
<b>How the School will Evaluate the Progress of this Goal:</b>
A.D.A., number of academic achievement awards, decreased suspension incidents,



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Student Attendance</p> <ol style="list-style-type: none"> <li>1. Students are recognized and awarded certificates for perfect attendance</li> <li>2. A school attendance trophy is housed in the classroom that has the most perfect attendance days of each month</li> <li>3. Party with the principal for the class with the highest attendance percentage.</li> <li>4. Personalized calls home each day when students are not at school</li> <li>5. Win a bike raffle attendance incentive</li> </ol>	<p>Monthly</p> <p>Daily</p>	<p>Site Principal</p> <p>Site Staff</p>	
<p>Student Behavior</p> <ol style="list-style-type: none"> <li>1. Restorative practices are used for behavior management with students</li> <li>2. The "First Four Days" multi-grade teams and activities to develop positive school climate</li> <li>3. Barring severe incidents, students are encouraged by staff to work through their incidents with other students.</li> <li>4. Students involved in any incident participate in determining consequence</li> <li>5. PBIS protocols being established</li> <li>6. Counseling intervention</li> </ol>	<p>Ongoing</p>	<p>Site Principal</p> <p>Site Staff</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Communication</p> <p>1. Monthly calendar to parents identifying important dates and events in English and Spanish</p> <p>2. Many opportunities for parents to volunteer in classes and on field trips, as well as school-wide activities; seek to provide easier access to fingerprinting - perhaps a mobile unit</p>	Ongoing	<p>Site Principal</p> <p>Site Staff</p>	

**Planned Improvements in Student Performance**

**School Goal #4**

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

## Categorical Funding Allocated To Blosser Lane Elementary School

The following state and federal categorical funds are preliminary allocations to this school through the Consolidated Application, Spring Release. Additional funds may be allocated to the school in accordance with district policy. Projected allocations may include any carry over from prior years

### Federal Programs

	Allocation
<b>Federal Program:</b>  <b>Title I: Schoolwide Assistance Program</b>	\$81,658
<i>Program Goal:</i> To improve teaching and learning to help low achieving students meet the same challenging state content and performance standards that apply to all students.	
<b>Federal Program:</b>  <b>Title II: Improving Teacher Quality/CSR</b>	Districtwide allocation
<i>Program Goal:</i> Federal Class Size Reduction to improve learning outcomes by maintaining smaller class sizes for grades K-3, and to recruit and hire highly qualified teachers to reduce class size.	
<b>Federal Program:</b>  <b>Title II: Part D Enhancing Education Through Technology</b>	N/A
<i>Program Goal:</i> Provides funds for innovative initiatives to support integration of technology into classrooms to improve teaching and learning.	
<b>Federal Program:</b>  <b>Title III: Limited English Proficient (LEP)</b>	Districtwide allocation
<i>Program Goal:</i> To provide supplementary programs and services for LEP students to enable them to meet grade level requirements. To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.	
<b>Federal Program:</b>  <b>Title IV: Safe and Drug Free Schools and Communities</b>	Districtwide allocation

<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> <li>• To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students</li> </ul>	
<p><b>Federal Program:</b></p> <p><b>Title V: Innovative Strategies</b></p>	
<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> <li>• To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.</li> <li>• To meet the needs of at-risk students.</li> </ul>	<p>Districtwide allocation</p>

## State Programs

	Allocation
<b>Economic Impact Aid (EIA)</b> <b>English Language Acquisition Program (ELL)</b> <i>Program Goal:</i> To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.	\$71,000
<b>Gifted and Talented Education (GATE)</b> <i>Program Goal:</i> To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.	Districtwide allocation
<b>Tobacco Use Prevention Education (TUPE)</b> <i>Program Goal:</i> To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.	N/A
<b>School &amp; Library Improvement Block Grant (SLIBG)</b> <i>Program Goal:</i> <ul style="list-style-type: none"> <li>• To meet the educational needs of all students, including student achievement and improved environment.</li> <li>• To support and sustain high quality professional development</li> <li>• To support the school library program</li> </ul>	N/A
<b>Elementary Counseling Grant</b>  <i>Program Goal:</i> Provide counseling services to facilitate health development of elementary school students.	Elementary districtwide allocation \$ 396,373

### Willits Unified School District 2012-2015 Goals in LCAP Action Plan\*

<b>Strategy 1:</b>	Students will be prepared to be college and or career ready.
<b>Strategy 2:</b>	Students will be provided academic support to promote language and mathematical and technology literacy..
<b>Strategy 3:</b>	Students and families will be supported and encouraged to advocate healthy lifestyle choices..
<b>Strategy 4:</b>	
<b>Strategy 5:</b>	

\*For a detailed listing of the goals and action steps for each priority, please refer to the Willits Unified School District LEA Action Plan which is available at [www.willitsunified.net](http://www.willitsunified.net).



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math</b>
<b>SCHOOL GOAL #1:</b>
Strategic Plan Strategy #1: Students will be prepared to be college and/or career ready.
Continue implementation of Common Core State Standards utilizing currently adopted curricular materials (Math, ELA, Social Studies, Science). This year is focused on implementation of newly adopted curriculum for ELA and ELD; Math continues to be supported by the adopted and supplemental curriculum (concurrently piloting new math program)
Strategy 1: Improve the quality and effectiveness of instruction
Strategy 2: Improve the alignment between what is supposed to be taught, what is taught, and what is tested
Strategy 3: Increase the intervention system effectiveness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Continue implementation of newly adopted ELA/ELD texts and to pilot math curriculum and take appropriate actions to adopt for 2017-18	Spring 2017	Curriculum Committee	Curriculum Committee meet regularly to review possible adoption text that meet Common Core State Standards and pilot text for future math adoption. Present recommended adoption materials to sites for review and consideration. Provide the Curriculum Committee with feedback from each site regarding recommended texts. Supplemental/Concentration 50,000.
Provide professional development to all staff regarding Common Core implementation in ELA/ELD and math	On-Going	District and Site Administration	Provide consultants trained in Common Core and ELA/ELD Framework to support classroom instruction. Supplemental/Concentration 121,912
Curriculum Development and Intervention Support	On-Going	District Leadership and Site Administration	Title I 618,897

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Intervention</b>
<b>SCHOOL GOAL #2:</b>
Strategic Plan Strategy #2: Students will be provided academic support to promote language and mathematical and technology literacy.
Refine implementation of current intervention structure. Intervention at Blosser Lane is based upon the academic needs of the students. The intervention program as established is highly effective however changes in curriculum, scheduling, progress monitoring fluctuate with the needs of the students. Strategy: Increase the intervention system effectiveness

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Staff development in Common Core State Standards	Spring 2016	District Leadership Team	Professional development will be provided to staff (certificated and classified) in the implementation of CCSS; differentiated instruction; and critical thinking skills. Supplemental/Concentration 236,181.
Technology support will be provided for student assessments	On-Going	District Leadership Team	Technology support in the form of additional devices; professional development; and classified personnel to aid in the delivery of the state assessment requirements. Supplemental/Concentration 45,000.
Teacher Quality	On-going	District Leadership and Site Administration	Title II 122,765

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student health and safety</b>
<b>SCHOOL GOAL #3:</b>
Strategic Plan Strategy #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices.
Increase opportunities for student growth/success thereby increasing student attendance and creating a safe, school environment. Strategy: Continue to implement supports for students' health and safety.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Promote health and physical well being through a daily physical education program	On-Going	Site Administration	Continue to develop and implement a physical education program at all grade levels for the health and wellbeing of student. Supplemental/Concentration 168,795.
Provide Restorative Practices for students and staff	On-Going	District Leadership Team	Restorative Practices will be implemented at all grade levels to reduce classroom disruptions, suspension, and expulsions. Supplemental/Concentration 50,000.
Provide support for mental health needs to identified students	On-Going	Site Administration	Use the SST system to support student mental health through teacher recommendation and psychologist tested programs. Supplemental/Concentration 25,000.

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

## Centralized Services Expenditures

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

Proposed Expenditures	Estimated Cost	Funding Source
Professional Development	132,486*	Title 1
Yard Duty	30,942*	School Safety
Administrative Services Support-Superintendent	32,480*	Title 1, EIA
Business Services	63,320	Various
ELD Teacher	42,924*	EIA, LEP

\*Indicates that the service benefits all sites in the District.

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nancy Runberg	X				
Margaret Bender		X			
Lisa Mey		X			
Marian Lohne		X			
Jackie Herz			X		
Crystal Schiffbauer-Bowles				X	
Misty Davidson				X	
Kristen Fraser				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

All staff participated in development of the SPSA

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on April 5, 2017.

Attested:

Nancy Runberg

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Lisa Mey

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date